

TOOL



## SAMPLE RERA CONSULTANT TERMS OF REFERENCE

### AT A GLANCE

- A terms of reference template that is adaptable for use by USAID or Implementing Partner to recruit RERA Team members (consultants).

### TEMPLATES INCLUDED

- Sample RERA Consultant Terms of Reference

### HOW TO USE THIS TOOL

- Download, revise, and complete the RERA terms of reference for each RERA Team member recruited.

# TOOL 2: SAMPLE RERA CONSULTANT TERMS OF REFERENCE

## TERMS OF REFERENCE REGIONAL CONFLICT SPECIALIST (SHORT-TERM CONSULTANCY) USAID RAPID EDUCATION RISK ANALYSIS

### Background

USAID/X is seeking a short-term consultant to form part of a team in conducting a rapid education and risk analysis (RERA). A RERA is a “good enough”<sup>2</sup> 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.

### Introduction

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

### Purpose

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

The 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.

The overarching research questions for a RERA are 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?

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2 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.

## Tasks and Level of Effort

- Provide written recommendations for customizing the RERA methodology to [country's] context, particularly relating to contextual risks
- Provide written background analysis on the conflict and its relationship to disaster risks and the education sector
- Draft a [country]-specific conceptual framework for the RERA, focusing on conflict, disaster risk, and the education sector
- Provide written recommendations relating to conflict in [country] to support adaptation of the RERA methodology, desk review literature list, identification of informants and partners, data collection and analysis, and synthesis and report writing
- Conduct desk review of existing literature
- Facilitate and/or participate in informant interviews and focus groups and report on data
- Provide advice on strategies to engage key informants and stakeholders
- Provide inputs into final report, summary report and briefings, and lessons learned report
- Participate in team meetings and external briefings

### **Total Level of Effort: 20 days**

**Location:** The consultancy will have two phases: (a) desk planning and research, which will take place from [XX to XX]; and (b) field implementation of the RERA from [XX to XX], based in [city, country]. Field-based research will involve desk study and field research with stakeholders, including travel within [capital city] and [outside of the capital].

**Timing:** The consultancy will run from [XX to XX]. Desk-based planning will be carried out from [XX to XX]. Field implementation of the RERA will run from [XX to XX].

**Reporting:** The regional conflict specialist reports to the team leader and will work closely with all other team members.

### **Deliverables:**

1. Written recommendations for adaptation of the RERA methodology to [country's] context
2. Background document on the conflict in [country] and its two-way relationship with the education and disaster vulnerabilities in [country]
3. List of names and, if possible, contact information for key informants
4. List of key resource documents for the desk review
5. Coded interview notes
6. Participation in in-person meetings (with USAID and partners) on the RERA
7. Conceptual framework for [country] RERA

8. Written inputs to and review of:
  - a. RERA key informant list
  - b. RERA questions and data collection protocols
  - c. RERA desk review
  - d. RERA stakeholder/partner briefings
  - e. RERA final report
  - f. RERA lessons learned report

The deliverable timetable will be jointly developed with the team leader.

## Qualifications

- Minimum of seven years' professional experience in peacebuilding, conflict prevention, or similar programs, including leading or participating in conflict analysis
- Minimum of three years' experience in a leadership role in peacebuilding or conflict prevention programs in [country] or the [region]
- Established relationships with networks, research/academic institutions, and implementing organizations in the field of peacebuilding and conflict prevention
- Skilled in working under pressure in volatile and high-risk situations
- Skilled in working in a collaborative, multicultural environment involving multiple stakeholders
- Fluency in written and spoken [local language] and English; master's degree in a related field; PhD preferred