

TVET Reform Project
Bangladesh

Self Interim Evaluation Report

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Abbreviations

ADB	Asian Development Bank
BIDS	Bangladesh Institute of Development Studies
BMET	Bureau of Manpower Employment and Training
BRAC	Bangladesh Rural Advancement Committee
BTEB	Bangladesh Technical Education Board
CTA	Chief Technical Advisor
DG-DTE	Director General - Directorate of Technical Education
DTE	Directorate of Technical Education
EC	European Commission
ELCG	Education Local Consultative Group
GoB	Government of Bangladesh
ILO	International Labour Organization
ISCs	Industry Skill Committees
IT	Information Technology
MOI	Ministry of Industry
NGO	Non Governmental Organization
NP	National Professional
NPD	National Project Director
NPDP	National Professional Development Programme
NPO	National Productivity Organization
NTVQF	National Technical and Vocational Quality Framework
PMCC	Project Monitoring & Coordination Committee
PPP	Public Private Partnership
PSC	Project Steering Committee
Q1	Quarter 1
RPL	Recognition of Prior Learning
SME	Small and Medium Enterprise
SWOT	Strengths, Weaknesses, Opportunities, Treats
TREE	Training for Rural Economic Empowerment
TVET	Technical and Vocational Education and Training
UNIDO	United Nations Industrial Development Organization
WB	World Bank

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Executive Summary

This executive summary provides a snapshot of the results of the Project Interim Self-Evaluation conducted by the TVET reform project in Bangladesh in June 2009 which comprised a stakeholder workshop as well as a project team retreat. It starts with some background to the plans for the evaluation, and is followed by key findings from the stakeholder workshop, the staff retreat and major recommendations.

The agreement for the TVET Reform project in Bangladesh was signed in December 2007. The first two experts joined in June, 2008 and the project's official launch was in July at which time a project work plan for 2008 and 2009 was presented. Due to a number of delays, the full team was not on board until October, 2009. In April, 2009 the CTA for the project was contacted by ROAP and requested to organize a project evaluation since the project had (on paper at least) been running since December 2007. The CTA prepared an evaluation TORs in which he outlined options for the project evaluation methodology. In consultation with Ms. P. Pringsulaka (Poo) in Bangkok, the option for a self-evaluation was selected. In part this selection was made in recognition that a parallel DWCP review was going on and the project had just recently completed a project progress report for the EC.

The stakeholder workshop was a half day event facilitated by Dr. Anwar Hossain, Chancellor of American International University, Bangladesh. In total twenty-four persons participated including representatives from the European Union (the major project donor), government agencies, training providers, the private sector, and NGOs. The facilitator conducted a SWOT analysis of the project during the workshop and compiled the results in a brief workshop report. Some of the strengths, weaknesses, opportunities and threats to the project that were identified are listed here:

Strengths:

- Interest and involvement of Government in TVET Project.
- Support of foreign donors.
- Involvement of private sector and NGOs.
- Selection of well experienced consultants.

Weaknesses:

- Delay in implementation of the proposed programs.
- Inadequate coordination among the main focal points.
- Media coverage is insufficient for this project
- Decisions are taken without consulting total project counterparts.
- Lacking in organizational capacity building provision.

Opportunities:

- Contribution towards poverty alleviation.
- Good basis for future project in the field of TVET.
- Increase in remittance flow.

Threats:

- Lack of GOB Support for reform.

- It may become an ILO project instead of a Bangladeshi project.
- Inefficient fund to continue the follow-up of the project outcomes.

The staff retreat was held over two days. The first day was given over to a review of the findings from the stakeholder workshop and brainstorming of responses to the weaknesses and threats identified. Using feedback from the stakeholder workshop, and their own perspectives, project staff then reviewed the project using the evaluation guidelines provided by the ILO. The findings from the project staff retreat can be summarized as follows:

Design and planning – The project design is considered to be logical and coherent however it was felt some potential stakeholders were excluded; e.g. government departments other than DTE involved in skills development. It is felt the capacity and commitments of some stakeholders was overly presumed and some change management strategies could have been built into the preparatory phase. The activities sequencing is logical but some timelines are over-ambitious. In particular, Component 2 is very heavy and may be under-resourced in terms of expertise relevant to the prioritized occupations. The number of support staff planned is also inadequate and should be increased. Currently, there is no sustainability plan. Some of the indicators for monitoring and evaluation are missing or difficult to measure.

Achievements (Implementation and Effectiveness of Objectives) – The delivery of outputs is timely and catching up with the targets. Some rationalization of outputs, for example combining some studies, has taken place. All outputs relate to the activities which are designed to achieve the objectives. The communication between the project and major stakeholders can be improved. Some government practices cause difficulty; for example, several persons who went on fellowships were transferred out of their posts soon after they returned. The quality of some research reports have been relatively low reflecting the difficulty some researchers have in “thinking outside the box” in terms of the recommendations they make. Getting these reports to an acceptable quality has been time consuming for both experts and consultants.

The project implementing partners have constraints with time, personnel, finance, secretarial support, logistics, etc. However, the full picture is unclear in some ways. For example, the DTE will be moving into a new building by mid-2009 and the BTEB is reported to have lots of funds for curriculum development. There is still some lack of understanding between the government and private sectors. However, there is a recognition that government agencies involved in skills development must understand industry needs better.

The project’s monitoring and evaluation plan is being developed.

Relevance of the project – The project has two phases; the first focusing on assessing the situation on the ground; conducting studies and developing models, e.g. for apprenticeship. The second phase will focus on pilot testing some of these new approaches and include plans for mainstreaming. The four sectors chosen for skills development were based on an empirical study. Four Industry Skills Committees were established to identify which occupations should be used for pilots. The project proposal included a diverse range of beneficiaries including those living in rural areas working children, women and the disabled. The project is based on the national

poverty reduction strategy paper and reflects the government's recent thrust on supporting skills development and the establishment of the National Skills Development Council (NSDC). The project has both a project steering committee (PSC) and a project monitoring and coordination committee (PMCC). It is important that both effectively contribute to the management of the project.

Sustainability – Closer collaboration with the main project partners is required to support capacity development and sustainability. Additional workshops and consultations will be helpful in this regard. There is no explicit phase-out (hand-over) strategy described in the project document. Sustainability strategies need to be developed in Phase 2.

The project has been successful in establishing the first Industry Skills Committees (ISCs) in Bangladesh. There is on-going collaboration with the ILO's Urban Informal Economy (UIE) project and UNICEF. There is a successful effort in engaging other partners such as the Ministry of Industry and the SME project. There is an opportunity for collaboration with projects run by other UN agencies, e.g. UNIDO, FAO, UNESCO and other development agencies, e.g. USAID.

The project will commission studies investigating the barriers and prospects for promoting more gender balanced TVET provision and increased opportunities for disabled persons in TVET. In addition, a study is planned investigating where and how to run the expanded pilots for training for rural economic empowerment (TREE) methodology.

Special Issues to be Addressed – The contributions by short-term international consultants were positive. To promote capacity development during future missions, consultants will be matched with partner and/or national professional counterparts. The training of the initial batch of national professionals (NPs) was successful and a number will be contracted to support project activities. Some logistical arrangements need to be made to house these NPs.

Recommendations:

The project is seen to be making good progress and most project activities in Phase 1 are either on schedule or have been rescheduled or consolidated to respond to exigencies on the ground. At the same time, the stakeholder workshop identified several weaknesses that need to be addressed. The perceived weaknesses and the recommendations on dealing with these weaknesses include:

Design and Planning:

1. Review project office staffing in terms of finance and administrative support personnel. There may be a need for both an administrative assistant and a finance assistant.
2. Discuss the scope of Component 2 with the short-term consultant and ILO monitoring/back-stopping staff to determine whether additional short-term consultancies in addition to quality assurance are needed.

3. Ensure resources from other projects and organizations are identified and used appropriately; e.g. sample competency standards, training packages; etc.
4. Discuss membership of PMCC with the current members. Put forward the suggestion that there should be DG-level representation from the three key partners – DTE, BMET and BTEB. Also suggest additional representation from other stakeholders, for example, from the private sector.
5. Complete the project's monitoring and evaluation framework.
6. Discuss with partners the best modality for implementing project initiated reforms and the responsibilities of the key partners. Activities for promoting sustainability need to be incorporated into Phase 2 plans.

Achievement (Implementation and Achievement) of Objectives:

7. Promote better communication with and involvement of partner agencies in project activities to be achieved through more effective PMCC and PSC meetings; at least weekly sessions between the NPD and the CTA and regular meetings between project experts and respective partner representatives.
8. Monitor issue and execution of research studies more closely. Ensure individuals/companies conducting research are well briefed on expectations and they regularly report on progress so that feedback can be given and any required adjustments can be made in good time.
9. Explore options for raising the profile of TVET and increasing its acceptability as an alternative to university. Request the social marketing report developed for TVET by the Technical Education Development Project in Sri Lanka.
10. Determine in consultation with partner agencies the best mechanism to initiate the adoption of the NTVQF and the National Skills Development Policy and other important initiatives in ways that maximize buy-in and sustainability.

Relevance of the Project:

11. Continue to support the functioning of the Industry Skills Committees (ISCs) and suggest ways to make them self-supporting and sustainable.
12. Develop additional links with other agencies involved in TVET related activities such as the UNDP, UNIDO and government bodies like the Ministry of Industry and the SME Foundation.
13. Ensure findings from the research studies targeting rural audiences, women, and the disabled are applied in establishing pilots for apprenticeship, TREE and other initiatives.
14. Ensure PMCC and PSC meetings are organized in good time and all necessary documentation is shared beforehand. Donor agencies invited as observers need considerable advance notice.

Sustainability:

15. Discuss Phase II work plan with stakeholders and ensure sustainability strategies are included. Such plans might include agreement on which pilots should be run, where and with whom.
16. In consultation with partners, plan and deliver interventions intended to raise the profile of the project. These interventions would include on-going reports such as the monthly and quarterly reports, and new publications such as a

newsletter, special issue pamphlets and brochures and the project web site. Workshops on competency based training, apprenticeship, RPL and other topics for targeted government, private sector and other groups would also be beneficial.

17. Pair up a government person and/or national professional with short-term consultants so they can assist the consultant and develop new skills and understanding in areas such as TVET financing; TREE; and RPL.
18. Encourage functioning of an effective National Skills Development Council since many of their initiatives align with project activities. For example, the project can promote public-private partnership initiatives, through encouraging the establishment of a management committee for each TVET institution.

Special Aspects:

19. Continue the effective use of national professionals (NPs) to further project objectives. Ensure logistical arrangements are in place; that is; space for working; access to computer and printing equipment, etc.
20. Organize training for the second group of NPs (approximately 25 – 30 persons) once plans for pilots in Phase II have been completed.

1. Background and Justification

1.1. Project Information

Overall Project Objective: To support the pro-poor growth agenda of Bangladesh's Poverty Reduction Strategy Paper by creating more employment opportunities for the poor and strengthening the capacity to tackle the competitive challenges of the country.

Purpose: A market-oriented and flexible TVET system which responds to the demand for competitive skills of the modern sector as well as to the needs of youth and under-privileged groups.

Components: The TVET Reform project has five interrelated components. Details are provided in **Annex 1**.

- TVET policies, systems and legislation reviewed and strengthened at the central and decentralized levels;
- Enhanced flexibility, quality and relevance of TVET;
- Strengthened TVET institutions through improved knowledge and skills of managers and teachers;
- Improved skills development resulting in enhanced productivity and competitiveness in key growth and export-oriented industries in the formal industrial sector; and
- Increased access of underprivileged groups to TVET.

Project Location and Staff: The project is housed in the ILO Building in the Dhanmondi district of Dhaka. There are six international staff (the Chief Technical Advisor, five Experts) and five national Program Officers. There are four secretaries, three drivers and an administrative/financial assistant. The building services company provides two cleaners who also provide miscellaneous office support.

Project Budget: Total Cost: € 15.5 million

- GOB: €1 million
- EC: €13.5 million
- ILO: €1 million

Project Scheduling: The project started December 11, 2007. There are two Phases; the first is for two years (approximately 2008-2009) and the second for three years (approximately 2010 - 2012). The first two project staff started in June 2008. A project Phase 1 work plan was developed in July 2008. The full complement of staff was not on board until October 2008.

Phase 1 is the start-up Phase and intended to further explore the state of TVET by conducting various studies in areas such as apprenticeship, structure and operation of the TVET organizations (e.g. DTE, BMET, BTEB), training needs of TVET teachers, and TVET financing. These studies lead to development of major outputs such as a national skills development policy, a TVET management and teacher training program, and recommendations on sustainable TVET financing.

During Phase I, project staff will work with stakeholders on the development of a work plan and budget for Phase II. The latter will include activities such as pilots of new curricula, accreditation of selected institutions and courses, and promotion of work place learning with the intent to implement the policy framework developed in Phase 1 and to bring action to scale.

The TVET Reform project initially selected eight industry sectors to be involved in a range of ongoing project activities. The sectors were selected because they are considered to provide the greatest potential for growth in employment, growth in exports and improved protection outcomes for young workers. In order to be manageable, the project in consultation with stakeholders whittled this list down to four sectors (as highlighted below).

<ul style="list-style-type: none"> • Textiles; • Pharmaceuticals; • Leather & Leather Goods; • Transport Equipment (shipbuilding, bicycle manufacturing); 	<ul style="list-style-type: none"> • Furniture; • Agro-Food Processing; • Information Technology (IT); and • Ceramics.
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Project management: The project has two management bodies – the Project Monitoring and Coordination Committee (PMCC) and the Project Steering Committee (PSC). The former meets on a monthly basis; the latter on a quarterly basis.

Existing monitoring and reporting: There are two monitoring and back-stopping officers supporting the project. Mr. Vladimir Gasskov based in Geneva is responsible for Components 1 to 3. Ms. Akiko Sakamoto based in New Delhi is responsible for Components 4 and 5. The CTA and individual experts correspond with these two persons on an as-needed basis. The project produced an Interim Narrative Report in December, 2008. In March 2009, the CTA introduced monthly project updates which report on project activities (component by component) in the previous month and upcoming activities in the next month. The project produced its first quarterly report in April 2009 (reporting period January – March, 2009).

1.2. Project Progress Report

The project team developed a Project Progress Report (PPR) for the European Commission (EC) at about the same time as this evaluation report was prepared. The Progress Report reviewed project activities and achievements from December 11, 2007 to May 21, 2009 and was required as part of the submission to the EC for the second funding payment. The requirement for the report was triggered when the project reached an expenditure level of 70% of the initial payment. The PPR indicated that most of the project outcomes scheduled for the period under review was achieved. Observations from the PPR have been reflected in this evaluation report particularly in respect of achievement of objectives.

1.3. Decent Work Country Program Review

Concurrent with the TVET reform project evaluation, the ILO Dhaka office Decent Work Country Program (DWCP) was being reviewed by two independent consultants – Ms. Karen Dunn and Prof. Abdul Hye Mondal. The TVET Reform project is one of

six projects and by far the largest under Outcome 1 of the DWCP – Improved Skills Training and Entrepreneurship for Enhanced Employability/Livelihoods. The report of the DWCP review is expected in September.

2. Scope and Purpose of Evaluation

2.1. Scope

The evaluation covers the TVET Reform project. It focuses on the achievements of the project as well as its operations since its inception to the moment of data collection; i.e. from December 2007 to June 2009.

The evaluation reviews the project as a whole including issues of initial project design, preparatory activities, implementation and achievement of outputs with reference to project indicators, delivery rate, etc.

It is anticipated there will be an end of year evaluation and launch of the new Phase II work plan later in the year, perhaps in November.

2.2. Purpose

The main purpose of the evaluation is to: i) review the ongoing progress and performance of the project (extent to which immediate objectives have been achieved and outputs delivered); ii) to examine the likelihood of the project achieving its objectives, and iii) an investigation on the nature and magnitude of constraints, the factors affecting project implementation and analysis of factors contributing to the project's success.

The evaluation serves primarily as a learning tool for the project management team, national stakeholders and the donor and as input for the Phase 2 planning document. The ILO will also use the findings to expand its knowledge base and experience in TVET projects and in general project management.

2.3. Aspects Addressed

The evaluation addresses the overall ILO evaluation concerns such as relevance, effectiveness, efficiency and sustainability as defined in the ILO Guidelines on "Planning and Managing Project Evaluations" 2006.

The key areas for evaluation are:

- Design and planning
- Achievements (Implementation and Effectiveness) of Objectives
- Relevance of the Project
- Sustainability
- Special Aspects

The specific aspects addressed by the evaluation are listed in **Annex 2**.

3. Methodology

Although the project officially started in December 2007, the first two team members did not join until June 2008 and the whole team was not in place until October 2008. Given this backdrop, the project team in consultation with the evaluation resource person in ROAP, Bangkok determined a project self-evaluation would be sufficient at this point in the project. It should be noted that at the time the project evaluation was conducted, there was a parallel DWCP review underway which included TVET reform project activities. Also, the project team had just recently completed a project progress report for the EC.

The project self-evaluation has two components – a stakeholder workshop and a project staff retreat – described below.

The number of persons participating in the stakeholder workshop was less than expected due to a competing function on the same day. That said, there were representatives from all stakeholders including government, the private sector, NGOs, worker groups and the donor. The workshop facilitator completed and submitted his draft report the day after the workshop was held. It was essentially a summary of the findings of the SWOT analysis. The facilitator left the country shortly thereafter on another assignment.

The CTA combined information from these two sources into this evaluation report.

3.1. Stakeholder Workshop

The stakeholder workshop was held at the BRAC Convention Center in Dhaka on June 10, 2009 and was facilitated by Prof. Dr. Anwar Hossain. The programme ran from 3:00 pm to 7:00 pm with dinner afterwards. Representatives were invited from the project monitoring and coordination committee, the project steering committee, NGO's, the Industry Sector Committees, TVET institutions and other private sector and government organizations. Just over 40 representatives were invited and 24 were able to attend and participate. Unfortunately, there was an Education Local Consultative Group meeting that same day (external to the project) so this alternate meeting drew away some of the invitees to the stakeholder workshop.

Dr. Hossain conducted a SWOT analysis of the project. He distributed a handout with space for comments on project strengths and weaknesses, and another with space for comments on opportunities and threats and space for general suggestions [on improving the project.] Participants were mixed and assigned to tables so there were representatives from government, private sector, NGOs, etc. at different tables. They were asked to individually complete worksheet 1; then as a group at their table agree on strengths and weaknesses and write them on a flipchart. Afterwards, a group spokesperson presented their findings. This process was repeated with worksheet 2.

After the feedback from groups was provided, the facilitator collected the individual feedback sheets and the flipchart pages and used these to prepare a draft report on the SWOT analysis of the project. The individual responses were consolidated and form part of the facilitator's final report.

3.2. Project Evaluation Retreat

The project held an in-city staff retreat during June 13 and 14, 2009 at the Lakeshore Hotel. Ms. Akiko Sakamoto also attended but Mr. Vladimir Gasskov was unable to make the trip from Geneva.

During Day 1, the morning was spent discussing the result of the stakeholder workshop with particular attention to the weakness identified. The project team made a number of suggestions to respond to the identified weaknesses.

In the afternoon, the project team broke up into discussion groups as shown in Table 1 and addressed specific groups of questions; for example, i) design and planning; ii) achievements (implementation and effectiveness) of objectives; iii) relevance of project; iv) sustainability; and v) special aspects to be addressed.

Table 1: Distribution of project staff in discussion groups

Group 1	Group 2	Group 3
Arthur	Paul	Ross
Sandi	Ian	Francis
Serajul	Wazed	Akiko
Hamida	Augustina	Shahid
Munir	Muktar	Belal
Iqbal	Sohana	Das

During Day 2, the participants in the retreat moved into planning mode and spent the whole day discussing the planning and running of pilots in Phase II. The result of these later deliberations will be used in the planning exercise for Phase 2 and the work plan for 2010.

4. Findings

4.1 From Stakeholder Workshop

The CTA attended the stakeholder workshop along with the ILO program Officer Mr. Nabi Khan. A summary of the SWOT analysis comments is shown on the next page in Table 2. Several themes emerged from the SWOT analysis:

1. The project is an important initiative for Bangladesh and is well-designed with excellent consultants; a variety of partners and success in engaging the private sector so far.
2. Issues to be addressed (government views):
 - a. There is insufficient consultation of project staff with the various government stakeholders. Stakeholders want to be more involved in project activities and planning which are intended to help reform the TVET system. Otherwise, there is a danger the project will only an ILO project rather than a government initiative which can be carried forward after the project ends.
 - b. Capacity development of stakeholders is important and needs additional effort.

- c. There is a need for more public exposure (public relations) to TVET project activities so that there is a better chance of community buy-in and an increase in status of TVET.
3. On the private sector side (from the IT sector) – A request for more detailed component work plans with specific deadlines, for example, in the area of curriculum work for the four selected occupations under Component 2.

Table 2: SWOT Analysis Comments (from Flipchart)

Strengths	Weaknesses
<ul style="list-style-type: none"> Interest and Involvement of Government in TVET Project. Support of foreign donors. Involvement of private sector and NGOs. TVET is the thrust sector in Government's mind. Worthiness of the Project in context of Bangladesh. Large number of stakeholders. Selection of well experienced consultants. Employers' Participation. Industrial Working Committee. Comprehensively designed components. Successful implementation models are readily available. Greater access of under privileged to skill training. 	<ul style="list-style-type: none"> Delay in implementation of the proposed programs. Work plan is not organized very much. Lacking in proper monitoring and evaluation of the project. Duration of each program is too short. Lack of experienced personnel at implementation level. Lack of information flow. Inadequate coordination among the main focal points. Media coverage is insufficient for this project Lack of interaction among private sectors Non satisfactory logistical support Private TVE institutes are mostly business minded Decisions are taken without consulting total project counterparts. Lacking in organizational capacity building provision.
Opportunities	Threats
<ul style="list-style-type: none"> Contribution towards poverty alleviation. Skill development of the vast population of the country. Enhanced Internal Productivity. Minimization of unemployment problem. Increased overseas employment. Women empowerment through skill training. Conversion of large population of the country into manpower. Good basis for future project in the field of TVET. Increase in remittance flow. 	<ul style="list-style-type: none"> Potential sustainability of the project. Lack of GOB Support for reform. Change in Government policy. Unrest political situation in the country. If the Reform outcomes doesn't match with the needs of the country then it may not be Integrated or accepted by the Government. It may become an ILO project instead of a Bangladeshi project. Reaction from the traditional community. Negative intention of the target group to learn developed technologies. Inefficient fund to continue the follow-up of the project outcome.
General Suggestions (Abridged)	
<ul style="list-style-type: none"> "Ensure active participation and commitment of the concerned authorities of the Government of Bangladesh to implement the policy suggestions" "Better Coordination" "DTE should be involved in all the steps of the reform Project" "Discussion with Politicians" "BTEB and BMET to be consulted" "Better relevance for the Stakeholders" 	

4.2 From Project Evaluation Retreat

During the project retreat, the project team made a number of suggestions to respond to weaknesses identified in the SWOT analysis. See **Annex 3** for details.

The comments collected during the staff retreat in response to the questions under the five key areas for evaluation are provided in **Annex 4**. The essence of these comments has been distilled below.

Design and planning – The project design is considered to be logical and coherent however it was felt some potential stakeholders were excluded; e.g. government departments other than DTE involved in skills development. It is felt the capacity and commitments of some stakeholders was overly presumed and some change management strategies could have been built into the preparatory phase. The activities sequencing is logical but some timelines are over-ambitious. In particular, Component 2 is very heavy and may be under-resourced in terms of expertise relevant to the prioritized occupations. The number of support staff planned is also inadequate and should be increased. Currently, there is no sustainability plan. Some of the indicators for monitoring and evaluation are missing or difficult to measure.

Achievements (Implementation and Effectiveness of Objectives) – The delivery of outputs is timely and catching up with the targets. Some rationalization of outputs, for example combining some studies, has taken place. All outputs relate to the activities which are designed to achieve the objectives. The communication between the project and major stakeholders can be improved. Some government practices cause difficulty; for example, several persons who went on fellowships were transferred out of their posts soon after they returned. The quality of some research reports have been relatively low reflecting the difficulty some researchers have in “thinking outside the box” in terms of the recommendations they make. Getting these reports to an acceptable quality has been time consuming for both experts and consultants.

The project implementing partners have constraints with time, personnel, finance, secretarial support, logistics, etc. However, the full picture is unclear in some ways. For example, the DTE will be moving into a new building by mid-2009 and the BTEB is reported to have lots of funds for curriculum development. There is still some lack of understanding between the government and private sectors. However, there is a recognition that government agencies involved in skills development must understand industry needs better.

The project’s monitoring and evaluation plan is being developed.

Relevance of the project – The project has two phases; the first focusing on assessing the situation on the ground; conducting studies and developing models, e.g. for apprenticeship. The second phase will focus on pilot testing some of these new approaches and include plans for mainstreaming. The four sectors chosen for skills development were based on an empirical study. Four Industry Skills Committees were established to identify which occupations should be used for pilots. The project proposal included a diverse range of beneficiaries including those living in rural areas working children, women and the disabled. The project is based on the national poverty reduction strategy paper and reflects the government’s recent thrust on supporting skills development and the establishment of the National Skills

Development Council (NSDC). The project has both a project steering committee (PSC) and a project monitoring and coordination committee (PMCC). It is important that both effectively contribute to the management of the project.

Sustainability – Closer collaboration with the main project partners is required to support capacity development and sustainability. Additional workshops and consultations will be helpful in this regard. There is no explicit phase-out (hand-over) strategy described in the project document. Sustainability strategies need to be developed in Phase 2.

The project has been successful in establishing the first Industry Skills Committees (ISCs) in Bangladesh. There is on-going collaboration with the ILO's Urban Informal Economy (UIE) project and UNICEF. There is a successful effort in engaging other partners such as the Ministry of Industry and the SME project. There is an opportunity for collaboration with projects run by other UN agencies, e.g. UNIDO, FAO, UNESCO and other development agencies, e.g. USAID.

The project will commission studies investigating the barriers and prospects for promoting more gender balanced TVET provision and increased opportunities for disabled persons in TVET. In addition, a study is planned investigating where and how to run the expanded pilots for training for rural economic empowerment (TREE) methodology.

Special Issues to be Addressed – The contributions by short-term international consultants were positive. To promote capacity development during future missions, consultants will be matched with partner and/or national professional counterparts. The training of the initial batch of national professionals (NPs) was successful and a number will be contracted to support project activities. Some logistical arrangements need to be made to house these NPs.

5 Recommendations

The project is seen to be making good progress and most project activities in Phase 1 are either on schedule or have been rescheduled or consolidated to respond to exigencies on the ground. At the same time, the stakeholder workshop identified several weaknesses that need to be addressed. The perceived weaknesses and the recommendations on dealing with these weaknesses include:

Design and Planning:

1. Review project office staffing in terms of finance and administrative support personnel. There may be a need for both an administrative assistant and a finance assistant.
2. Discuss the scope of Component 2 with the short-term consultant and ILO monitoring/back-stopping staff to determine whether additional short-term consultancies in addition to quality assurance are needed.
3. Ensure resources from other projects and organizations are identified and used appropriately; e.g. sample competency standards, training packages; etc.
4. Discuss membership of PMCC with the current members. Put forward the suggestion that there should be DG-level representation from the three key

- partners – DTE, BMET and BTEB. Also suggest additional representation from other stakeholders, for example, from the private sector.
5. Complete the project's monitoring and evaluation framework.
 6. Discuss with partners the best modality for implementing project initiated reforms and the responsibilities of the key partners. Activities for promoting sustainability need to be incorporated into Phase 2 plans.

Achievement (Implementation and Achievement) of Objectives:

7. Promote better communication with and involvement of partner agencies in project activities to be achieved through more effective PMCC and PSC meetings; at least weekly sessions between the NPD and the CTA and regular meetings between project experts and respective partner representatives.
8. Monitor issue and execution of research studies more closely. Ensure individuals/companies conducting research are well briefed on expectations and they regularly report on progress so that feedback can be given and any required adjustments can be made in good time.
9. Explore options for raising the profile of TVET and increasing its acceptability as an alternative to university. Request the social marketing report developed for TVET by the Technical Education Development Project in Sri Lanka.
10. Determine in consultation with partner agencies the best mechanism to initiate the adoption of the NTVQF and the National Skills Development Policy and other important initiatives in ways that maximize buy-in and sustainability.

Relevance of the Project:

11. Continue to support the functioning of the Industry Skills Committees (ISCs) and suggest ways to make them self-supporting and sustainable.
12. Develop additional links with other agencies involved in TVET related activities such as the UNDP, UNIDO and government bodies like the Ministry of Industry and the SME Foundation.
13. Ensure findings from the research studies targeting rural audiences, women, and the disabled are applied in establishing pilots for apprenticeship, TREE and other initiatives.
14. Ensure PMCC and PSC meetings are organized in good time and all necessary documentation is shared beforehand. Donor agencies invited as observers need considerable advance notice.

Sustainability:

15. Discuss Phase II work plan with stakeholders and ensure sustainability strategies are included. Such plans might include agreement on which pilots should be run, where and with whom.
16. In consultation with partners, plan and deliver interventions intended to raise the profile of the project. These interventions would include on-going reports such as the monthly and quarterly reports, and new publications such as a newsletter, special issue pamphlets and brochures and the project web site. Workshops on competency based training, apprenticeship, RPL and other topics for targeted government, private sector and other groups would also be beneficial.

17. Pair up a government person and/or national professional with short-term consultants so they can assist the consultant and develop new skills and understanding in areas such as TVET financing; TREE; and RPL.
18. Encourage functioning of an effective National Skills Development Council since many of their initiatives align with project activities. For example, the project can promote public-private partnership initiatives, through encouraging the establishment of a management committee for each TVET institution.

Special Aspects:

19. Continue the effective use of national professionals (NPs) to further project objectives. Ensure logistical arrangements are in place; that is; space for working; access to computer and printing equipment, etc.
20. Organize training for the second group of NPs (approximately 25 – 30 persons) once plans for pilots in Phase II have been completed.

6 Summary

The project self interim evaluation reported in this document comprised two parts – a stakeholder workshop and a staff retreat to review project progress. The stakeholder workshop was useful in identifying the strengths, weaknesses, opportunities and threats faced by the project. Foremost among the identified weaknesses is increasing engagement and buy-in by the project stakeholders. The project staff retreat has provided detailed responses to the standard project evaluation questions about – design and planning; achievements; relevance and sustainability. In general, the project is progressing well. The findings from the stakeholder workshop and the project staff retreat are described in this report and following from them is a series of recommendations.

The project team feels this evaluation has shown the project is progressing well but that there are some issues to be addressed to ensure future success and sustainability. The findings and the resulting recommendations will be helpful to the ILO and its partners during the elaboration of Phase II plans as well as to the EC when it conducts its mid-term evaluation in 2010.

Annex 1 – Overview of Project Components

Component 1: TVET policies, systems and legislation reviewed and strengthened at the central and decentralized levels

- Result 1.1: Improved TVET Policies and implementation mechanism
- Result 1.2: Improved legal and regulatory environment
- Result 1.3: Improved structured and coordination of TVET Systems
- Result 1.5: Improved monitoring of resources and outputs and accountability in TVET

Component 2: Relevance and quality of TVET

- Result 2.1: Developed national Vocational qualifications framework
- Result 2.2: Developed or revised skills standard for occupations in selected economics sectors
- Result 2.3: Developed courses and curricula based on the skilled standard (for selected economy sectors)
- Result 2.4: Enhanced quality assurance mechanism in TVET

Component 3: Strengthened TVET Institutions to improved knowledge and skills of managers and teachers.

- Result 3.1: Improved capacity of TVET managers
- Result 3.2: Improved TVET Teachers Training
- Result 3.3: Enhanced Capacity of NGOs and Private TVET Institutions
- Result 3.4: Enhanced management Governance flexibility effectiveness and efficiencies of TVET Institutions

Component 4: Improved skills development resulting in enhanced productivity and competitiveness in key growth and export oriented in formal industrial sector

- Result 4.1: Employers' demand for higher skills raised
- Result 4.2: Improved linkages between TVET and enterprises
- Result 4.3: Modern work practices introduced
- Result 4.4: Learning at work supported

Component 5: Community-based training mainstreamed into TVET

- Result 5.1: Community-based Training mainstreamed into TVET
- Result 5.2: Increased access of working children to TVET
- Result 5.3: Informal apprenticeships improved and supported
- Result 5.4: System for recognition of prior learning (RPL) developed
- Result 5.5: TVET Extended to People with low Education Levels
- Result 5.6: Enhanced capacity of key agencies (DTE, BTEB, BMET)
- Result 5.7: Access of women to TVET and employment increased

Annex 2 – Suggested Aspects to be Addressed in the Evaluation

Design and planning

- Examine whether the project design was logical and coherent and took into account the institutional arrangements, roles, capacity and commitment of stakeholders.
- Evaluate whether the major strategies of the project are sufficiently reflected in terms of budget, staffing, outputs and activities.
- Assess the internal logic (link between objectives achieved through implementation of activities) of the project and the external logic of the project (degree to which the project fits into existing mainstreaming activities that would impact on TVET).
- Are the time frame for programme implementation and the sequencing of project activities logical and realistic? If not, what changes are needed to improve them?
- Analyze whether available information on the socio-economic, cultural and political situation in Bangladesh were taken into consideration at the time of the design and reflected in the design of the project.
- Evaluate the primary and secondary partnership modalities of project implementation.
- To what extent were external factors and assumptions identified at the time of project design? Have there been any changes to these external factors and the related assumptions and, if so, how does this impact project implementation and the likelihood of achieving the objectives?
- Are the objectives of the project clear, realistic and likely to be achieved within the established time schedule and with the allocated resources (including human resources)? Are the provisional targets realistic? Will the expected number of beneficiaries be reached?
- Is the strategy for sustainability of achievements defined clearly at the design stage of the project?

Achievements (Implementation and Effectiveness) of Objectives

- Assess the delivery process of the preparatory outputs, including the establishment of planning and coordination mechanisms and the work plan.
- Assess the extent to which expected outputs have been delivered in a timely manner and with the appropriate quantity and quality. If appropriate, suggest how the delivery of outputs could be improved.
- Assess whether the outputs contribute to the achievement of the project objectives.
- How did factors outside of the control of the project (be they internal or external to the ILO) affect project implementation and project objectives and how did the project deal with these external factors?
- Review whether the institutional and management framework has functioned effectively for project implementation.
- Examine whether the policy framework was sufficient for the project's implementation (policies, strategies vs. reality and feasibility).
- Elaborate on how conducive or unfavorable the political and socio-economic environment at national and local (incl. law and order issues) levels have been to project implementation.
- Assess the efficiency of the project, i.e. compare the allocated resources with results obtained. In general, did the results obtained justify the costs incurred?
- How are partner implementing agencies selected? Were the selected agencies the most relevant and appropriate for carrying out the activities?

- What is the quality and how effective are the project activities including research and policy related activities, and how are they contributing to the project meeting its immediate objectives?
- Examine the capacity constraints of implementing partners and the effect on the implementation of the designed action programmes.
- Analyze how far the project contributes to broadening a knowledge base in particular regard to Technical and Vocational Education and Training.
- How effective is the project in raising awareness about skill development and in promoting private, government and social mobilization to address this issue?
- Please assess the project monitoring mechanism including the use of work plans and project monitoring plans, as well as reporting processes and systems.

Relevance of the project

- Assess the validity of the project approach and strategies and their potential to replicate.
- Assess the appropriateness of the sectors/target groups and locations chosen to develop the project.
- How does the strategy used in this project fit in with national education and anti-poverty efforts, and interventions carried out by other organizations?
- Does the strategy address the different needs and roles, constraints, access to resources of the target groups, with specific reference to the strategy of mainstreaming and thus the relevant partners, especially in government?

Sustainability

- Assess to what extent a phase out strategy has been defined at the design stage and planned during implementation and what steps are being taken to ensure sustainability. Assess whether these strategies have been articulated/explained to stakeholders.
- Examine the extent and impact of efforts that aim to strengthen the conceptual, technical and implementation capacity and knowledge of national stakeholders and to encourage ownership of the project to partners.
- Identify the (potential) impact of other strategies (conducive or unfavorable) on the creation of conditions for social and economic sustainability of interventions.
- Examine the extent the project is contributing to coordination among and cooperation with key partners, including the building of alliances and network participation.
- Examine whether socio-cultural and gender aspects endanger the sustainability of the programme and assess whether actions have been taken to sensitize local institutions and target groups on these issues.

Special aspects to be addressed

- Assess the effectiveness of research studies to generate expected information and recommendations.
- Assess the effectiveness of short-term consultants to generate expected outputs
- Review the nature of and plans for the National Professionals Development Program

Annex 3: Suggested project responses to weakness raised at stakeholder workshop

Items to be Addressed	Status/Suggested Project Response
Better communication between project and stakeholders	<p>The project currently produces monthly project updates; quarterly reports and other occasional reports. The project is also funding numerous studies. Work has started on a project website. Dhaka Office website was launched this month.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> • Make the PMCC meetings more interactive and have pre-planning with NPD. • Assign the new AYAD (volunteer) to work on newsletters, completing website and other activities based on a new communication plan. Link the AYAD with a national media person. Media activities could include: <ul style="list-style-type: none"> ○ Writing articles for newspapers. ○ Press releases for workshops, conferences, etc. ○ TV talk shows (with NPD, if possible) ○ Commissioned stories, videos, radio shows, etc. • Possibly have a liaison person appointed at the DTE to keep on top of project activities. • Ensure monthly financial expenditure report is submitted as requested by MoE.
Not enough engagement with stakeholders	<ul style="list-style-type: none"> • Component 1 to continue with working groups activities concerning development of national skills policy. • Component 2 to discuss with BTEB to facilitate development of new CBT curricula/materials. • Component 2 consultant to dialogue with the NPD on the process to move the NTVQF forward. It should be possible to endorse the framework but discuss the pathways later. • Component 3 team to continue with its consultative working group on teachers' and managers' training needs an institutional restructuring. • Component 3 also needs to work with the management layers above the institutions so that innovations will be supported at higher levels. It may be possible to arrange leadership/management training through the International Finance Corporation. • Component 4 should continue supporting the running of the ISCs and encourage more company participation. It should also look to provide some financial support, for example, equipment for training and other requests, for instance, fellowship is to visit specialized institutes India. • The four ISC can have government observer(s) for its meetings. • Discuss development of work plan for AWP 2010 with stakeholders. • Component 5 should work more closely with Director of Curriculum at DTE to discuss existing DTE activities; e.g. school – work attachments as well as explore existing developments in life skills at the Department for Non-Formal Education. Discussions should be continued with UNICEF/UIE on providing support to their training initiative with working children.
IT ISC request for more detailed activity schedule	<ul style="list-style-type: none"> • Component 2 team is rescheduling meetings with the IT ISC to elaborate the four IT courses selected for development. For example, a meeting to elaborate the Graphic Design program held on June 17. Similar meetings will be arranged for the other ISCs where these are still outstanding. Master schedule of meeting will be completed before the end of the month.

Annex 4 - Response by Project Staff to Evaluation Questions

The response by project staff to the groups of evaluation questions listed in **Annex 2** are summarized below.

1 Design and planning

1. Examine whether the project design was logical and coherent and took into account the institutional arrangements, roles, capacity and commitment of stakeholders.
 - *The project design is considered to be logical and coherent.*
 - *Project arrangements excluded other major providers (Ministry of Youth, Ministry of Women and Children's Affairs.) This has provided a challenge for some stakeholders to look outside the parameters described in the project document.*
 - *Capacity and commitments of stakeholders were overly presumed. Preparatory phase could have better established agency and individual involvement through Memoranda of Understanding.*
 - *Information/briefing/training workshops in preparatory phase would have prepared key stakeholders better.*
 - *Inadequate attention was paid to change management strategies; for example, Professional Development and Institutional Culture Change.*
2. Evaluate whether the major strategies of the project are sufficiently reflected in terms of budget, staffing, outputs and activities.
 - *Budget detail inadequate for management by component. (CTA Comment: Only total component provision available in original budget.)*
 - *Component 2 (Curriculum) understaffed. This component is very heavy and may be too much for one expert/consultant to manage. In other TVET projects there are often technical experts in different trade/technical specialist areas.*
 - *Adjustment of admin/finance staff required; possibly two persons. CTA needs additional office staff support; for example, equivalent of program officer which all experts have. [CTA currently shares one secretary with Component 1 expert and works with admin/finance assistant.]*
 - *Outputs not evenly spread across components or perhaps a question of unrealistic scope.*
3. Assess the internal logic (link between objectives achieved through implementation of activities) of the project and the external logic of the project (degree to which the project fits into existing mainstreaming activities that would impact on TVET).
 - Internal Logic**
 - *Preparatory phase/activities inadequately catered for.*
 - *Leadership/change management/professional development aspects glossed over and inadequately provided for.*
 - External Logic**
 - *Not a problem; broad enough to respond to changing external environment*
4. Are the time frames for programme implementation and the sequencing of project activities logical and realistic? If not, what changes are needed to improve them?

- *Activities sequencing is logical (but note points above regarding internal logic) but work plan overly ambitious in timelines for outputs.*
5. Analyze whether available information on the socio-economic, cultural and political situation in Bangladesh were taken into consideration at the time of the design and reflected in the design of the project.
 - *Yes, available information was taken into account – given the timeliness of project design and approval/establishment of team.*
 6. Evaluate the primary and secondary partnership modalities of project implementation.
 - *Some issues with implementation modality: need for MOU to establish clear responsibilities and commitments from stakeholders.*
 - *Refer point (1) for points on links with key agencies.*
 - *DG-DTE as NPD - there is a danger to overly focus on concerns of DTE versus other stakeholders.*
 - *PMCC should include three DG level representatives from all three key stakeholders (DTE, BMET and BTEB).*
 - *There is issue of further agency participation in the PMCC.*
 7. To what extent were external factors and assumptions identified at the time of project design? Have there been any changes to these external factors and the related assumptions and, if so, how does this impact project implementation and the likelihood of achieving the objectives?
 - *Factors accounted for as much as possible at time of project design. Political/Economic change have occurred (e.g. New Government) but unlikely to negatively impact on Project.*
 8. Are the objectives of the project clear, realistic and likely to be achieved within the established time schedule and with the allocated resources (including human resources)? Are the provisional targets realistic? Will the expected number of beneficiaries be reached?
 - *Objectives: Clear but perhaps not “SMART” (may not measurable nor time bound)*
 - *Objectives Realistic? Yes*
 - *Provisional targets realistic? Yes*
 - *No. of beneficiaries realistic? As identified – C3 only. 500 teachers & 100 managers. Will be achieved.*
 9. Is the strategy for sustainability of achievements defined clearly at the design stage of the project?
 - *No sustainability plan at design stage – Required in Phase 2 planning.*

2 Achievements (Implementation and Effectiveness) of Objectives

1. Assess the delivery process of the preparatory outputs, including the establishment of planning and coordination mechanisms and the work plan.

- *In retrospect, it would have been better to have more involvement at the beginning stage with the stakeholders.*
 - *There is the opportunity for better partnerships through frequent visits.*
 - *The project should also explore expanding our stakeholders' base e.g. SME, other industries.*
 - *There is an opportunity for better coordination amongst different components; especially on workshops and events.*
2. Assess the extent to which expected outputs have been delivered in a timely manner and with the appropriate quantity and quality. If appropriate, suggest how the delivery of outputs could be improved.
 3. Assess whether the outputs contribute to the achievement of the project objectives.
 - *Delivery of outputs is in time and catching up with the target. Changes are made as per objectives as and when required. [Some timelines were adjusted to be able to combine some activities, for example, in Component 3. However, overall the target deadlines should not be affected.]*
 - *Outputs contribute to the project objectives.*
 - *All the activities should relate to the outputs and achievements (Outputs shouldn't be just a tick).*
 4. How did factors outside of the control of the project (be they internal or external to the ILO) affect project implementation and project objectives and how did the project deal with these external factors?
 - *During BDR incident, every body worked at home; some faced problems with e-mail communications to/from the office.*
 - *Other external factors: election, traffic.*
 - *Transfer after the fellowship. [Four of six participants from BTEB on Fellowship 2 were transferred from BTEB within one month of completing their fellowship.]*
 5. Review whether the institutional and management framework has functioned effectively for project implementation.
 - *Role of National Project Director [Is there agreement on his role?]*
 - *Project Management Coordination Committee [Needs more discussion from all participants. Perhaps the membership needs to be reviewed to include DGs from all three major stakeholders. There could also be monthly meeting with NPD plus separate meeting with BTEB and with BMET.]*
 - *A liaison officer could be useful to coordinate with ILO TVET reform project and BTEB, DTE & BMET.*
 6. Examine whether the policy framework was sufficient for the project's implementation (policies, strategies vs. reality and feasibility).
 - *Overall OK. But needs some adjustment as per ongoing needs.*
 7. Elaborate on how conducive or unfavorable the political and socio-economic environment at national and local (incl. law and order issues) levels have been to project implementation.
 - *No suggestion. Covered above.*

8. Assess the efficiency of the project, i.e. compare the allocated resources with results obtained. In general, did the results obtained justify the costs incurred?
 - *Some studies weren't satisfactory. More close monitoring while any study is underway.*
 - *Yes. Fellowship is expensive but worthy.*
 - *Preparation phase (Phase I) expensive, but hard to measure [effectiveness]. In general, one can say the major funding agency is satisfied with project progress.*
9. How are partner implementing agencies selected? Were the selected agencies the most relevant and appropriate for carrying out the activities?
10. What is the quality and how effective are the project activities including research and policy related activities, and how are they contributing to the project meeting its immediate objectives?
 - *Selection method of implementing agencies is structured. [DTE, BMET and BTEB are key agencies for TVET in Bangladesh. On the other hand, there are some 18 Ministries which run training centers and some of these might also be worthwhile partners. The four sectors chosen for project focus were selected based on research conducted by the project.]*
 - *Some yes, some no. [Component 1 focuses on policy development and indeed all other components have activities contributing to national TVET policy development. Some research is having limited application because the recommendations emanating from them are weak or not well thought out; e.g. the terms and conditions of work for TVET teachers.]*
11. Examine the capacity constraints of implementing partners and the effect on the implementation of the designed action programmes.
 - *Implementing agencies have constraints with time, personnel, technical, finance, secretarial support, logistics, [These constraints raise the question of sustainability of some project initiatives. However, the full picture is unclear in some ways. For example, the DTE will be moving into a brand new and larger building complex over the summer. BTEB is reported to have lots of money for activities like curriculum development.]*
 - *More numbers of vehicles would be useful [for the project].*
 - *A number of the organizations/individuals contracted for research studies were not able to generate a satisfactory product without considerable input by project experts and often editing of the reports by same.*
12. Analyze how far the project contributes to broadening a knowledge base in particular regard to Technical and Vocational Education and Training.
 - *Yes, we are improving knowledge base. But sometimes, we need to slowdown to help people to absorb more.*
13. How effective is the project in raising awareness about skill development and in promoting private, government and social mobilization to address this issue?
 - *Effective for private sectors. Government sectors at times seem skeptical about these activities.*
 - *Social marketing, dialogue, required...*
 - *Skills competitions, skills fair, folk song, street theater, ...to promote the acceptability and status of TVET.*

14. Please assess the project monitoring mechanism including the use of work plans and project monitoring plans, as well as reporting processes and systems.

- *A project monitoring and evaluation plan is still under development. A draft plan has been outlined but there is some difficulty in completing it due to the quality of indicator statements. Currently, the project is producing monthly activity reports for PMCC members as well as quarterly project reports (started Q1, 2009) which are made available to the Project Steering Committee. The project submitted an Interim Narrative Report in early 2009 reporting on activities to December 2008. A project progress report to May 21, 2009 for the EC is being finalized which on acceptance will enable the EC to release the second funding installment for the project.*

3 Relevance of the project

1. Assess the validity of the project approach and strategies and their potential to replicate.

- *The approach taken for the project was to conduct activities in two phases. Phase I involves in large part studies of the situation on the ground and the development of plans for pilot testing in Phase II. Various models will be developed, e.g. for apprenticeship which hopefully can be replicated by BMET and private sector partners.*
- *The project has helped establish four Industry Skills Councils (ISCs) and the upcoming Skills Development Project under ADB will be replicating this approach. Indeed, the four Chairmen of the ISCs have on their own initiative suggested the establishment of an umbrella organization called Skills Bangladesh.*
- *Strategies for promoting the adoption of Competency Based Training and the NTVQF by other sectors and Ministries need to be developed.*

2. Assess the appropriateness of the sectors / target groups and locations chosen to develop the project.

- *The project funded the initial study by BIDS which identified eight sectors where the project could focus its efforts in skills development. For practical purposes these were reduced down to four sectors. However, where possible the four excluded sectors are invited to participate in project activities such as training workshops.*
- *Target groups as identified in the project document are appropriate.*
- *The project continues to make conscious efforts to target diverse groups; for example, in sampling small, medium, and large TVET institutions and in rural and urban locations. There will be studies on TVET and gender and TVET and disabled persons.*
- *The selection of location and partners for pilots will continue to encourage participation by diverse stakeholders.*

3. How does the strategy used in this project fit in with national education and anti-poverty efforts, and interventions carried out by other organizations?

- *The project is based on the national PRSP.*
- *Reflects current government thinking...more focus on skills development for local and overseas market.*
- *Government intends to spend more on TVET.*

- *The project should continue to develop links with other players involved in skills development directly or indirectly; e.g.*
 - *Other UN agencies, e.g. UNIDO*
 - *Government agencies on economic development; for instance, Ministry of Industries, SME project.*
 - *The PSC does have representatives from other Ministries. Donor representatives (WB, ADB, Swiss Contact) have been invited as observers to the next PSC (in June).*
4. Does the strategy address the different needs and roles, constraints, access to resources of the target groups, with specific reference to the strategy of mainstreaming and thus the relevant partners, especially in government?
- *The project has both a PMCC and a PSC with representation from a variety of stakeholders. The effectiveness of the PMCC can be improved by more pre-meeting planning and more dialogue during the meeting.*
 - *Stakeholder suggestion:*
 - *Better, more regular interaction between project staff and stakeholders;*
 - *Stakeholders would like to have some involvement in decision making on project activities;*
 - *Weekly NPD visits;*
 - *Monthly BTEB, BMET, DTE visits by project staff.*

4 Sustainability

1. Assess to what extent a phase out strategy has been defined at the design stage and planned during implementation and what steps are being taken to ensure sustainability. Assess whether these strategies have been articulated/explained to stakeholders.
- *There is no explicit phase-out (hand-over) strategy described in the project document. However, there are examples of handover processes implicit in the project document, for example, the establishment of apprenticeship boards.*
 - *NPD has expressed concern over sustainability and wants more interaction to provide enhanced capacity development of the major stakeholders.*
 - *Sustainability strategies need to be developed particularly in Phase 2 but also in relation to some activities in Phase I. For example, what strategies need to be developed to ensure the proposals on skills development policy are adopted by the government and the private sector. What is the government commitment for the anticipated proposals for change expected at the end of Phase I? How can government support be encouraged? One possibility might involve joint planning and funding of pilots.*
2. Examine the extent and impact of efforts that aim to strengthen the conceptual, technical and implementation capacity and knowledge of national stakeholders and to encourage ownership of the project to partners.

- *NPD has requested more effort on capacity building by the project staff. On the other hand, the project staff feel that the stakeholders need to do more to demonstrate ownership of the project initiatives.*
 - *One way to promote government ownership is to organize more interventions which focus on awareness raising about the project (e.g. workshops, meetings, media). Target groups for these interventions should be:*
 - *Government agencies/bureaucrats who will be implemented the reformed TVET system.*
 - *Institution managers and teachers (Need names and titles of these persons.)*
 - *Directors and those responsible for budget in the government agencies involved with TVET.*
3. Identify the (potential) impact of other strategies (conducive or unfavorable) on the creation of conditions for social and economic sustainability of interventions.
- *TVET in general continues to have a poor image and status in Bangladesh society. There are a few exceptions, for example, graduates from the Textile College now have high status due to the market demand and salaries and benefits (e.g. company car) they can demand.*
 - *The quality of TVET provision must be improved so that the “product” is better. Then social marketing can be used to promote TVET among potential students.*
 - *There are a variety of government initiatives which will effect the potential impact of the project. Often, project staff are not aware of independent stakeholder initiatives or other initiatives. For example, the government is planning to introduce an e-government initiative.*
 - *The project could work with stakeholders to enhance staff skills in IT; e.g. provide IT related training and expose staff to new ways of working.*
4. Examine the extent the project is contributing to coordination among and cooperation with key partners, including the building of alliances and network participation.
- *Project staff participate in the skills development sub-group of the larger Education Consultative Working Group made up interested donors and the IFIs.*
 - *Project staff meet with WB missions which are developing the WB project on skills development expected to start later in 2009.*
 - *The National Project Director of the ADB funded Skills development project is a member of the TVET Reform project’s PMCC.*
 - *The Consultative Working Group established by Component 1 to contribute to development of the National Skills Development Policy has many participants including not only our project key stakeholders but also representatives from the private sector, NGO’s and civil society.*
 - *The project has promoted linkages between the ISCs and government agencies such as BTEB.*
 - *The ISCs are encouraged to expand their membership and to offer project supported services such as training to more and different companies.*
 - *The activities for working children in Component 5 have lead to dialogue with UNESCO and UNICEF.*
 - *Linkages are being made with others involved in economic development and/or training; e.g. UNIDO, MoI, SME, IDA.*

5. Examine whether socio-cultural and gender aspects endanger the sustainability of the programme and assess whether actions have been taken to sensitize local institutions and target groups on these issues.
 - *The project has targets for increasing the number of women involved in TVET.*
 - *The project is sponsoring research studies on TVET and gender and TVET and the disabled.*
 - *The first batch of professionals for the training on the NPDP has more than 30% female participation.*
 - *The project staff took part in the Dhaka Office gender Audit held in 2008. Suggestions for more gender related activities include:*
 - *Organize gender training for some stakeholder staff*
 - *Invite female focused NGOs to training, workshops and to partner in some pilots.*
 - *Local socio-cultural values may limit a women's ability to take up opportunities; e.g. to take up a promotion to a new TVET institution away from their home base. There are barriers to women.*
 - *The institutional culture in some government institutions may be difficult to change. One way to promote more efficient operation of institutions, for example, is to introduce PPP management committees.*
 - *The regulations concerning hiring/placement are controlled by the Public Service Committee. Recommendations for changes to terms and conditions may come to naught unless there is some change in the PSC or TVET placements are excluded from their mandate.*

5 Special aspects to be addressed

1. Assess the effectiveness of research studies to generate expected information and recommendations.
 - *Mixed results – good (50%); bad (50%)*
 - *Recommendations often weak. Depends on background of consultancy team.*
 - *Problem: Lack of a pool of local consultants with expertise in the required areas.*
2. Assess the effectiveness of short-term consultants to generate expected outputs.
 - *International – Consultant in TREE and RPL (Rudy and John). Ok so far. They have expertise in their respective area.*
 - *Local consultants – Just acceptable. (Often lack research and writing skills, and subject expertise.)*
 - *Solution – Pair a local with every international (part of sustainability plan).*
3. Review the nature of and plans for the National Professionals Development Program
 - *Training plan OK but in retrospect overly ambitious with more time needed for content.*
 - *There are important logistical issues to be sorted out before NPs can be hired; for example, office accommodation as well as management issues – increased demands on local office administration.*
 - *However, the idea of NPDP is sound.*