**Diagnostic School Infrastructure Management and Construction Environment**

**Architect/Civil Engineer Consultant**

Terms of Reference

Disclaimer: The following technical guidance for terms of references (ToR) have been shortened to reflect essential points (scope of work, deliverables, timeframe and qualification requirements) to be included in the ToR. Every organization can then adapt the guidance to their standard ToR template.

**Objective and Scope**

The objective of this consultancy is to conduct a diagnostic of the public school infrastructure management and construction environment in [insert country] and identify gaps and areas which can be improved to integrate risk reduction considerations and enhance disaster risk management.

**Expected Tasks:**

* Carry out diagnostic of the school infrastructure management and construction environment, identify gaps and shortcomings which place school infrastructure at risk from natural disasters and propose recommendations for areas which can be improved. The analysis will follow these main components: institutional framework, regulatory framework and the implementation process, and tools available. This will be analyzed for each of the phases: planning, design, construction, maintenance, retrofitting, emergency, rehabilitation, and reconstruction of school infrastructure.
* Participate in technical working sessions, workshops, missions with the Ministry of Education and the task team to discuss progress and results of its activities.
* Other tasks as requested by the task team in the context of this assignment

**Deliverables:** The consultant will submit the deliverables outlined below:

1. Draft Technical Report (include annexes with relevant documents and data collected)
2. Final Technical Report (include annexes with relevant documents and data collected)

Content of Report: In line with information provided in Table 1 the consultant will prepare an executive summary (up to 5pages) for each school infrastructure management phase and cover aspects marked with an (X) of the main components.

**Table 1. Management Environment Components vs. School Infrastructure Management Phases**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School types** | **Management phases** | **Institutional framework** | **Regulatory framework** | **Tools available** |
| Stakeholders | Responsibilities | Technical capacity | Interaction schemes | Documents | Scope | Technical capacity | Interaction schemes | Technologies | Information systems |
| Pre-disaster | New school infrastructure | Planning(N1) | X | X | X | X | X | X | X | X |  | X |
| Design(N2) | X | X | X | X | X | X | X | X |  | X |
| Construction(N3) | X | X | X | X | X | X | X | X | X | X |
| Maintenance(N4) | X | X | X | X | X | X | X | X | X | X |
| Existing school infrastructure | Planning(E1) | X |  |  |  | X |  |  |  |  | X |
| Design(E2) | X |  |  |  | X |  |  |  |  | X |
| Construction(E3) | X |  |  |  | X |  |  |  |  | X |
| Maintenance(E4) | X | X | X | X | X | X | X | X | X | X |
| Retrofitting(E5) | X | X | X | X | X | X | X | X | X | X |
| Post-disaster | Affected schools | Emergency(A1) | X | X | X | X | X | X | X | X | X | X |
| Rehabilitation(A2) | X | X | X | X | X | X | X | X | X | X |
| Reconstruction(A3) | X | X | X | X | X | X | X | X | X | X |

**Timeframe**

The task team will need the services of the consultant for about 30 days. The consultancy is expected to begin on [insert start and end date]. The consultant to be contracted will provide their services to carry out the activities described under these Terms of Reference as required by the task team.

**Qualifications**

* Master’s degree in Civil Engineering, Architecture, Construction Management or related field
* 8 years or more of professional experience working on topics related to school infrastructure, disaster risk management (specially with earthquakes and hurricanes) in the country preferred
* Technical and project management experience implementing projects in the public sector, preferably school infrastructure
* Demonstrated strong technical writing, effective communication, and interpersonal skills, with ability to perform research, deliver presentations to government officials
* Full professional proficiency (speaking, reading and writing) in English and local language(s);
* Proven track record of critical thinking, problem solving and working independently, requiring only general guidance on complex issues; and
* Ability to work independently and in a team and multi-cultural environment
* Preferably based in the country