

Call Document for: Climate Skills-Seeds for Transition India

September 2024

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1. Schedule

Sr. No	Activities	Timelines
1	Date of Advertisement for the Call	17 September 2024
2	Last date for receipt of queries related to submission of Proposal	25 September 2024
3	British Council response to the queries	30 September 2024
4	Last date for submission of expression of Interest	07 October 2024
5	Shortlisting and intimation to shortlisted partner	14 October 2024
6	Contracting	End of October

2. Overview of the British Council

We support peace and prosperity by building connections understanding and trust between people in the UK and countries worldwide. We uniquely combine the UK's deep expertise in arts and culture, education and the English language, our global presence and relationships in over 100 countries, our unparalleled access to young people, creatives and educators, and our own creative sparkle. 2024 marks 90 years of the British Council. Over these years we have created opportunities for millions of people and developed deep and long-lasting relationships. We continue to adapt to meet the needs of a changing world, while remaining committed to the principles on which we were founded. We share our values and explore ideas. We have difficult discussions and find common ground. We create mutually beneficial relationships between the people of all four nations of the UK and other countries. This help strengthen the UK's global reputation and influence, encouraging people from around the world to visit, study, trade and make alliances with the UK.

We work directly with individuals to help them gain the skills, confidence and connections to transform their lives and shape a better world in partnership with the UK. We support them to build networks and explore creative ideas, to learn English, to get a high-quality education and to gain internationally recognised qualifications. We work with governments and our partners in the education, English language and cultural sectors, in the UK and globally. Working together we make a bigger difference, creating benefit for millions of people all over the world. We take a long-term approach to building trust and remain at arm's length from government. We work with people in over 200 countries and territories and are on the ground in more than 100 countries. In 2022–23 we reached 600 million people. The majority of our income comes from partnership agreements, contracts, philanthropy, teaching and exams, and we also receive grant-in-aid funding from the UK government. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

3. Introduction and Background to the Project / Programme

Climate Skills programme builds on HSBC and British Council's long history of collaboration and co-creation of programmes at country, regional and global level in maximising the impact and social value of the partners' distinctive strengths and resources. With a focus on youth and education, this new programme reflects the partners' mutual interest in equipping the next generation to understand, mitigate and adapt to climate change. The Climate Skills programme aims to provide skills to marginalised young people to support the need to be resilient to the impacts of climate change and to participate effectively in a green transition in selected countries, namely India, Brazil, Mexico, Indonesia, and Vietnam.

The Climate Skills programme operates in India within the context of a country highly vulnerable to the impacts of climate change. With a rapidly growing population and industrialisation, India faces numerous challenges related to climate adaptation and mitigation. The programme targets marginalised young individuals between the ages of 18-30, acknowledging the importance of inclusivity in climate action. By providing resources, training, mentorship, and grants, Climate Skills empowers these young people with the necessary tools to not only navigate the challenges posed by climate change but also to actively contribute to solutions.

India's participation in the Climate Skills initiative is crucial due to its significant demographic dividend and the potential it holds for sustainable development. By fostering partnerships with educational institutions and government partners, the programme creates a network of support for young climate advocates, amplifying their impact and fostering a sense of community-driven change and a just transition to greener economies. In India, we will train young people using the wider global Climate Skills framework, with a focus on core skills development, such as leadership, motivation and communication, alongside climate literacy, and other relevant initiatives for young people and their communities. This will be done through a series of capacity building activities. It is expected that young people participating in this programme will lead social action within their own communities to empower fellow youth and apply the skills developing in training. Their social action will be supported by small grant from the British Council. These young people will then be supported to access further green opportunities such as employment, training or entrepreneurship support. Throughout the programme we will bring young people, educators and organisations together locally, regionally and globally to build international advocacy for the provision of climate skills.

4. The Model

India's geographical diversity includes a range of ecosystems, each with its unique challenges related to climate change. The Climate Skills project seeks to address these challenges by working with Higher Education Institutions (HEIs) across India that are actively engaged in climate adaptation or mitigation initiatives that address climate-related issues through research, innovation, and community-based actions.

The selected institutions will be responsible for implementing the programme within their academic frameworks, ensuring that the project's goals are achieved effectively. The higher education institutions will also be referred to as the delivery partners.

The process begins with HEIs identifying pressing local climate-related research problems within their regions. Based on this research, HEIs will then identify skills which will help in mitigating or adapting to the identified problem. The British Council will support the HEIs in linking these initiatives with skill development programme for young people, equipping them with the necessary skills to positively contribute towards the identified problems and giving young people the agency to develop their own responses to the issues. Once trained, the HEIs will connect these young people with relevant industries for employment or apprenticeship opportunities, ensuring their skills are effectively applied in real-world contexts. Detailed information on the model, along with the specific roles and responsibilities of all stakeholders, is provided below.

The model is as follows:

1. Identification of Local Climate-Related Research Problem.

Each participating institution must identify a significant climate-related research problem relevant to its geographical context. This problem could range from issues related to local environmental degradation, climate-induced natural disasters, the socio-economic impacts of climate change on the community, etc.

Institutions are encouraged to collaborate and seek guidance from local young people, stakeholders, including government bodies, NGOs, and community leaders, to ensure the problem is well-grounded in local realities and priorities.

2. Identification of Potential Mitigation or Adaptation Initiatives.

Institutions must identify potential skills that could lead to mitigation or adaptation of the identified climate problem. These initiatives should be actionable and tailored to the local context. The initiatives should focus on practical solutions that can be implemented at the community level.

3. Linking with Skilling of Youth

The identified research problem and the corresponding mitigation/adaptation initiatives will be linked with skilling of the young people. Through the climate skills project, young people will receive training and knowledge to implement social action projects within their communities, addressing the identified problem.

4. Connecting Youth with Relevant Industries for Employment or Apprenticeship.

Institutions must facilitate connections between trained youth and relevant industries or sectors where they can apply their newly acquired skills. Partnerships should be established

with industries, NGOs, and government agencies focused on climate action, sustainability, and green energy to provide apprenticeship, internship, or employment opportunities.

The goal is to ensure that the youth are not only trained but also have pathways to apply their skills in the workforce, contributing to a sustainable and resilient economy.

5. Eligibility

- Indian HEIs actively engaged in climate adaptation or mitigation initiatives, with a demonstrated commitment to addressing climate-related challenges in their local or regional context, and having at least 130 eligible students, are invited to apply for this programme.
- Should have a **valid FCRA certification** to receive the grant amount allocated for this project.
- The HEI **should have courses** such as Social Work, Rural Development, Public Policy, Youth Development, Development Studies, or any other programme where field work, social action and/or internship is already integrated in the course.

6. Project Aim

- The project will encourage the Higher Education Institutions in India to integrate climate education and action initiatives into their academic curricula. This approach aims to ensure the long-term sustainability and impact of the project's outcomes.
- The outcomes and findings will be consistently shared with decision-makers in the education system. The aim is to inform and influence climate education strategies at both the national and grassroots levels. The Climate Skills framework takes a non-formal approach to skills training.

7. Partnership Summary

Please Note: The target numbers mentioned in the table below indicates the overall targets and deliverables under the Climate Skills India project and will be further allocated based on the number of institutions onboarded. On average, 130-170 students per institution will be trained under the Climate Skills project.

	A generation of young people who have access to the skills, networks and knowledge to lead a just transition away from fossil fuels.
Overall Objective	To provide skills to young people to support the need to be resilient to the impacts of climate change and to participate effectively in the transition from fossil fuel to sustainable energy sources.
Target Groups	At least 2000 youth in India. 300 educators/trainers in India. 5 employers in India.

	(Please note employers are educational and training institutions, as well as opportunities providers such as internships, mentorships, apprenticeship, employment, bursary and so on.)
Final beneficiaries	<p>Marginalised young people between 18 – 30 years living in selected geography in India.</p> <p>Marginalisation will be intersecting but will be defined in agreement with partners – e.g. socio-economic status, ethnic background, gender, disability.</p>
Expected outcomes	<ul style="list-style-type: none"> • The delivery partners strengthen their capacity to support youth engagement and climate skills development through the development of facilitator skills and resource production, facilitator training is via British Council Master Trainers adapting the global Climate Skills framework with local partners. • At least 2000 young people strengthening their climate skills and develop confidence to apply them to lead climate action. • Decision makers understand the skills and education young people need to be included in just transition and lead climate action. • Delivery of further pathways for youth leaders, such as scholarships, internships, and other career advancement opportunities. <p>Young people around the globe have the connections and the space to share knowledge and collaborate to build a just transition and inspire climate action.</p>
Activity Areas	<ol style="list-style-type: none"> 1. Capacity Strengthening of local organisations: Identification and nomination of 300 educators/trainers as core facilitators. Capacity strengthening of 300 facilitators. 2. Capacity strengthening of young people - 2000 young people in climate skills, delivered by the facilitators. 3. Small Grants - Disbursement of small grants to 5-6 winners of the ideation challenge. 4. Further Pathways - Facilitate further development opportunities for young people, including training, education and workplace experience. 5. Networks and Communities of Practice - Connect stakeholders globally, regionally and locally to build an evidence base around the needs of young people and develop recommendations for advancing skills agendas to achieve a long-term just transition. Collaborate on project-related research reports and insights, and actively participate in advocacy events, including policy dialogues, workshops, and conferences.

Key project aspects

- The terms "young people" or "youth" mentioned in this document refer to students from Higher Education Institutions who will be receiving the training.
- The training programme is structured for 40-60 hours, in addition to this, a youth-led

social action will be integrated into the mandatory fieldwork or internship, lasting approximately 30 days.

- UK-based expert trainers will directly train the core trainers in climate skills methodology.
- Core Trainers are a group of 30 or more trainers, identified by the HEI, who will receive the initial training from the UK Master Trainers using the climate skills methodology.
- A set of 270 or more trainers, also identified by the HEI, will be trained by the above cohort of Core Trainers.
- Ultimately, a collective of 300 Core Trainers and Facilitators will train 2,000 young people. *The numbers mentioned here are programme numbers for India, it will be adjusted once the HEIs are onboard.*
- The educators/trainers could be existing faculty and/or research scholars or nominated university staff from the higher education institutions where the projects are implemented.
- The selected HEIs will have to undergo a mandatory training on safeguarding by the British Council.
- The selected HEIs are expected to ensure that all participants are safeguarded in line with the safeguarding policy of the British Council.

8. Roles & Responsibilities of both Parties under each Activity

British Council and the HEIs will collaborate for the implementation of the Climate Skills - Seeds for Transition India project. The project will train young people using the global Climate Skills framework, with a focus on core, soft skills development, such as leadership, and communication, and climate literacy empowering young people to learn through experience delivering social action, contextualisation and building global networks to tackle shared global challenges.

Area 1: Capacity Strengthening and Resourcing Local Organisations

a. Identification and nomination of faculty, research scholar or other nominated HEI staff as core trainers and facilitators.

The project is scheduled to run until the end of February 2026 through higher educational institutions in India. The exact locations in India will be determined once the applications are evaluated.

British Council

- Provide UK Master Trainers in Climate Skills methodology, curriculum, and training materials to co-design approach with local partners.
- Sign-off of Training of Trainers (ToT) model with Master Trainers.
- Provide learning and development opportunities to the selected young people, core trainers, facilitators & partners through workshops and events.
- Meet all costs of UK Master Trainers, including their travel arrangements, visa, stay, etc. during the training period (If physical ToT).

HEI

- Nominate 2-3 numbers of faculty & research scholars, ensuring gender equity, who will fulfil the criteria of becoming core trainers & facilitators. The core trainers will be two persons (one male & one female) per batch, maintaining equal distribution. A batch refers to a group of students who will receive training

as part of the Climate Skills project in a classroom at the same time. The batch size could vary depending on the strength of each class.

b. Capacity strengthening of 300 educators/trainers.

The project will train educators/trainers on the Climate Skills methodology. From these, 30 will be designated as core trainers, while the remaining 270 will be facilitators. When the training is delivered to the young people, the 30 core trainers will also function as facilitators, making a cohort of 300 educators/trainers in total. The training model for the Climate Skills project will utilise the cascade approach to effectively disseminate climate literacy and core skills among young people.

UK expert Master Trainers will closely collaborate with both the British Council team in India and the HEI to tailor the core Climate Skills training framework content to suit the local context of India and local organisations. This process will involve incorporating institutional syllabus requirements and aligning with the fieldwork/internship plans) for the young people, ensuring that the training seamlessly integrates into their academic and practical experiences, thereby maximising the relevance and effectiveness of the programme.

British Council

- Deliver the residential training of 30 core trainers at the identified location, via UK Master Trainers working closely with the HEIs, this may be physical or virtual ToT.
- Facilitate the 5-day residential cascade training of 270 facilitators by the core trainers and cover the participation costs including travel and meals/refreshments. The funds will be transferred through the HEIs.

HEI

- The delivery partner will facilitate and organise a 5-day cascade training for the facilitators at the identified location.
- Provide and manage boarding, lodging, training facilities (rooms, break-out rooms, equipment, stationery and return travel cost) for British Council officials, 2 UK trainers, for the residential training at the identified location.

Area 2: Youth Capacity Strengthening – Capacity strengthening of 2000 young people in climate skills.

Initially, the UK Master Trainers will conduct a five-day residential or online training programme to train 30 core trainers (from the batch of 300) nominated by the delivery partner, using the climate skills methodology. These core trainers will then undertake the responsibility of further training 270 facilitators over a five-day period. Ultimately, the cohort of 300 core trainers and facilitators will collectively train 2000 young people, equipping them with essential climate skills and knowledge to implement social action projects within their communities.

The Climate Skills content can be adapted to meet the needs of different individuals and diverse communities. In India, the young people will be trained in the Climate Skills methodology with a core content focused on to address climate literacy, core skills, climate policy and any other topic suggested by the HEIs relevant to the project.

In each batch, young people will participate in 40-60 hours Climate Skills training led by facilitators, designed to provide interactive activities and hands-on learning experiences, using the Climate Skills framework. Mentoring sessions will be conducted to guide young people in conducting community research to further refine the identified topic/issue and identify opportunities related to climate action. During the workshop, young people will collaborate in small groups to refine designs for collective action projects and develop individual action plans under the guidance of course coordinators, faculty members, and other people nominated by the institutions.

British Council

- Monitoring of cascade training provided to 2000 young people.

HEI

- Facilitate the cascade training of young people (non-residential) by facilitators and cover appropriate participation costs. All funds transferred through the delivery partner.
- Administer pre and post training questionnaire and engage with all programme MEL activities to monitor, share learning and findings from delivery.
- Using the global M&E framework and tools, oversee all cascade training. Deliver the training and project progress reports along with MIS as per the norms of British Council.

Area 3: Small Grants - Disbursement of small grants to 5-6 winners of the ideation challenge.

After receiving the training, the young people will be assigned to groups of 5-6 individuals and will be linked with local NGOs working on themes related to climate change, sustainability, and so on as a part of their academic field work/internship and aligning with Activity Area 3 of the project. The HEIs are expected to support the young people in planning, delivering, and monitoring of their social action. These local NGOs will further support the young people in implementing their social action and provide them with mentoring support to ensure impact and sustainability. The HEIs will oversee the involvement of NGOs since they are directly connected with them. The HEIs will ensure that the NGOs are supporting the young people and are mentoring them during the implementation of the social.

The HEIs will ensure that the training and engagement processes are monitored and evaluated effectively. After completion of the social action, an initial level grading/shortlisting of social action projects will take place at the institutional level, facilitated by a panel comprising the course coordinator, fieldwork coordinator, other faculty members, principal, NGO representative, etc. The shortlisted groups will then proceed to appear for the final ideation challenge and will pitch their project ideas to a jury panel (For e.g., representatives from government, corporates, entrepreneurs, etc.) constituted by the delivery partner.

British Council

- Develop guidelines and criteria for the grants programme in consultation with the HEI and other stakeholders.

- Oversee the application and selection process, including managing submissions, coordinating review panels, and communicating outcomes to applicants.
- Participate in the selection process of the grant winners.
- Offer ongoing mentoring and technical assistance to grant recipients as needed.
- Evaluate the impact and effectiveness of the grants programme, capturing lessons learned and best practices for future iterations.

HEI

- The planning and implementation of the Youth-led Social Action by the young people, with close monitoring and support supervised by facilitators, research scholar or any other nominated individuals.
- Identify and form the jury panel for the ideation challenge.
- Participate in the selection process of the grant winners.
- Initiate advocacy campaigns through arts, mitigation and adaptation activities
- Support British Council in collecting necessary documents from grant recipients as part of due diligence.
- Connect grant recipients with other relevant Institutions such as government agency, incubation centre, etc.
- Prepare reports and updates on the grants programme.
- Engagement in programme MEL activities

Area 4: Further Pathways – Facilitate further development opportunities for young people.

Under Activity 4 of the project, the HEIs will closely monitor the progress of the young people and align them with appropriate development opportunities including bursaries, scholarships, internships, apprenticeships, placements, and other relevant prospects such as upskilling opportunities to enhance the capabilities of young people, ensuring their readiness to thrive in diverse fields related to climate change, sustainability, and green energy. This comprehensive approach ensures that young people not only receive initial training and support but also have continued access to opportunities for personal and professional development. Through these efforts, project aims to foster a conducive environment for the holistic growth and success of the participating youth, empowering them to make meaningful contributions to their communities and beyond.

Under Area 4 there is a programme-wide strand which support young people to be trained as Youth Evaluators, and paid to undertake monitoring and evaluation tasks. The partners are expected to support this strand. More details are in the MEL section below.

British Council

- Co-design strategy to connect trained youth with relevant educational and training opportunities.
- Oversee the selection process for scholarships and bursaries, ensuring fairness, transparency, and equity.

- Map and onboard various stakeholders to support in providing bursaries, scholarships, internships, apprenticeships, placements, and other opportunities for the young people.
- Monitor the progress and outcomes of scholarship and bursary recipients, collecting feedback and adjusting support as necessary.
- Provide UK master trainers for the Youth Evaluators strand, to be delivered online to select leads at the HEIs

HEI

- Become nodal office to provide bursary and scholarship supports as required.
- Align students for internship, apprenticeship, employment and other similar opportunities.
- Undertake training on Youth Evaluators via British Council appointed agency
- Select Youth Evaluators and train them to undertake peer evaluation activities
- Facilitate the payments to Youth Evaluators for their delivery

Networks and Communities of Practice

- Connecting stakeholders globally, regionally and locally to build an evidence base around the needs of young people and develop recommendations for advancing skills agenda for a long-term, truly just transition.
- Collaborate on project-related research reports and insights, and actively participate in advocacy events, including policy dialogues, workshops, and conferences.

Networks and Communities of Practice will be setup across the programme. Young people, facilitators and local organisations will be connected into local, regional and global networks. A partnership in the area of project-related research could broaden the scope for facilitating workshops, capacity building initiatives, policy dialogues, and to the publication of research papers and policy briefs & recommendation on climate related challenges and solutions. The collaboration will focus on academia and research to facilitate workshops, capacity-building initiatives, and policy dialogues addressing climate-related challenges, waste management, recycling, and technological solutions. During the initial meeting, we will reach a consensus on outlining the roles, responsibilities, and expectations of each partner in the collaboration, including contributions to research, funding, and dissemination. The research agenda will focus on priority areas and emerging issues in climate change, waste management, recycling, and technological solutions. The research findings will lead to the publication of research papers, policy papers, and policy briefs and recommendations.

British Council

- Conduct programme-wide research, overseeing alignment with country-level research and activities in partnership with the HEIs and other stakeholders. Research activities will identify emerging trends, challenges, and opportunities in climate change and green skills development.
- Advocate for policy changes and investments to support green skills development at local, national, and international levels.
- Set up different layers of Community of Practice – local, regional and global and

for participants, facilitators and organisations.

- Monitor and evaluate the impact of the Climate Skills Community of Practice measuring progress against established indicators and goals.

HEI

- Participation in the Climate Skills Communities of Practice, connecting young people, educators, organisations with other participants of the Climate Skills programme locally and globally.
- Support coordination of research activities as appropriate e.g. linking groups of young participants and educators to the research agency, dissemination of research questionnaires etc.
- Organise conferences, seminars, policy dialogues, round tables, etc.
- Disseminate research findings and lessons learnt.
- Engagement in programme MEL activities including reflection sessions with MEL agency and British Council

9. Recognition & Certification

Certificates to the young people who successfully complete the social action will be jointly issued by British Council, HEI, HSBC and other government & technical partners.

The HEI will set up ongoing communities of practice and manage alumni networks which will be formed and strengthened with consideration for the project's sustainability and with the goal of ensuring that the young people's knowledge and skill sets lead to ongoing contributions in addressing climate change, promoting green energy, and advancing climate skills. The network will enable past participants to connect, collaborate, and share resources, experiences, and opportunities, serving as a valuable platform for ongoing learning, mentorship, and professional development. Furthermore, the young people will be paired with mentors who can provide guidance, advice, and support as they navigate their careers and pursue their goals in climate change, green energy, and related fields.

10. Monitoring & Evaluation

British Council has onboarded a separate agency as a M&E partner to evaluate the Climate Skills programme globally including India. Few of the activities the agency will undertake are:

- Overseeing the programme Theory of Change
- Developing an overarching MEL for the programme in consultation with all stakeholders
- Providing orientation and ongoing support to the British Council team (including country teams) and local partners in regard to MEL implementation
- Developing and providing periodic project updates on emerging insights and learning
- Collecting and presenting real-time results and insights from the country teams and

partners through a digital data dashboard

- Collaborating and coordinating with other contractors of the British Council and support Youth Evaluators to ensure a consistent evaluation approach throughout the programme

In addition to the evaluation work the M&E partner will deliver, the British Council have engaged an agency to train paid Youth Evaluator roles. The Youth Evaluators are a group of young individuals trained via HEIs to conduct peer-led evaluation activities, enhancing the inclusivity and relevance of the evaluation process. HEIs will be trained in a ToT model by the central agency, who will then cascade to young people. The youth evaluators will ensure the involvement of diverse perspectives, including those of youth participants. It is the HEI's responsibility to hire and pay the Youth Evaluators, and this will be included in their partnership contract.

The M&E partner will continue engaging with the Youth Evaluators, supporting them in the fieldwork and integrating data collected by them into the wider MEL. While managed by the HEIs, the Youth Evaluators will also report their findings to the country M&E partner, ensuring alignment and coordination within the evaluation framework.

A robust Monitoring and Evaluation mechanism will be integrated to assess the effectiveness and impact of the Climate Skills project. The M&E framework will track progress towards the project's expected outcomes, including enhanced climate literacy, capacity strengthening of local organisations, and increased global networking among youth and grassroots organisations. Through a combination of quantitative and qualitative data collection methods, including surveys, interviews, and focus group discussions, insights will be gathered to inform evidence-based decision-making and continuous improvement throughout the project implementation.

Depending on the number of institutions implementing the project on the ground, 1-2 people per HEI will be nominated as MEL focal points. Their main roles will be to:

- Serve as knowledge holders regarding MEL engagement, such as distributing surveys to young people.
- Share their institution's insights and highlights during reflection sessions.

There will be regular meetings with the M&E partner to ensure continuous collaboration and feedback..

11. Project Timeline and Deliverables

Please note that the timeline and deliverables mentioned below are for understanding, and adjustments can be made during the in-person meeting. The dates mentioned are tentative.

Cycle	Activities
<p>Cycle-1 July – Sep'24</p>	<ul style="list-style-type: none"> • Project Launch (completed) • Contracting and onboarding of HEIs • Recruiting Youth Advisors (completed)

	<ul style="list-style-type: none"> • Create initial project plans, including timelines, budgets, and key deliverables. • Contextualising the training module/content. • Area 5 delivery – Communities of Practice and Research throughout
<p style="text-align: center;">Cycle-2 Oct' 24 – Jan' 25</p>	<ul style="list-style-type: none"> • Kick-off meetings with the HEIs • Area 1 delivery: • Identification of Core trainers & Facilitators • Development and customisation of training materials • ToT of Core Trainers • Cascade Training of Facilitators • Document project achievements, including case studies, success stories, and lessons learned • End of cycle review • Connect stakeholders globally for knowledge sharing • Area 4 – Youth Evaluators strand training to be undertaken and contracting of Youth Evaluators • Area 5 delivery – Communities of Practice and Research activities
<p style="text-align: center;">Cycle-3 Feb' 25 – July 25</p>	<ul style="list-style-type: none"> • Area 2 delivery: • Identification of target youth • Training of young people • Monitoring of the Training Programme • Feedback from core trainers, facilitators, young people and other stakeholders. • Engagement with local communities, NGOs, etc. to support youth-led social action. • Area 3 delivery - Social Action by young people. • Ideation challenge and selection of grant winners • Grant Support to Social Action • Invite decision makers to events, involve them in activities, and initiate dialogues. • Document project achievements, including case studies, success stories, and lessons learned. • End of cycle review • Connect stakeholders globally for knowledge sharing. • Area 4 – Youth Evaluators strand continued delivery • Area 4 wider delivery (bursaries, scholarships, work placements) mapping finalised ready for delivery in next period
	<ul style="list-style-type: none"> • Area 4 wider delivery - Bursary, scholarship, upskilling, internship, placement support, set up and delivered • Area 4 – Youth Evaluators ongoing delivery

Cycle-4 Aug' 25 – Dec' 25	<ul style="list-style-type: none"> • Area 5 delivery – Communities of Practice, Research and Advocacy activities ongoing: • Collaboration with stakeholders to organise events, workshops, and campaigns to raise awareness about climate change issues • Document project achievements, including case studies, success stories, and lessons learned • End of cycle review • Connect stakeholders globally for knowledge sharing • M&E of Project Outcomes • COP30, Belem, Brazil (November 2025) – showcasing the global programme
Cycle-5 Jan' 26 – Feb' 26	<ul style="list-style-type: none"> • Final Report & Presentation • Evaluation Meeting & Knowledge Sharing • Review Project Outcomes & Impact Assessment • Close of Youth Evaluators strand

12. Expense Head

Expenses to be Incurred by British Council & HEI Details of the Grant Amount per institution will be shared after the selection (before formal contracting)	
British Council	<ul style="list-style-type: none"> • Release grants to the delivery partner. • Costs associated with providing UK climate skills trainers, including their travel arrangements, visa expenses, accommodation, and stipends during the training period. • Co-development of curriculum, training materials, and learning resources using global Climate Skills framework. • Evaluation and impact assessment of the project. • Advocacy for policy changes and investments in green skills development.
Delivery Partner	<ul style="list-style-type: none"> • Provision of curriculum, training materials, and learning resources to core trainers, facilitators, and young people. • Coverage of participation costs for cascade training sessions, including travel, meals, and refreshments for facilitators from the grants released by the British Council. • Facilitation of training facilities, including boarding, lodging, and equipment for residential training sessions. • Organising of ideation challenges and grant distribution. • Conducting conferences, seminars, and policy dialogues. • Dissemination of research findings and lessons learned

13. How to apply?

1. Please fill this [form](#) to submit your expression of interest **on or before 7 October 2024**.

2. All mandatory fields in the form should be completed and submitted, this will be crucial for the shortlisting stage.
3. Applications received after the closing date will not be accepted.

14. Selection Criteria

Criteria	Points (Total 35)
UGC/AICTE or Ministry approved and administered qualification awarding HEI with a demonstrated commitment to addressing climate-related challenges in their local or regional context with at least 130 eligible students.	5
<p>A) Climate related research problem: Provide a track record of last three years of work on climate-related issues, including any relevant climate-focused courses offered at the institution.</p> <p>Examples of policy influencing in area of climate either at state or national level, translational activity of research finding will be weighted highly.</p> <p>B) Proposed mitigation or adaptation strategy: Showcase a minimum of three years of community outreach initiatives related to climate mitigation or adaptation efforts.</p> <p>Future plans for the community outreach, translational activity and climate related research for which funding has been secured will also be considered.</p>	10
<p>Strategy for linking the initiative with the global programme skill development programme, ability to work with target numbers of trainers and youth to be trained. (Areas 1 and 2)</p> <p>Evidence of the largest and most impactful training. Also examples of the Monitoring and evaluation strategy for the training and the impact of training with evidence.</p> <p>Examples of gender equity efforts, in training and outreach will be weighed positively. The training safeguarding and mitigation of risks of plans for safeguarding plans and policy in management of training.</p>	5
Demonstrate a minimum three-year track record of successfully linking trained youth with relevant industries or sectors. (Areas 3 and 4)	5

Career and future academic progression and both qualitative and quantitative evidence if any.	
<p>Profile of institution, its presence at global forum on climate, digital presence, national and international conferences organised and attended will be considered.</p> <p>Profile of faculty, research scholar or nominated university staff who will participate in contextualisation and delivery of the training. Their experience in high pedagogy nationally and internationally.</p>	5
Value for money and cost effectiveness of the programme	5

15. Instructions for this call

- If you have any queries regarding the application or scope of work, please write to Mithun.Christy@britishcouncil.org on or before **25 September 2024**. We will collate all the questions and share an FAQ document.
- Only shortlisted applications will be intimated via email on the week commencing **14 October 2024**.
- Shortlisted applicants could be invited for a meeting to further discuss the proposed application.
- Signing of the contract/agreements and disbursal process between the British Council and the applicants will be completed by **late October 2024**.