**TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS**

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| **Title:**  To lead the formative assessment of UNICEF supported green skills interventions in South Asia | **Funding Code**  **WBS: 297/A0/11/880/005/024**  **Fund: Non-Grant/GI** | | **Type of engagement**  Consultant | | | **Duty Station:**  Remote | |
| **Purpose of Activity/Assignment:**  This exercise seeks to generate evidence on the performance of UNICEF-supported programs and interventions designed to equip young people with green skills in the South Asia region. Through this formative assessment of these programs, UNICEF aims to gain valuable insights into their relevance, effectiveness, scalability, and sustainability. 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.  In collaboration with COs, ROSA will conduct the assessment. A lead consultant will analyze the regional data across all countries in South Asia, while local consultants will conduct 2-3 in-depth case studies in select countries to capture the unique contexts and challenges faced by young people in each location. These case studies will then be further analyzed at the regional level to identify common trends, challenges, and best practices. The international consultant will oversee the case studies process, ensuring coherence and providing essential expertise on the assessment approach, including the evaluation matrix and data collection tools.  This exercise has the potential to offer timely insights on different levels. Primary users will be the UNICEF management at the region and country level as well as key national partners.  Information gathered will be analysed and presented to the country and regional offices. An assessment report also will be produced and shared with the relevant stakeholders. | | | | | | | |
| **Scope of Work:**  **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.   1. India ranks high in exposure to climate risks, grappling with severe heatwaves, flooding, and coastal erosion. 2. Nepal is highly susceptible to glacial melting and unpredictable monsoon patterns. 3. Pakistan experiences severe flooding, displacing millions and causing widespread damage to infrastructure and agriculture. 4. Maldives faces existential threats due to rising sea levels, putting its very landmass at risk. 5. Sri Lanka encounters intense tropical cyclones and coastal flooding. 6. • Bhutan faces profound challenges as its delicate mountain ecosystems are at risk from glacial melt, altering water supplies and increasing the threat of landslides and flash floods.   In addition to grappling with the formidable challenge of climate change, South Asia is facing a significant issue: a pronounced prevalence of **Youth NEET** (Not in Education, Employment, or Training). The elevated NEET rate highlights the pressing need to bridge educational and vocational disparities among young individuals. This is crucial because heightened youth unemployment and disengagement have the potential to compound the socio-economic vulnerabilities already exacerbated by climate change.  Amidst this backdrop, the role of youth in driving climate action and sustainable development has become increasingly prominent. 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 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.  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.  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 and the Weather Kids UNICEF program in Sri Lanka aim to build the capacity of young people to respond to climate-related challenges.  Furthermore, UNICEF has partnered with organizations and governments in the region to promote youth-led innovation and entrepreneurship in the climate sector. Initiatives like MeriLife in India and UPSHIFT in Bhutan and Maldives provide platforms for young people to develop innovative solutions to address climate change and environmental issues.  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.  **Objectives and scope of work**  The formative assessment aims at:   1. Gain insight into the local dynamics and specific needs of adolescent across various South Asian countries, 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 in South Asia.  Click or tap here to enter text.  **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 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 and the need to focus on immediately actionable information, impact and efficiency will not be assessed in the case studies or the regional synthesis.  This formative assessment aims to answer the following questions. These questions will be reexamined and refined during the inception phase by the international consultant.   1. To what extent do UNICEF green skills programs in South Asia align with the diverse local needs, interests, and capacities of young people, and how relevant are those green skills programs to current and future job market demands in each country? 2. What factors contribute to the successful enrollment and active participation of young people in green skills programs? Conversely, what barriers—such as accessibility issues, lack of awareness, or socio-economic constraints—limit their participation? 3. How well do green skills programs align with national and regional policies on climate change, education, and youth employment and how effectively do they integrate with broader youth development and climate action initiatives? 4. How effective are these programs in equipping young people with the skills needed for opportunities in the green economy and for climate action, and what are the observable impacts on youth employment, empowerment, and engagement in climate-related initiatives? 5. What elements of the green skills programs are scalable, and what challenges exist in expanding these initiatives across the region? 6. How effectively do green skills programs address gender-specific needs and ensure equal participation and benefits?   Data Collection Methods:   1. Desk review of the currently available literature covering the evaluation questions. 2. While all countries in the region will be reviewed, deep dive case studies will be conducted for 2-3 identified interventions to assess program relevance, coherence, effectiveness, scalability, and sustainability. Local consultants will carry out these case studies. The lead regional consultant is expected to develop data collection tools, quality review the deliverables and coordinate the results to ensure proper synthesis at the regional level. 3. Interviews: Key informant interviews will be conducted with key partners to further refine the findings extracted from the case studies and to gain a deeper understanding of the policy and programmatic activities supporting green skill development in the region. 4. Survey: A survey will be conducted across all selected countries using SurveyMonkey to reach a wider audience of youth participants in green skill development programs, gathering feedback on program relevance, coherence, effectiveness, and sustainability.   **Key Assignments and Tasks of the international consultant**   1. Overseeing and supervising the local consultants, ensuring the quality assurance of their deliverables. 2. Leading the development of the inception report, refining the evaluation questions. 3. Providing advice on the overall design and implementation of the general assessment. 4. Ensuring that the objectives of the overall assessment are met and that questions are answered with quality. 5. Leading the development of data collection tools, including the preparation and execution of a survey for all case studies. 6. Conduct remote data collection for countries not included in the in-depth case studies and at regional level, including desk reviews and individual interviews. 7. Working with the local consultants to analyze/synthesize data in line with the objectives and guiding frameworks. 8. Preparing the final report and ensuring that all reports meet UNICEF, UNEG, and other global standards. 9. Leading the presentation of assessment results to relevant stakeholders. 10. Ensuring the timely delivery of all products. 11. Present the findings of this formative assessment at a regional knowledge management event in 2025.   **Management and Resources**  The Regional Evaluation Advisor will supervise the assignment and approve the deliverables.  An Evaluation Reference Group (ERG) will be created. It will consist in a mix of UNICEF ROSA and country levels managers and advisors as well as representative of key national partners. The ERG will serve as an advisory organ, providing substantive technical inputs, facilitating access to documents, and ensuring the high technical quality of the products as well as organizational learning and ownership of the exercise.  **Norms and Standards**  Consistent with the United Nations Evaluation Group (UNEG) Norms and Standards, The UNEG Ethical Guidelines and UNEG Code of Conduct, the UNICEF Procedure on Ethical Standards in Research, Evaluation and Data Collection and Analysis, the UNICEF guidance on gender integration in evaluation, the Sphere standards, the UNEG guidance on integrating human rights and gender equality and UN System-Wide Action Plan (UN-SWAP) on gender equality, the assessment will ensure:  • Respect for rights of individuals and institutions: The evaluation team will accord informants the opportunity to participate voluntarily while maintaining their anonymity, and to make an independent decision to participate without pressure or fear of penalty (informed consent/assent). Also, interviewers will assure respondents that information would be confidential, and that reports would be written such that responses/contributions would not be traced back to them. Interview notes and any recordings will be accessible to the team members only.  • Respect for cultural identities and sensitivities: Variances in ethnicities, culture, religious beliefs, gender, disability, age will be respected. As a result, assessment processes will be mindful of cultural settings, developmental status and evolving capacities/ages of children and other stakeholders, and the needs of the respondents and rights-holders that programmes are supposed to serve.  • Professional responsibilities and obligations of evaluators: The evaluation team will exercise independent judgement and operate in an impartial and unbiased manner. During data collection, any sensitive issues and concerns will be addressed through the appropriate mechanisms and referral pathways  • Adherence to the “do no harm” principle will be required when interacting with all groups of informants. Special attention should also be paid in situations where the evaluators interact with children and young people. As per the UNICEF Evaluation Office standard procedure, the assessment design will undergo ethical review during the inception phase. Ethical approval will be sought from the UNICEF Institutional Review Board or designated subsidiary prior to implementation. | | | | | | | |
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| **Child Safeguarding**  Is this project/assignment considered as “[Elevated Risk Role](https://unicef.sharepoint.com/sites/DHR-ChildSafeguarding/DocumentLibrary1/Guidance%20on%20Identifying%20Elevated%20Risk%20Roles_finalversion.pdf?CT=1590792470221&OR=ItemsView)” from a child safeguarding perspective?       YES       NO     If YES, check all that apply:      **Direct contact role** YES       NO   If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:     |  | | --- | |  |     **Child data role** YES      NO   If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):     |  | | --- | | Data analysis is expected to take approximately 10-15 days for the entire assignment. |   More information is available in the [Child Safeguarding SharePoint](https://unicef.sharepoint.com/sites/DHR-ChildSafeguarding/SitePages/Amendments-to-the-Recruitment-Guidance.aspx) and [Child Safeguarding FAQs and Updates](https://unicef.sharepoint.com/sites/DHR-ChildSafeguarding/DocumentLibrary1/Child%20Safeguarding%20FAQs%20and%20Updates%20Dec%202020.pdf) | | | | | | | |
| **Budget Year:**  2024 | **Requesting Section/Issuing Office:**  Evaluation, Impact and Learning section | | | | **Reasons why consultancy cannot be done by staff:**  Thematic experience | | |
| **Included in Annual/Rolling Workplan***:*  Yes  No, please justify: Another thematic evaluation was included in the Annual Plan for this year. Unfortunately, it had to be cancelled and replaced by this Green Skills formative evaluation. | | | | | | | |
| **Work Assignments Overview** | | | | | | | |
| **Tasks/Milestone** | | **Deliverables/Outputs** | | | **Delivery deadline** | | **Estimated Budget** |
| **Inception** | | An inception PowerPoint presentation outlining the assessment methodology, a complete set of tools and results from the initial desk review, selected interviews | | | October 2024 (7 days) | |  |
| **Oversight and quality Assurance** | | Oversight and quality assurance of local consultants | | | October 2024- January 2025 (4 days) | |  |
| **Data collection** | | Detailed presentation with key findings, recommendations and comprehensive lessons learned | | | October/November 2024  (15 days) | |  |
| **Analysis** | | Draft assessment report | | | November 2024  (9 days) | |  |
| **Finalization** | | Final assessment report | | | December 2024  (6 days) | |  |
| **Dissemination** | | Participate to online dissemination events | | | March/April 2025  (1 day) | |  |
| Due dates may shift due to unforeseen circumstances and with agreement of the supervisor/manager without need for amendments as long as the overall fee remains the same.  Payments are due upon timely completion of each deliverable or contracted function certified as satisfactory by the supervisor/manager.  The consultant will be paid upon satisfactory completion of assigned tasks and receipt of key deliverables and as certified by the Supervisor/Manager. A contractor will be paid as per the agreed schedule for performance of the contracted functions or activities.  UNICEF reserves the right to withhold payment or partial payment for deliverables that are of poor quality or that do not meet the deadline stated in the contract.  If deliverables are submitted before the end of the contract, payment will be processed.  The final payment will be processed within 30 days of the expiry date of the contract upon confirmation of satisfactory delivery of services.  The language of the deliverables will be in English. | | | | | | | |
| **Estimated Professional Fee:** | | | | | **USD** | | |
| **Travel International (if applicable)** | | | | | **N/A** | | | |
| **Travel Local (please include travel plan)** | | | | | **N/A** | | | |
| **DSA (if applicable)** | | | | | **N/A** | | | |
| **Total estimated Consultancy Fee:** | | | | |  | | | |
| **Minimum Qualifications required:**  Bachelors  Masters  PhD  Other  Enter Disciplines: climate change, gender, development studies, business, education, or related field of Social Sciences  \*Minimum requirements to consider candidates for competitive process | | | | | **Knowledge/Expertise/Skills required \*:**  **As Mentioned below-essential and desirable**  At least ten years of proven experience in evaluation and programme reviews.   * Knowledge of methods and approaches in evaluation and   Experience in applying both quantitative and qualitative methods and ability to effectively communicate data and analysis  Experience in working on green skills and climate change topics  Strong experience in writing reports, documentation to convey programming efforts   * Experience with the ethics of evidence generation; familiarity with ethical safeguards   Excellent written and oral communication skills in English required.  **Desirable:**  Experience of working in the South Asia region  Knowledge and exposure to UNICEF programming in the areas of Climate Change, WASH, Education, Social and Behavior Change, Gender, Adolescent and Youth Development, and Health will be an advantage.  \*Listed requirements will be used for technical evaluation in the competitive process | | | |
| **Evaluation Criteria (This will be used for the** [**Selection Report**](https://unicef.sharepoint.com/:x:/r/sites/DHR/_layouts/15/Doc.aspx?sourcedoc=%7B86E327DF-70C8-4D8F-AC97-D7616AC383E4%7D&file=Selection%20Report%20Template.xlsx&action=default&mobileredirect=true) **(for clarification see** [**Guidance)**](https://unicef.sharepoint.com/:w:/r/sites/DHR/_layouts/15/Doc.aspx?sourcedoc=%7BB3E3517A-8BBF-4368-90FE-7DBCD31544EA%7D&file=Guidance%20on%20Completing%20the%20Selection%20Matrix%20for%20Consultants%20and%20Individual%20Contractors.docx&action=default&mobileredirect=true)   1. The technical evaluation of the profiles (with a maximum of 75 points) will be conducted through a thorough review of the candidates' Curriculum Vitae, assessing their alignment with the required qualifications and the profile we are seeking. Candidates scoring fewer than 40 points will not be considered for selection.   The following weighting will be applied in the assessment::   |  |  | | --- | --- | | **Criteria** | **Scoring** | | Education | 15 percent | | Thematic experience | 30 percent | | Evaluation experience | 35 percent | | Language proficiency | 10 percent | | Regional familiarity (South Asia) | 5 percent | | UNICEF program knowledge | 5 percent | | TOTAL | 100 percent |  1. Financial Proposal (with a maximum of 25 points) will be evaluated by comparing each candidate's financial proposal against the average of all applicants who have met the minimum required technical score. | | | | | | | | |
| **Administrative details:**  Visa assistance required:  Home Based  Office Based: | | | | **If office based,** seating arrangement identified:  IT and Communication equipment required:  Internet access required:  N/A | | | | |