UNITED NATIONS CHILDREN'S FUND in KAZAKHSTAN

Terms of Reference

International individual consultant to provide technical support to the Ministry of Education and Science and the Emergency Committee in enhancement of the school safety assessment methodology in line with Global School Safety Framework and the National Action Plan on ensuring safety of school children for 2015-2016 in Kazakhstan

Program information:

Program (PCR WBS & Name)	**: 2390/A0/04/001 – Social Policy and Alliance for Children**
Project (IR WBS & Name)	**: 2390/A0/04/001/006/005 – Social Policy and Knowledge Management - Disaster Risk Reduction and resilience**

UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. The UNICEF staff and experts/consultants should act in accordance with the UN Code of Conduct and UNICEF Mission.

2. Background and Context:

Due to the diversity of landscape relief, climate conditions and industrial infrastructure, the Republic of Kazakhstan is prone to numerous natural and man-made hazards, including: earthquakes, mud flows, avalanches, landslides, floods avalanches, extreme temperatures (cold spells), (snow) storms, forest and steppe fires, epidemic outbreaks of human and animal diseases and industrial or technological accidents. About 40% of Kazakhstan population lives in the highly active seismic zone where earthquakes of magnitudes 6-10 on the Richter scale are probable. In seismically active areas Kazakhstan has 38% of its residential building and 40% of its industries. Almaty, the largest city of Kazakhstan was totally destroyed in 1910 and the construction of Astana, the new capital, in the 1990s was largely rationalized by the earthquake risk Almaty is exposed to. Around one million people in 732 settlements live in areas under threat of flooding. Over the last 20 years floods have been frequent events and have been causing high levels of economic damage. Landslides, draughts and other climate related disasters have become ever more frequent in last few decades resulting in significant human and economic loss. Every year, Kazakhstan registers approximately 3,000-4,000 disasters, resulting in about 3,000-5,000 injuries and several dozen fatalities.[1] Over the period of 2002 to 2011 Kazakhstan has incurred damage resulting from emergency situations due to dangerous hydrometeorological phenomena (wind storms, blizzards, snowfalls, rapid thermal drop, freshets, floods, landslides and gale force wind) to the amount of USD 68.6 mln.[2]

Since 2009 UNICEF in Kazakhstan is supporting the Ministry of Education and Science and the Committee of Emergency Situations in implementation of a disaster risk reduction (DRR) in education programme aiming at enhancing national policies and capacities to better integrate elements of risk reduction within national education curricula, teacher training and day-to-day management of schools. Among the results set is enhancement of the national school safety assessment system in line with the Global Framework for the School Safety that includes safe construction, disaster risk reduction education and disaster risk management at school level.

There are more than 7,000 schools in 14 regions and two cities of Astana and Almaty in Kazakhstan. The Ministry of Education and Science has curricular and accreditation oversight over all schools. Many of the public school buildings in Kazakhstan were constructed during the Soviet Union era, resulting in a fairly uniform and standardized set of school designs. Most school buildings are multi-floor buildings, of two or three floors. In densely populated areas, school buildings may be legally increased to four floors in low

[1] Legal Preparedness for International Disaster Response in Kazakhstan, International Federation of Red Cross and Red Crescent Societies, 2012

[2] Third National Communication of Kazakhstan to the UNFCCC, Astana, 2013

seismicity regions, however classrooms on that floor cannot be used for elementary or pre-school classrooms. In existing four floor buildings, national policy advises school administrators to use this upper floor for infrequent classes. In rural regions, all grades are often combined on a single school compound of several interconnected buildings. Even in urban areas, school buildings often include a series of complex buildings, wings and ground-level passageways or enclosed bridges. After independence, Kazakhstan adopted a new seismic construction code in 2006, based upon the stringent Japanese design code. Construction practices and enforcement of new standards may have lagged behind code by several years, as is typical in code adoption processes globally. The Ministry of Education and Science estimates that 15 percent of the schools were constructed over 70 years ago.

Prior to the start of each school year, school buildings are assessed by at least two local authorities, for fire and for basic conditions. Provincial or city emergency department authorities assess fire risks and prevention measures according to a national law on fire safety. The local education department also assesses the school facility, collecting information on the age, material, student enrollment and basic condition of the school. These assessments are visual in nature and do not involve materials testing or an evaluation of structural design based upon current hazard exposure. The results of the annual assessments are signed by the deputy major of each jurisdiction and set to regional and national authorities. In 2013, the Ministry of Emergency Situations developed a revised fire safety checklist for use in all school fire safety assessments. Using this checklist, a regional or city emergency department representative assesses the school on eighty-seven items organized into eight broad categories. For each item, the representative checks that the school has passed, failed or that the item is not applicable.

The local level education department, at the regional or city administration level, control funds for non-routine site or facility upgrades or renovations. Individual school administrators can notify the regional education department of seismic or fire safety risk in their schools and request funds. However, school administrators report this process is ad hoc and school needs are not always prioritized. When schools fail to pass fire safety assessments, they may receive renovation funds for fire-related risk mitigation. However, seismic assessments are not systematic across all provinces in seismic zones.

In 2013 UNICEF Kazakhstan has piloted a rapid visual screening of eight schools that were pilot ones on Disaster Risk Reduction Education – two schools in East Kazakhstan and six schools in Southern Kazakhstan and Almaty. The team considered elements referenced in the UNICEF regional methodology on school safety and also expanded their assessment to more carefully consider school facility vulnerability to fire and seismic hazard using local standards. The regional civil defense representative considered fire safety. The engineer considered how the school buildings conformed to or deviated from the 2006 seismic design code. The careful and thorough visual assessments – both for fire safety and seismic vulnerability – at the pilot schools formed a solid basis for assessing school safety issues in Kazakhstan. To scale up this methodology to a national school safety assessment and school prioritization strategy, recommendations were made and presented at the National Child-centered DRR Conference. Among them are 1) development of a consistent scoring methodology for key areas of concern, 2) the structural assessment for seismic hazard should be further elaborated to focus on building fragility, not simply code compliance, 3) assessments to be focused in areas of high hazard exposure, 4) a national database of school assessment will help in risk ranking and prioritization etc.

In April 2015 the National Inter-sectoral action plan on ensuring safety of children in schools for 2015-2016 was approved by the Government of Kazakhstan and includes the target on the school safety assessment system enhancement.

3. Overall purpose of the assignment

The overall purpose of the consultancy is jointly with the national consultant to provide technical assistance to the UNICEF Kazakhstan and national Government in reviewing the school safety assessment methodology available at national level and experience of other countries in the region and beyond, and support in strengthening the national school safety assessment system. Evidence from testing of the UNICEF methodology in 8 schools of Kazakhstan will contribute to the product.

4. Duty station: the main work will be done Astana, with the several travels to the selected regions (Almaty, Eastern Kazakhstan, Mangystau and Kyzylorda) to test the methodology.

5. Supervisor: The consultant will be supervised by the UNICEF Emergency Officer with regular debriefings to the UNICEF management.

6. Major tasks to be accomplished:

1. Desk review of the national norms and standards and processes on school safety ensuring, UNICEF reports with the outcomes and recommendations of the pilot schools testing, methodologies developed by

Kyrgyzstan and Armenia COs and other international good practices (UNESCO) in the area of school safety assessment.
2. Work with the national expert and staff of the Ministry of Education and of the Committee of Emergencies to develop recommendations on enhancement of the current approach to assessment of schools (visual assessment, computational approach etc.).
3. Visit selected schools in Astana and Almaty city, Kyzylorda, Mangystau and Eastern Kazakhstan regions to test the proposed methodology in a number of selected schools with engagement of the local level education and emergency departments, school management, teachers, personnel and children.
4. Develop a report with the results of testing, present and discuss with the national level education, emergency and construction authorities.
5. Based on the discussions at the national level develop the final report and enhanced school safety assessment methodology for Kazakhstan.

7. Deliverables and schedule:

#	Deliverables and deadlines
1	1. Report with the results of the desk review of the national norms and standards and processes on school safety ensuring, UNICEF reports with the outcomes and recommendations of the pilot schools testing, methodologies developed by Kyrgyzstan and Armenia COs and other international good practices (UNESCO) in the area of school safety assessment. By middle of November 2015
2	1. Visit to Kazakhstan to work with the national expert and staff of the Ministry of Education, Construction Committee, National Construction Institute and the Committee of Emergencies. 2. Recommendations on enhancement of the current approach to assessment of schools (visual assessment, computational approach etc.) developed. By end of December 2015
3	1. Selected schools in Astana and Almaty city, Kyzylorda, Mangystau and Eastern Kazakhstan regions to test the proposed methodology visited and the local level education and emergency departments, school management, teachers, personnel and children are engaged in the process. By end of March 2016
3	1. Report with the results of testing developed, presented and discussed with the national level education, emergency and construction authorities. 2. Based on the discussions at the national level develop the final report and enhanced school safety assessment methodology for Kazakhstan developed. By middle of June 2016

UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/outputs is incomplete, not delivered or for failure to meet deadlines (fees reduced due to late submission: 20 days - 10%; 1 month-20%; 2 months-50%; more 2 months – payment withhold). All materials developed will remain the copyright of UNICEF and that UNICEF will be free to adapt and modify them in the future. This ToR is an integral part of the contract (SSA) signed with the consultant.

8. Time-Frame:

October 2015 - June 2016

9. Qualifications or specialized knowledge/experience required

- Advanced university degree in disaster management, social sciences or related field
- Specialized training in disaster risk reduction highly desirable

***Work Experience*:** Five to ten (5-10) years progressively responsible professional work experience at national and international levels in disaster management, including risk mitigation.

***Key competencies*:**

- Current knowledge of global developments and trends, technology and institutional environments in disaster management, especially related to education.
- Proven skills, knowledge and experience in the implementation and management of programmes in humanitarian situations.
- Proven ability to conceptualize, develop, plan and manage activities within the framework of organisational and government programmes.
- Good analytical, communication and writing skills.
- Ability to work in an international or multicultural and team environment and develop partnerships.
- Good knowledge of UNISDR system and Sendai Framework for Action on DRR.
- Knowledge of range of computer applications.

Languages:
Fluency in English language is required. Fluency in Russian desirable

10. Estimated costs:
The consultant is required to submit an assignment implementation methodology, overview of proposed activities and envisaged budget. The budget should include fees, travels and in-country living costs.

11. Procedures and logistics:
Required documentation for submission and deadlines:

The applications should include:

- Proposal form should include:
    a. Assignment implementation methodology
    b. Proposed timeframes (hour days)
    c. Overview of proposed activities
    d. Estimated budget, including travel costs.
    e. CV, publication and references relevant to the consultancy.

All other additional foreseen or expected cost or expenditures, or any deductions from the fee, etc. should be included.

- Any other additional information to support the application (optional).

The deadline for submission of project proposal is 15 October 2015

12. **Final TOR is prepared by: Anna Stativkina, Emergency Officer**

Signature _____ Date:

13. **Final TOR was endorsed by Fiachra McAsey, Deputy Representative**

Signature _____ Date: