

Formative Assessment of UNICEF’s support to Green Skills in South Asia (2021 to 2024).

Annexes – Volume II

24 October 2025

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1. Terms of reference

Title:	Funding Code	Type of engagement	Duty Station:
To lead the formative assessment of UNICEF supported green skills interventions in South Asia	WBS: 297/A0/11/880/005 /0 24 Fund: Non-Grant/GI	<input checked="" type="checkbox"/> Consultant	Remote

Purpose of Activity/Assignment:

This exercise seeks to generate evidence on the performance of UNICEF-supported programmes and interventions designed to equip young people with green skills in the South Asia region. Through this formative assessment of these programmes, UNICEF aims to gain valuable insights into their relevance, effectiveness, scalability and sustainability. Additionally, when feasible, the assessment will assess the programmes' 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 programmes 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 analyse 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 analysed 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.

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 has taken significant steps to engage young people in climate action in the South Asia region. 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 programme in Bangladesh and the Weather Kids UNICEF programme 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 to:

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 understand 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 programmes in equipping youth, particularly adolescents, 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. Advance organizational learning and inform future programme 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.

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 .

- To what extent do UNICEF green skills programmes in South Asia align with the diverse local needs, interests and capacities of young people, and how relevant are those green skills programmes to current and future job market demands in each country?
- What factors contribute to the successful enrolment and active participation of young people in green skills programmes? Conversely, what barriers – such as accessibility issues, lack of awareness, or socio-economic constraints – limit their participation?
- How well do green skills programmes 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?
- How effective are these programmes 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?
- What elements of the green skills programmes are scalable, and what challenges exist in expanding these initiatives across the region?
- How effectively do green skills programmes address gender-specific needs and ensure equal participation and benefits?

Data Collection Methods:

- Desk review of the currently available literature covering the evaluation questions.
- While all countries in the region will be reviewed, deep dive case studies will be conducted for 2-3 identified interventions to assess programme 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.
- 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.
- Survey: A survey will be conducted across all selected countries using SurveyMonkey to reach a wider audience of youth participants in green skill development programmes, gathering feedback on programme relevance, coherence, effectiveness and sustainability.

KEY ASSIGNMENTS AND TASKS OF THE INTERNATIONAL CONSULTANT

- Overseeing and supervising the local consultants, ensuring the quality assurance of their deliverables.
- Leading the development of the inception report, refining the evaluation questions.
- Providing advice on the overall design and implementation of the general assessment.
- Ensuring that the objectives of the overall assessment are met and that questions are answered with quality.
- Leading the development of data collection tools, including the preparation and execution of a survey for all case studies.
- Conduct remote data collection for countries not included in the in-depth case studies and at regional level, including desk reviews and individual interviews.
- Working with the local consultants to analyse/synthesize data in line with the objectives and guiding frameworks.
- Preparing the final report and ensuring that all reports meet UNICEF, UNEG and other global standards.
- Leading the presentation of assessment results to relevant stakeholders.
- Ensuring the timely delivery of all products.
- 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 representatives 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 the 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 and 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.

2. Evaluation matrix

DAC Criteria	Key questions	Assumptions	Indicators	Data Sources	Data Collection methods
Relevance of green skills programming	1.1 What UNICEF youth-led interventions have been ongoing in the green skills area, and what are the successes and challenges ?	<ul style="list-style-type: none"> Youth-led interventions are more effective in addressing local green skills needs Past experiences provide valuable lessons for future programming 	<ul style="list-style-type: none"> Number of youth-led interventions implemented Types of green skills activities conducted Documented success stories and lessons learned 	<ul style="list-style-type: none"> Programme documentation Youth participants Local stakeholders Labour market data 	<ul style="list-style-type: none"> Desk review Key informant interviews.
	1.2 What are UNICEF's planned and existing strategies to align with the diverse local needs, interests and capacities of young people , and to target the gender issues in the region?	<ul style="list-style-type: none"> Local needs vary significantly across the region Gender-responsive programming improves outcomes Youth capacities and interests influence programme effectiveness 	<ul style="list-style-type: none"> Gender-specific programming components identified Youth consultation mechanisms in programme design Adaptation strategies for different contexts 		
	1.3 What are UNICEF's planned and existing strategies to understand the market readiness and differentiated needs of green skills	<ul style="list-style-type: none"> Market demand drives sustainable green skills programming Private sector engagement is essential for sustainability 	<ul style="list-style-type: none"> Market assessment. Regional variation in programme approaches. 	<ul style="list-style-type: none"> Labour market reports Employers Industry experts 	

DAC Criteria	Key questions	Assumptions	Indicators	Data Sources	Data Collection methods
	programming in the region?				
Coherence of green skills programming	2.1 How do different UNICEF country offices and partners interpret and operationalize the concept of green skills in their programming?	<ul style="list-style-type: none"> • Common understanding improves programme effectiveness • Different interpretations may lead to fragmented approaches 	<ul style="list-style-type: none"> • Documented definitions of green skills across offices • Consistency in programme design elements • Cross-office coordination mechanisms 	<ul style="list-style-type: none"> • Programme documentation • Partner organizations, • Government officials 	<ul style="list-style-type: none"> • Desk review • Key informant interviews.
	2.2 How effectively are lessons and good practices being documented and shared across country offices?	<ul style="list-style-type: none"> • Documentation improves organizational learning • Systematic sharing enhances programme quality • Good practices are transferable across contexts 	<ul style="list-style-type: none"> • Knowledge sharing mechanisms 		
	2.3 What mechanisms could best facilitate knowledge sharing and learning between country offices implementing	<ul style="list-style-type: none"> • Structured mechanisms improve knowledge transfer • Peer learning enhances 	<ul style="list-style-type: none"> • Existing knowledge sharing mechanisms 		

DAC Criteria	Key questions	Assumptions	Indicators	Data Sources	Data Collection methods
	green skills initiatives?	programme implementation <ul style="list-style-type: none"> Regular exchanges build collective capacity 			
Effectiveness of green skills supported initiatives	3.1 What are the observable emerging intended and unintended gendered outcomes of this programming on youth? How did UNICEF contribute to these changes.	<ul style="list-style-type: none"> Programming produces observable changes in youth Gender dimensions significantly influence outcomes 	<ul style="list-style-type: none"> Changes in youth knowledge, skills and attitudes Gender-disaggregated outcome data Evidence of UNICEF-specific contributions 	<ul style="list-style-type: none"> Youth participants Employers Programme documents Local stakeholders 	<ul style="list-style-type: none"> Key informant interviews Case studies.
	3.2 What innovative approaches have emerged in adapting green skills programming to different contexts? And which are effective in engaging youth in green skills programming and climate action?	<ul style="list-style-type: none"> Innovation improves programme effectiveness Context adaptation enhances relevance 	<ul style="list-style-type: none"> Innovative approaches documented and analysed Youth engagement levels by programme type Context-specific adaptation examples 	<ul style="list-style-type: none"> Youth participants Employers Programme documents 	
	3.3 What enabling factors and barriers influence the progression from skills development to youth-led climate initiatives?	<ul style="list-style-type: none"> Green skills development leads to climate action Youth agency is essential for climate initiatives 	<ul style="list-style-type: none"> Enabling factors identified and categorized Barriers mapped and analysed 	<ul style="list-style-type: none"> Youth participants Programme managers Local relevant stakeholders 	

DAC Criteria	Key questions	Assumptions	Indicators	Data Sources	Data Collection methods
			<ul style="list-style-type: none"> Youth-led initiatives documented 		
Scalability and sustainability of green skills supported initiatives	4.1 What are the conditions required for scalability of green skills programmes and benefits accrued from the existing programming?	<ul style="list-style-type: none"> Specific conditions enable successful scaling Benefits justify scaling investments 	<ul style="list-style-type: none"> Scalability conditions identified and assessed 	<ul style="list-style-type: none"> UNICEF country offices Key stakeholders in the region and related to green skilling 	<ul style="list-style-type: none"> Desk review Key informant interviews Case studies.
	4.2 What challenges and opportunities exist in sustaining the positive outcomes of these green skills focused programmes?	<ul style="list-style-type: none"> Sustainability requires specific enabling conditions Opportunities exist for sustained impact 	<ul style="list-style-type: none"> Sustainability challenges Opportunities for sustainability Partnerships Long-term outcome tracking 	Programme documentation- Programme managers; - relevant government stakeholders and those INGO's working with circular economy	

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4. KII and FGD template

Green skills formative assessment: Key informant interview guide

Duration: 60 Minutes

Place: Online

Tools: Zoom/Teams/Google meet

Interview Approach: Semi structured

Introduction (5 minutes)

- Welcome and introductions
- Overview of interview purpose and structure
- Confirmation of recording consent

Current landscape (15 minutes)

- In what way does your ministry/department/unit work with green skills?
- What specific environmental challenges in your country/region are you trying to address through green skills programming?
- What are the systemic challenges when it comes to green skill programming in the region?
- In what ways does your ministry/organization consider market readiness and labour market needs when designing green skills programmes?

Inclusion strategies (10 minutes)

- What strategies have you found most effective in reaching and including youth, particularly those from marginalized groups green skills programming?
- What innovations or adaptations would make green skills programming more responsive to the diverse needs of youth?

Implementation and sustainability (15 minutes)

- How do you create pathways from green skills development to actual employment or entrepreneurship opportunities?
- How does your ministry/organization collaborate with other sectors (education, environment, labour, private sector, INGO's) on green skills initiatives?

Future outlook and support needs (10 minutes)

- What specific types of technical support, resources or guidance would be most valuable to strengthen your capacity for advancing green skills development in the region over the next 3-5 years?
- What role do you see for UNICEF/international development sector in supporting green skills development in the region going forward?

Closing (5 minutes)

- Any additional points the interviewee would like to discuss
- Expression of thanks

Focus group discussion schedule: Green skills programming

Duration: Max 120 minutes

Tools: Presentation slides, Google Doc, Miro, Menti

I Pre-workshop prep (Before FGD)

- Validate initiatives related to green skills
- Ask country offices to nominate initiatives targeting the three pillars
- Request participants to identify initiatives they want to scale up

II Workshop

A. Session 1: Introduction and conceptual framework

- Welcome and introductions
- Presentation: UNICEF green skilling approach and concept
- Overview of the three pillars
- Q&A and clarification

Break (5 minutes)

B. Session 2: Current programming analysis

- Nature and scope of current green skilling initiatives. Interactive Activity: Discuss and rate which of the three pillars the initiative targets the most. Menti (15 min)

Pillar 1: Green Skills and Entrepreneurship for Improved Employability – Developing green skills through trainings to take jobs in the green economy and create green ventures.

Pillar 2: Climate Advocacy and Decision-Making – Running campaigns to drive change in communities and influence climate policies.

Pillar 3: Climate Action and Civic Engagement – Taking action on environmental issues through planting trees, monitoring pollution, conserving resources, etc.

- Are gender integration and other inclusion strategies for marginalized youth ensured for a just transition? Plenary Sharing (15 min).

Facilitator Synthesis

Break

C. Session 3: Emerging outcomes and lessons learned

Guided Discussion: Note – Map outcomes against ROSA Theory of Change

- What have been the common observable changes or turning points in relation to these initiatives (intended and unintended)? What/Who changed? When? And how?
- Enablers and barriers to progress: Significance of these changes – In what way do these changes reflect/pose as enablers or challenges towards progressing towards vision/goal? And for whom?
- Pathways from skills to employment/entrepreneurship: How do they create pathways from green skills development to actual employment or entrepreneurship opportunities? What is missing or needs to improve?

Break (5 minutes)

D. Session 4: Strategic contribution analysis and strategy effectiveness (20 minutes)

Discussion and rating activity

- Discuss and rate how country office strategies have contributed to outcomes (It could be partial/direct/indirect).

Note: Use UNICEFs solutions framework for reference and categorization.

Break (5 minutes)

E. Session 5: Future pathways – Sustainability and scaling

- Essential conditions for sustaining positive change: What are the essential conditions for sustaining and scaling up these positive emerging changes that help progress towards the vision/goal?
- Partnerships: Who needs to be involved and why? Identify critical partnerships. (Already involved and need to be involved)

F. Session 6: Wrap-up and next steps

- Summary of key takeaways
- Collection of government/partner referrals
- Next steps and follow-up activities

5. Consent and guidelines

Green skills assessment focus group discussion consent form

Purpose

The UNICEF Regional Office for South Asia has commissioned a formative assessment of UNICEF's support to green skills in South Asia. This assessment will explore innovative pathways and identify peer learning themes across the region to advance organizational learning and inform future programme design to enhance effectiveness in implementing green skills initiatives.

We are inviting you to participate in this assessment through a Focus Group Discussion to discuss the relevance, effectiveness, scalability and sustainability of UNICEF green skills initiatives to accelerate positive outcomes for children and young people. You are invited due to your experience or direct participation with green skills programming and potential to provide valuable insights for the assessment.

Your voluntary participation, benefits and risks

If you agree, the discussion will last approximately about 90 minutes. We will ask you questions about green skills programming, approaches and outcomes. We do not expect the discussion to cause you any discomfort. Your participation is completely voluntary. You have the right not to answer any questions, and you can skip questions or end your participation at any time. You may also express any concerns you might have. Your participation, withdrawal or feedback will not have any impact on your relationship with UNICEF in any manner. It will not affect any services or support received, any partnerships or contracts.

While we cannot compensate you for your participation, we thank you for providing insights that will inform how UNICEF can accelerate results for children and young people through green skills programming.

Confidentiality and Data Protection

To ensure data quality, we would like to take notes, transcripts and record the discussion. You are welcome to use a pseudonym instead of your real name during this discussion.

Any recordings and personal data that we will collect will be encrypted, securely stored and kept confidential to the extent possible and as far as law allows. All data will be anonymized and no names or identifying information will be included in the discussion notes or transcripts.

We will keep your data secure and confidential as far as the law and mandatory reporting requirements allow. This means only the evaluation team and UNICEF Evaluation Manager may access the information you provide, but we must report any cases of abuse or criminal behaviour if they are disclosed.

Data will only be shared with the evaluation team from the lead consultant and the Evaluation Manager from UNICEF Regional Office for South Asia. The evaluation team members may process your data from another country or using secure servers based in another country.

While we cannot guarantee this, we ask that all participants respect the privacy of other participants and agree to keep the discussion content confidential.

Recordings will be permanently destroyed once the transcripts are validated and all other raw data will be destroyed once the evaluation is completed. While we do not collect any personal data as part of this evaluation, you have the right to access, ask for your personal data to be corrected, deleted, or have access restricted. Any reports or publications based on this data will not identify you personally. Quotes will be presented so that they cannot be traced back to you.

Your consent/assent

	Yes	No
Do you agree to participate in this evaluation?	<input type="checkbox"/>	<input type="checkbox"/>
Do you give permission to be recorded?	<input type="checkbox"/>	<input type="checkbox"/>
Do you give permission for the information you provide to be shared anonymously in published case studies and reports?	<input type="checkbox"/>	<input type="checkbox"/>
Do you agree to maintain the privacy of other participants and the confidentiality of the discussion?	<input type="checkbox"/>	<input type="checkbox"/>

Your Signature/Print: _____

Date: _____

Contact Information

Thank you for participating in the Formative Assessment of Green Skills in South Asia.

If you have any questions about this assessment, please contact the Lead Consultant, Phu Doma Lama, by email at phudoma.lama88@gmail.com.

You may also contact the UNICEF Regional Office for South Asia Evaluation team for any concerns related to this assessment.

If you are concerned about how your participation made you feel, your rights, or anything else, you can contact UNICEF's Evaluation Unit focal point, Daniel Patrick Alonso Valckx, by email at daalonso@unicef.org

If you have a safeguarding concern, please report it immediately to integrity1@unicef.org. You can also report any misconduct-related concerns to UNICEF's Office of Internal Audit and Investigations by emailing integrity1@unicef.org.

If you need a referral to local support services, please contact your local UNICEF office or the UNICEF Regional Office for South Asia. You can also contact your local UNICEF office if you would like to provide feedback related to UNICEF operations.

Green skills assessment key informant interview consent form

To be used for persons external to UNICEF

Purpose

The UNICEF Regional Office for South Asia has commissioned a formative assessment of UNICEF's support to green skills in South Asia by examining the relevance, effectiveness, scalability and sustainability of UNICEF green skills approaches at the regional and country levels. The assessment findings and recommendations will directly inform the planning and refinement of UNICEF's approach to green skills programming to accelerate positive outcomes for children and young people.

We are inviting you to participate in this assessment through an Interview to discuss the relevance, effectiveness, scalability and sustainability of UNICEF green skills initiatives to accelerate positive outcomes for children and young people. You are invited due to your experience or direct participation with green skills programming and potential to provide valuable insights for the assessment.

Your voluntary participation, benefits and risks

If you agree, the discussion will last about 45 to 60 minutes. We will ask you questions about green skills programming, approaches and outcomes. We do not expect the discussion to cause you any discomfort. Your participation is completely voluntary. You have the right not to answer any questions, and you can skip questions or end your participation at any time. You may also express any concerns you might have. Your participation, withdrawal or feedback will not have any impact on your relationship with UNICEF in any manner. It will not affect any services or support received, any partnerships or contracts.

While we cannot compensate you for your participation, we thank you for providing insights that will inform how UNICEF can accelerate results for children and young people through green skills programming.

Confidentiality and data protection

To ensure data quality, we would like to take notes, transcripts and record the discussion.

Any recordings and personal data that we will collect will be encrypted, securely stored and kept confidential to the extent possible and as far as law allows. All data will be anonymized and no names or identifying information will be included in the discussion notes or transcripts.

We will keep your data secure and confidential as far as the law and mandatory reporting requirements allow. This means only the evaluation team and UNICEF Evaluation Manager may access the information you provide, but we must report any cases of abuse or criminal behaviour if they are disclosed.

Data will only be shared with the evaluation team from the lead consultant and the Evaluation Manager from UNICEF Regional Office for South Asia. The evaluation team members may process your data from another country or using secure servers based in another country.

Recordings will be permanently destroyed once the transcripts are validated and all other raw data will be destroyed once the evaluation is completed. While we do not collect any personal data as part of this evaluation, you have the right to access, ask for your personal data to be corrected, deleted, or have access restricted. Any reports or publications based on this data will not identify you personally. Quotes will be presented so that they cannot be traced back to you.

Your consent/assent

	Yes	No
Do you agree to participate in this evaluation?	<input type="checkbox"/>	<input type="checkbox"/>
Do you give permission to be recorded?	<input type="checkbox"/>	<input type="checkbox"/>
Do you give permission for the information you provide to be shared anonymously in published case studies and reports?	<input type="checkbox"/>	<input type="checkbox"/>
Do you agree to maintain the privacy of other participants and the confidentiality of the discussion?	<input type="checkbox"/>	<input type="checkbox"/>

Your Signature/Print: _____

Date: _____

Contact Information

Thank you for participating in the Formative Assessment of Green Skills in South Asia.

If you have any questions about this assessment, please contact the Lead Consultant, Phu Doma Lama, by email at phudoma.lama88@gmail.com.

You may also contact the UNICEF Regional Office for South Asia Evaluation team for any concerns related to this assessment.

If you are concerned about how your participation made you feel, your rights, or anything else, you can contact UNICEF's Evaluation Unit focal point, Daniel Patrick Alonso Valckx, by email at daalonso@unicef.org

If you have a safeguarding concern, please report it immediately to integrity1@unicef.org. You can also report any misconduct-related concerns to UNICEF's Office of Internal Audit and Investigations by emailing integrity1@unicef.org.

If you need a referral to local support services, please contact your local UNICEF office or the UNICEF Regional Office for South Asia. You can also contact your local UNICEF office if you would like to provide feedback related to UNICEF operations.

6. HLM certificate

Attachments:

- 1.2 KI consent.pdf
- 1.1 FGD consent.pdf
- CHILD ASSENT FORM.pdf
- Informed consent form for caregivers_ parents of children under the age of consent (1) (1) (1) (1).pdf
- Ethical Review Approval.pdf



Ethical Review Approval

To: Daniel Patrick Alonso Valckx
From: HML IRB
Subject: Study #3003
Date: 01-Aug-2025

Dear Daniel Patrick Alonso Valckx,

The protocol **Formative Assessment of UNICEF's support to Green Skills in South Asia., 3003** was assessed through a research ethics review by Health Media Lab Institutional Review Board. This study's human subjects' protection protocols, as stated in the materials submitted, received research ethics review approval on 01-Aug-2025.

This approval is for prospective data collection occurring on or after 01-Aug-2025.

7. List of Key Informant interviews

	Country	Organization	Position
1	Global	UNICEF HQ	Senior Education & Climate-Resilience Strategist
2	Global	UNICEF office of Innovation	UPSHIFT Global Lead at UNICEF
3	Global	UNICEF office of Innovation	Climate, Energy & Infrastructure Innovation Lead
4	Global	GIZ HQ	Head of the Competence Centre Education, Vocational Education and Training and Labour Markets
5	India	Resonance (Circular Initiative)	Head of India
6	Maldives	Project Themaveshi (NGO)	Co-Founders
7	Maldives	Red Crescent	Programme Manager Regional Office South Asia
8	India	UNESCO	
9	Afghanistan	UNESCO	Programme Manager
10	Bhutan	Scout Association (Government)	Programme Officer
11	Bhutan	Loden Foundation (Private)	Education Initiative Programme Officer
12	Bhutan	Programmes & Skill Development Department Bhutan Youth Development Fund (YDF) (NGO)	Founder
13	Bhutan	Loden Foundation (Private)	Programme Officer at Loden Foundation
14	Bhutan	Gedu College of Business studies (Royal University of Bhutan)	Business Incubation Manager
15	Pakistan	Hashoo Foundation	Executive Director, Climate Action Manager, 3 staff members
16	Pakistan	School of Leadership Foundation	Managing Director
17	Nepal	Mahalaxmi Municipality	Education Officer

8. Remote focus group discussion list

	Country	Positions	Format
1	Afghanistan	MEL, Chief of Education, WASH Manager, Gender	FGD/ Interviews
2	Bangladesh	Communication & Advocacy, Communication Officer, Education Manager, Education Specialist, Gender Specialist, Communication for Development Specialist, Programme Specialist - Climate (UNICEF), Child Protection Officer, Education Officer, Technology Integration in Education, Education Officer	FGD
3	Bhutan	ADAP Specialist, Climate Change focal point, Gender Specialist. (UNICEF), Education Officer, UNV Youth Advocate, Communication Office	FGD
4	India	Maharashtra and Chattisgarh Office Representatives (WASH Representatives)	Interviews
5	Maldives	Climate Resilience Officer Youth Engagement Officer Programme Specialist, Education and Skills Development	FGD
6	Nepal	Child Protection Specialist, Emergency DRR and CEED Focal Point, Education Specialist, Gender Specialist.	FGD/ Interviews
7	Pakistan	ADAP Associate (UNICEF), Programme Specialist, Education, Programme Manager (Ministry of Climate Change)	FGD/ Interviews
8	Sri Lanka	MEL, Disaster Risk Reduction and Education, WASH Focal Point, Green Skill Focal Point in Education, Gender Specialist (UNICEF)	FGD

9. Scoping interview list

Country	Position
ROSA	APSE Advisor
ROSA	National Specialist APSE
ROSA	Climate Change Advisor
ROSA	Gender Specialists
ROSA	Gender Specialists
ROSA	Gender Specialists
ROSA	National Specialist, Climate and Environment
ROSA	National Specialist, Climate and Environment
Afghanistan	Youth Engagement and Youth development specialist
Bangladesh	Education Manager
Bhutan	ADAP Specialist
India	Youth and Adolescent Development Specialist
Maldives	Country Lead
Maldives	Climate Resilience Officer
Maldives	Youth Engagement Officer
Maldives	Programme Specialist, Education and Skills Development
Maldives	Country Lead, Programme Officer Climate focal point
Nepal	Education Specialist
Pakistan	Programme Specialist, Education
Sri Lanka	Disaster Risk Reduction and Education
Sri Lanka	Green Skill Focal Point in Education

10. Literature Review

The global transition to a sustainable economy has positioned green skills as central to climate action and economic transformation. However, existing literature shows heterogeneous meanings of Green Skills, which are based on normative assumptions about what is understood as 'green' and 'skill'. This overview integrates insights from multiple research traditions to provide an overview of conceptual ambiguities and provide actionable insights to UNICEF ROSA to help support refinement of their approach.

Based on peer-reviewed sources, this review synthesizes current understanding of green skills as both technical competencies and transformative capabilities essential for sustainable development transitions. Bowen and Hancké (2019) identify three distinct conceptual approaches in the literature: (1) a narrow technical approach, focusing on specific occupational skills for green sectors; (2) a broad competency approach, encompassing generic sustainability competencies and (3) a transformative approach, emphasizing systemic change capabilities.

Recent academic discourse has increasingly distinguished between "sustainability competencies" and "green skills." **Sustainability competencies** encompass broader systemic thinking capabilities oriented toward transformative change, while **green skills** tend to focus on specific technical applications for existing economic systems (Wiek et al., 2011; Dentoni et al. 2021). Sustainability competencies are conceptualized as meta-cognitive capabilities that enable individuals to navigate uncertainty and complexity, while green skills are understood as specific competencies for defined tasks and occupations. This distinction reflects what Sterling (2011) identifies as the difference between "education for sustainability" (transformative) and "education about sustainability" (informative), or in other words, competing paradigms: "Mechanistic" approaches focused on skills transfer versus "ecological" approaches emphasizing holistic understanding and systemic change. This distinction represents fundamentally different educational paradigms. Sustainability competencies emphasize critical reflection and transformative learning, while green skills often focus on skills acquisition and performance improvement. This theoretical divide has significant implications for curriculum design and assessment approaches (Barth et al, 2007).

Dimensions of green skills

Technical proficiency and occupational dimensions:

When it comes to research on green skills, it reveals more concrete, occupation-focused taxonomies. Strietska-Ilina et al. (2011) developed a comprehensive technical and generic classification of green skills: Engineering skills (renewable energy design, energy efficiency optimization, environmental impact assessment), production skills (clean manufacturing processes, waste reduction techniques, sustainable agriculture methods) and construction skills, (green building design, energy-efficient construction and sustainable materials management).

Generic Green Skills encompass environmental awareness (understanding of environmental science and climate change), resource efficiency (waste management, energy conservation and water management)

and safety and compliance (environmental regulations, occupational health and risk management). Consoli et al. (2015) provide empirical analysis using O*NET data to identify green skills characteristics, including task-specific competencies (directly related to environmental performance), knowledge requirements (in the fields of environmental science, energy systems and regulatory frameworks) and ability requirements (in the areas of problem-solving, technical analysis and equipment operation).

Sustainability literacy and systems thinking dimension:

The importance of systems literacy as a foundational component of green skills implies that sustainability education must develop students' "ecological literacy" – including their understanding of natural systems, environmental processes and human-environment interactions. This perspective is supported by Sipos et al. (2008), who demonstrate through empirical research that systems thinking capabilities are essential for effective environmental problem-solving (Sterling, 2011). Sipos et al. 2008 provide evidence from educational interventions showing that sustainability literacy encompasses scientific literacy, including understanding environmental and climate science.

Future-oriented thinking:

Research increasingly emphasizes anticipatory competencies as core to green skills. Haan (2006) develops the concept of "*Gestaltungskompetenz*" (shaping competency), which includes the ability to analyse future scenarios and understand long-term consequences of current actions. This is supported by empirical research from Rieckmann (2012), who demonstrates through survey data that future-thinking capabilities are essential for sustainability leadership.

Transversal competencies and innovation capabilities:

The literature identifies problem-solving, critical thinking, collaboration and communication as essential green skills competencies. Effective green skills development requires "transformative learning" approaches that challenge existing assumptions and promote innovative thinking (Scott, 2015). This could involve "perspective transformation" – fundamental changes in how individuals understand environmental challenges and their own roles in addressing them (Mezirow, 2000; Taylor (2007). Green skills must also include interpersonal abilities for stakeholder engagement, cross-cultural communication and conflict resolution in environmental contexts (Hansmann et al., 2010, Leal Filho et al. 2018).

Value-based orientation and ethical dimensions

Environmental ethics and responsibility, and social justice and equity are key considerations for green skills to promote just transitions. Research reveals that individuals with strong environmental values are more likely to apply green skills in practice (Kaiser et al. (2005) and this requires understanding of environmental responsibilities and a commitment to sustainable behaviours. O'Neil et al. (2008) argue Dobson (2007). More importantly green skills development must address environmental justice concerns and avoid reproducing existing inequalities (Sultana, 2022; Schlosberg (2007). This requires an understanding of how environmental issues affect different communities unequally and the development of competencies for promoting more equitable outcomes.

International organizational perspectives

In the literature and institutional reports, green skills are variously defined to reflect the rapidly evolving nature of work in green sectors. Although the exact phrases used by each organization differ somewhat, there is a marked convergence around key areas of knowledge and capabilities that support environmentally sustainable practices. There is a strong focus on disadvantaged youth and ensuring equitable access to green skills development (*see Table below*).

The World Bank adopts a systems-oriented approach to green skills, emphasizing its role in economic transformation and poverty reduction (World Bank 2024 b, World Bank 2024 c). The World Bank emphasizes skills in renewable energy, waste management and low-carbon technology (Garrote Sanchez & Yanez Pagans, 2024). Furthermore, rather than providing a singular definition, the World Bank embeds digital and green transformation that involves the TES (Tertiary Education and Skills) programme, seeking to "reframe, reform and rebuild tertiary education and skills to prepare the workforce for the digital and green transformation and transition.

The International Labour Organization (ILO) defines green jobs as "decent jobs that contribute to preserving or restoring the environment," emphasizing quality employment standards alongside environmental outcomes. ILO focuses on technical skills in sustainable sectors, with particular emphasis on occupational safety and process efficiency (International Labour Organization, 2025, International Labour Organization, 2024) and skills for green jobs (International Labour Organization, 2024; International Labour Organization, 2009).

UNESCO integrates green skills within Education for Sustainable Development (ESD) (UNESCO, 2020), promoting environmental literacy and systems thinking across educational levels. The Asian Development Bank (ADB) conceptualizes green skills through a sectoral development lens, focusing on development of green infrastructure investments and blue economy initiatives. It highlights technical competencies alongside managerial abilities for green innovation (UNESCO, 2020; UNESCO, 2025; Cedefop & UNESCO-UNEVOC, 2025).

UNICEF emphasizes a lifecycle and equity-oriented approach, defining green skills as the knowledge, abilities, values and attitudes needed to live and thrive in a resource-efficient society. UNICEF promotes school-to-work transitions that equip youth – especially the marginalized – with pathways into the green economy (Tapia, 2025; UNICEF, 2024).

Aspect	UNICEF	World Bank	Asian Development Bank	International Labour Organization	UNESCO
Technical Proficiency	Integrates technical knowledge with climate education from early childhood	Emphasizes skills in renewable energy, waste management	Highlights technical competencies alongside managerial	Focuses on technical skills in sustainable sectors, with particular emphasis on	Promotes technical competencies within TVET systems, emphasizing

	through cross-curricular approaches	and low-carbon technology	abilities for green innovation	occupational safety and process efficiency	practical skills for green economy transitions
Integration of Sustainability	Embeds sustainability principles within child rights frameworks and holistic development approaches	Combines environmental knowledge with economic growth strategies, stressing long-term development	Integrates environmental risk management with sustainable business practices	Merges technical training with sustainability awareness and social equity considerations	Positions sustainability as fundamental to all educational approaches through ESD and comprehensive curriculum integration
Adaptability and Innovation	Focuses on building adaptive capacity and resilience among youth, particularly vulnerable populations	Encourages continuous learning, innovation and agility in adopting new technologies	Promotes innovative approaches to improve resource efficiency and support green competitiveness	Advocates for upskilling and reskilling to ensure a just transition, directly addressing workforce adaptability	Emphasizes transformative learning approaches and innovation in educational methodologies for sustainability
Policy and Social Dimensions	Prioritizes equity and inclusion with special attention to marginalized children and youth on the move	Focuses on aligning workforce skills with sustainable economic policies and growth agendas	Stresses regional strategies that support green technology and economic competitiveness	Places significant emphasis on just transitions, worker rights and inclusive growth in the context of green transformation	Develops comprehensive policy frameworks for education system transformation and global standardization
Target Population	Children and youth, particularly those in vulnerable situations including displaced populations	Youth and disadvantaged populations with focus on economic inclusion	Technical workforce in priority sectors across Asia-Pacific region	All workers with emphasis on those affected by green transition	Learners across all educational levels with emphasis on institutional capacity building

Implementation Approach	Community-based programming with child protection integration	Evidence-based policy reform through education system transformation	Infrastructure-led development with regional cooperation mechanisms	Tripartite social dialogue and decent work principles	Multi-stakeholder partnerships and global standard setting
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Common elements across institutions

There is strong agreement between international organizations that the development of green skills includes hands-on expertise with low-carbon technologies and environmentally friendly production practices (*see Table above*). Workers are expected to combine traditional technical skills with a strong understanding of environmental impacts, ensuring that economic growth does not compromise sustainability goals. Finally, the organizations emphasize the ability to innovate and adapt to new green technologies and practices as markets evolve, linking continuous learning with sustainable practices.

Green skills encompass a blend of technical and managerial competencies. This combination of skills enables professionals to implement sustainable production processes as well as lead green transformation projects. In addition to technical know-how, green skills include the ability to assess environmental risks and prioritize practices that mitigate environmental degradation. There is also a focus on environmental risk management and sustainable practices. In addition to technical know-how, green skills include the ability to assess environmental risks and prioritize practices that mitigate environmental degradation (Asian Development Bank, 2024).

The ILO provides the most comprehensive and structured approach to green skills, grounded in decent work principles and just transition frameworks. According to ILO, green skills encompass knowledge, abilities, values and attitudes needed to live in, develop and support a sustainable and resource-efficient society.

UNICEF's view is that green skills encompass the technical knowledge, expertise and abilities necessary to effectively utilize environmentally sustainable technologies and processes in professional settings. However, the conceptualization extends beyond technical competencies. UNICEF has adopted a comprehensive approach, categorizing green skills into technical skills (specific practical competencies), transferable skills (applicable across contexts) and transformative capacities (abilities to drive systemic change).

Critical to this analysis is the distinction between green skills and green jobs. While green skills emphasize knowledge and capability for environmental impact and sustainability, green jobs by contrast are defined as decent jobs that reduce environmental impact to levels that are sustainable. Green jobs actively reduce environmental impact across various sectors, with three key requirements. They must contribute to environmental preservation or restoration, provide decent working conditions, including fair wages and safety, and address both climate change mitigation and adaptation. This distinction has profound implications for programming, as green skills have broader application – they can be useful in any role, whether it is traditionally "green" or not.

11- Description of country interventions

	<i>Pillar 1: Green Skills and Entrepreneurship for Improved Employability</i>	<i>Pillar 2: Climate Advocacy</i>	<i>Pillar 3: Climate Action and Civic Engagement</i>	<i>Key partners</i>	<i>Key interventions description and implementation status</i>
Afghanistan	Green Skills for improved employability <i>Baseline 2024:</i> 1,000 young people <i>Target 2027:</i> 7,000 young people	Green advocacy led by young people. <i>Baseline 2024:</i> 0 <i>Target 2027:</i> 2,500 young people	A+Y engagement platforms aligned with GR-established. <i>Baseline 2024:</i> 0 <i>Target 2027:</i> 4 Green engagement and volunteering <i>Baseline 2024:</i> 1200 young people <i>Target 2027:</i> 7,000 young people	Qahramanan (Youth Network), Youth led organizations, UNFPA	Young people actively engage in a variety of activities, all of which contribute to capacity building, community mobilization, localized green initiatives, employability mentorships and evidence generation. A Green Skills Certification programme will soon be launched to further encourage the involvement of young people in environmental sustainability. Competitions will aim to encourage young people to develop innovative solutions to tackle environmental challenges. Also, community projects that foster sustainability will be actively promoted in the coming years to highlight their importance and benefits.
Bangladesh	Green Skills for improved employability	Green advocacy led by	A+Y engagement platforms aligned with	Youth-led organizations, Ministry of Education.	Passport 2 Earning (P2E)-based green skills for circular economy, (online self-paced and blended) course design, socialization/promotion, platform access, course completion and pathways to placement (employment, internships, self-employment, volunteerism), specific focus on adolescent girls/young

	<p><i>Baseline 2024:</i> 50 young people <i>Target 2027:</i> 6,000,000 young people (2,000,000 formal + 100,000 OOSC, annually)</p>	<p>young people <i>Baseline 2024:</i> 1,000 young people <i>Target 2027:</i> 23,000 young people</p>	<p>GR established <i>Baseline 2024:</i> 1 <i>Target 2027:</i> 3</p> <p>Green engagement and volunteering <i>Baseline 2024:</i> 19,000 young people <i>Target 2027:</i> 65,000 young people</p>	<p>Bureau of Non-formal Education – BNFE, CSOs. Child journalist's platform – Hellobd.news. Jaago Foundation. Bangladesh Generation Parliament.</p>	<p>women disconnected from opportunities) (GenU led). Internships and apprenticeship placements for youth who have completed green skills and circular economy courses on P2E. Youth with P2E certified skills to be placed in volunteer/internship/apprenticeship/employment opportunities – 30,000 youth projected (GenU led).</p> <p><i>P2E based online blended career guidance and mentoring on green jobs in the circular economy:</i> Youth with P2E certified green and circular economy skills access career guidance online via P2E and offline through career hubs – 45,000 youth projected (GenU led). They receive 10 career guidance sessions with universities/technical colleges on green jobs at their career counselling sessions and career fairs on green jobs with entrepreneurs involving private sector partners. 75,000 students projected (WASH in partnership with GenU). Youth skilling on solar operation and maintenance (course development, training, or placement (WASH led). TVET on nature-based WASH solutions on climate change impacts and adaptation in 60 vocational training institutes (WASH led).</p> <p>As of 2023, skills courses will be introduced for grade IX and X in the formal system and UNICEF will provide technical support to the government. Support will be provided to develop skills courses on green skills to be embedded within the package for grade IX and X students (4 million students projected from grade IX and X (Education). Embed/strengthen climate education in national curriculum and teaching learning materials for secondary education and supporting education system to build capacity of teachers and popularize climate education among schools, parents and students. (Education, 6 million students). Mainstream climate education into the Ability-based Accelerated Learning Package for NFE for Out of School Children – 100,000 adolescents out of school benefiting from the activity annually (Education).</p> <p>Youth-led evidence generation on climate change impacts in their communities and the services they depend on (to influence the NDC 2025 revision) and provide a national baseline for youth-led climate action and advocacy (including U report): 20,000 youth (WASH led). Enhance the capabilities of young people to engage in climate advocacy within their communities (64 districts) – 3,200 youth (GenU youth partner led). Support</p>
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					<p>youth-led community action projects to mitigate the adverse effects of climate change (64 districts), 15,000 youth projected (GenU-led). Support environmentally conscious initiatives to address localized climate impacts through Youth-Led and Youth-Serving Organizations (YLO/YSOs). (8 divisions) 3000 youth projected (GenU led).</p> <p>Mobilize and activate youth networks to educate secondary school students in 150 schools on climate change impacts, particularly focusing on WASH issues and raise awareness on climate resilient WASH in schools and communities (WASH led) 50,000 adolescents projected.</p> <p>Support youth-led climate change multimedia online advocacy: Develop a One Minute Junior Activation involving at least 300 children and adolescents, 30 per division plus 60 in Cox’s Bazar) to increase online youth engagement on climate change in coordination with UNICEF current digital platforms. Support a youth-led national campaign on climate action: The campaign, aimed at covering the period 2024-2027, coordinated with youth organizations.</p>
Bhutan	<p>Green skills for entrepreneurship and jobs <i>Baseline 2024:</i> 300 young people <i>Target 2027:</i> 5,000 young people</p>	<p>Green advocacy led by young people <i>Baseline 2024:</i> 1,000 young people <i>Target 2027:</i> 50,000 young people</p>	<p>A+Y engagement platforms aligned with GR established <i>Baseline 2024:</i> 1 <i>Target 2027:</i>1</p> <p>Green engagement and volunteering <i>Baseline 2024:</i> 19,000</p>	<p>Ministry of Education and Skills Development, Bhutan Youth Development & Scout Division, Schools and Colleges. Loden Foundation</p>	<p>UNICEF will leverage the existing UPSHIFT network to engage young people as champions of climate change. Young people will co-design solutions with community leaders, teachers and parents and implement social innovative projects to address climate issues that affect their communities.</p> <p>UNICEF will work with the Ministry of Education & Skills Development to scale UPSHIFT across all schools by 2028 to equip them with 21st Century skills, problem solving skills and promote civic engagement and participation of young people as agents of change. Young people will be engaged in identifying social issues around climate change and addressing them by developing innovative social projects.</p> <p>UNICEF has an ongoing programme with Innovate Bhutan, focusing on building an ecosystem of entrepreneurs. The partnership has helped unemployed youth learn basic foundational skills and knowledge on entrepreneurship, including business planning, access to finance and developing social enterprise projects. So far, UNICEF has provided seed funding to implement 50 business projects. UNICEF will further scale to 1,000</p>

			<p>young people <i>Target 2027:</i> 50,000 young people</p>		<p>unemployed youth over the next 2 years, organize entrepreneurship workshops focusing on building capacity of out-of-school youth on general green skills to take climate action, and equip them with skills and knowledge to take up green jobs and green entrepreneurship.</p> <p>UNICEF is also partnering with 70 schools under the Ministry of Education and Skills Development to promote a climate agenda through UPSHIFT, engaging around 7,000 children and young people. UNICEF will support the development of climate learning modules, organize consultations with young people to gather inputs for the NDC 3.0 and advocate with the Government to consult and capture the voices of children and young people to make the NDC 3.0 more child and youth sensitive. UNICEF will also work with a network of youth volunteers including scout volunteers to engage in climate advocacy, including NDC 3.0 drafting.</p>
India	<p>Green skills for improved employability <i>Baseline 2024:</i> 0 young people <i>Target 2027:</i> 200,000 young people</p>	<p>Green advocacy led by young people <i>Baseline 2024:</i> 150 young people <i>Target 2027:</i> 5,000 young people</p>	<p>A+Y engagement platforms aligned with GR established <i>Baseline 2024:</i> 4 <i>Target 2027:</i> 5</p> <p>Green engagement and volunteering <i>Baseline 2024:</i> 1,000,000 young people</p>	<p>Ministry of Environment, Forest and Climate Change (MoEFCC), Ministry of Education, National Council for Education, Research and Training (NCERT)</p> <p>Bring Back Green Foundation, Council on Energy,</p>	<p>UNICEF (Education and Child Protection units) will develop teacher-support modules on climate change to enhance knowledge, skills and understanding of climate issues and to support climate action. A study will be carried out to generate evidence and understand the levels of school closures due to climate change.</p> <p>YuWaah intends to create a multiplier effect through the formal education system by developing a national-level climate change handbook for teachers to raise their knowledge on climate science and related impacts, and to promote the transfer of learning to children and adolescents around climate change. Young educators and facilitators will be trained for widespread climate change education. Subsequently, a teacher training module will be developed at the national level and adapted across all states. Targeted learning resources for children, (including climate technology and blended resources) will be developed.</p> <p><i>Career guidance and content development and dissemination through existing career information portal in 5 states.</i> Career guidance sessions on green jobs in schools. A landscape analysis of green skills and jobs will support better understanding of the presence and prevalence of green jobs (transversal and new) alongside definitions for green skills and jobs related</p>

			<p><i>Target 2027:</i> 3,500,000 young people</p>	<p>Environment and Water, The Climate Group, Restless Development, Young Leaders for Active Citizenship, Enact Earth Foundation, Sattvic Soul Foundation, Bhumi, I-Volunteer, Bajaj Foundation, Mash Impact, Social Captains, Earth Just Solutions, Volunteer for India, Connect for, Project Statecraft, Youth for Water Plus, Maharashtra Youth for Climate Action.</p>	<p>nomenclature pertinent to the national context. The study will provide a foundation to YuWaah’s work and highlighting needs and challenges of the current skilling ecosystem as well as perceived demand in line with the youth population, transitioning economy and international agreements.</p> <p><i>Green Jobs Fair:</i> As part of the Local Conference of Youth in 2024, YuWaah facilitated a technical session on ‘Unlocking Sustainable Career Pathways: A dive into green skills and job opportunities’, with plans to implement it as an independent intervention in the coming years, to showcase green job opportunities for young people, through leveraging partnerships and creating platforms to connect youth with industry and startups. The jobs fair facilitates interaction between young people and organizations/startups willing to absorb talent, promote job openings and internships related to sustainable development and climate action initiatives. YuWaah will also offer workshops, career guidance and networking opportunities for youth to explore green career paths, whilst encouraging collaboration between educational institutions, government bodies and the private sector to enhance young people’s green job readiness of.</p> <p><i>Meri LiFE app and web portal:</i> In partnership with the Ministry of Environment, Forest and Climate Change (MoEFCC) YuWaah’s volunteering platform was reconfigured and white-labelled ‘Meri LiFE’ to record and promote Government (line ministries and corresponding field offices) and citizen engagement, especially youth-led pro-planet initiatives towards sustainable lifestyle.</p> <p><i>Climate Landscape Analysis for Children (CLAC):</i> Climate action was prioritized for children and young people in UNICEF’s programme and government’s policies. YuWaah was approached by the Government of India to support in the development of a global portal for promoting the Mission LiFE principles and citizen and government pro-planet actions.</p> <p><i>imaGen Ventures:</i> Comprehensive learning course on themes like climate, gender, design thinking, prototyping, pilot testing, business planning and other essential elements of entrepreneurship. The UNISOLVE challenge management system enables young people to register and take the learning</p>
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Maldives	<p>Green skills for improved employability <i>Baseline 2024:</i> 0 young people <i>Target 2027:</i> 250 young people</p>	<p>Green advocacy led by young people <i>Baseline 2024:</i> 250</p>	<p>A+Y engagement platforms aligned with GR established <i>Baseline 2024:</i> 1</p>	<p>Ministry of Education, Ministry of Higher Education, Special Envoy for Climate Change and</p>	<p>Maldives Country Office (MCO) has proposed the concept of Green Schools and will focus on pre-service training for teachers on climate and environmental education.</p> <p>Climate Guardians, UPSHIFT and imaGen bootcamps as well as other platforms for youth all will engage in mainstreaming climate education and skills. The focus will be on revising policies to align with future job markets for a green and blue economy, diversifying academic and training programmes, equipping educators, trainers with the ability to teach students</p>

		young people <i>Target 2027: 500 young people</i>	<i>Target 2027: 1</i> Green engagement and volunteering <i>Baseline 2024: 150 young people</i> <i>Target 2027: 500 young people</i>	Maldives National University, local councils, private sector and NGOs; education system, academia and the public and private sectors.	<p>the competencies and skills required for green jobs, and creating opportunities for students to participate in learning exchanges and leadership programmes.</p> <p>UPSHIFT will continue for the coming 2 years, expanding to more schools and providing training for teachers and bootcamps for students in different schools. imaGen Ventures Bootcamps continued in 2024 and 2025 – expanding on the entrepreneurial components and seed funding opportunities in partnership with the Ministry of Education, Ministry of Higher Education, as well as partnerships with CSOs.</p> <p>MCO organized Maldives Youth track to COP28 / Mock COP negotiation and Youth Conference, with over 50 participants in partnership with the Special Envoy for Climate Change and Maldives National University, with workshops on child-friendly, climate-resilient islands, climate justice and finance, and skills for climate resilience. The Youth Conference also included panel discussions around amplifying youth voices and inspiring action.</p> <p>MCO launched a Podcast Series on climate advocacy and action titled “Seariously!” in partnership with the Special Envoy for Climate Change, to amplify the voices of young people, provide technical expertise or knowledge on environment and climate issues in Maldives and influence policymakers. MCO plans to expand on these initiatives and continue its youth-led advocacy and action as Climate Guardians with Youth Conferences, roundtables and to support green initiatives as suggested. It aims to create a cohort of empowered and climate-smart young people and create spaces for them to engage actively in climate policy dialogues and develop climate-smart actions that contribute to the green and blue economy, in partnership with the education system, academia, and the public and private sectors.</p>
Nepal	Green skills for improved employability <i>Baseline 2024: 0 young people</i>	Green advocacy led by young people	A+Y engagement platforms aligned with GR established		<p>Scale Comprehensive School Safety Framework (CSSF) promoting climate smart and resilient schools (Target: 40% of schools in the country, benefiting approximately one million learners indirectly).</p> <p>Climate change-related information through Rupantaran digital version (Child Protection). Adolescent knowledge and skilling through green school initiative (both formal and non-formal learning pathways (Education)).</p>

	<p><i>Target 2027:</i> 100,000 young people</p>	<p><i>Baseline 2024:</i> 400 young people <i>Target 2027:</i> 1,500 young people</p>	<p><i>Baseline 2024:</i> 100 schools <i>Target 2027:</i> 400 schools</p> <p>Green engagement and volunteering</p> <p><i>Baseline 2024:</i> 0 young people <i>Target 2027:</i> 40,000 young people</p>		<p>Through WASH, youth in 4 provinces will receive green skills (plumbing, masonry for resilient WASH services and conservation works, water quality testing, sanitary pad and soap making).</p> <p>Support youth-led climate advocacy and actions at local/province and national level through WQ testing, water conservations and waste management. Girls and the most marginalized, from youth-led networks will deliver WASH, Environment and Climate outcomes, particularly access to safe water, water conservation and sustainable waste management programmes.</p> <p>Empower young people to identify environmental and climate-related challenges in their communities and develop solution ideas to those challenges.</p> <p>Organize youth-children interface programmes in schools. Coordination and collaboration with youth-led networks and/or government at the province level for provincial climate discourses/dialogue. Climate advocacy and action at local and provincial levels through coordination and collaboration with youth-led networks and/or government for national and international climate summit/conference and associated events (before, during and after COP events), support participation of youth climate champions in COP and other international climate forums. Knowledge management and dissemination through dissemination of IEC materials, case stories and social media contents to amplify the voices and concerns of youth.</p>
Pakistan	<p>Green skills for improved employability</p> <p><i>Baseline 2024:</i> 260 young people <i>Target 2027:</i> 50,000 young people</p>	<p>Green advocacy led by young people</p> <p><i>Baseline 2024:</i> 1100</p>	<p>A+Y engagement platforms aligned with GR established</p> <p><i>Baseline 2024:</i> 5</p>	<p>Prime Minister's Office, Youth Programme-Green Youth Movement, Ministry of climate change</p>	<p>Young people enrolled in non-formal education centres are being connected to green entrepreneurship. Currently 250 girls and boys are skilled and connected to employment opportunities.</p> <p>Prime Minister's Green Youth Movement clubs across 137 public universities will be engaged for green skills development. Currently a Green Youth Movement (GYM) is supported through the GreEnovate innovation challenge.</p> <p>Youth challenges on eco-entrepreneurship are held annually, where ideas and startups are funded and young people are mentored (including</p>

		<p>young people</p> <p><i>Target 2027:</i> 10,000 young people</p>	<p><i>Target 2027:</i> 25</p> <p>Green engagement and volunteering</p> <p><i>Baseline 2024:</i> 500 young people</p> <p><i>Target 2027:</i> 20,000 young people</p>	<p>Private Sector: Hashoo Foundation, Indus Resource Centre, School of leadership Foundation</p> <p>Youth and adolescents (girls and boys) Non-formal Education (NFE) centres, university students.</p>	<p>Generation Unlimited Youth innovation challenge, Living Indus Green Start up Challenge, GreEnovate).</p> <p>Climate negotiation skills: Policy research Challenge and policy roundtable leading to internships, LCOYs and COP in MY CITY</p> <p>Adolescent clubs with thematic leads on WASH and Climate change and members from the NFE centres.</p>
Sri Lanka	<p>Green skills for improved employability</p> <p><i>Baseline 2024:</i> 100 young people</p> <p><i>Target 2027:</i> 200 young people</p>	<p>Green advocacy led by young people</p> <p><i>Baseline 2024:</i> 8,500 young people</p> <p><i>Target 2027:</i> 30,000</p>	<p>A+Y engagement platforms aligned with GR established</p> <p><i>Baseline 2024:</i> 3</p> <p><i>Target 2027:</i> 3</p> <p>Green engagement</p>	<p>Ministry of Water Supply, Education, NWSDB, Vocational Training Authority of Sri Lanka private sector, WeatherKids, Sub HQ Final.</p>	<p>UNICEF provides support to the Ministry of Education to expand children’s and young people’s engagement in promoting climate-resilient schools through the climate-smart schools' programme.</p> <p>A study on the impact of increasing heat on students and educational behaviour in selected high-risk schools in drought-prone areas will be used to develop climate change vulnerability indicators to be incorporated in EMIS & other databases. Monitoring of the vulnerability data at school level, with assessment of resulting educational impediments would support UNICEF to work together with the Government of Sri Lanka to bring in appropriate risk-informed strategies to mitigate learning losses and to build a resilient education system for Sri Lanka. This would ultimately assure the right to uninterrupted education for 4.2 million students. The climate-schools programme is being co-designed and implemented through public and private partnerships for co-creation and using shared-value concept, where</p>

		<p>young people</p>	<p>and volunteering <i>Baseline</i> 2024: 23,494 young people <i>Target 2027:</i> 586,000 young people</p>	<p>private sector technical expertise is sought to define an ideal climate-smart school model, which is high-technology but low-cost, in a tropical climate.</p> <p>U-Report will be used as an online engagement platform targeting young people. The platform will be used to gather young people’s opinions, and to improve their understanding & capacity in areas related to climate change and disaster risk reduction. So far, the U-Report platform has been used to gather opinions of Sri Lankan young people on areas like Children’s Declaration on CCA & DRR, Climate & COP and the impact of heat.</p> <p>The U-Report platform was used to gather more voices behind Sri Lanka Children’s Declaration on Disaster Risk Reduction and Climate Change Adaptation, which was recognized as a best case in Inspire Awards 2023 (i.e., Best in Emergency Innovation).</p> <p>During the next 2 years, U-Report will be the main platform used to consult a large audience of children and young people to inform UNICEF's programmes and decision-making in Climate Change, Education, Child Protection, Social Protection, WASH, Health and Nutrition.</p> <p>A market assessment will be planned to understand the local opportunities for green skill development to cater to the local job market and address gaps in youth skills development programmes at the national and sub-national level. This will include: workshops, meetings, advocacy programmes for the private sector partners and networks to:</p> <ul style="list-style-type: none"> • encourage private sector participation in the promotion of green skills among youth; • support the Vocational Training Authority of Sri Lanka (VTA) to review existing vocational training programmes to integrate green skill development aspects; • provide support for the promotion of green skill-based vocational training programmes (eg; Plumbing, wastepaper recycling, online Google skill programme) for youth; • conduct youth-led programmes in local communities through Village Development Committees to implement community-based youth-led environment protection/water conservation programmes
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				<p>coordinating with the provincial level and National Youth Forums and</p> <ul style="list-style-type: none"> • conduct programmes for the relevant capacity building for youth. <p>Young people will gain skills and knowledge to contribute to designing and implementing disaster risk reduction, emergency response preparedness and climate change adaptation initiatives in their communities, and they will be empowered to meaningfully engage in and advocate for their rights in local, national and regional decision-making platforms on climate change, emergency preparedness and DRR. 1,000 adolescents will directly participate in the WeatherKids climate education programme where they learn how to monitor weather, and collect, store, analyse and share data on a daily basis for 2 years. The programme will educate adolescents on climate change, hydrometeorological data analysis and establish 1000 weather stations connected in a network around the country to effectively engage in early warning systems using practical science, technology, engineering and mathematics (STEM) education. This initiative has been piloted in tea states in Sri Lanka with the support of the private sector. WASH & Climate Change: market assessment of appropriate low-carbon adaptation solutions for the WASH sector and development of priority green technologies in the WASH sector.</p>
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