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## Terms of reference

### Prospective study on vocational training and employment intermediation sector in Bangladesh in relation to climate change adaptation

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#### Context

As a Development finance institution (DFI), *Agence Française de Développement (AFD)* has extensive experience on supporting reforms in TVET. For instance, AFD can finance (i) the establishment, extension or upgrading of buildings and the purchase of teaching equipment for vocational training centres ("physical" investments); (ii) "soft investments" to reach international quality (curricula upgrade, introduction of new courses, training of trainers); (iii) the establishment of public-private partnerships between the State and civil society (employers' representatives, professional sectors, training centers, universities, etc.); iv) support public policy reforms to upgrade TVET and employment intermediation (sharing best practices and peer exchanges). In Bangladesh, AFD has a mandate to support the skills component of "just transition". As a recent World Bank's report on Bangladesh strategy for climate change stated, *"investing in skills development can help accelerate the climate transition, with positive economic spillovers. A better trained workforce is needed to help the transition in economic sectors such as manufacturing, urban and building design and construction, energy efficiency and decarbonization, environmental engineering for water, wastewater, etc."*

This study aims at technically documenting and preparing a forthcoming dialogue with national relevant authorities on the opportunity of a first AFD intervention in Bangladesh in secondary and tertiary TVET education and employment intermediation sector, in line with Bangladesh commitments in the framework of Paris Accord and alignment with the UN's Sustainable Development Goals and taking account cross-cutting gender issues.

*Expertise France / Cap Compétences* has been commissioned to conduct this prospective study.

## About AFD

As a public establishment at the heart of France's development cooperation system, Agence Française de Développement (AFD) has been acting for over seventy years to tackle poverty and promote development in South countries. It also supports the economic and social dynamism of the French Overseas Communities.

Through grants, loans, guarantee funds and debt relief and development contracts, AFD finances projects, programmes and studies and helps its partners in developing countries to build their capacities. AFD finances and supports development projects and programs that promote more sustainable and shared economic growth, improve living conditions for the poorest, contribute to preserving the planet and help to stabilize fragile or post-crisis countries.

Its teams, based in Paris, Marseille and in its network of seventy-two agencies and representations in developing countries and French overseas territories, enable it to offer its partners financing, risk analysis and hedging instruments, and training and capacity-building engineering. Its subsidiary Proparco supports private investment. AFD also works with French and international academic networks to contribute to debates and prospective thinking on development. It manages the French Global Environment Facility (FGEF), which co-finances projects that reconcile environment and development.

All information relating to AFD, in particular its Code of Ethics, can be accessed via the following link: [www.afd.fr](http://www.afd.fr)

## Presentation of Expertise France / Cap Compétences

Expertise France, an AFD Group subsidiary, is a public agency that designs and implements international technical cooperation projects.

The agency operates in four priority areas:

- Democratic, economic and financial governance
- Peace, stability and security
- Climate, agriculture and sustainable development
- Health and human development.

In these areas, Expertise France provides engineering and implementation services for capacity-building projects, mobilises technical expertise and acts as a project coordinator, bringing together public and private expertise.

<https://www.expertisefrance.fr/>

The exploratory study covered by these terms of reference has been entrusted by AFD to Cap Compétences.

Financed by AFD, Cap Compétences is an expertise facility managed by Expertise France which aims to improve the quality of the appraisal, set-up and start-up of AFD's vocational training and higher education projects. Cap Compétences and AFD also ensure, on a cross-cutting basis, that skills contribute to a just environmental and climate transition.

In order to achieve its objective, Cap Compétences implements various services such as exploratory studies, opportunity studies, feasibility studies, start-up support and project assistance, which mobilise a wide range of expertise: pedagogical engineering, project engineering, thematic expertise (gender, climate, infra...), sector-specific expertise, etc...

Since 2020, Cap Compétences has conducted 28 studies in 16 countries.

<https://www.expertisefrance.fr/fiche-projet?id=836417>

## Objectives of the mission

### **1. Phase 1 :** Analyses of employment in the sectors of Water, Energy, Textiles and Agriculture

- a. Mapping of public and private players (Ministries, national and decentralised agencies, professional organisations, etc.) and SWOT analysis of their operational capacity to structure the sectors concerned.
- b. Qualitative and quantitative identification/characterisation, as far as data is available, of the main jobs at risk/undergoing mutation (in 5 years' time) in connection with climate change and related general or sectoral public policies. Needs / adaptation / retraining of skills linked to climate adaptation of jobs
- c. Qualitative and quantitative identification/characterisation, as far as data is available, of green jobs in relation to current and prospective market needs (5 years) and related general or sectoral national policies > skills needs
- d. Validation of the economic opportunities / economic demand (market) in the medium term (5 years) for jobs undergoing conversion (b) and green jobs (c) identified.
- e. Current dynamics in relation to the opportunities identified in the previous points and/or dynamics to be promoted / consolidated / strengthened.

### **2. Phase 2: Brief general analysis of the VET/HE sector and deepen analysis / focus on TVET related to “just and environmental transition”:**

- a. General main issues in TVET sub-sector. SWOT analysis of:
    - (i) Number of students, professional integration, professional practice, etc.
    - (ii) Typology of TVET institutions at secondary and higher education levels: types of institutions, levels of training, objectives and purposes of training, territorial distribution and intake capacity, typology of courses, governance and management of institutions, pedagogical models (theoretical and practical teaching, work-study programs, apprenticeships, etc.), teaching and support staff, graduation and certification; national qualification framework;
    - (iii) Mapping of the institutional framework : legislation in place, governance (relevant public ministries, agencies, etc.), supervision, financing... and the regulatory context currently in force structuring the sector (strategies, laws, decrees, etc.)
    - (iv) Analysis of existing relevant literature on key reforms/data/perspectives. Major developments and reforms in progress. Recent and current reforms and reality of their implementation
    - (v) Mapping of stakeholders : State, local and regional authorities, private and professional operators, research community, trade unions, NGOs...). Roles and interrelations of actors and their mandates and assessing of their capacities;  
Involvement of the professional sector and public-private partnerships
- These analysis perspectives are necessary but not exhaustive  
The analysis will be more than just descriptive and will also consider the SWOT of the system.

- b. The experts will take stock of the documentary resources related to (i) Bangladesh's current environmental challenges related to climate change: causes, threats, actions to be taken... and (ii) Bangladesh's commitments and strategies in terms of environmental transition.
- c. A focus / analysis on adaptation of VET education to environmental and energy transition, especially in the previous mentioned sectors (phase1).

Public policies related to environmental and climate transition and adaptation (ECT) in the training sector.

The environmental transition will be defined here as the decarbonization of the economy, the rational use of natural resources and the preservation of biodiversity.

It is also understood as including the challenges of adapting to the consequences of climate change, with the notions of “loss and damages” and “climate justice” high on the country's agenda in international fora.

That mainly includes the reconversion and transformation of professions and skills impacted by climate change. These occupations/publics will have to be identified (in the professional sectors targeted by the study). Particularly in the areas most affected by climate change, in order to limit the increase of inequalities, in particular by enabling these groups to benefit from changes in the economic sectors.

The consultants will be able to identify an updated inventory of the existing (and currently being deployed or planned) TVET programs at secondary and tertiary level related to the targeted professional sectors.

For these identified training courses, the experts will determine whether recent developments (within the last ten years) in these sectors have been observed in relation to the environmental transition: creation of specific training courses and/or training courses oriented towards the environmental challenges of global warming; changes in curricula; changes in practices, adaptation of equipment, etc.

By the end, the consultants will also identify the gaps not covered by VET education at secondary and tertiary levels in terms of environmental and climate transition and adaptation (ECT) issues and propose the adequacy/adjustments to be made in the vocational training sector as a result.

### ***3. Phase 3 : Brief general analysis of intermediation measures for employment, retraining and adaptive social protection and deepen analysis / focus on employment intermediation related to “just and environmental transition”***

- a. General main issues on employment intermediation. SWOT analysis of:
  - (i) the main issues/challenges: unemployment, lifelong learning, etc.
  - (ii) mapping of stakeholders and their capacity to meet these challenges
  - (iii) resources implemented: lifelong learning, validation of experience, skills assessment, intermediation between employers and jobseekers, social protection, etc.
  - (iv) involvement of the professional sector and public-private partnership
  - (v) governance and economic model.

These analysis perspectives are necessary but not exhaustive

The analysis will be more than just descriptive and will also consider the SWOT of the system.

- b. Specific analysis of intermediation measures for employment, retraining and adaptive social protection schemes in relation to ECT: is the concept of jobs at risk / undergoing mutation in relation to climate change addressed? Are specific measures being implemented? Is there a focus on green jobs or the greening of skills/practices in the training courses/measures implemented? Are national guidelines and policies available?  
The experts will identify the main levers of intervention by priority.

4. ***Phase 4: Document and mapping of development finance institutions (DFI) interventions*** in VET/employment/sustainable development and budget intervention modalities (grant/conventional loan/climate loan/public policy budget funding)

These interventions will be characterised in terms of donors, calendar, amount, key actions, project owner, etc.

Past or current projects may also be characterised in terms of their achievements/results/impacts and difficulties. In particular, the capacity of the project owners to carry out the projects.

5. ***Phase 5:*** In relation to the previous levels of analysis, propose and argue the main priorities of a possible AFD intervention in Bangladesh in TVET linked with environment transition and climate change commitments;

***The study will propose a maximum of 5 argued intervention scenarios*** based on the analyses, which will have been identified and drawn up in close consultation with the country's competent authorities and other stakeholders.

The scenarios will be proposed in the form of summary sheets (max. 3 pages per scenario) describing the following points:

- a. Scope of intervention: geographical, thematic (sector), lever (VET and/or professional intermediation), type and level of training, etc.
- b. Current situation: reminder of the main problems identified in connection with the diagnosis, particularly with regard to ECT, vulnerability and gender (phases 1 to 4 above)
- c. Main objective
- d. Main targeted results/components
- e. Description of actions/levers of intervention: infrastructure, equipment, capacity building, curriculum and pedagogical model renovations, institutional support, etc.
- f. Beneficiaries / Target groups: qualitative data (young people, professionals, women, vulnerable groups, people undergoing retraining, etc.) and numbers (number of learners, employees, unemployed people, etc.).
- g. Project owner and associated stakeholders  
Wherever possible, indicate the institutions/structures involved (existing or to be built).
- h. Linkage of the project to national policies/strategies on climate adaptation and just transition (justification)
- i. Linkage / synergies of the project with other territorial and/or national sectoral issues (employment, markets, etc.)
- j. Approximative scale of budget of the project and envisaged budgetary arrangements for intervention (validated through the dialogue with the authorities)
- k. Other characteristics of interest for the project: governance model, economic model, prerequisites and conditions for sustainability, risks, gender considerations, etc.

[See sample scenario sheet \(example Egypt\)](#)

The scenarios will be prioritised taking into account (i) their climate, social and economic impact; (ii) their specific impact on vulnerable populations and women; (iii) existing national policies, strategies and dynamics; (iv) the solidity of the project owner and stakeholders who would be involved; (v) complementarity with other actions/donors; (vi) sectors in which AFD would have added value, taking into account in particular the French expertise that could be mobilised; (vii) the capacity to mobilise (modalities of) funding; (viii) the amount/impact ratio estimated; (ix) the capacity for long-term sustainability at the end of the project (operating costs, human resources...) ; etc.

These analysis perspectives are necessary but not exhaustive.

The scenarios will also be specified in terms of the AFD intervention modalities envisaged (grant / traditional loan / climate loan / public policy budget financing).

These modalities depend in particular on the scale of the projects targeted and the capacity/willingness of the authorities to underwrite a loan for the VET/ECT sector.

The study will involve the country's competent authorities who will be stakeholders and will be considered as future project owners for the proposed interventions.

## Methodology

The analyses carried out will be based on a *compilation and analysis of existing documentary resources, individual meetings* (face-to-face or by distance), *working meetings and focus groups*. No quantitative or qualitative statistical surveys will be carried out in the field.

The final document will provide data sources used in the study, including interviews, focus groups, or secondary data analysis.

The final document will provide agenda and contact details of relevant stakeholders / people met during the study.

**Stakeholders** being considered are Ministry of Vocational Training, Ministry of Employment, Ministry of Environment, sectorial ministries, ministries in charge of gender, professional organisations, vocational training and higher education institutions, professional intermediation structures, focus groups with companies, focus groups with female students and workers on gender issues, NGOs linked to skills and ECT, ECT/VET/employment donors, European Union Delegation<sup>1</sup>, ILO<sup>2</sup> etc..

The identification of documents and contacts will be carried out by the team of experts, particularly with the support of the national ECT expert / national focal point (*see profiles below*). However, the support of the authorities in facilitating contacts is welcome: letter of introduction for consultants, contacts, making appointments, rooms available for focus groups, etc.

**Gender** will be a cross-cutting issue in all the above analyses of employment, VET and HE, and professional intermediation measures.

Points of attention on gender may also be highlighted in special boxes or in a summary section.

Every analyses and intervention scenarios will be drawn up in *close consultation with the relevant national authorities* and other concerned stakeholders.

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<sup>1</sup> The EUD will probably be a financial partner. Cap Compétences will consult the UED on its orientations

<sup>2</sup> ILO has experience of issues relating to job transformation and vocational training linked to climate change in Bangladesh and would be a technical partner of the study

## Deliverables and schedule

Timeline	Description
Until the end of 2024	<p>Identification of expertise and contracting Information to the authorities - letter of introduction</p> <p><a href="#">Documentary collection</a> and review on national &amp; sectoral ECT policies, on employment in the targeted sectors (economic and ECT opportunities), on vocational training and HE (general and ECT perspective), on professional intermediation/reconversion mechanisms (general and ECT perspective), on donors interventions, on gender, etc.</p> <p>Identification of contacts for the field mission Consolidation of the <a href="#">mission programme</a> Logistics and confirmation of appointments</p>
Week from 13 to 17 January 2025	<p><a href="#">Field mission 1 - diagnosis and perspectives</a> (See stakeholders planned to be met above in methodology)</p>
Week of 20 January	<p>Mission debriefing (ppt) Mission completion, analysis and preliminary action plans</p>
31 January	<p><a href="#">Deliverable 1: Situation report and SWOT diagnosis on professional sectors, VET and HE and professional intermediation in relation to ECT, on vulnerable groups, on gender, on economic opportunities and mapping/analysis of donors interventions + preliminary, non-detailed options for intervention.</a></p>
Weeks from 3 to 14 February	<p><b>Ppt presentation of deliverable 1</b> <b>Detailed proofreading AFD, CC</b> <b>Remediation of deliverable 1</b> <b>Logistics and confirmation of appointments for field mission 2</b></p>
Week of 17 to 21 February 2025	<p><a href="#">Field mission 2 - action scenarios</a> Targeted meetings according to the prospects identified and retained by the stakeholders in deliverable 1 - more in-depth analysis of the options See, in particular, the Ministry of Finance, the Ministry of Foreign Affairs and Cooperation and the sectoral ministries for information on how to finance a project. Revisit the EUD and the AFD</p>
Week of 24 February	<p>Mission debriefing (ppt) Consolidation of scenarios</p>
7 March	<p><a href="#">Deliverable 2 - Prioritised intervention scenarios and intervention methods</a></p>
Week of 10 to 14 March	<p><b>Ppt presentation of deliverable 2</b> <b>Detailed proofreading AFD, CC</b> <b>Remediation of deliverable 2</b></p>
End of March	<p><a href="#">End of service</a></p>

## **Expert Profiles – responsibilities and qualifications**

### ***a. Head of mission - vocational training/employment international expert (Arnauld de Nadaillac)***

He is responsible for the ‘general’ part of the analyses relating to employment, vocational training, professional intermediation (Phases 1 to 3) and the ecosystem of technical and financial partners (Phase 4). It obviously adopts a ECT and gender perspective, which will nevertheless be enhanced by the thematic experts.

In consultation with the other experts, he will propose the prioritised intervention scenarios and their potential AFD implementation modalities, determined through the dialogue with the relevant authorities (Phase 5).

The mission leader is also the main writer of deliverables. He compiles the specific contributions of the thematic experts.

### ***b. National expert on environmental and climate transition & national focal point (to be identified)***

As part as ECT expert, he/she is responsible for the ‘specific’ ECT part of the analyses of employment, vocational training, professional intermediation (Phases 1 to 3) and the ecosystem of technical and financial partners (Phase 4).

Working closely with the head of mission, he ensures that the cross-cutting dimension of adapting jobs, skills and professional intermediation measures in response to climate change is constantly taken into account, documented and analysed.

To this end, he/she works with the project leader before the deliverables are produced, to provide targeted information (documentary resources, interviews, etc.), particularly through thematic notes that fit in with the general plan.

Regards the collaboration arrangements agreed with the project leader, the expert could also intervene directly on the deliverable.

He or she is also involved afterwards in reviewing the deliverables to ensure that the ECT aspect has been sufficiently taken into account.

Similarly, the expert ensures that all the proposals for intervention (Phase 5) are designed to adapt to climate change and green jobs.

As part as national focal point, he/she assists the mission leader, on the field mission and for the writing/reviewing of deliverables, to get a better understanding of the national context (stakeholders to meet, opportunities to explore...).

Under the supervision of the mission leader, the national focal point will also be the main person responsible for identifying the national players to be met and organising the field mission (confirming appointments and logistics) (see point 2).

He or she will also provide a wide range of assistance in gathering documentation (reports, data), particularly through informal local contacts.

Lastly, he will be able to provide translation services (Bangali/English or Bangali/French), if required, during interviews or for the (substantial) translation of certain documents.



The expert must have the following qualifications:

- Native Bangla speaker
- Capacity to work in English language demonstrated by past projects implementation.
- Fluency in French would be an asset
- Higher education diploma
- Proven knowledge and experience in reconversion and transformation of professions and skills impacted by climate change.
- Knowledge in vocational training and employment intermediation issues would be an advantage.
- Experience of working with international donors on vocational training projects would be an advantage.
- A very extensive and operational network of contacts with Bangladeshi national stakeholders/leaders is essential (*See stakeholders planned to be met above in methodology*)

c. **National gender expert** (to be identified)

This expert will produce an in-depth diagnosis of gender issues in employment and, in particular, the sectors targeted, VET and HE, and the professional intermediation measures (Phases 1 to 3) and will then ensure that this aspect is transversal in all the proposals for intervention (Phase 5).

In this context, the gender expert will work with the project leader prior to the production of the deliverables to provide targeted information (documentary resources, interviews, etc.), particularly through thematic notes that fit in with the general plan.

Regards the collaboration arrangements agreed with the project leader, the expert could also intervene directly on the deliverable.

She will also be involved afterwards in reviewing the deliverables to ensure that the gender aspect has been sufficiently taken into account.

The expert must have the following qualifications:

- Native Bangla speaker
- Capacity to work in English language demonstrated by past projects implementation.
- Fluency in French would be an asset
- Higher education diploma
- Proven knowledge and experience in analysing gender issues in Bangladesh.
- Knowledge in vocational training and employment intermediation issues would be an advantage.
- Experience of working with international donors on vocational training projects would be an advantage.
- A very extensive and operational network of contacts with Bangladeshi national stakeholders/leaders linked with gender issues especially in institutions concerned by the study (*See stakeholders planned to be met above in methodology*)

d. **National sector expertise** (optional / provisional)

The VET and ECT experts are not specialists in the four professional sectors identified.

We propose to mobilise, if necessary and if the profiles are identified locally, specialised short-term experts (3-4 days) who, in support of the VET experts and the ECT expert, can question, document and clarify the sectorial issues.

The sector experts can (i) sensitise the VET and ECT experts to the current issues in their sector in terms of challenges, employment, skills and sustainable development (ii) provide targeted documentation/information (iii) conduct additional discussions with identified contacts on specific subjects (iv) review the deliverables to ensure that the above-mentioned issues have been properly addressed.

A provision of 10 days for national sector expertise will be budgeted and used as required.