

Consultant for formative assessment of green skills in Cox's Bazar

A. Background and Context

Climate change stands as one of the most pressing global challenges of our time, with its impacts increasingly felt across the globe. South Asia, home to a significant portion of the world's population, is particularly vulnerable to the adverse effects of climate change, including extreme weather events, rising sea levels, and food insecurity. In the region, India ranks high in exposure to climate risks, grappling with severe heatwaves, flooding, and coastal erosion. Nepal is highly susceptible to glacial melting and unpredictable monsoon patterns. Maldives faces existential threats due to rising sea levels, putting its very landmass at risk. Sri Lanka encounters intense tropical cyclones and coastal flooding. Similarly, Bangladesh is highly vulnerable to climate change due to its low-lying geography, rising sea levels, threatening coastal areas with flooding and growing heatwaves and increasing temperature posing significant challenges.

In response to these challenges, UNICEF in the South Asia region has taken significant steps to engage young people in climate action. Recognizing the importance of education, green skills, jobs, and entrepreneurship in tackling climate change, UNICEF is committed to igniting and championing youth-led green initiatives. This includes empowering young people with access to green skills, green jobs, and opportunities for engagement on climate issues.

UNICEF recognizes the critical role that young people play in addressing climate change and has launched the Green Rising campaign. This initiative aims to mobilize 10 million young individuals by 2025 in South Asia to take proactive actions that safeguard their communities from the climate crisis. Through Green Rising, UNICEF seeks to empower youth with the necessary knowledge, skills, and resources to become catalysts for positive change in their communities.

Green skills encompass technical knowledge, expertise, and abilities necessary for effectively utilizing environmentally sustainable technologies and processes in professional settings. While green competencies are relevant across age groups, their significance is particularly pronounced for younger individuals who can contribute to the ecological transition over an extended period.

As part of its strategy, UNICEF plans to empower 7.5 million young people with climate education and green skills, thereby equipping them to address the challenges posed by climate change. Several interventions have already been implemented across the region to achieve this goal. For instance, UNICEF has collaborated with educational institutions to integrate climate education and green skills into school curricula. Additionally, initiatives such as the Cox Bazar solar repair training program in Bangladesh to build the capacity of young people to respond to climate-related challenges.

By fostering green skills and supporting youth-led initiatives, UNICEF seeks to equip young people with the necessary tools to enter and thrive in the green economy. Ultimately, UNICEF aims to build a resilient and sustainable future for South Asia by empowering the next generation to lead efforts in combating climate change and facilitating the transition to a green economy.

B. Rationale / Purpose of the evidence activity

This exercise seeks to generate evidence on the performance of UNICEF-supported programs and interventions designed to equip young people with green skills in Cox's Bazar, Bangladesh. Through this formative assessment, UNICEF aims to gain valuable insights into their relevance, effectiveness, scalability, and sustainability in the unique context of Cox's Bazar. Additionally, when feasible, the

assessment will assess the programs' potential contributions to climate action and sustainable development goals.

By identifying data gaps and assessing the impact of these initiatives, the assessment will inform evidence and programmatic decisions as well as guide the development of future interventions. The findings will help UNICEF refine existing strategies and design new programs that better address the needs of youth and enhance their role in advancing environmental sustainability and climate resilience.

C. Objectives

The formative assessment aims at:

1. Gain insight into the local dynamics and specific needs of adolescent, with a focus on distinguishing needs based on gender and other relevant characteristics.
2. Identify data and evidence gaps related to green skills and recommend targeted actions to address these gaps.
3. Better understanding the nature, context, design and the different target populations of UNICEF interventions in this area, including the relevance of skills in the job market.
4. Assess the effectiveness of programs in equipping youth, particularly adolescent, with green skills, considering their potential impact on climate outcomes and long-term livelihoods, while also examining differences based on youth characteristics such as gender, disabilities, and other relevant factors.
5. Assess the extent to which these models are scalable and sustainable and identify characteristic for those that are more likely to be scaled and sustained.
6. Advancing organizational learning and inform future program design and policy recommendations to enhance the effectiveness in implementing green skills initiatives,

The findings from this formative assessment will provide valuable insights that can guide UNICEF and its partners in strengthening and expanding their efforts to equip young people with the skills and opportunities needed to drive sustainable development and climate action.

D. Scope

The local consultant will work closely with an international consultant to analyze the Cox's Bazar context and UNICEF interventions in Cox's Bazar to capture the unique contexts and challenges faced by young people. The Cox's Bazar case studies will then be further analyzed at the country level and then regional level to identify common trends, challenges, and best practices. The Cox's Bazar case studies will be overseen by the international consultant who will also support in the development of key questions, and data collection tools, ensuring coherence and providing essential expertise on the assessment approach. The local consultant will lead the data collection, analysis and reporting of this case study.

E. Assessment Questions

Following assessment criteria and questions will be reviewed, updated, and finalized during the inception phase in consultation with national and international consultant in collaboration with regional multi-country evaluation specialist.

Dimension	Key Guiding questions
Relevance	<ul style="list-style-type: none"> • To what extent the green skills initiatives align with the specific needs of community and persons with different capabilities? • To what extent green skill initiative align with the institutional, national, and joint priorities? • What challenges are faced in learning, adopting and applying green skills in the local context? • How well the green initiative addresses the local or community specific climate change challenges?
Effectiveness	<ul style="list-style-type: none"> • What changes did the green skills initiative contributed to improve the quality of life or improved learning? • What catalytic changes observed due to green skills and what worked to achieve? • How effectively the green skills initiative encouraging participants to take the leadership roles in climate change initiatives? • What aspects of the green skills and climate action training are most useful or valuable to the participants?
Scalability	<ul style="list-style-type: none"> • To what extent participants feel that the green skills and knowledge gained will be useful in their future careers? • To what extent the green initiatives adopted cost effective and replicable to multiply the impact at wider level?
Sustainability	<ul style="list-style-type: none"> • To what extent has local level green initiatives or skills learned likely to continue in future at the community level? • How did the green initiative / skills strengthen the partnerships among collaborating agencies? • What additional resources or follow up support would help beneficiaries to sustain their efforts in climate change actions?

F. Methodology

The formative assessment will adhere to the OECD-DAC criteria, with a particular emphasis on incorporating a gender dimension into the analysis. Gender-sensitive and disability inclusion criteria will be employed to ensure that the needs and perspectives of both male and female youth are adequately addressed. Given the objectives of this formative assessment, the assignment is desired to focus generating evidence, co-creating recommendations on immediately actionable interventions.

Data Collection Methods:

Desk review of the currently available literature covering the evaluation questions and project documents. Interviews and focus group: Key informant interviews and focus groups will be conducted with key partners, stakeholders, and beneficiaries in Cox's Bazar or involved in Cox's Bazar.

G. Ethical Considerations

Consultant involved in the assessment must ensure that there is no conflict of interest in their work, and they are required to proactively declare any potential risks of bias. The assessment process must

uphold impartiality and independence, safeguarding against any undue influence. To ensure adherence to the highest ethical standards, all consultants must sign and uphold the United Nations Evaluation Group (UNEG) Code of Conduct for Evaluation. This includes maintaining confidentiality, respect for stakeholders' rights, and ensuring that the evaluation process is transparent and inclusive. Any interaction for primary data collection with beneficiaries or adolescents will require an ethical clearance from independent ethical review board.

H. Use of Findings

Primary users will be the UNICEF management both at the regional and country level as well as key national partners. The findings will be useful across the sectors especially the interventions targeted to adolescents and youth to develop their capacity integrated to climate action.

I. Publication Plan

Final reports will be summarized, and it will be published through Evaluation office. Bangladesh country office will publish in the form of policy brief and info-graphs for national and sub national level dissemination.

J. Schedule of Tasks & Timeline

The duration of the consultancy is expected to be approximately 2 months between November to March 2024 (tentatively the assignment will be started from the beginning of November 2024, but the exact date will be finalized after completion of recruitment process). The UNICEF shall NOT provide office space in Dhaka and necessary logistics (like Laptop, Printer, Paper, internet, local travel, etc.) to carry out day-to-day jobs of the consultant.

The work is expected to be divided into three phases, as summarized below. (Note the specific phasing and activities shown below are indicative and subject to discussion with the selected consultants during the inception phase)

Evaluation Stage	Major Task	Deliverable	Timeline	Payment Schedule
Phase 1: Inception and preparation	<ul style="list-style-type: none">Kick off meeting with ROSA and international consultant.Develop the detailed assessment framework and approach	<ul style="list-style-type: none">Inception reportFinalize the methodology of the data collection.	By the end of November 2024	20% of the total fee
Phase 2: Data Collection and analysis:	<ul style="list-style-type: none">Conducts desk review and interviews for climate action landscape analysis and stakeholder mapping.Execute data collection and analysis (including all relevant document review, interviews, focus group discussions)	<ul style="list-style-type: none">Transcripts of interviews and the data collected during the evaluation.Draft version of the report	By Mid January, 2025	60% of the total fee

	<ul style="list-style-type: none"> Submit first draft of the assessment report for review 			
Phase 3: Documentation and finalization	<ul style="list-style-type: none"> Incorporate feedback on the first draft through validation workshop. Finalize the assessment report based 	<ul style="list-style-type: none"> Final assessment report (narrative report and a PPT summary presentation) 	By the end of February 2025	20% of the total fee

K. Deliverables

Specific deliverables will include:

- Inception Report: Detailing the evaluative framework, guiding questions, approach, timeline, and information sources. (Max 10 pages report and/or 10-15 slides)
- Final Evaluation Report: Presenting findings, analysis, lessons learnt and actionable recommendations for the UNCT on advancing disability inclusion in Bangladesh and the UNPRPD to further strengthen the impact of its joint programme approach. (Max 30 pages including a 3-page executive summary)

As part of this assignment, the consultant will share the following deliverables:

Deliverables	
Deliverable 1.	Inception report: maximum 10 pages including key questions for the assessment, data collection methods, the tools for assessment such as interview guides, questionnaires, proposed stakeholders' list for interviews, and a timeline.
Deliverable 2.	Draft assessment report: maximum of 30 pages excluding annexes
Deliverable 3.	Final assessment report: maximum of 30 pages excluding annexes
Deliverable 4.	Assessment summary report (including a 3-page executive summary and info graphs)

The draft and final version of the evaluation report are to be developed as per the following suggested structure:

- Cover page with key intervention and evaluation data
- Executive Summary
- Background of the assessment
- Purpose, objectives, and scope
- Methodology and limitations of the assessment
- Presentation of findings, considering evaluation criteria
- Conclusions
- Lessons learned and emerging good practices.
- Recommendations
- Annexes: TOR, detailed transcripts or analysis, tools, consent forms and evidence of ethical clearance.

L. Management and Supervision

The Consultant will report to the UNICEF Research and Evaluation Manager and will work closely with an international consultant who will be leading the same assignment managed by Multi Country Evaluation Specialist with ROSA.