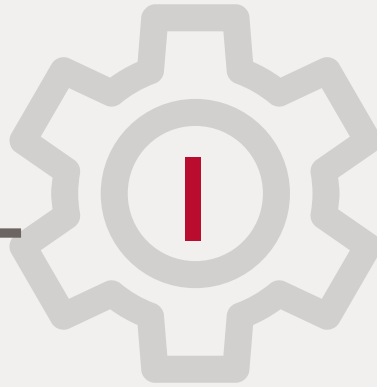


TOOL



SAMPLE RERA SCOPE OF WORK

AT A GLANCE

- A Scope of Work template that is adaptable for use by USAID to procure a RERA

TEMPLATES INCLUDED

- Sample RERA Scope of Work

HOW TO USE THIS TOOL

- Download, revise, and complete the template according to the country context, background, and purpose of the RERA.

TOOL I: SAMPLE RERA SCOPE OF WORK

SCOPE OF WORK RAPID EDUCATION AND RISK ANALYSIS

NOTE: This template will require adaptation depending upon whether the RERA is procured within or separately from an existing USAID award or activity.

Introduction

[Insert brief background on country context, relevant strategies, and programming.]

Purpose

USAID/X is seeking a Lead Implementing Partner/Consultant [institution/organization, not individual] to conduct a rapid education and risk analysis (RERA). A RERA is a “good enough”¹ situation analysis of educational institutions, learners, and their communities as a dynamic system of relationships involving assets and multiple contextual risks. A RERA integrates key methodological elements of a rapid education needs assessment and contextual risk analyses, such as conflict analysis, disaster risk assessment, and resilience analysis, to inform USAID strategy and programming. Importantly, a RERA investigates how risks impact the school community, how education influences risks, and how contextual risks influence each other.

[Explain the country-specific purpose for carrying out the RERA, the window of opportunity it presents, and any specific approach the Lead Implementing Partner/Consultant should pursue in addition to the guidance in the RERA Toolkit.]

The Lead Implementing Partner/Consultant will carry out a RERA in accordance with the USAID RERA Toolkit [add hyperlink] and in consultation with [insert USAID/country or organization name] education staff [specify]. Importantly, this task includes provisions for recruiting an appropriately skilled and qualified RERA Team.

Objectives

The overarching research questions for a RERA are generally as follows:

- 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 levels?
- What are the resilience factors that positively influence access to as well as safety and quality of education? How can these factors be strengthened?

¹ The phrase *good enough* references the methodology applied to data collection, processing, and analysis of both primary and secondary data. The methodology may not be as rigorous as that employed for a long-term research investment or evaluation, but it is sufficiently systematic to allow informed preliminary decisions about education programming, if decision makers recognize that the activity may be taking place in a fluid context.

Collaborative Approach

The Lead Implementing Partner/Consultant shall conduct the RERA in a collaborative, conflict-sensitive manner, in line with the RERA Toolkit. Engaging a broad array of partners and stakeholders in the planning and implementation of the RERA and in the drafting of the RERA final report contributes to the quality and legitimacy of the RERA process and findings.

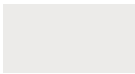
The Lead Implementing Partner/Consultant shall also maintain continual consultation with USAID Mission Education staff, who will oversee implementation, coordination, and adaptation of the RERA parameters and methodology. Constant communication between the Implementing Partner and the USAID Mission is required, particularly during RERA Team recruitment, adaptation of the RERA to context, and stakeholder engagements at the beginning and end of fieldwork.

The RERA Toolkit will provide the overall guidance for the Lead Implementing Partner/Consultant's implementation of the RERA, from planning, data collection, analysis, and synthesis, to final report writing and supporting collaboration.

Tasks

The Lead Implementing Partner/Consultant will carry out the following general tasks as set out in the RERA Toolkit:

1. Recruit the RERA Team
2. Set RERA parameters
3. Identify stakeholders and plan constant stakeholder engagement
4. Finalize RERA research questions
5. Identify data sources, informants, and key stakeholders
6. Conduct the desk review
7. Plan and conduct primary data collection, including school community sample
8. Develop findings, conclusions, and recommendations
9. Hold stakeholder consultation meetings at designated moments during the in-country process, including validation meetings with key stakeholders and partners on preliminary conclusions and recommendations at the end of fieldwork
10. Draft and disseminate the RERA final report, including briefing USAID and partners on the RERA conclusions and recommendations



Timeline: Contractor Tasks and Deliverables

Task	Deliverables	Time Frame
Task 1: Recruit RERA Team (remote)	<ul style="list-style-type: none"> Budget adjusted (as necessary) RERA Team contracted 	Two to five weeks
Task 2: Plan and adapt RERA (remote)	<ul style="list-style-type: none"> Conflict sensitivity self-assessment conducted RERA Parameters Checklist completed RERA design plan completed Key Informants and Focus Group Participants Matrix completed RERA research questions adapted for context and purpose 	One week
Task 3: Conduct design, data collection, and analysis (remote)	<ul style="list-style-type: none"> Desk review completed School Community Scoring Rubric adapted and completed School community data sample determined School Community Fieldwork Tool adapted 	Four weeks
Task 4: Conduct design, data collection, and analysis (in country)	<ul style="list-style-type: none"> Inception briefings held with USAID Mission (leadership and various offices) and key stakeholders Primary data collection completed Debriefings held with USAID Mission (leadership and various offices) Validation meetings with USAID Mission, partners, stakeholders on preliminary findings and final report 	Two to three weeks
Task 5: Complete final report (remote)	<ul style="list-style-type: none"> Final report completed PowerPoint presentation summarizing RERA methodology, findings, conclusions, and recommendations completed Dissemination plan for USAID, partners, and stakeholders Workshop or webinar for relevant stakeholders Share open data with USAID Mission for use in ongoing, similar analyses for instance, submit to the Secondary Analysis for Results Tracking (SART) and Data and Evidence for Education Programs (DEEP) Databases. Upload final report on USAID Development Experience Clearinghouse and share with USAID Education in Conflict and Crisis Network 	Four to six weeks

Note that the above table does not imply level of effort and that the Lead Implementing Partner/Consultant may be requested to offer an estimated level of effort and budget for each task.

Detailed Budget and Budget Narrative

[For a separately procured RERA]

The detailed budget must be developed in Microsoft Excel format and show the following:

- Each amount within a budget category
- For each line item, the estimated amount per unit, unit type, number of units, and total amount
- All formulas

Key budget categories can include the following:

- International consultants
- Local consultants
- Local support staff/drivers
- Per diem
- Air travel and transfers
- Local travel
- Conference room/meeting space
- Meetings and supplies