

TOOL



SCHOOL COMMUNITY REVIEW SCORING RUBRIC

AT A GLANCE

- Guides the analysis of secondary data to inform primary data collection
- Data sources: Uses relevant background documents and preliminary discussions with experts (see TOOL 7: Key Documents and Resources Matrix)
- The tool should be used for every RERA
 - Methodology: Rapid completion of scoring rubric
 - Conceptual focus: Understanding and ranking the main risks to education and safe school communities
 - Internal document that informs the RERA Team's decision about field data collection parameters and sites

TEMPLATES INCLUDED

- School Community Review Scoring Rubric

HOW TO USE THIS TOOL

- The RERA Team should complete a scoring rubric for each relevant geographic area or region under inquiry to identify the level of specific risks.

TOOL 9: SCHOOL COMMUNITY REVIEW SCORING RUBRIC

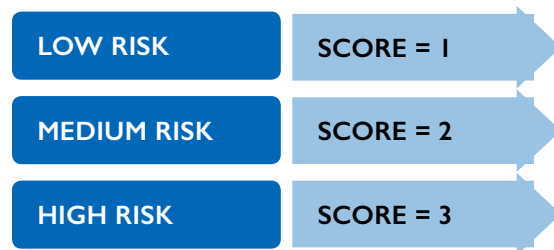
PURPOSE

The scoring rubric guides the analysis of secondary data to inform the scope and focus of primary data collection. By analyzing insights from secondary data (such as existing reports or expert interviews), the rubric provides a systematic framework for assessing the main risks to school communities and safe learning. It helps identify those school communities and contextual risks that may require additional investigation through limited fieldwork (see **TOOL 10: School Community Fieldwork Tool**). The scoring rubric helps inform a decision about a) whether additional data gaps remain after secondary data review and, if so, b) where to pursue limited primary data collection and c) which questions to use from Tool 10 during that limited primary data collection.

DESCRIPTION

The scoring rubric is an internal tool that the RERA Team should complete for each relevant geographic area or region under inquiry in order to identify the level of certain types of risk.⁶ The scoring rubric is divided into sections focused on specific risk categories,⁷ and each section contains three statements that can be scored as one (low risk), two (medium risk), or three (high risk), depending on regional conditions.

Figure 1: Rubric Scoring



Although the scoring rubric is simply a tool to support next steps for primary data collection based on preliminary review of secondary data evidence, the RERA Team may wish to discuss criteria for determining a risk ranking from the exercise. Risk is understood as the possibility of harm, and risk assessment takes into account both the *likelihood* or probability of harm (or an event) and the potential *impact* or severity of that harm (or event). The basic risk matrix below is commonly used in risk management and can provide a simple and illustrative framework for determining the level of risk in a given region.

⁶ If the regions under inquiry have similar risk factors, then one checklist may be completed for all regions.

⁷ These risk categories draw upon the work of USAID ECCN's SLE Working Group.



Figure 2: Risk Matrix

	High	Low	Medium	High
IMPACT	Medium	Low	Medium	Medium
	Low	Low	Low	Low
		Low	Medium	High
		LIKELIHOOD		

In general, a geographic area or region that receives a higher score in the rubric should be considered for inclusion in the sample of schools for the subsequent school community fieldwork phase.⁸ The scoring rubric also assists in the selection of questions to employ during school community data collection. The specific threshold for further investigation should be discussed and agreed upon by the RERA Team in consultation with the USAID Mission. Other factors will play a role in this decision, including the USAID Country Development Cooperation Strategy, USAID programming objectives and coverage, national priorities, operating environment, and available resources.

As explained in the RERA Toolkit narrative, some RERAs will not require additional primary data collection on every type of risk identified, provided there is sufficient recent and region-specific secondary data available. Primary data collection should only occur on certain themes if a) there is a high risk and b) there is insufficient secondary data about that risk. Tool 10 provides the specific methodology and questions that are recommended for any and all gaps.

⁸ Note that the scoring rubric is simply a tool to support decision-making by the RERA Team. It should not be considered a quantitative data analysis tool or a definitive assessment of risk that should determine a decision.



Scoring Rubric Guidance: This scoring rubric is completed based on the preliminary desk review. Please cite or indicate source(s) for each ranking. Scores of five⁹ or more per category (along with inadequate secondary data collected during initial document review) may indicate the need for additional follow-up in the form of primary data collection and analysis using portions of Tool 10.

Risk Category	Specific Issue	Data Source Identify source used to assess level of risk <i>(provide author, article title, and date of publication, or, for expert interviews, provide name, title, and date of discussion)</i>	Level of Risk (1= low; 2= medium; 3 = high)	Justification for score(s)	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 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 groups 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).				

⁹ Alternatively, the threshold can be determined by the RERA Team, with the rationale clearly explained in the RERA Final Report.



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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.				
F. External: Education under attack (ideological / extremist anti-school)	Students face risk of being direct targets of violence by armed groups or individuals (within school or on way to or from).				
	Teachers face risk of being direct targets of violence by armed groups or individuals (within school or on way to or from).				
	The school itself is at risk of being a target of violence by armed groups or individuals.				
G. External: Incidental violence to and from school (e.g., from community members or neighboring community members)	Students face risk of violence from community members and/or strangers (organized gang or group/faction) on the way to and from school.				
	Students face risk of kidnapping from community members and/or strangers (not related to organized gang or group/faction) on the way to and from school.				
	Teachers/staff face risk of intimidation, extortion, or forced recruitment into criminal activities by community members and/or strangers (organized gang or group/faction) on the way to and from school.				



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H. Environmental: Geological hazards: (earthquake, landslide, tsunami, volcano)	Schools and surrounding area are at risk of geological hazards.				
	Schools are constructed with geological hazard-resilient materials (enter 1 if yes, 3 if no).				
	Schools have preparedness plans for geological hazards (enter 1 if yes, 3 if no).				
I. Environmental: Water-related hazards (flood, storm, surge, drought)	Schools are at risk of being affected by water-related hazards.				
	Schools are constructed in a water-related hazard-resilient manner (enter 1 if yes, 3 if no).				
	Schools have preparedness plans for water-related hazards (enter 1 if yes, 3 if no).				
J. Environmental: Fire (wildfires)	Schools and surrounding area are at risk of wildfires.				
	Schools are constructed in a wildfire-resilient manner (enter 1 if yes, 3 if no).				
	Schools have preparedness plans for wildfires (enter 1 if yes, 3 if no).				
K. Environmental: Wind-related hazards (cyclones, windstorms, sandstorms)	Schools and surrounding area are at risk of wind-related hazards.				
	Schools are constructed in a wind-related hazard-resilient manner (enter 1 if yes, 3 if no).				
	Schools have preparedness plans for wind-related hazards (enter 1 if yes, 3 if no).				



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L. Environmental: Chemical, biological, radiological, nuclear hazards	Schools and surrounding area are at risk of chemical, manufactured biological, radiological, or nuclear hazards.				
	Schools are constructed in a manner resilient to chemical, manufactured biological, radiological, or nuclear hazards (enter 1 if yes, 3 if no).				
	Schools have preparedness plans for chemical, manufactured biological, radiological, or nuclear hazards (enter 1 if yes, 3 if no).				
M. Environmental: Health and epidemics	The area is at risk of epidemics or health crises.				
	Schools have safeguards for protecting against or identifying epidemics or health crises within the school setting only (enter 1 if yes, 3 if no).				
	Schools have preparedness plans to respond when students/staff face the risk of epidemics or health crises in the surrounding community or region (enter 1 if yes, 3 if no).				
N. Environmental: Malnutrition and famine	The area is at risk of malnutrition or famine.				
	Schools have safeguards for protecting against or identifying malnutrition or famine within the school setting only (enter 1 if yes, 3 if no).				
	Schools have preparedness plans to respond when students/staff face the risk of malnutrition or famine in the surrounding community or region (e.g. feeding plans) (enter 1 if yes, 3 if no).				



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O. Crosscutting: Trauma related to sexual and gender-based violence (SGBV) (e.g., FGM/C, SRGBV)	Students are at risk of SGBV in school and/or out of school.				
	Teachers/staff are at risk of SGBV in school and/or out of school.				
	Schools have psychosocial support mechanisms for students and teachers at risk of SGBV (e.g., girls have female teachers to talk to) (enter 1 if yes, 3 if no).				
P. Crosscutting: Trauma related to conflict, disasters, or epidemics (e.g. drought, famine, violence)	Students are at risk of psychosocial and mental health problems related to disasters, conflict, violence, or health epidemics.				
	Teachers/staff are at risk of psychosocial and mental health problems related to disasters, conflict, violence or health epidemics.				
	Students and teachers have access to psychosocial support mechanisms related to violence or disasters (e.g., girls have female teachers to talk to) (enter 1 if yes, 3 if no).				