

TERMS OF REFERENCE

(FOR Temporary Appointments)



UNICEF-BCO: TERMS OF REFERENCE (TOR)

Job Title and Level: Construction Engineer NOA

Section: Cox's Bazar - Education

Duration: 364 days

Duty Station: Cox's Bazar

Reports to: Education Specialist

1. Purpose of Assignment:

Under the direct supervision of the Education Specialist and under the guidance of the Education Manager in Cox's Bazar Field Office, the Engineer will be responsible for providing technical support, quality assurance and oversight functions.

This includes to Implementing Partners (IPs) for ensuring the targeted number of Learning Centres (LCs), Multi-Purpose Centres (MPCs) and Community Based Learning Facilities (CBLF) are repaired, maintained and constructed within specified timeframe, cost, quality, scope and risk as defined in Programme Cooperation Agreements (PCAs) and Programme Documents (PDs) and government standards for host community and for the refugee response. Moreover, the Engineer should ensure the practices and activities of partner's engineers meet required standards, with frequent visits to the sites, performing regular monitoring visits to assess the quality of the LCs being built or rehabilitated by the partner's contractors and technicians, as well as report preparation including making recommendations.

The Engineer is also expected to be conversant with Comprehensive School Safety (CSS) standards and develop a Disaster Risk Response/Management (DRR/M) and Preparedness infrastructure plan considering the manmade and natural hazards.

The Engineer will majorly support the oversight, quality assurance, capacity building and coordination aspect of the construction and maintenance elements of the Education in Emergencies work and in the host community. This includes (but not limited to): identifying problems related to building works; structure design and Bill of Quantities (BoQ)s; making recommendations for corrective actions; drafting correspondence to parties concerned as required; supervision and follow-up of contracted works, preparing reports and developing and updating the maintenance schedules and completion of payment on satisfactory work completion.

While performing the above mentioned tasks the engineer should be closely coordinating and communicating with the UNICEF's education team based in Cox's Bazar and participates in education team meetings, planning events and workshops.

2. Major duties and responsibilities:

Summary of key functions/accountabilities:

- Strengthen the capacity of implementing partners to follow construction SOPs and implement Environmental Social Management Plan (ESMP).
- Ensure the maintenance, repair and renovation of Learning Facilities in the refugee camps including Learning Centers, Multi-Purpose Centers, Community-Based Learning Facilities, Training Centers and warehouses.
- Support the renovation and repair of Government Primary Schools in Cox's Bazar district.
- Lead renovation related activities in Bhasan Char in close coordination with government authorities, Education Sector and other coordination platforms.

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| | <ul style="list-style-type: none"> - Support construction activities for other UNICEF sections including for the extension of the UNICEF Field Office in Cox's Bazar. - Manage a third-party organisation to support the monitoring of repair/reconstruction works (or do the actual repair and reconstruction work). |
| | <p>1. Support the development of construction components in education programme documents and grant proposals</p> <ul style="list-style-type: none"> • Prepare and collect information required for the annual work plan on regular activities, ongoing projects and others in the pipeline. • Develop the annual work plan for the construction and renovation activities; determine priorities/targets and performance measurements and monitor work progress to ensure that results are achieved according to schedule, performance standards and the SOP. • Explore, establish and manage partnerships with third party organisations. |
| | <p>2. Coordinate, manage and ensure the timely and quality completion of construction projects across the Field Office</p> <ul style="list-style-type: none"> • Build capacity of Implementing Partner (IP) engineers and programme staff on the maintenance, repair and renovation of Learning Centers including how to reduce risk for disasters (DRR) and implement Environmental and Social Mitigation Measures (ESMP). • When grant proposals or Programme Documents are developed, ensure the construction, rehabilitation and maintenance related activities are reviewed. • Support the site assessment of LCs in the camps and site assessment of the schools in the host communities. Conduct surveys, design work, and cost estimations for different facilities in the camps and in other locations in Cox's Bazar district. • Ensure IPs and contractors are following the UNICEF Standard Operating Procedures (SOPs) for the maintenance, repair and renovation of LCs and host community infrastructure work which is completed timely, within the budget and meeting all the quality standards. • Undertake field visits to monitor the maintenance, repair and reconstruction works. • Support IPs to develop and implement an Environmental and Social Management Plan (ESMP) • Damage data collection through Access to Education Dashboard (A2E). • Review documents (periodic reports, sites visit reports, minutes of meeting) provided by the 3rd party Long Term Agreement (LTA) company and provide recommendation to address identified risks. • Monitor and evaluate performance of contractors and Implementing Partners (IPs). |
| | <p>3. Technical and operational support to project implementation</p> <ul style="list-style-type: none"> • Technical guidance across all UNICEF's programming sections (not only in Education) on construction or rehabilitation related activities proposed in new Programme Documents including accessibility requirements. • Document necessary correspondence with UNICEF BCO supply section in Dhaka such as monthly work plan and necessary letters related to contractors and other progress reports regarding different projects. • Provide technical and operational support to government counterparts, NGO partners and the Education Sector. • Follow national and international standards for construction and rehabilitation including SPHERE Standards, Inter-Agency Network for Education in Emergencies (INEE) and Core Commitment for Children. • Capacity building of the IPs and contractors to achieve and sustain results on education programmes. • Manage and provide the technical guidance to the third party monitoring agencies, who supervise the implementation of construction work as part of an efficient quality control system. |

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| | <ul style="list-style-type: none"> Support in handover process after substantial completion of contracts with proper quality assurance |
| | <p>4. Networking and partnership building</p> <ul style="list-style-type: none"> Lead the monthly engineer’s meetings with Implementing Partners and third-party contractors and consultants. This involves coordination, facilitation, technical support and guidance and the follow-up of action points from the meeting. Build and sustain effective close working partnerships with government counterparts, especially the RRRC and CICs in the camps, in the host community with the District Primary Education Office and District Commissioner Office and with the Education Sector, Inter-Sectoral Coordination Group (ISCG) and other UN entities as per the need. Present the status of the construction and other construction related aspects to the donors and other high-level visits in the camps and the host community. Actively share information and knowledge to facilitate construction of facilities and their renovation in the host community and camps. |
| | <p>5. Operations and field services</p> <ul style="list-style-type: none"> Emerging construction and repair related activities at UNICEF Cox Bazar office Any other construction projects support as or when required from the management |
| <p>3. QUALIFICATION and COMPETENCIES (indicates the level of proficiency required for the job.)</p> <p>EDUCATION & OTHER SKILL: A university degree is required in in civil engineering, construction engineering, architecture or other relevant area.</p> <p>WORK EXPERIENCE: A minimum of 1 year of relevant experience at the national and/or international levels, in project monitoring, site supervision, quality assurance and/or other directly related technical fields is required. Understanding of development and humanitarian work. Emergency or camp-based experience is an advantage.</p> <p>LANGUAGE PROFICIENCY: Fluency in English and Bangla is required. Knowledge of another official UN language (Arabic, Chinese, French, Russian or Spanish) or a local language is an asset.</p> | |
| <p>COMPETENCIES/SKILLS: UNICEF foundational/functional competencies</p> | |
| <p>Values</p> <ul style="list-style-type: none"> Care Respect Integrity Trust Accountability | <p>Competencies</p> <ul style="list-style-type: none"> Demonstrates Self Awareness and Ethical Awareness (1) Works Collaboratively with others (1) Builds and Maintains Partnerships (1) Innovates and Embraces Change (1) Thinks and Acts Strategically (1) Drive to achieve impactful results (1) Manages ambiguity and complexity (1) |

Child Safeguarding refers to proactive measures taken to limit direct and indirect collateral risks of harm to children, arising from UNICEF’s work or UNICEF personnel. Effective 01 January 2021, Child Safeguarding Certification is required for all recruitments.

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| <p>1. Is this position considered as "elevated risk role" from a child safeguarding perspective?*</p> <p>If yes, check all that apply below.</p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> |
| <p>2a. Is this a Direct* contact role?</p> <p>2b. If yes, in a typical month, will the post incumbent spend <u>more than 5 hours</u> of direct interpersonal contact with children, or work in their immediate physical proximity, with limited supervision by a more senior member of personnel.</p> <p><i>*"Direct" contact that is either face-to-face, or by remote communicate, but it does not include communication that is moderated and relayed by another person.</i></p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <hr/> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> |
| <p>3a. Is this a Child data role? *:</p> <p>3b. If yes, in a typical month, will the incumbent spend <u>more than 5 hours</u> manipulating or transmitting personal-identifiable information of children (names, national ID, location data, photos)</p> <p><i>* "Personally-identifiable information", in this context, means any information relating to a child who can be identified, directly or indirectly, by an identifier like a name, ID number, location data, photograph, etc. This is a "child data role".</i></p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <hr/> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> |
| <p>4. Is this a Safeguarding response role*</p> <p><i>*Representative; Deputy representative; Chief of Field Office; the most senior Child Protection role in the office; any focal point that the office designated for Child Safeguarding; Investigator (Office of Internal Audit and Investigations</i></p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> |
| <p>5. Is this an Assessed risk role*?</p> <p><i>*The incumbent will engage with particularly vulnerable children¹; or Measures to manage other safeguarding risks are considered unlikely to be effective².</i></p> | <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> |

¹ Common sources or signals of additional vulnerability may include but are not limited to: age of the child (very young children); disability of the child; criminal victimization of the child; children who committed offences; harmful conduct by the children to themselves or others; lack of adequate parental care of the children; exposure of the children to domestic violence; a humanitarian context; a migrant (refugee/asylum-seeking/IDP) context. No ‘baseline’ vulnerability will be set. Hiring Managers will need to use judgment, taking into consideration the implications that follow from an assessed risk role (additional vetting scrutiny, training).

² i.e. the role-risk will be compounded by other residual risks.