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TERMS OF REFERENCE

Education in Emergency Consultant – Engineer

CONTRACT MODALITY	Individual Consultancy
DUTY STATION	**Kathmandu, Nepal (office based with possibility of travel)**
DURATION OF CONTRACT	**12 months**

Purpose of Assignment

The recent flooding in Rasuwa and downstream districts along the Bhotekoshi corridor caused significant damage to schools and education infrastructure, disrupting learning for thousands of children. Rapid assessments identified extensive damage to classrooms, learning spaces, WASH facilities, and educational equipment, requiring immediate support to restore access to education.

UNICEF, in collaboration with government counterparts and Education Cluster partners, is supporting the continuation of learning through temporary learning arrangements, provision of learning materials, psychosocial support, and early recovery interventions. As the response progresses from emergency relief to recovery, there is a growing need for technical oversight to ensure that temporary and semi-permanent learning facilities are designed, constructed, and monitored in line with safety, quality, and child-friendly standards.

Nepal is highly vulnerable to climate-induced disasters and earthquakes, which frequently damage education infrastructure and disrupt children's learning. Timely technical support is critical to assess damage, identify appropriate learning-space solutions, adapt designs to local contexts, and provide guidance to partners and communities during the establishment of temporary and transitional learning facilities.

Furthermore, the Government of Nepal has recently endorsed the Comprehensive School Safety Master Plan, reinforcing its commitment to ensuring that schools are safe, resilient, and prepared for future hazards. The recovery phase presents an important opportunity to operationalize and advance the principles of the Master Plan by integrating risk-informed and resilient approaches into the design, rehabilitation, and reconstruction of education facilities. Technical engineering support is therefore essential not only to restore learning spaces but also to ensure that recovery investments contribute to safer and more resilient schools.

To address these needs, UNICEF seeks to maintain standby engineering support through an Education in Emergencies Engineer. The consultant will provide technical guidance for the assessment, planning, design, construction, and monitoring of temporary and semi-permanent learning facilities; support government and partner-led recovery interventions; promote the integration of Comprehensive School Safety principles into education infrastructure activities; and ensure that all interventions meet agreed technical standards, are safe for children, and facilitate the rapid resumption and continuity of learning during emergencies and recovery efforts.

Scope of Work

Under the guidance of the Education Section, the consultant will provide technical and programme support to UNICEF's Education in Emergencies preparedness, response, learning continuity and early recovery interventions, with specialized expertise in civil engineering and comprehensive school safety interventions.

The EiE Consultant will support UNICEF, government counterparts and partners to ensure that children affected by earthquakes, floods, landslides, fires, epidemics/pandemics, extreme weather and other emergencies have timely access to safe, inclusive and functional learning spaces, including Temporary Learning Centres (TLCs) and

appropriate WASH facilities.

Major Duties and Responsibilities

A. EiE Preparedness and Multi-Hazard Risk Reduction

- Support UNICEF and government counterparts in education emergency preparedness, contingency planning and response readiness.
- Conduct/support multi-hazard risk and vulnerability assessments of schools and learning facilities.
- Identify education facilities vulnerable to earthquake, flood, landslide, fire, epidemic/pandemic and climate-related hazards.
- Support identification and pre-planning of safe locations for TLCs and emergency learning spaces.
- Develop/review technical checklists and preparedness measures for TLC, WASH and emergency school infrastructure.
- Support emergency simulations, preparedness exercises and pre-positioning of essential response materials.

B. Emergency Assessment and Education Response

- Participate in rapid education damage and needs assessments following emergencies.
- Assess damage to school buildings, classrooms, WASH facilities, water supply, sanitation, access and other essential facilities.
- Identify schools requiring TLCs, emergency WASH, temporary relocation, repair or rehabilitation.
- Provide technical inputs to EiE response plans, emergency response proposals, situation reports and resource prioritization.
- Support timely restoration of learning continuity for affected children.

C. Temporary Learning Centers and Safe Learning Spaces

- Assess and recommend safe TLC sites considering hazards, ground conditions, drainage, accessibility, protection and WASH requirements.
- Support planning, design, site preparation, construction/installation and monitoring of TLCs.
- Provide technical guidance on: Site preparation and ground leveling, Flooring, Drainage and Tent/semi-permanent structures
- Monitor TLC works and ensures compliance with agreed technical specification and quality standards.
- Ensure TLCs are child-friendly, inclusive, gender-responsive and accessible to children with disabilities.

D. WASH Integration in EiE Response

- Coordinate with UNICEF WASH colleagues and partners to integrate WASH facilities into TLC and emergency education interventions.
- Support planning and monitoring of: Safe water supply and storage, Handwashing facilities, Temporary toilets, Gender-responsive and accessible sanitation, Menstrual hygiene facilities, Drainage and wastewater management
- Ensure that learning spaces have appropriate, safe and functional WASH facilities.

E. Emergency Rehabilitation and Early Recovery

- Provide technical support for emergency repair and rehabilitation of damaged schools and education facilities.
- Conduct/review detailed technical assessments of partially damaged schools.
- Prepare/review BoQs, cost estimates, technical specifications, designs and rehabilitation proposals.
- Support transition from temporary learning arrangements to safe and permanent learning facilities.
- Integrate disaster risk reduction, climate resilience, accessibility and environmental considerations into rehabilitation and recovery.
- Promote Build Back Safer/Better approaches in education infrastructure recovery.

F. Technical Monitoring and Quality Assurance

- Undertake regular field visits and technical monitoring of UNICEF-supported TLC, WASH, rehabilitation and other emergency infrastructure works.

- Review construction progress, quality, materials, workmanship and compliance with approved technical documents.
- Identify technical risks, delays and quality issues and recommend corrective measures.
- Review site supervision reports and maintain appropriate technical documentation.
- Support verification of completed works and relevant payment/progress documentation in coordination with UNICEF Supply/Operations and programme teams.

G. Coordination and Technical Backstopping

- Provide technical backstopping to government counterparts and implementing partners.
- Coordinate with MoES, DoE, local governments, Education Cluster, WASH Cluster and other relevant stakeholders.
- Work closely with UNICEF, Emergency, WASH, Child Protection, Supply and Operations sections.
- Participate in technical and coordination meetings and provide follow-up on agreed actions.
- Support capacity building of government and implementing partners on safe learning spaces, TLC, emergency assessment, DRR and resilient school infrastructure.

H. Monitoring, Reporting and Documentation

- Maintain updated information on affected schools, TLCs, WASH facilities, infrastructure damage and rehabilitation progress.
- Prepare assessment reports, field monitoring reports, response updates and technical recommendations.
- Provide inputs to UNICEF situation reports, donor reports and programme updates.
- Document good practices, challenges, lessons learned and recommendations for future EiE preparedness and response.

Key Expected Results

- The EiE officer will contribute to ensuring that:
- Children affected by emergencies continue to access safe and inclusive learning opportunities.
- Priority schools are rapidly assessed following emergencies.
- TLCs are established safely and efficiently where required.
- TLCs have appropriate water, sanitation and hygiene facilities.
- Emergency education infrastructure meets required safety and quality standards.
- Damaged schools receive appropriate emergency rehabilitation and recovery support.
- DRR and climate resilience are integrated into education infrastructure interventions.
- Government and partners have strengthened capacity for Comprehensive School Safety, multi-hazard EiE preparedness and response.

Work Assignments Overview	**Deliverables/Outputs**	**Delivery deadline to complete the deliverable**
Education Recovery Response 1.Preparedness and risk assessment support 2.Emergency preparedness planning 3.School safety and CSS implementation support	**Deliverable 1** – • Monthly progress of Semi-Permanent Transitional Learning Centers submitted. • Field monitoring reports submitted, including findings, challenges, and recommendations. • Actionable recommendations provided to UNICEF and partners	31/03/2027 Approximately 75 days for 3 months

	for improving response quality and coverage. • Inputs provided for cluster situation reports, dashboards, and information products • School rehabilitation and recovery needs assessment reports completed. Mapping of schools vulnerable to flood, landslide, earthquake and climate hazards completed. • School rehabilitation and recovery needs assessment reports completed. • Rapid Need Assessment/ Post Disaster Need Assessment (as per need)	
2. Education Recovery Response 2.Preparedness and risk assessment support 3.Emergency preparedness planning 4.School safety and CSS implementation support Build Back Better and Climate Resilient recovery WASH integration and safe learning environment support based stand by support for response and recovery intervention (New events) 2.Preparedness and risk assessment support 3.Emergency preparedness planning 4.School safety and CSS implementation support Build Back Better and climate-resilient recovery	**Deliverable 2** – • Monthly progress of Semi-Permanent Transitional Learning Centers submitted. • Field monitoring reports submitted, including findings, challenges, and recommendations. • Actionable recommendations provided to UNICEF and partners for improving response quality and coverage. • Inputs provided for cluster situation reports, dashboards, and information products • Capacity strengthening report of partners/ LGs on Comprehensive School Safety. • Inputs for donor reports/ proposals (as per need) • Guidance to integrate WASH facilities during TLC and Semi Permanent structure set up/ with costing • UNICEF inputs for HAC, HCT Plan, Monsoon Prepardenss Plan	30/06/2027 Approximately 75 days for 3 months

2. Education Recovery Response 2.Preparedness and risk assessment support 3.Emergency preparedness planning 4.School safety and CSS implementation support Build Back Better and Climate Resilient recovery WASH integration and safe learning environment support based stand by support for response and recovery intervention (New events) 2.Preparedness and risk assessment support 3.Emergency preparedness planning 4.School safety and CSS implementation support Build Back Better and climate-resilient recovery	**Deliverable 3** – • Need-based standby support for response and recovery intervention (New events) • Actionable recommendations provided to UNICEF and partners for improving response quality and coverage. • Inputs provided for cluster situation reports, dashboards, and information products • Capacity strengthening report of partners/ LGs on Comprehensive School Safety. • Inputs for donor reports/ proposals (as per need) • Costing and Design of updated TLCs	30/09/2026 Approximately 75 days for 3 months
4 Need based standby support for response and recovery intervention (New events) Reporting, Documentation and Knowledge Management	**Deliverable 4 –** • Need based support for response and recovery • Weekly, monthly, and ad hoc progress reports on implementation status, achievements, challenges, and recommendations prepared. • Supported in preparation of donor reports, response updates, presentations, and information products as required. • Field observations, lessons learned, and case studies documented. • Data on assessments, monitoring findings, coordination actions, and recovery progress maintained	31/12/2027 Approximately 75 days for 3 months

Payment Schedule:
Payment will be made on submission and acceptance of deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant.

Important Notes

- Individuals engaged under a consultancy or individual contract will not be considered "staff members" under the Staff Regulations and Rules of the United Nations and UNICEF's policies and procedures and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.
- The selected candidate is solely responsible for ensuring that the health insurance (and visa if applicable) required to perform the duties of the contract are valid for the entire period of the contract. Selected candidates are subject to confirmation of fully-vaccinated status against SARS-CoV-2 (Covid-19) with a World Health Organization (WHO)-endorsed vaccine, which must be met prior to taking up the assignment. It does not apply to consultants who will work remotely and are not expected to work on or visit UNICEF premises, programme delivery locations or directly interact with communities UNICEF works with, nor to travel to perform functions for UNICEF for the duration of their consultancy contracts.
- UNICEF offers reasonable accommodation for consultants with disabilities. This may include, for example, accessible software, travel assistance for missions or personal attendants. We encourage you to disclose your disability during your application in case you need reasonable accommodation during the selection process and afterwards in your assignment.

QUALIFICATIONS / SPECIALIZED KNOWLEDGE / EXPERIENCE/ COMPETENCIES (CORE/TECHNICAL/FUNCTIONAL) / LANGUAGE SKILLS REQUIRED FOR THE ASSIGNMENT

- **Education:** Bachelors degree in Civil Engineering, Structural Engineering, Construction Management, Architecture, Disaster Risk Management or a related technical field
- **Work Experience:** Minimum 5–7 years of relevant professional experience in civil engineering, construction/project management, infrastructure, disaster response, rehabilitation or related fields
- **Technical Skills and Competencies**
    - Strong knowledge of Education in Emergencies and emergency response.
    - Civil engineering and construction project management.
    - School infrastructure assessment and rehabilitation.
    - TLC planning and construction. With WASH infrastructure integration.
    - Disaster Risk Reduction and climate resilience.
    - Construction quality assurance and monitoring.
    - BoQ, cost estimation and technical specifications.
    - Multi-hazard risk assessment.
    - Strong coordination, communication and reporting skills.

- Ability to work effectively under pressure and in remote/emergency environments.
- Ability to develop practical, cost-effective and locally appropriate technical solutions.

- **Language Requirements:** Excellent command in Nepali and English language, particularly proven ability to write in Nepali
- **Desirables:**
  - Previous experience working with UNICEF, UN agencies, Education Cluster partners, or international NGOs.
  - Experience supporting education response and recovery following natural disasters, including floods, landslides, earthquakes, or other emergencies.
  - Knowledge of Comprehensive School Safety (CSS), disaster-resilient school recovery, and education sector contingency planning