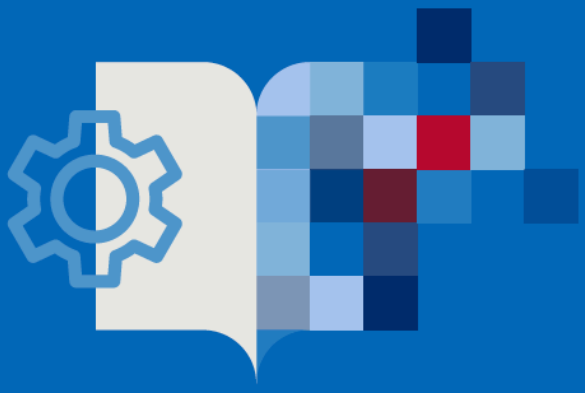

RERA TOOLKIT TRAINING

Participant Guide

Education In Crisis & Conflict Network
eccn
Dedicated To Increasing Equitable Access To Education In Areas Affected By Crisis And Conflict

Washington DC
November 30 – December 1, 2017

USAID
FROM THE AMERICAN PEOPLE

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Introduction

Welcome to the RERA Toolkit training. This course is the outgrowth of a work stream within by the USAID Education in Crisis and Conflict Network (ECCN).

ECCN is a community of practice composed of USAID education staff, implementing partners, and others working to increase equitable access to, and improve the quality of, education in crisis- and conflict-affected environments. ECCN was initiated to promote knowledge generation and sharing among practitioners, policy-makers, and researchers related to improved equitable access to education in crisis- and conflict-affected environments. This five-year initiative is meant to complement the substantial contributions of other networks, such as the Inter-Agency Network for Education in Emergencies (INEE), with a focus on supporting the community of practice working to shape and implement USAID's assistance to education in crisis- and conflict-affected environments.

Any USAID staff, practitioner or researcher working on a USAID education initiative in a crisis- or conflict-affected environment may be a member of ECCN. Current USAID countries affected by crisis and conflict include Afghanistan, Burma, Democratic Republic of Congo, Dominican Republic, El Salvador, Guatemala, Haiti, Honduras, Kenya, Lebanon, Liberia, Mali, Nicaragua, Nigeria, Pakistan, Philippines, Somalia, South Sudan, and the West Bank and Gaza. ECCN especially seeks to foster field-based dialogue and knowledge-generation.

Background on the RERA:

Through its Education Strategy, the United States Agency for International Development (USAID) committed to work with partners to increase equitable access to education for learners living in countries affected by conflict and crisis. Of the 67 million primary-school-aged children around the world who do not attend school, 40 million live in countries affected by armed conflict. Millions more have had their education disrupted by natural disasters, crime and violence.

Achieving results in these challenging environments calls for innovative approaches to the design, management, and evaluation of education programs. The USAID Education in Crisis and Conflict Team developed the Rapid Education and Risk Analysis (RERA) Toolkit in order to support the critical first step of

better understanding the situation of education systems and learners and their complex and volatile contexts. The RERA Toolkit is consistent with USAID's new Program Cycle Operational Policy (ADS 201) and the Collaborating, Learning and Adapting (CLA) framework.

What is a RERA?

A RERA is a "good enough" situation analysis of education systems, learners, and their communities as a dynamic system of relationships involving assets and multiple contextual risks. A RERA is unique in that it integrates key methodological elements of a rapid education needs assessment and contextual risk analyses, such as conflict analysis, disaster risk assessment and resilience analysis. A RERA in particular investigates how risks impact the school community, how education influences risks, and how contextual risks influence each other. Similarly, a RERA illuminates cross-sectoral dependencies and opportunities to support school community resilience. A RERA ultimately informs USAID strategy and programming.

The overarching research questions for a RERA generally are:

- 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, 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?

RERA Toolkit Training - Description

The Rapid Education and Risk Analysis (RERA) Toolkit guides the analysis of the education sector, learners and school communities and their interaction with multiple contextual risks, such as conflict, natural disasters, violence, insecurity,

political instability, and health emergencies. Since 2011, the United States Agency for International Development (USAID) has been working with partners to increase equitable access to education for learners living in conflict and crisis-affected environments (USAID Education Strategy, February 2011, Goal 3). These complex contexts call for innovative approaches to the design, management, and evaluation of projects seeking to increase equitable access to education. Consistent with USAID's new Program Cycle Operational Policy (ADS 201, 2016) and the Collaborating, Learning and Adapting (CLA) framework, the RERA Toolkit supports USAID and its partners in applying analytic rigor, managing adaptively, and utilizing diverse approaches for more effective education programing in conflict and crisis-affected environments.
Participants will learn the rationale and purpose of the RERA, how to procure, oversee and/or implement a RERA, and the key methodological elements and collaborative approaches involved in a RERA.

This 2-day training is highly participatory and hands-on. Participants will interact with individuals who have conducted RERAs in the field, and they will have the opportunity to share experience and expertise, and apply learning in interactive sessions.

Course Goals

USAID staff and Implementing Partners will work side by side to:

- Identify the rationale and purpose for conducting a RERA
- Learn steps for RERA planning and procurement
- Learn key considerations for implementing a RERA in a collaborative and participatory way
- Learn the data collection and analysis methodology of a RERA
- Learn effective approaches for developing RERA findings, conclusions and recommendations

Participant List

Agenda Summary

Day 1 – Planning, Procurement, Design

9:00 – 9:30 am	**1.1 Welcome and Introductions**
9:30 – 10:45 am	**1.2 Education and Multiple Risk**
10:45 – 11:00 am	**Break**
11:00 am – 12:00 pm	**1.3 Rapid Education and Risk Analysis: Overview**
12:00 – 1:00 pm	**Lunch**
1:00 – 2:30 pm	**1.4 RERA Procurement and USAID's CLA Approach – Barbara Brocker**
2:30 – 2:45 pm	**Break**
2:45 pm – 4:45 pm	**1.5 RERA Design**

Day 2 – Data Collection, Analysis, Final Report

9:00 – 9:45 am	**2.1 Desk Review**
9:45 – 11:15 am	**2.2 Primary Data Collection: Planning and Implementation**
11:15 – 11:30 am	**Break**
11:30 am – 12:30 pm	**2.3 Analyzing Data and Developing Findings – Sarah Jones**
12:30 – 1:30 pm	**Lunch**
1:30 – 2:30 pm	**2.4 Crafting Conclusions and Recommendations**
2:30 pm – 2:45 pm	**Break**
2:45 pm – 3:30 pm	**2.5 Completing and Disseminating RERA Final Report**
3:30 – 4:00 pm	**2.6 Wrap up and Evaluations**

RERA Conceptual Framework

RERA Phases

Phase 1: Planning and Procurement

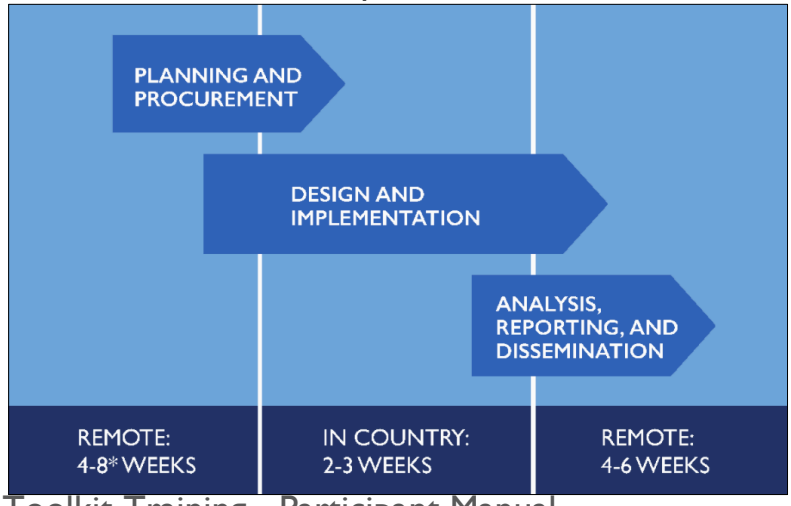
1. Develop a Scope of Work to procure a RERA
2. Recruit the RERA Team
3. Conduct a conflict sensitivity self-assessment
4. Set RERA parameters
5. Develop the RERA design plan
6. Agree on RERA Final Report outline
7. Engage key stakeholders

Phase 2: Design and 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

Phase 3: Analysis, Reporting and 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 actionable recommendations
3. Hold validation/consultation meetings with USAID and partners
4. Write the Final Report
5. Disseminate the RERA Final Report



Day 1 – Planning, Procurement, Design

Nov 30, 2017

1.1 Welcome and Introductions

9:00 – 9:30 am

Presenters: All

Objective: Participants will be oriented to the course and to the other participants.

1.2 Education and Multiple Risks

9:30 – 10:45

Presenter: Jim Rogan and Ashley Henderson

Objective: Participants will be able to articulate why a RERA is needed in conflict and crisis environments.

RERA Tool page references:

1. P. 18 – RERA Conceptual Framework

Break 10:45 – 11:00 am

1.3 Rapid Education and Risk Analysis: Overview

11:00 am – 12:00 pm

Presenter: Jim Rogan

Objective: Participants will be able to articulate the main elements of the RERA Toolkit, which they will reference throughout the course.

RERA Tool page references:

1. Pp. 5-11

1.4 RERA Procurement and USAID's CLA Approach 1:00 – 2:30 pm

Presenter: Barbara Brocker

Objective: Participants will be aware of the options for RERA procurement and how and when to use each option. Participants will learn how RERA and CLA/Adaptive management support and reinforce each other.

Materials: Handout 1.4 SOW South Sudan
Handout 1.4 Understanding CLA

RERA Tool page references:

- P. 8 – When to do a RERA

Break 2:30 – 2:45 pm

1.5 RERA Design 2:45 – 4:45 pm

Presenter: Ashley Henderson

Objective: Participants will learn how to adapt the RERA design, including RERA Team recruitment, the RERA's parameters, research questions, data sources, informants and stakeholders.

RERA Tool page references:

- Pp. 15 - 16

Day 2: Data Collection, Analysis, Final Report

Dec 1, 2017

2.1 Desk Review 9:00 – 9:45 am

Presenter: Jim and Ashley

Objective: Participants will be able to articulate key considerations for the desk review -- that RERA does not duplicate existing research but instead focuses on analysis and scoping out areas for primary data collection.

RERA Tool page references:

- P. 18

2.2 Primary Data Collection: Planning and Implementation 9:45 – 11:15 am

Presenter: Ashley and Jim

Objective: Participants will learn how to plan for and collect primary data including defining focus group and key informant interview protocols, training facilitators and enumerators, creating feedback loops, and adapting protocols as needed.

RERA Tool page references:

- Pp. 18 - 19

Break 11:15 – 11:30 am

2.3 Analyzing Data and Developing Findings 11:30 am – 12:30 pm

Presenter: Sarah Jones

Objective: Participants will be able to express the key steps and considerations in analyzing data for a RERA.

RERA Tool page references:

- Pp. 20 – 22
- Pp. 24

2.4 Crafting Conclusions and Recommendations 1:30 – 2:30 pm

Presenter: Jim Rogan

Objective: Participants will know how to develop RERA findings, conclusions and actionable recommendations.

RERA Tool page references:

- P. 24

Break 2:30 – 2:40 pm

2.5 Completing and Disseminating RERA Final Report
2:45 – 3:30 pm

Presenter: Ashley Henderson

Objective: Participants will know how to develop RERA findings, conclusions and actionable recommendations.

RERA Tool page references:

- P. 25

2.6 Wrap-Up and Evaluations 3:30 – 4:00 pm