



*International Labour Organisation:
Promoting Decent Work For All*

Final Independent Evaluation

Bangladesh Skills for Employment and Productivity (B-SEP)

Final Report

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List of Abbreviations

A2i	Access to Information
ACT/EMP	Bureau for Employers' Activities (of the ILO)
ACTRAV	Bureau for Workers' Activities (of the ILO)
ADB	Asian Development Bank
AR	Annual Review
BACE	Bangladesh Association of Community Education
BBDN	Bangladesh Business and Disability Network
BEF	Bangladesh Employers' Federation
BILS	Bangladesh Institute of Labour Studies
BMET	Bureau of Manpower, Employment and Training (under MoEWOE; it was previously under MoLE)
B-SEP	Bangladesh Skills for Employment & Productivity
BTEB	Bangladesh Technical Education Board (under TMED of MoE)
BUET	Bangladesh University of Engineering and Technology
BWB	Better Work Bangladesh
CAD	Canadian Dollar
CAP	Corrective Action Plan
CB	Collective Bargaining
CBTA	Competency Based Training and Assessment.
CEBAI	Centre of Excellence for the Bangladesh Apparel Industry
CIDA	Canadian International Development Agency
CO	Country Office
CPD	Centre for Policy Dialogue
CTA	Chief Technical Advisor
DEA	Detailed Engineering Assessment
DFATD	Department of Foreign Affairs, Trade and Development (Canada)
DFID	Department for International Development (UK Aid)
DIFE	Department of Inspection for Factories and Establishments
DP	Development Partner
DPO	Disabled Persons' Organization
DTE	Directorate of Technical Education (under MoE)
DWCP	Decent Work Country Programme
EA	Evaluability Assessment
ESS	Employment Support Services
EU	European Union
FIAP	Feminist International Assistance Policy
FIE	Final Independent Evaluation
FPRW	Fundamental Principles and Rights at Work
FY	Fiscal Year
GAC	Global Affairs Canada
GAI	Graphic Arts Institute
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GSP	Generalized System of Preferences
IBC	IndustriALL Bangladesh Council
IFC	International Finance Corporation

ILO	International Labour Organisation
ILS	International Labour Standards
IO	Immediate Objective
IR	Industrial Relations
IRI	Industrial Relations Institute
ISC	Industry Skills Council
ITC	International Training Centre, ILO, Turin
LCG	Local Consultative Group
M&E	Monitoring and Evaluation
MCP	Master Craft Persons
MENV	Ministry of Environment and Forest
MHPW	Ministry of Housing and Public Work
MoE	Ministry of Education (MoE)
MoEWOE	Ministry of Expatriates' Welfare and Overseas Employment
MOLE	Ministry of Labour and Employment
MTE	Mid-Term Evaluation
MTR	Mid-Term Review
MWCA	Ministry of Women and Children Affairs
NCCWE	National Coordination Committee for Workers' Education
NHRDF	National Human Resources Development Fund
NPD	National Project Director
NSDA	National Skills Development Authority
NSDC	National Skills Development Council (under MOLE)
NSDCS	National Skills Development Council Secretariat
NSDP	National Skills Development Policy
NTPA	National Tripartite Plan of Action
NTVQF	National Technical and Vocational Qualifications Framework
OSH	Occupational Safety and Health
PAC	Project Advisory Committee
PC	Participation Committee
PCC	Project Coordination Committee
PMCC	Project Monitoring and Coordination Committee
PPP	Public Private Partnership
PRODOC	Project Document
PSC	Project Steering Committee
PSES	Promotion of Social and Environmental Standards
PWD	Persons with Disabilities
QAM	Quality Assurance Mechanism
RAJUK	Rajdhani Unnayan Karttripakkha (Dhaka Development Authority)
RB	Regular Budget
RBM	Results-Based Management
RBSA	Regular Budget Supplementary Account
RBTC	Regular Budget Technical Cooperation
RMGP	Ready-Made Garment Programme
ROAP	Regional Office for Asia and the Pacific (in Bangkok)
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SC	Safety Committee

SCORE	Sustaining Competitive & Responsible Enterprises
SD	Social Dialogue
SDC	Swiss Development Cooperation
SDG	Sustainable Development Goals
SDWG	Skills Development Working Group
SEIP	Skills for Employment Investment Programme
SFE	Skills for Employment programme
SIYB	Start and Improve Your Business
SKOP	Alliance of Trade Union Federations
SMART	Specific, Measurable, Achievable, Realistic and Time-bound goals
STEP	Skills and Training Enhancement Project
SWAp	Sector-Wide Approach
TCC	Tripartite Consultation Council
TMED	Technical and Madrasah Education Division (under MoE)
TNA	Training Need Assessment
ToC	Theory of Change
TOR	Terms of Reference
TPP	Trans-Pacific Partnership
TCPR	Technical Cooperation Progress Report
TTTC	Technical Teacher Training College
TVET	Technical & Vocational Education & Training
TVET-R	Technical & Vocational Education & Training – Reform project
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
USDOL	US Department of Labour
WB	World Bank
WTO	World Trade Organization
XBTC	Extra-Budgetary Technical Cooperation

Executive Summary

Background and project description

The present Evaluation Report is mandated by the Terms of Reference (ToR) for the *Final Independent Evaluation* of the project “Bangladesh Skills for Employment and Productivity” called B-SEP (see Annex 1). This project *aims to* create a better trained and qualified workforce with increased economic opportunities in five target sectors to contribute to decent work, poverty reduction, and social inclusion in Bangladesh. Three *immediate project objectives* were identified: (i) Increased capacity and effectiveness of policy, systems and institutional arrangements that improve the skills system; (ii) Improved mechanisms, programs and services that strengthen the links between the demand and supply of skills in target sectors; and (iii) Increased access to skills programs and employment opportunities for disadvantaged groups in the target sectors. Related to the three objectives mentioned above, the project has been implemented along the lines of the following *four components*: 1) Skills Funding, Planning and Support Services; 2) Competency Based Training and Assessment (CBTA) Quality and Relevance; 3) Industry Skills Development; and 4) Improved Access to Skills.

The B-SEP Project aims to improve the national enabling environment for industry skills development and the increased employability of young and adult women and men. It targets government agencies and their staff, employers, workers, training institutions, students and trainees with a particular focus on disadvantaged groups in the labor market. It aims to enhance the market-relevance and effectiveness of the national TVET and Skills Development system, allowing for better quality, more access and an improved capacity to provide and sustain demand driven services.

The *key stakeholders* in the B-SEP project are: Directorate of Technical Education (DTE) under the MOE; Bureau of Manpower Employment and Training (BMET) under MoEWOE; Bangladesh Technical Education Board (BTEB) under the MOE; National Skills Development Council (NSDC) under the MOLE; Employer Organizations, Industry Bodies and Industry Skills Councils; Workers groups; National and International NGOs; and Private sector enterprises. The *direct beneficiaries* under the project are categorised under three groups: Staff of Partner Organisations; Instructors, trainers & Master Crafts Persons (MCPs); and Workers & Market Entrants. There are also *indirect beneficiaries* of the project and Annex 7 provides an overview of such indirect beneficiaries by activity. Most activities took place in the capital, Dhaka, because most key stakeholders are based there, but selected activities also took place in most of the Divisions.

The B-SEP Project is funded by the Government of Canada through Global Affairs Canada (GAC) and is implemented by ILO Dhaka based on the Grant Arrangement between them. This five-year Project commenced in December 2013 and will end in December 2018. The total budget for the grant was CAD 19.5 Million (US\$ 16.2 Million). The project is directly managed by a Chief Technical Advisor (CTA) who reports to the ILO Country Director in Dhaka. Four other international fixed-term experts manage the activities in the four components. Technical backstopping has been provided by senior ILO specialists located in the Decent Work Team in New Delhi as well as from Geneva. A Project Steering Committee (PSC) and a Project Monitoring and Coordination Committee (PMCC) are regularly held to monitor progress and provide strategic guidance.

Objective, Scope and Methodology of the Evaluation

There are two key **purposes** of the final evaluation: to promote accountability to the tripartite constituents, the donor and key stakeholders, and to promote learning within ILO and among key stakeholders. Five Evaluation Criteria have been identified in the ToR which form the backbone of the Findings section below. The Data Collection Worksheet in Annex 4 identifies 24 Evaluation Questions which have been discussed in Chapter 3 and summarized below. The scope of the evaluation encompasses all activities and components of the project during the whole duration from the start in March 2013 to October 2018. A mix of qualitative and quantitative data have been used, including interviews with key stakeholders and Focus Group Discussions with staff of TVET institutions, NGOs and other stakeholders, as well as observations, critical reflection and triangulation of information acquired.

Findings

The findings will be presented in this section according to the five Evaluation Criteria distinguished throughout this report. Regarding the first criteria, ***Relevance and Strategic Fit***, we found that the projects' objectives and interventions are closely aligned to the National Skills Development Policy (NSDP) 2011 of the Ministry of Education (MoE). In addition, all stakeholders interviewed during the mission in October-November 2018 have indicated explicitly that the focus on Skills Development and TVET Reform is very relevant for Bangladesh at this stage of its development. Other important ministries in the area of skills development are the Ministry of Labour and Employment (MOLE) and the Ministry of Expatriates' Welfare and Overseas Employment (MoEWOE). The organisation responsible for the implementation of the NSDP was the Secretariat of the National Skills Development Council (NSDC-S) under MOLE, but significantly, the council has been replaced by the National Skills Development Authority (NSDA) through the NSDA Act on the 1st of October 2018 and is now under the Prime Minister's Office.

The Employers' and Workers' Organisations have been involved in the project from the beginning, but while Bangladesh Employers federation (BEF) has participated directly in several activities of B-SEP, the trade unions affiliated to the National Coordination Committee for Workers' Education (NCCWE) were much less directly involved. Nevertheless, they all participated in the landmark Dhaka Skills Summit in December 2016. The projects' objectives and interventions are explicitly aligned with the requirements of enterprises in the target sectors through the attention paid to the development of Industrial Skills Councils (ISC), as well as of Public Private Partnerships (PPP) in particular between public TVET institutions and private sector companies. The projects' objectives and interventions are also explicitly aligned with the requirements of workers for access to skills and employment opportunities, especially for disadvantaged groups in the target sectors.

B-SEP's objectives are also closely aligned to ILO's relevant Decent Work Country Programmes (DWCP) for Bangladesh in particular DWCP 2017-2020 (Priority 1). The Project clearly supports and contributes to the overall objectives of the policy of the donor country, Canada, including CIDA's Skills for Employment Programme and presently also remains aligned with GAC's recently adopted Feminist International Assistance Policy (FIAP) which focuses on women empowerment and creating meaningful employable opportunities for young girls and women. The B-SEP project and its activities have contributed further to progress both towards the achievement of SDG 4 on inclusive and equitable quality education and of SDG 8 on Decent Work and Economic Growth. The project also contributed to achieving the objectives of several Outcomes under ILO's 2018-19 Programme and Budget (P&B), in particular Outcome 1 and 6. Lastly, the Project fits clearly with the UNDAF 2017-20 priorities for Bangladesh, in particular Outcome 1.

Regarding *Project Progress and Effectiveness*, it was concluded that, overall, the project has already achieved or is well positioned to achieve the large majority of its targets specified in the Logic Model in the Project Document (PRODOC) of B-SEP. This Logic Model is quite coherent, and includes Outcomes, Outputs, Activities and Targets. It does not include an explicit Theory of Change (ToC), but the new DWCP for Bangladesh (2017-2020) specified two ToC's related to Skills Development. The expected changes from ILO's contributions (under Outcomes 1.1 and 1.2) are seen to be logically linked to the outcomes of the logic model discussed above.

Annex 7 provides a comprehensive overview of the project's results and shows that the project has achieved its immediate objectives to a large extent with an average of over 95 % of achievements on its 30 targets. The project employed a creative way of presenting the achievements up to December 2017 with the "achievements wheel" (see Section 3.2).

Gender issues are generally not automatically addressed in Bangladesh, but the project has made a number of efforts in that regard, such as several female staff members in the project team, clauses in sub-contracts and stimulation of female members in committees, etc. The numerical achievements in terms of gender are relatively modest since the average of the results on the 30 targets is 22.4 % women. It is typically lower when partners, managers, instructors and trainers are targeted (often below 10%), but in five specific cases the gender ratio was between 45 and 85%. The achievements in terms of coverage of disadvantaged groups are mainly confined to one activity concerning design and delivery of specific programmes for persons with disabilities in target sectors where 630 of them were trained (49% women), and where 134 partner staff, managers, instructors and Master Craft Persons, MCP (12% women) were trained. Recently, the project received international awards for disability inclusion and a national award for Employment Support Service (ESS) at a technical training school.

The B-SEP project encountered several important *challenges* in achieving the results, such as political disturbances and agitations, slow bureaucratic processes, no clear plan for the progress of the incorporation of National Technical and Vocational Qualifications Framework (NTVQF) in Technical and Vocational Education and Training (TVET) institutions, slow issuing of certificates to those who completed their (informal) apprenticeships by the Bureau of Manpower, Employment and Training (BMET) under the MoEWOE, and shortage of technical experts to develop competency standards. In contrast, there were also a number of *success factors* in achieving the results, such as the good working relationships maintained by ILO/B-SEP with key stakeholders (in particular MoE), the good participation from the Government when requested for their support driven by the successive National Project Directors (NPD) in the Directorate of Technical Education (DTE) under the MoE, the great willingness to participate shown by the industries, the innovations not foreseen in the PRODOC, such as the Bangladesh Business and Disability Network (BBDN), the Start and Improve Your Business (SIYB) Foundation and the green job innovation.

A large number of changes in the skills system can be attributed mainly to project outputs, such as DTE's budget allocation for NTVQF courses, the fact that Bangladesh Technical Education Board (BTEB) under TMED of the MoE can now independently develop standards and conduct certification, the increased enrolment of students with disabilities, women skilled in non-traditional occupations, and strengthened apprenticeships. Some other pilots and less structural project elements (e.g. PPP, ESS units/Job Centres, ISC's and green jobs) are considered as necessary

and important steps towards better skills systems. For some changes in the skills system it is more difficult to assess in how far it can be attributed to the B-SEP project as there are several other projects being implemented in the area of skills development, some of which are much larger in terms of financing, such as the World Bank/GAC funded Skills and Training Enhancement Project (STEP) and the Asian Development Bank (ADB)/Swiss Development Cooperation (SDC) funded Skills for Employment Investment Programme (SEIP) which are also involved in activities related to Recognition of Prior Learning (RPL), the National Human Resources Development Fund (NHRDF) and the NSDA. As shown in the text of the report the B-SEP project played in each case a very specific facilitating role.

The B-SEP project has maintained throughout a flexible approach and has been responding to changing situations of the country or of constituents' priorities, and some examples are given in section 3.2. The project has made different contributions to achieve the goals set for the NSDP, and one of the biggest achievements was to have the NSDP integrally included in the 7th Five-Year Plan. Currently discussions have been initiated for the inclusion of skills development issues in the 8th Five-Year plan.

Regarding ILO's International Labour Conventions and Standards on skills development and vocational training the most relevant one is Recommendation 195 which has not yet been ratified by the Government of Bangladesh (GoB). Tripartite issues are, in principle, discussed in the Tripartite Consultation Council (TCC) which has not been meeting regularly, and the BEF has recently requested the GoB to reinvigorate it. Furthermore, the project has clearly contributed to achieving relevant outcomes in Bangladesh DWCPs, especially improved skills training and enhanced employability through skill development including for green growth.

The social partners have been involved in project implementation in different ways. Both the Employers' and Workers' Organizations (EO & WO) are members in the Project Steering Committee (PSC) and are thus in principle informed about all activities of the project, and jointly they were involved in organizing the Dhaka Skills Summit. However, the BEF has been involved much more deeply into B-SEP interventions (e.g. through ISCs, BBDN, PPP and apprenticeships), than trade unions who have organised themselves in the NCCWE, representing about five million workers, which is led by a Rotating chairmanship with a rotating secretariat. Regarding capacity building of social partners, B-SEP has implemented targeted programs for EO and WO, and they were for example included in training on managing apprenticeships, SCORE, Gender and Disability inclusion, coordination of ISCs and skills funding.

Although the government has been taking various measures to promote girls' enrolment in the TVET system, a lot more needs to be done to achieve the 40% national target. The B-SEP project has further made progress in several areas; for example, gender considerations have been included in most sub-components of the project and we have seen under achievements that in all except one of the 30 targets identified women did indeed participate, with an overall average level of 22.4 %. Considering the cultural issues involved in gender relations in Bangladesh, this is not an un-substantial level. Gender has been dis-aggregated for all data in all project activities.

The project has made strategic use of coordination and collaboration with other related initiatives to increase its effectiveness and impact especially with the EU-funded Skills21 project of the ILO, the ADB/SDC's SEIP, WB/GAC's STEP and DFID/SDC's Sudokkho projects. In addition, the Skills Development Working Group (SDWG) is co-chaired by the NSDC-S and the ILO, while the

ILO has been leading and organizing the Meeting of Development Partners (DP) in the Skills Sector in Bangladesh for several years now. Lastly, coordination also takes place through the Sector Wide Approach (SWAp) on TVET/Skills sector chaired by the Secretary of TMED.

The project has managed the practice of knowledge management, lessons dissemination and visibility of project branding quite well, especially given that there was no full-time dedicated communications officer in B-SEP. A Communications Plan was developed in of August 2015, books, reports, leaflets and brochures of good quality were produced and distributed, and innovative means were also used (e.g. the 'achievements-circle', videos, green jobs documentary and the photobook on women)

The third Evaluation criteria is *Efficiency of Resource Use*. Considering the large number of achievements summarized before, it can be concluded that in general the project delivered value for money. The different project resources have also been allocated strategically to achieve the expected results. The latest most accurate data are those in the latest annual financial report of B-SEP to the donor indicating the total expenditures from the beginning of the project in 2013 until December 2017 (see Table 1). This shows that the largest budget category consists of actual activities, including subcontracts, seminars and trainings, with over 42% of the expenditures, and another 33% of expenditures was used for the project team with a relatively large number of international staff members. The pace of expenditures was quite low in the first 1.5 years or so during 2013-2014, while it gradually increased in 2015. The majority of expenditures (53%) was done in 2016 and 2017. The budget for the current year 2018 is 15%, of which the majority has already been spent by now (November 2018). On 31 December 2018, a balance is expected of just over US\$ 270,000 which will be used for a possible no-cost extension. The project managed the finances well, with clear yearly Technical Cooperation Progress Reports (TCPR) to the donor. However, the funding rate could be better by predicting earlier to shift funds from one component to another, which is related to the tendency to consider them stand-alone components. Overall, the project funds and activities have been delivered in a timely manner and by now over 95% delivery rate has been achieved.

Relatively substantial resources were allocated strategically in order to mainstream gender-related issues, including the training of women, mainstreaming of the National Strategy for Gender Equality in TVET within three ministries, gender guidelines, gender training to employers, development of Gender Guidelines for TVET administrators, national gender workshop, and training of the 118 TVET institutions under DTE on gender and on gender planning and budgeting. As a result, all TVET institutes under DTE have a Gender Plan and Budget.

The B-SEP project has been collaborating especially with the Skills21 project in sharing some resources, and there were close contacts with projects implemented by others (in particular SEIP, STEP and Sudokkho), and further cooperation is planned for the coming years through the Sector Wide Approach (SWAp) on TVET/Skills.

In general, the *Effectiveness of Management Arrangements* of the B-SEP project was clearly satisfactory. It concerns a large project with a five-year implementation period and a substantial budget of over US\$ 16 million. This required a substantial technical input which was achieved with one CTA for the entire duration, and four international experts each heading one of the four components for at least two years after which the experienced national project staff members could then take over the coordination of these specific components while the CTA maintained

overall continuity. This has been a good *modus operandi*, except that the four components at times were operating independently of each other. Overall, the project received good support from Geneva HQ, from the ILO Decent Work Team in New Delhi (except in the case of gender support), and with ROAP in Bangkok.

The monitoring mechanism set up for B-SEP has been very instrumental for its success, for example it was crucial that the Project Monitoring & Coordination Committee (PMCC) meetings have been held so regularly throughout the five-year project duration, while at the same time there were some initial problems with conducting the Project Steering Committee (PSC) meetings which were solved with the arrival in 2016 of the current TMED Secretary chairing it. Both committees are chaired by the GoB which is crucial because the prioritisation of components and activities in the B-SEP project is established at those committees, and this is therefore an important element of ownership. MOLE was an important part of the project through the involvement of the NSDC. However, since the NSDC will be turned into the NSDA and moved to the Prime Minister's Office (PMO), MOLE is not currently represented in either the PSC or the PMCC. The project also included an M&E system, the Performance Measurement Framework, that collected sex-disaggregated data to monitor results. The MTE commented already in 2016 on the fact that there was no dedicated M&E/Knowledge Management officer, following which the project has made a number of adjustments. In addition, a timely Technical Review was undertaken in August 2018 partly also as input to the development of a concept note for a new project.

Regarding *Impact Orientation and Sustainability*, the B-SEP project has made a number of important inroads, but much progress needs to be achieved as well. It has made a series of clear contributions to TVET reform which are listed in Section 3.5. In addition, TVET Reform and Skills Development have been the subject for tripartite social dialogue, such as at the Dhaka Skills Summit in 2016 and its planned follow-up in March 2019.

As a result of the fact that the project was from the beginning closely aligned to the NSDP of the MoE, ownership of the Project has been increasing over the years especially at DTE and BTEB of the MoE. The secretariat of the NSDC has also demonstrated ownership, while MOLE was important for the Dhaka Skills Summit and for hosting the NSDC, but its role has decreased in the past two years. The ultimate test of ownership and sustainability is when the government is able to arrange for dedicated budgets involving of course the approval of the Ministry of Finance, for example to upscale NTVQF, to make the stipend program universal, and to enhance capacity building of DTE and its TVET institutions.

Although the Project does not have an exit strategy per se, it has developed an innovative strategy to ensure sustainability once the project ends by means of the Sustainability Workshop and the measures announced there (see section 3.5). Generally, the project's knowledge and experience seem to have been effectively transferred to the national partners as is evident from the analysis in the present chapter. However, it also depends on the capacity to follow up on Project results, which differs substantially among the various national partners and stakeholders involved.

The *Mid-Term Evaluation (MTE)* was completed in September 2016 and the evaluation report was approved by the EVAL department in Geneva in February 2017. By that time, it was a bit late to implement some of the recommendations, such as a complete revision of the LogFrame. In the table included in section 3.6 a summary is given of the recommendations and of the responses by the B-SEP project as summarized by the evaluators from different sources.

Recommendations

- 1) **Continue activities on skills reform** as it is no less relevant now than it was at the inception of B-SEP, and thereby **continue to ensure support over longer periods of time** from the TVET-R project through B-SEP to future interventions to allow for full development of strategies and capacities and to further enhance productivity and economic growth.
- 2) **Involve more actively the different trade union platforms** especially NCCWE, and thereby **explore the Model that ILO's Ready-Made Garments (RMG) project has developed for the involvement of the trade unions through the setting up of the Workers Resource Centre (WRC).**
- 3) **Provide support to the implementation of the recently passed Acts on NSDA and BTEB** in October 2018, and **continue to provide capacity building to NSDA, DTE, BTEB and BMET** in implementing their programs, and **explicitly coordinate with other donors** (e.g. ADB/SDC in the case of the NSDA, but also e.g. ADB on NHRDF and the WB/GAC on RPL).
- 4) **Liaise with BEF to continue support, including capacity building, of the 20 ISCs** (13 existing one and seven ISCs to be set up in the coming period) to be coordinated with ADB/SDC, and to **enhance awareness among the private sector of potential opportunities through ISCs and PPP**, and for example learn from the PPP pilots.
- 5) **Continue to use and improve the ILO B-SEP modality**, as several stakeholders indicated that B-SEP has shown more impact than other skills interventions with higher budgets, in particular investigate the cost-effectiveness of the relatively high number of international staff, and of the modality to have international staff work together from the beginning with national staff benefiting both in terms of learning, so that halfway through the project the national staff can lead activities on their own.
- 6) **Make sure to provide budget for (part-time) staff dealing with M&E, Communication and Knowledge Management.** Investigate ways of resource sharing with other (ILO) projects in these areas.
- 7) **Continue the regular conducting of monitoring committees such as the PSC and PMCC**, and maintain the good working relationships with key stakeholders, in particular MoE/DTE, NSDA, BEF, and others. Furthermore, **continue to co-chair the SDWG with the NSDC-S (or NSDA) and to lead the Meeting of DPs** in the skills sector in Bangladesh to ensure cooperation and collaboration among the relatively large number of skills development initiatives in order to avoid duplication of efforts or overlap of programs.
- 8) **Make sure to include in follow-up interventions the best practice of the Sustainability Workshop;** it has been considered in the above as a kind of Exit Strategy for the B-SEP programme as a whole. Support the implementation of the findings of the Sustainability Workshop, in particular to set up a Cell in DTE to develop a sustainability plan and implement and monitor it.
- 9) **Investigate ways in cooperation with BTEB and A2i to increase the linkages to industries** (BEF, ISC, PPP, and local chapters of employers' organisations) **in formal and informal apprenticeship programs.**
- 10) **Continue the consultation with the donor, GAC, for another phase of intervention** considering expanding public infrastructure development and future of work due to changing technology and automation and the enhanced attention for gender (cf. Recommendation 11).
- 11) **Align possible new interventions jointly to be undertaken with Global Affairs Canada to their new policy called 'Feminist International Assistance Policy' (FIAP),** where gender equality is no longer a cross-cutting issue but a major priority, with a focus on empowerment of women and the needs of women and girls. The next phase of intervention

will mainly focus on the skills policy with gender target, gender mainstreaming in skills system and on the skills needed in response to changing technology and increasing trade.

- 12) Identify, support and scale up the effective interventions directed at Persons with Disabilities**, for example through BBDN, Access Bangladesh and Parents Forum for the Differently Abled (PFDA).

Lessons Learned and Good Practices

Finally, from the experience gained by evaluating the B-SEP Project in Bangladesh in the present report three Lessons Learned (LL) and our Good Practices (GP) have been compiled as follows:

- LL1: The project structure with four components leads to stand-alone sub-projects and loss of oversight in the B-SEP Project.
- LL2: While much progress made in the past five years make a positive story of the government's commitment to skills reform, inordinate delays in providing adequate staff and slow progress on various legislations and on providing dedicated budgets for certain activities, create challenges for skills reform in gaining momentum.
- LL3: Contrary to the government's and the employers' positive response to disability inclusion, it is challenging to create enthusiasm among them to take concrete steps towards strengthening gender mainstreaming in the TVET system as well as in the workplace.
- GP1: The use of the so-called 'Sustainability Workshop' towards the end of the project period as a kind of exit strategy is a Good Practice to be followed by many other projects.
- GP2: The landmark Dhaka Skills Summit organized in December 2016 was a Good Practice of Tripartite Cooperation.
- GP3: The use of ILO's flagship programme of SIYB and registering the so-called "SIYB Foundation of Bangladesh" officially is a Good Practice to be replicated elsewhere.
- GP4: Disability inclusion.

1 Introduction

The present Evaluation Report is mandated by the Terms of Reference (ToR) for the Final Independent Evaluation of the project “Bangladesh Skills for Employment and Productivity (B-SEP).” (see Annex 1). In this report we will firstly summarize the background and context of the B-SEP project, followed by its purpose, scope and clients. In Chapter 2 the purpose of the evaluation and the methodology used will be explained. The actual evaluation exercise consists of the analysis of the evaluation criteria and evaluation questions in Chapter 3. These findings are summarized in the Concluding Section 4.1, while the recommendations are the subject of Section 4.2. The final Chapter 5 presents several Lessons Learned and Good Practices.

1.1 Background and Context of the B-SEP project

Context

Bangladesh – a low income developing country set to officially graduate to the rank of a lower middle-income country by 2024 – has been taking many steps to promote economic and social development and it has recorded significant progress over the years. Despite this, many development challenges continue to face the country. Promoting growth and opportunities for productive employment are among the key priorities for the labour surplus economy that requires not only more investments but also a skilled workforce. The lack of skilled workers remains a major challenge along with weak governance and institutional capacity of the skills development systems, which combine to inhibit economic advancement and impede the acceleration of growth.

The 7th Five Year Plan (2016-20) of the Government of Bangladesh (GoB) acknowledged the importance of skills in promoting productivity and economic development and the contribution that the private sector and non-government organizations can make in filling the skills gap in growth sectors. Bangladesh was also one of the four pilot countries under the Human Resource Development pillar of the G20 Multi-Year Action Plan on Development that requires international organizations to work together to support countries in developing employment-related skills that are better matched to employer and market needs in order to attract investment and decent jobs. Under this initiative, the Technical and Vocational Education and Training (TVET) and skills system in Bangladesh are undergoing a process of reform.

The project implemented by the International Labour Organisation (ILO) entitled ‘Bangladesh Skills for Employment and Productivity’ (B-SEP) was designed against this context with the aim to respond to the identified needs and complement existing efforts of the development partners. The project supported the Decent Work Country Programme (DWCP 2014-2017) outcome BGD 101 – Improved skills training contributes to increased employability and livelihoods. B-SEP follows up on the work done under the ILO-EU TVET Reform Project (2008-15) that helped addressing many of the structural weaknesses in the national skills system. Fundamental to this has been the development of the 2011 National Skills Development Policy (NSDP) which provides a firm foundation for the future development of skills in Bangladesh. B-SEP follows up on the work done with respect to this Policy under the EU-funded TVET Reform Project (2008-15) implemented by ILO, as a result of which many of the structural weaknesses in the national skills system could be addressed. The Document “National Skills Development System in Bangladesh 2015” is the document linking the TVET-R and the B-SEP project.

Objectives of the Project

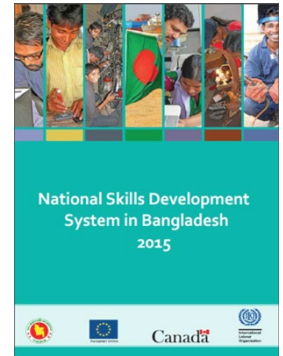
B-SEP *aims to* create a better trained and qualified workforce with increased economic opportunities in five target sectors to contribute to decent work, poverty reduction, and social inclusion in Bangladesh. This is envisaged to be achieved through three *immediate project objectives* as follows:

Addressing the enabling environment of policies and institutions:

- 1) Increased capacity and effectiveness of policy, systems and institutional arrangements that improve the skills system;
- 2) Improved mechanisms, programs and services that strengthen the links between the demand and supply of skills in target sectors;

Addressing improved access to skills training & employment for disadvantaged groups:

- 3) Increased access to skills programs and employment opportunities for disadvantaged groups in the target sectors.



Skills development at various qualification levels is delivered by 22 ministries, albeit in a fragmented manner. The main public providers of technical vocational education and training (TVET) are the Directorate of Technical Education (DTE) under the Ministry of Education (MOE); the Bureau of Manpower, Employment, and Training (BMET) under the Ministry of Expatriates' Welfare and Overseas Employment (MoEWOE); the Ministry of Industries; the Ministry of Youth and Sports; the Ministry of Women and Children Affairs; the Ministry of Social Welfare; and the Ministry of Agriculture. The Bangladesh Technical Education Board (BTEB), also under the MOE, is the apex body responsible for quality assurance through accreditation of training providers, curriculum development, and certification.

The Bangladesh Skills for Employment and Productivity (B-SEP) Project is funded by the Government of Canada and is implemented by ILO Dhaka. This five-year Project commenced in December 2013 and will end in December 2018. The Grant Arrangement between ILO and at that time the Canadian International Development Agency (CIDA) was signed in March 2013 and covers the five-year period from March 2013 to March 2018. CIDA later became the Department of Foreign Affairs, Trade and Development (DFATD), and now is called Global Affairs Canada (GAC). The total budget for the grant was CAD 19.5 Million delivered through yearly disbursements and with the changing exchange rate this turned out to be US\$ 16.2 Million. The Project was officially approved by the Government of Bangladesh in October 2013, and the so-called Technical Project Proposal (TPP, the Government's parallel document to the Project Document) was approved by the Government in April 2014.

Project description

The B-SEP Project aims to improve the national enabling environment for industry skills development and the increased employability of young and adult women and men. It targets government agencies and their staff, employers, workers, training institutions, students and trainees with a particular focus on disadvantaged groups in the labor market. It aims to enhance the market-relevance and effectiveness of the national TVET and Skills Development system, allowing for better quality, more access and an improved capacity to provide and sustain demand driven services.

Related to the three objectives mentioned above, the project has been implemented along the lines of the following *four components*:

- 1) Skills Funding, Planning and Support Services (related to immediate objective 1);

- 2) Competency Based Training and Assessment (CBTA) Quality and Relevance (related to immediate objective 2);
- 3) Industry Skills Development (related to immediate objective 2); and
- 4) Improved Access to Skills (related to immediate objective 1).

For further details of these components reference is made to see Annex 7.

Target groups/beneficiaries/stakeholders

The *direct beneficiaries* under the project can be categorised under the following groups:

- ✓ Staff of Partner Organisations: Those include managerial and administrative staff of government agencies, education and training providers, enterprises and industry organisations and NGO partners who participate in various system wide and programme specific activities.
- ✓ Instructors, trainers & Master Crafts Persons (MCPs): Those include technical staff of institutions and enterprises involved in training and assessment.
- ✓ Workers & Market Entrants: These include workforce members or candidates (workers, job seekers and market entrants) who received training, certification, employment services and/or other direct support under this project.

There are also *indirect beneficiaries* of the project and the PRODOC made a conservative estimate of over 100,000 additional beneficiaries. Annex 7 provides an overview of such indirect beneficiaries by activity.

The key stakeholders in the B-SEP project are:

- Directorate of Technical Education (DTE) under the MOE
- Bureau of Manpower Employment and Training (BMET) under MoEWOE
- Bangladesh Technical Education Board (BTEB) under the MOE
- National Skills Development Council (NSDC) under the MOLE
- Employer Organizations, Industry Bodies and Industry Skills Councils
- Workers groups
- National and International NGOs
- Private sector enterprises

The *five target sectors* for the project are Agro-Food Processing, Tourism and Hospitality, Pharmaceuticals, Ceramics and Furniture Manufacturing. The *geographical areas* covered by the project are fairly widespread; although most activities took place in the capital, Dhaka, because most key stakeholders are based there, but selected activities also took place in most of the Divisions (in particular in the Divisions of Khulna, Chittagong, Barisal, Rangpur and Sylhet).

Management arrangements

Project management arrangements operate at different levels throughout the project. In terms of project staffing, the project is directly managed by the Chief Technical Advisor (CTA) who reports to the ILO Country Director in Dhaka; the CTA is supported by a national program officer, an admin officer and a finance officer. Four other international fixed-term experts manage the activities in the four components. Each component manager is supported by a national program officer and share a secretary with one other component. Day-to-day administrative matters are dealt with by the ILO programme office in Dhaka under the management of the ILO Country Director. Technical backstopping is provided by senior ILO specialists located in the Decent Work Team in New Delhi. Technical backstopping inputs from Geneva was in particular provided by ILO's EMP/SKILLS Department.

A Project Steering Committee (PSC) was established to monitor progress and provide strategic guidance. The PSC is chaired by the Additional Secretary for Development in the Ministry of Education (MOE). It also consists of employer and worker representatives, GAC, the ILO office in Dhaka and other representatives as required. A Project Monitoring and Coordination Committee (PMCC) was also established to meet on a monthly basis and address operational issues. The PMCC is chaired by the National Project Director (NPD) of the DTE, who is the key government counterpart for the project.

Logical Model and Theory of Change (ToC)

The Project Document (PRODOC) of B-SEP does not include an explicit Theory of Change, and also in later documents there is no mention of a ToC (e.g. in Monitoring and Evaluation Plan of 2014, MTE of 2016 and Technical Review of August 2018; see below). The PRODOC does include a descriptive Project Rationale (2012: 17-21) as well as a Logic Model. This model shows the expected results of the project, in terms of ultimate, intermediate and immediate outcomes:

- ✓ Ultimate Outcome: A better trained, qualified and competent workforce with increased economic opportunities
- ✓ Intermediate Outcomes:
 - 1) Improved enabling environment for increased skills development & employment to support higher value economic growth in Bangladesh
 - 2) Improved planning, coordination & delivery of demand driven, equitable and gender sensitive competency-based training programs for key workforce segments in Bangladesh
- ✓ Immediate Outcomes:
 - 1) Increased capacity and effectiveness of policy, systems and institutional arrangements that improve the skills system
 - 2) Improved mechanisms, programs and services that strengthen the links between the demand and supply of skills in target sectors
 - 3) Increased access to skills programs and employment opportunities for disadvantaged groups in the target sectors

This Logic Model further includes the detailed proposed activities and outputs that are required, and these are all included in Annex 5.

The new DWCP for Bangladesh (2017-2020) does have explicit Theories of Change (ToC), in fact it has no less than 8 ToC's, one for each of the eight Outcomes. Skills Development is covered under Country Priority 1, and under outcomes 1.1 and 1.2 (see Annex 6). Therefore, there are two ToC's which cover the area of Skills Development and these have been included in Annex 8.

The narrative of the ToC for Country Priority 1 starts with the assessment that slow employment growth and low productivity continue to be major challenges facing the country and therefore a focus on this priority in the present DWCP is called for. The first outcome under this priority (1.1), namely progress towards *“Bangladesh jobs strategy formulated for skills development and job creation with higher productivity and in green industries especially for young men and women”* is expected to incorporate the formulation of strategies for job creation which will involve structural transformation of the economy with a focus on transitioning to greener growth industries. This will ensure progress in line with ILO convention 122 which emphasize the need for employment policy.

Enhancement of productivity and employability through skill development including for emerging green industries and climate smart agriculture is of overriding importance and therefore TVET related issue is posted as a separate outcome (1.2) under this priority, entitled “Accessibility of TVET system aligned with National Skill Development Policy (NSDP) especially for women, disadvantaged groups, people with disability and ethnic groups and in view of introducing skills in emerging technology for climate resilient green growth.” The outcome highlights the access to TVET by women, disadvantaged groups and indigenous people. This outcome, implants equality, social justice and environmental sustainability into the priority of employment which would otherwise be solely growth oriented. However, mere access to TVET is not sufficient. Quality of skill imparted is equally important. Growth of employment with higher productivity leads to inclusiveness of growth resulting in poverty reduction. This is expected because higher productivity is likely to exert a positive influence on real wage.

The analysis of challenges in the previous section has mentioned that during the last 3-4 years, real wage has been stagnating. Growth of real wage not only results in direct poverty reduction but will also have positive impact on aggregate demand which in turn will boost economic growth and can produce a multiplier effect on reduction of inequality and poverty. The Seventh Five Year Plan of the GoB focuses on employment growth as the development goal. Priorities which can lead to employment generation with rising productivity must be correctly chosen because growth of more productive employment can lead to growth of wage and earning, essential for ‘decent employment’ and as emphasized in SDG10. This concern makes the choice of skill as pertinent.

Mid-Term Evaluation (MTE) of September 2016 and Technical Review of August 2018

The Mid-Term Evaluation (MTE) indicated (among other things) that:

“...the project, notwithstanding the unintended delays in implementation, provided a good value for money and...has made appreciable progress toward achieving its set target through activities of the four components. The fundamental premise of the project... is valid and sound. In terms of relevance and strategic fit, it noted that programme objective is in line with the National Skills Development Policy – 2011, especially with the NSDP’s major objective: ‘Improve access to skills development for various groups of citizens including women and people with disabilities, encourage participation in skills development by industry organizations employers and workers and improve skills acquisition in communities’. However, the logic model presented in the project document fell short in specifying the immediate objectives and thus articulating the causal relationship between the objectives, outputs and eventual outcomes”.

The complete list of all the 14 Recommendations of the MTE is included in Annex 10. The present Final Independent Evaluation has investigated in how far the project managed to respond to the recommendations and suggestions by the MTE (see Section 3.6).

In addition, a so-called ‘Technical Review’ was recently (August 2018) undertaken by a Canadian consultant contracted by the ILO in consultation with and with consent of the donor. It had two main purposes: 1) To assess progress made against the project’s objectives, particularly since the mid-term evaluation in 2016, and identify lessons learnt regarding effective interventions; and 2) To identify areas for potential further interventions to address gaps in skill development reforms and to expand effective approaches in key regions. This review is not a formal evaluation and as such does not address questions of design validity or efficiency of resources use. The relevant conclusions and recommendations have been included in the analysis in Chapter 3.

1.2 Purpose, Scope and Clients of the Evaluation

Purpose and Objective of the Evaluation

Given the scale of the project, ILO evaluation policy guidelines for result-based evaluation requires an evaluability assessment to be undertaken during year one of the project and two independent evaluations (mid-term and final) be undertaken under the auspices of the ILO Evaluation Unit. The Evaluability Assessment was conducted in October-November 2014, after one year of implementation and the Independent Mid-Term Evaluation was carried out in July-September 2016. The present report concerns the final independent evaluation.

There are two key *purposes* of the final evaluation:

1. to promote accountability to the tripartite constituents, the donor and key stakeholders,
2. to promote learning within ILO and among key stakeholders.

The evaluation findings will be useful in guiding implementation of similar interventions in the future.

The *specific objectives* of the evaluation are:

- a) Assess the project implementation effectiveness including the extent to which the project's intermediate objectives and results (including intended and unintended, positive and negative results) have been achieved, and effectiveness of management arrangements;
- b) Assess the project implementation efficiency;
- c) Assess the impact and sustainability and Identify factors (including challenges, opportunities) that enable the sustainability, particularly of the national stakeholders in Bangladesh;
- d) Provide recommendations and describe lessons learned and good practices that could be replicated.

In addition, the evaluation is expected to (a) recommend how the relevant initiatives piloted can be taken forward (such as by the Skills 21 project), and (b) document lessons to inform the next phase of the skills project formulation.

Scope of the Evaluation

The evaluation encompasses all activities and components of the project during the whole duration from the start in March 2013 to October 2018. The evaluation covers the main geographical coverage of the project, including counterparts and beneficiary institutions located in Dhaka and in field locations within the country. The evaluation addresses overall issues of project relevance, progress/achievements and effectiveness, efficiency in the use of resources including effectiveness of the programme management arrangements and impact and sustainability of the project interventions. The evaluation also examines the programme's performance in relation to the ILO's cross-cutting issues, namely - ILO standards, social dialogue, tripartism, gender & non-discrimination, disability inclusion and environment.

Clients of the Evaluation

The *primary* clients of the evaluation are the ILO constituents in the Country, the main national project partners, and stakeholders such as:

- Ministry of Education (MoE):
 - Directorate of Technical Education (DTE) of the Technical and Madrasah Education Division (TMED)

- Bangladesh Technical Education Board (BTEB) also of TMED
- Ministry of Labour and Employment (MOLE):
 - National Skills Development Council and Secretariat (NSDC-S)
- Ministry of Expatriates' Welfare and Overseas Employment (MoEWOE): Bureau of Manpower, Employment and Training (BMET)
- Employers Organizations in Bangladesh: Bangladesh Employers' Federation (BEF)
- Workers Organizations in Bangladesh: National Coordination Committee of Workers Education (NCCWE)
- Industry Skills Councils (ISCs)
- National implementing organizations including NGOs, and in particular also the 118 public TVET Institutions under DTE (64 Technical School and Colleges-TSC, 49 Polytechnic Institutes and 5 other training institutes) which are involved in each of the four components of the B-SEP project (respectively through Employment Support Services (ESS), National Technical and Vocational Qualification Framework (NTVQF) courses, Public Private partnerships (PPP) and enrolment of Persons with Disabilities.
- ILO Country Office in Dhaka
- ILO Decent Work Technical team in Delhi, the ILO Regional Office in Bangkok (ROAP) and ILO HQ Geneva
- Donor: Global Affairs Canada (GAC).

The *secondary* clients are the ILO's Governing Body and other units within the ILO that indirectly benefit from the knowledge generated by evaluations.

Limitations

The large, five-year B-SEP project involves a large number of stakeholders and partners, as well as a large number of project locations spread throughout Bangladesh. In view of the limited time available for the evaluation mission not all of these stakeholders and locations can be interviewed or visited separately. Therefore, a selection had to be made of those stakeholders most involved in the project (see under 'Clients' in the above), while the selection of field locations will be further explained below in Chapter 2.

The transport workers' strike on October 28-29, 2018 resulted in the cancellation of the scheduled field visit to the Rangpur Division due to the UNDSS security advisory postponing all field visits outside of Dhaka. This visit was scheduled to witness developments on PPP/ESS (Component 1) and self-employment in green jobs (Component 4), but the consultants were able to witness such developments in other visits as well, for example:

- on PPP/ESS: through the visit to the Graphic Arts Institute, and through the Focused Group Discussion (FGD) on this subject;
- on green jobs: through the visit to Access Bangladesh, and through the Focused Group Discussion (FGD) on this topic.

In addition, this allowed for visiting instead on 31 October 2018 the important Working Group on Skills Development of the Development Partners, as well as ARISTOPHARMA Ltd., a Pharmaceuticals factory, on Apprenticeship training (see for further details Annex 3). The visit to the Sylhet Division was undertaken by the National Consultant on 10-11 November 2018.

2 Methodology of the Evaluation

2.1 Conceptual Framework: Data Collection Worksheet

The present Final Independent Evaluation (FIE) of the B-SEP project is based upon the ILO's evaluation policy and procedures. The ILO adheres to the United Nations system's evaluation norms and standards as well as to the OECD/DAC Evaluation Quality Standards. The ILO uses a conceptual framework that is consistent with Results-Based Management (RBM) and addresses the following five Evaluation Criteria as specified in the ToR (see Annex 1):

- 1) Relevance and Strategic fit of the Project,
- 2) Project Progress and Effectiveness,
- 3) Efficiency of Resource Use,
- 4) Effectiveness of Management Arrangements,
- 5) Impact Orientation and Sustainability

Data Collection Worksheet

The ILO Template for the 'Data Collection Worksheet' describes the way that the chosen data collection methods, data sources, sampling and indicators will support the evaluation criteria and questions. The template consists of a series of elements of which the most important ones are included in Annex 4, notably Evaluation Questions and Criteria/Indicators, Sources of Data and Method, while one additional element, stakeholder interviews, is also included because it is an important element in this particular evaluation. The other elements in the worksheet template are for ease of reference left out of Annex 4 because they provided the same answer for each and every Evaluation Question in this particular assignment; these elements are as follows:

- Who Will Collect? The evaluators will collect all the data.
- How Often? During the interviews scheduled.
- Cost? The cost of the evaluation is a given total in this case and cannot be distributed among evaluation questions.
- Who will analyze? The evaluators will analyse all the data collected.

So, for ease of reference Annex 4 is used, while the complete Data Collection Worksheet is included in the Inception Report (see Annex 2).

2.2 Methodology, Work Plan and Key Deliverables

The evaluation complies with evaluation norms, standards and follow ethical safeguards, as specified in the ILO's evaluation procedures. The ILO adheres to the United Nations system of evaluation norms and standards as well as to the OECD/DAC Evaluation Quality Standards.

Methodology

The methodology of the present final independent evaluation is mixed, with both qualitative and quantitative methods employed. The methods selected drew on both subjective and objective sources of data; objective data are gathered especially from written documents and databases (including financial ones), while subjective data are for example the opinions of the individual stakeholders interviewed which have subsequently been cross-checked with each other, as well as with the impressions gained in visiting the stakeholders' working environment and in visiting field locations. All data collected were triangulated and discussed among the evaluators, and this

resulted in a balanced and insightful report. Data have been disaggregated by sex where possible and appropriate.

The methodology for collection of evidences was implemented in three phases:

- 1) An inception phase based on a review of existing documents to produce the inception report (Annex 2);
- 2) A fieldwork phase to collect and analyse primary data; and
- 3) A data analysis and reporting phase to produce the final evaluation report.

The gender dimension was considered as a cross-cutting concern throughout the methodology, deliverables and final report of the evaluation.

The documents reviewed in the first phase include the ones in the list given in Annex 12. This first phase further includes the correspondence and discussions held with the evaluation manager and the project team in Dhaka, as well as the drafting and finalizing of the Inception Report.

The second phase concerned a field mission to Bangladesh to consult with the relevant ministries, the tripartite partners, the donor, and a selection of the implementing partners, beneficiaries and other key stakeholders; a list of persons interview and the mission program is added as Annex 3. This phase also included originally two field trips, one to Panchagarh, Nilphamary and Gaibandha, all in Rangpur Division in the North-West, and the other to Moulvi bazar in Sylhet Division in the North-East. The reasons to select these sites included:

- Concentration of different interventions of the four components, so that one can review as many interventions as possible in these locations in a short period of time:
 - In Sylhet Division (Moulvi Bazar) there are training programs (NTVQF Component 2 and apprenticeship Component 3);
 - In Rangpur Division there are programs on PPP/ESS (Component 1) and self-employment in green jobs (Component 4).
- Accessibility by air and road;
- Security reasons;
- To avoid the areas (i.e. Chittagong Hill Tracts) requiring special permission for foreigners to visit which takes a long time, and which would include significant security risks.

However, as we have seen in the previous chapter, the visit to Rangpur Division had to be cancelled following the advice of UDSS. The visit to Sylhet Division was undertaken by the national consultant on 10-11 November 2018.

On the last day of the mission (Thursday 8 November 2018), the evaluators presented a PowerPoint with the preliminary findings. The main stakeholders used this opportunity to provide their comments on these findings.

The third phase concerned the writing of the draft evaluation report, which was shared with all relevant stakeholders and a request for comments was asked within a specified time, after which the consultants evaluated the comments and considered them for inclusion in the final report.

A plan for a *critical reflection process* and for quality communication and reporting of evaluation outcomes, was detailed as follows:

- The two weekends during the mission period were used as much as possible to critically reflect on the interview notes so far, to peruse newly received documents and to prepare the first draft of the PowerPoint presentation.
- The Project team was requested to peruse the PowerPoint presentation after it has been completed on Wednesday 7 November by the two evaluators, and they provided comments which were mainly included in the final PowerPoint.
- The key stakeholders were invited for a stakeholder workshop where the evaluators presented their preliminary findings after which stakeholders provided comments.
- The donor also attended the stakeholder workshop and was requested to provide their initial comments on the PowerPoint in writing.
- A debriefing with the ILO Country Director and the Project Team Leader was held on Thursday 8 November immediately before the Stakeholder Workshop.

Key Deliverables

The following key deliverables were provided:

- ✓ **Deliverable 1:** Inception report (see Annex 2). This report included among other elements the *Data Collection Worksheet* with the evaluation questions and data collection methodologies and techniques, making provisions for the triangulation of data where possible.
- ✓ **Deliverable 2:** Stakeholder workshop (see Annex 3). The evaluators conducted a stakeholder workshop in Dhaka to present their preliminary findings by means of a PowerPoint Presentation, and to validate information and data collected through various methods. The stakeholder workshop was organized by the project team in coordination with the Consultants at the end of the evaluation mission on Thursday 8 November 2018.
- ✓ **Deliverable 3:** First draft evaluation report. The evaluation report includes action-oriented, practical and specific recommendations assigning or designating audiences/implementers/users. The draft evaluation report was prepared as per the relevant ILO Checklist. The first draft evaluation report was improved by incorporating, where deemed relevant, the comments and inputs by the evaluation manager, as well as by the key stakeholders.
- ✓ **Deliverable 4:** Revised and Final evaluation report with the Evaluation Summary (in the standard ILO format). The evaluators incorporated comments received from ILO and other key stakeholders into the final report.

Management Arrangements and Quality Assurance

The management arrangements are provided in detail in the ToR (Annex 1). Mr. Arun Kumar, DWT-ILO BKK, was designated to manage this independent evaluation with oversight provided by the ILO Evaluation Office in Bangkok. Dr. Theo van der Loop is the independent international consultant and will act as the team leader, and Mr. Wajid Hasan Shah is the national consultant and will act as team member. The evaluation team reported to the evaluation manager. The project team handled administrative contractual arrangements with the evaluators and provided any logistical and other assistance as required.

Work Plan

The duration of the entire evaluation was scheduled from 10 October to 31 December 2018, with a total number of working days for the Evaluation team leader of 28 working days and for the evaluation team member of 18 working days. The field mission in Bangladesh was conducted from 24 October to 8 November 2018.

The Work Plan of the evaluation exercise is as follows:

Phase	Responsible Person	Tasks & Activities	Days Team L	Days Team M	Dates in 2018
1	Consultants/ Evaluation Manager/ Project Team	Start of Contracts: Correspondence with evaluation manager and Project Team ; Desk Review	6	3	10 October
	Consultants	Submission of Inception Report			26 Oct.
	Consultant	Travel to Dhaka			22-23 October
2	Consultant in Bangladesh	Consultation with ILO Country Director, project team and other ILO staff in Dhaka	1	1	24 October
		Consultation with key stakeholders and project partners,	9	9	25 October to 6 November
		Prepare Preliminary Findings PowerPoint presentation to key Stakeholders at workshop, and Debriefings in-country	2	2	7 – 8 November
	Consultant	Travel to The Netherlands			9 - 10 November
	National Consultant	Field visit to Moulvi Bazar, Sylhet Division		2	10-11 November
3	Consultant	Prepare draft report, including the incorporation of comments from stakeholder presentation	7	1	12 - 25 November
4	Evaluation Manager	Share the draft report with all concerned stakeholders for comments for one week			26 November
	Evaluation Manager	Receiving and Consolidating the stakeholders comments			5 December
	Consultant	Finalize the report with comments from stakeholders and management responses	3		8 December
Total			28 Days	18 Days	

3 Overall Findings

The Final Independent Evaluation of the project entitled “Bangladesh Skills for Employment and Productivity (B-SEP)” was based on the OECD/DAC evaluation criteria, and in the previous chapter five Evaluation Criteria have been identified which will be discussed in depth in the present chapter (Sections 3.1 – 3.5). These criteria have been investigated with the help of the Evaluation Questions identified in Section 2.1 (Annex 4), and these questions are summarized below in bold. The last section (3.6) discusses the Recommendations made by the MTE in 2016.

3.1 Relevance and Strategic Fit

1) Are the projects’ objectives and interventions aligned with the needs and priorities of the tripartite constituents?

The relevance of the B-SEP Programme has been very high from the beginning as it was closely aligned to the National Skills Development Policy (NSDP) 2011 of the MoE, especially with NSDP’s major objective:

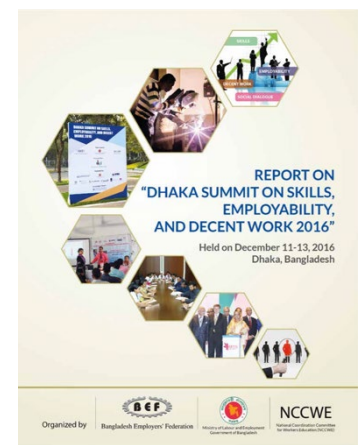
‘Improve access to skills development for various groups of citizens including women and people with disabilities, encourage participation in skills development by industry organizations employers and workers and improve skills acquisition in communities’ (NSDP 2011: 3).

The MTE had also found in 2016 that “The fundamental premise of the project, i.e., developing skills and thus creating income generating opportunities for youth, and raising productivity is valid and sound.” (2016: 23). In addition, all stakeholders interviewed during the mission in October-November 2018 have indicated explicitly that the focus on Skills Development and TVET Reform is very relevant for Bangladesh at this stage of its development, and all stakeholders also stressed that the relevance is still as valid as before and that a lot still needs to be done.

Apart from the MoE, there are 22 other ministries in Bangladesh dealing in some way or other with skills development. However, the consensus is that the MoE is responsible for the majority of the work (some say 65 to 70%). Other important ministries in this area are the Ministry of Labour and Employment (MOLE) and the Ministry of Expatriates’ Welfare and Overseas Employment (MoEWOE). ILO’s official government constituent, MOLE, was in particular involved through the work of the Secretariat of the National Skills Development Council (NSDC); significantly, the National Skills Development Authority (NSDA) Act of 2018 has been passed in the parliament on the 1st of October 2018 converting the Council under MOLE into the NSDA under the Prime Minister’s Office (PMO). The involvement of MOLE in the project has thereby been substantially reduced.

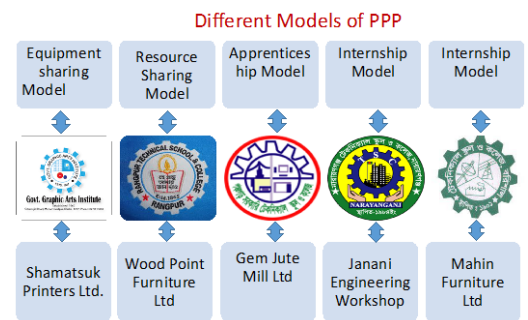
The Employers’ and Workers’ Organisations have been involved in the project from the beginning, but while Bangladesh Employers federation (BEF) has participated directly in several activities of B-SEP, the trade unions affiliated to the National Coordination Committee for Workers’ Education (NCCWE) were much less directly involved. Nevertheless, they all participated in the landmark Dhaka Skills Summit:

- The Tripartite Partners of the ILO jointly organized the Dhaka Skills Summit in December 2016.



- It was inaugurated by the Honourable Prime Minister of the GoB and attended by ILO's Director General.
- It was the venue for the announcement of the Dhaka Skills Declaration 2016 by the tripartite constituents.
- It witnessed the formal inauguration of the Bangladesh Business & Disability Network (BBDN).

The extensive participation in this summit of the BEF as well as of individual private enterprises is a clear manifestation of the great importance given by enterprises to skills development. The projects' objectives and interventions are furthermore explicitly aligned with the requirements of enterprises in the target sectors through the project's immediate project objective 2 and component 2 and 3, and through the attention paid to the development of Industrial Skills Councils (ISC) and Public Private Partnerships (PPP). BEF indicated that PPP's have been received with scepticism by the private sector, partly because as a result of bureaucratic procedures it is difficult to invest your money with the public sector, and also partly because of a lack of leadership on the side of the government preventing the development of a certain level of confidence in the private sector. At the same time, DTE indicates there are hundreds of agreements registered between public TVET institutions and private sector companies, for example the Graphic Arts Institute (GAI) has seven MoU's with seven companies in creative sectors and IT; they share equipment and machinery, and students learn practical knowledge from the industry. PPP's do come in different models and five models are explained in the Box on this page with examples from the B-SEP project.



The projects' objectives and interventions are also explicitly aligned with the requirements of workers for access to skills and employment opportunities, especially for disadvantaged groups in the target sectors, through the project's immediate project objective 3 and component 4.

2) Was the project approach in line with national development framework and the priority identified in DWCP for 2012 – 2015 (CPO BGD 101) and also in DWCP 2017-2020?

As indicated in the above, the project approach was clearly in line with the NSDP 2011. B-SEP's objectives are also closely aligned to ILO's relevant Decent Work Country Programmes (DWCP) for Bangladesh:

- a. DWCP 2012-2015: Outcome 101 – Improved skills training contributes to increased employability and livelihoods.
- b. DWCP 2017-2020: Priority 1: Effective employment policies to enhance employability through skill development including for green growth; See especially the Outcomes 1.1 and 1.2 as further detailed in Annex 6.

3) Were the project interventions in line with goal of CIDA Skills for employment programme?

The Project clearly supports and contributes to the overall objectives of the policy of the donor country, Canada, including CIDA's Skills for Employment Programme (SFE) and the focus on gender and disability inclusion as cross-cutting issues (see also MTE 2016). The proposal is aligned with the vision presented in the CIDA SFE guidelines, which focuses on young people

entering the workplace as well as adult workers having access to skills programs that is demand-driven, equitable, and sustainable. The project is specifically aligned with the goal presented in the CIDA SFE guidelines, which is to increase access to quality skills for employment training, in particular for poor women and youth, as part of the CIDA thematic priority of supporting sustainable economic growth in the countries where the agency works. It also aligns with two additional and critical areas in CIDA's SFE policy: the need for the system to be financially sustainable and for industry/private sector involvement. Furthermore, many project activities align with priorities for action under the sustainable economic growth strategy of CIDA in terms of focusing on investing in people, building economic foundations, and growing businesses. Bangladesh is one of the 20 countries of focus for CIDA.

Presently, BSEP also remains aligned with GAC's recently adopted Feminist International Assistance Policy (FIAP) which focuses on women empowerment and creating meaningful employable opportunities for young girls and women.

4) How has this project and its activities contributed towards progress towards achievement of SDGs and UNDAF?

The B-SEP project and its activities have contributed to progress both towards the achievement of SDG 4 on inclusive and equitable quality education and of SDG 8 on Decent Work and Economic Growth. Regarding SDG 4 it concerns achievements in particular related to:

- Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship, and
- Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

A detailed overview of the particular achievements of the project are discussed in Section 3.2 (under Evaluation Question 5).

The project also contributes to achieving the objectives of several Outcomes under ILO's 2018-19 Programme and Budget (P&B), in particular:

- Outcome 1: More and better jobs for inclusive growth and improved youth employment prospects
- Outcome 6: Formalization of the informal economy: B-SEP has been dealing with skills development issues both in the formal as well as in the informal economy, for example on apprenticeships jointly with A2i and the Bangladesh Association of Community Education (BACE).

Lastly, UNDAF (2017-2020) for Bangladesh envisages outcome levels which align the national priorities and SDGs. According the latest DWCP, UNDAF is expected to be strategizing the role of the UN system for contributing to the creation of enabling environment for sustainable development of Bangladesh which will be guided by national priorities presented in the 7th Five Year Plan of the GoB. The B-SEP project fits clearly with the UNDAF 2017-20 priorities for Bangladesh, in particular Outcome 1: "All people have equal rights, access and opportunities." As implementation of this outcome involves a common focus on 'people' and particularly the most vulnerable groups and addresses issues of disparity between geographical regions and groups of population in terms of access to skills and capacity as well as financial resources.

3.2 Project Progress and Effectiveness

5) As Evaluation Question No. 5 consists of a series of questions, this section is divided in sub-sections:

5a) *To what extent has the project achieved its **immediate objectives**? Assess this in the light of the progress made in achieving targets and planned results [Reference will be made to the indicators and targets in the Performance Measurement framework – see Table 9 in the PRODOC].*

The current evaluation team underscores the general conclusion of the Technical Review (2018: 13): “Overall, the project has already achieved or is well positioned to achieve its targets, and more importantly, it has supported significant development in the skills system in Bangladesh both in terms of the formal training provision system and in terms of how employers understand and relate to it. It has raised awareness and supported the development of new approaches to training and employment for disadvantaged groups, particularly persons with disabilities, and provided active models and examples of services and strategies at all levels of the skills system.”

The PRODOC of B-SEP had specified a Logic Model with Outcomes, Outputs, Activities and Targets which is reproduced here as Annex 5. The overall project design may, according to the MTE of 2016, be somewhat weak in not being able to establish the causal linkage between the broad goal and the immediate objectives of the project, the overall impression is that it concerns a coherent logic model (see also the Technical Review of August 2018) and this model was implemented flexibly resulting for example in additional activities (see below).

The three *Immediate Outcomes* (1110, 1210 and 1220 in Annex 5) make up as we have discussed the three immediate objectives, and these are logically linked to the two *Intermediate Outcomes* (1100 and 1200). The higher-level ‘*Ultimate Outcome*’ (1000) may be less directly linked but still to arrive at “A better trained, qualified and competent workforce with increased economic opportunities” has been the ultimate target for most of the activities undertaken in B-SEP. External factors that may have affected the project achievements will be discussed below under challenges and success factors (5c), but would include for example especially projects by other donors as many of the larger donors have been moving in the past five years or so from the education sector to skills development resulting in issues of coordination and overlap.

Based on this logic model, the Performance Measurement Framework has been designed (see Table 9 in the PRODOC), and this was used in the Technical Review of August 2018 (its Annex 5) to compare the achievements (‘results’) with the targets. This table has now been updated to represent the situation as of early November 2018 and is included here as Annex 7. It shows that the project has achieved its *immediate outcomes/objectives* to a large extent with an average of over 95 % of achievements on its 30 targets (for several targets the results were even higher than 100%). In fact, this achievement rate will be even higher by late November when three more targets will be reached (activities 1211.200, 1211.300 and 1213.300). However, two targets will not be reached before the end of the project:

- Activity 1211.100 with a target of 50 BTEB staff trained in quality assurance regulatory arrangements for CBTA: The BTEB had recruited only 25 officials, while the employment of the remaining 25 officials was delayed until the BTEB Act was approved, which occurred recently in October 2018.
- Activity 1211.300 whereby the target was to strengthen the capacity of 1,100 managers, trainers and assessors to implement CBTA in target sectors, including at least 20% women: While the target of 1,100 will be reached by the end of November, the 20% of female target

could not be achieved fully with 13% due to the shortage of female trainers/assessors in the target sectors.

In addition, the project has also exceeded many targets, such as training on G-20, research capacity, training of managers and instructors, number of persons using ESS, number of Competency Standards developed (25 against a target of 20), productivity training in Component 3 and training to persons with disabilities (for details reference is made to Annex 7).

The project employed a creative way of presenting the achievements *up to December 2017* with what can be called the ‘achievements wheel’:

- ✓ DTE to allocate budget to run NTVQF courses in its institutions
- ✓ Five PPP piloted in TVET institutes
- ✓ Eight ESS units (Job Centres, or Career and Job Placement Cells) piloted in 7 public TVET Institutions and 1 NGO
- ✓ 20 competency standards developed in five sectors
- ✓ Apprenticeships in formal and informal sectors strengthened
- ✓ Five ISC established and strengthened
- ✓ National capacity to strengthen RPL developed
- ✓ Enrolment of students with disabilities in TVET institutes increased
- ✓ 950 women skilled in 12 non-traditional occupations
- ✓ 400 green entrepreneurs supported to create green jobs in six occupations (by November 2018, this number increased to 580).



In the above the focus was on the achievements at the level of the **Immediate Outcomes or Objectives**. An interesting assessment of the degree to which outputs and outcomes have been achieved was done by the Technical Review recently (August 2018), and their full assessment of the three Immediate Outcomes and of the Outputs is added for reference as Annex 9. The assessment for the two **Intermediate Outcomes** is reproduced below since it comes to the same conclusions as the present evaluation.

Intermediate Outcome 1100 Improved enabling environment for increased skills development & employment to support higher value economic growth in Bangladesh

The project is seeking to improve the functioning of the institutions and relationships that make up the skills system in Bangladesh. A key indicator is improved functioning of the National Skills Development Council and the degree to which the council and the National Skills Development Policy are seen as relevant to the concerns of all training-related government Ministries and Agencies, and by private sector employers. Based on the comments, feedback and examples given during the course of the review (such as: the regular meetings of the National Skills Development Council, which formerly met infrequently if at all, and the independent capacity of the BTEB to develop NTVQF Competency standards, to name just two) it is clear that the skills development environment has seen significant progress over the past four years, and the B-SEP project is cited as a key supporter to this by the CEO of the NSDC Secretariat, the DG of the Department of Technical Education and others. A key lesson is that the consistency of support for the national structures and process, from the previous TVET-Reform project and through the B-SEP, has been critical to building capacity to the point that the key institutions are able to define and lead their ongoing change process. The recent development of legislation to establish a National Skills Development Authority was initiated by the national authorities, who led the process independently while seeking technical advice. This indicates the project's success in building an enabling environment which is grounded in national structures and policy and hence fully sustainable. The advice and expertise of the ILO and the project continue to be

valued, for example, supporting the government in conducting grassroots level consultations for updating the National Skills Development Policy, coordinating ministries for aligning their skills plans to meet SDG goals and coordinating partners feedback on the government's SDG plans for skills development. (Technical Review, August 2018: 6).

Intermediate Outcome 1200 Improved planning, coordination & delivery of demand driven, equitable and gender sensitive competency-based training programs for key workforce segments in Bangladesh

The project aimed at increasing the number of registered training institutions, the number of graduates with industry – relevant certifications and the degree of involvement between industry and training providers, in a context of developing concrete plans for increasing the participation of disadvantaged groups in training and employment. The project has substantially met the aim of raising awareness of and participation in the NTVQF system, which is increasingly seen by industry and training providers as an effective means of defining and delivering skills required for employment. A particular success has been significantly increased awareness of and support for skills training and employment for persons with disabilities among both training providers and employers. The project provided training on Disability and Disability inclusion to 97 DTE TVET Institutions, who then developed disability inclusion plans. These plans are supported by policy initiatives from DTE, which established a 5% enrolment quota for PWD, and is now tracking all PWD enrolment. A key lesson learned from this strategy has been that focusing on specific industries and identifying critical skills gaps and potential productivity gains makes the NTVQF approach relevant to employers and helped significantly increase the links between industry-specific training institutions (where they exist) and employers, a link that was previously weak or practically non-existent. Mobilizing employer-led support for the principle of disability inclusion and underpinning it with the economic case was another particularly effective strategy. In terms of gender equality, the project supported the NSDCS to assist three Ministries (Women Development, Youth Development and Social Welfare) to align their initiatives and budget for skills development in line with the National Strategy for Gender Equality in TVET... (Technical Review, August 2018: 8).

In addition, training was provided to all 118 DTE TVET institutes on Gender and Gender planning. These institutes are currently developing gender action plans, which is a novelty for these institutes, but progress is slower than anticipated.

Regarding the **Ultimate Outcome** (Long term), *A better trained, qualified and competent workforce with increased economic opportunities*, there were three indicators identified in the Performance Measurement Framework of the PRODOC and later further detailed in the M&E Plan of July 2014 as follows:

- a) *Employment rate of NTVQF graduates in target sector increased by 25% in 2018, and 25% of graduates start their own SME's.*
NTVQF courses were first introduced in the target five sectors by the project, so there was no baseline. Overall employment rate of the NTVQF graduates is 79%.¹ This is substantially higher than the average rate of employment for *non*-NTVQF graduates in the TVET institutes of DTE (found through a perception-based survey conducted by B-SEP). A separate tracer study was also done by an independent agency (ARCED) which traced the majority of the employed NTVQF graduates who are continuing in their jobs and found that 29% of them are self-employed (SME). So both targets are met.
- b) *Percentage of NTVQF certified workers in the target sectors increased by 75% by 2018 with a target of 75 % of the graduates are NTVQF certified.*

¹ There were 1579 persons trained in NTVQF Course of which 77% were certified, of whom 79% got employment, based on a telephonic survey of 10% sample of the graduates that the project conducted in October.

Altogether 77% of a total of 1579 NTVQF graduates were certified in the target sectors. In addition to this, 1,838 persons also received NTVQF certification through RPL. Therefore, this target was also reached.

- c) *Percentage of employers that express satisfaction with the new certified graduates increased by a target of 75% by 2018.*

The ARCED tracer study "... also sought to examine the perceived skills of the NTVQF graduates from supervisors. The study surveyed 122 supervisors. It found that that supervisors mentioned that the graduates have attention to work (78%), honesty and devotion (74%), hardworking (74%). These perceptions of the supervisors on these graduates implied the indication of skill level of the graduates as a general.

Findings of qualitative Key Information Interview (KII) with employers and supervisors evinced that B-SEP graduates are better in terms of skill, knowledge, understanding of the work, attitude and behaviour in comparison to the other employees. According to the employers and supervisors the graduates are able to provide quality work as they are knowledgeable and well trained. However, they suggested to enlarge the training duration, teach them more practically and trained them to operate machines which are usually used in the industry so that both the graduates and the supervisors get benefited."

So, in all the level of satisfaction has clearly increased with some concrete suggestions for further improvement.

In sum, in view of the above analysis under this Evaluation Question (5a) one can conclude that on a general level the *Ultimate Outcome* has been in majority achieved and that there is now in 2018 a better trained workforce which is more qualified and competent, and therefore certainly has increased economic opportunities than when the project was designed in 2013.

Theory of Change (ToC)

As indicated in Chapter 1 the PRODOC of B-SEP does not include an explicit Theory of Change (ToC), but the new DWCP for Bangladesh (2017-2020) has 8 ToC's, one for each of the eight Outcomes. Since Skills Development is covered under Country Priority 1 both under outcomes 1.1 and 1.2 (see Annex 6), there are thus two ToC's which cover Skills Development (Annex 8). The result of Outcome 1.1 is specified as the formulation of a Bangladesh jobs strategy, whereby the expected changes from ILO's contribution are as follows:

- 1) An analysis undertaken of labor market performance (supply and demand sides);
- 2) A jobs strategy drafted; and
- 3) Sector analytics and pilot initiatives targeted in specific sectors or value chains.

The result of Outcome 1.2 is specified as the alignment of the accessibility of the TVET system with the NSDP especially for women, disadvantaged groups, people with disabilities and ethnic groups. The expected changes from ILO's contribution are as follows:

- 1) Ten new RTO's are established;
- 2) Capacity building of TVET institutions; and
- 3) Capacity Building of networks of indigenous people.

These are all logically linked to the outcomes of the logic model discussed above.

5b) Assess the achievements also in terms of gender and coverage of disadvantaged groups.

The numerical achievements in terms of *gender* are relatively modest since the average of the results on the 30 targets is 22.4 % women. It is typically lower when partners, managers, instructors and trainers are targeted (often below 10%), but there was only one activity in which

no women were involved, i.e. the strengthening of quality assurance regulatory arrangements for CBTA in BTEB (1211.100), where 25 staff members were trained, all men. In contrast, in five cases the gender ratio was above 30%:

- Training of workers on workplace learning (47% women)
- Training of Persons with Disabilities (49%),
- Training in self-employment including green jobs (59%),
- Training on G20 initiative to strengthen coordination and governance of skills system for local and overseas employment (82%), and
- Design, deliver and pilot non-traditional courses for women in target sectors whereby the training was directed specifically at women (84%).

The achievements in terms of coverage of disadvantaged groups are mainly confined to one activity (1221.200) concerning design and delivery of specific programmes for persons with disabilities in target sectors where 630 Persons with disabilities were trained (49% women), and where 134 partner staff, managers, instructors and MCPs (12% women) were trained. In 2017 the project received an international award for innovative policy on disability inclusion (the Vienna based Zero Project Innovative Policy 2017 award).

5c) What were the main challenges, constraints and success factors in achieving the results?

The B-SEP project encountered several important **challenges** in achieving the results, and these include the following:

- The years 2014 and 2015 were marked by disturbances and agitations related to the parliamentary elections and national politics; this required, for example, a number of moves by the B-SEP office (in total five, until the end of December 2018) and it also limited the ability of the project to work in some regions; Even in 2016, the Holy Artisan incident disrupted the project implementation for a few months because of security issues of both national and international staffs, and in fact the CTA of the project left the post.
- Generally, new initiatives take their due time to go through the various government structures before they are incorporated; for example, the progress with PPPs and with Employment Support Services (ESS) met with substantial delays as a result, and so did gender mainstreaming (see below);
- The forthcoming parliamentary election expected in December 2018 has affected the current pace of reform;
- The progress of the incorporation of NTVQF in TVET institutions, whereby these institutes become a so-called Registered Training Organisations (RTO), is not yet guided by a clear plan. The Focussed Group Discussion with TVET institutions learned that they are generally in need of more teachers and more teacher training, and that as many students are relatively poor, generally stipends are required.
- The issuing of certificates to those who completed their (informal) apprenticeships by BMET has been rather slow with delays of 1 to 2 years in certain regions (e.g. Sylhet Division), and the number and quality of teachers was not always sufficient. In the case of BMET, being part of MoEWOE, their first priority concerns migrant workers, and therefore apprentices may also not have their full priority. The *formal* apprenticeships encountered another challenge as there was often a lack of linkage to industries.
- The industry itself needs to come forward and provide more technical experts to develop competency standards, and more generally to invest in skills development to enhance productivity and economic growth.

In terms of *success factors* in achieving the results as listed in Annex 7 the main ones can be identified as follows:

- The good working relationships maintained by ILO/B-SEP with key stakeholders, in particular MoE/DTE, NSDC (in future NSDA), BEF, and others.
- Good participation from the Government when requested for their support driven by the successive National Project Directors (NPD) in DTE; it has to be said though that the NPD being overloaded with two jobs in two different departments of the MoE cannot spare too much time for the B-SEP project (e.g. during the interview conducted by the evaluators; in addition, no representative of the MoE was delegated to the stakeholder workshop);
- The industries show a great willingness to participate;
- The way B-SEP was able to provide quality technical support and that it was accepted very well by the partners (e.g. ILO's flagship programmes of SCORE and SIYB); in particular the formation of a forum called "SIYB Foundation of Bangladesh" in 2017 by the 40 trainers trained in the SIYB program; this Foundation has been officially registered under the Registrar of Joint Stock Companies and Firms (RJSC) of the GoB. With B-SEP support, the Foundation has provided training to 500+ participants through a series of training programs.
- The innovations that B-SEP brought moved beyond the original PRODOC, and included for example: BBDN, SIYB-Foundation, and UCEP's unique employment support. For example, the BBDN partnered with BEF and has currently 39 members; its key achievements include job fairs for the disabled spread over Bangladesh where about 300 disabled acquired jobs, awareness raising, and the start of local chapters jointly with BEF and the local Chambers of Commerce. It has also instituted awards for disability champion industries with project's support and the first awards went in 2018 to six industries with significant numbers of workers with disabilities.
- Green job innovation through several strategies, such as: setting up cooperative societies which continue to function after the project ends; link up with local governments; and the use of the value chain approach to avoid middlemen.

5d) Can the observed change be attributed to project outputs, intended and unintended?

A large number of changes in the skills system can be attributed mainly to project outputs. For example, the fact that DTE is planning to allocate budget to run NTVQF courses in its institutions, the increased enrolment of students with disabilities in TVET institutes, the women skilled in a series of non-traditional occupations, and the strengthened apprenticeships in formal and informal sectors. In addition, as a result of the project BTEB can now independently develop standards, register training organizations and conduct assessment and certification of graduates and workers. Some other outputs are less structural in nature, such as the piloting of PPP as well as of ESS units (Job Centres) in TVET institutions, the establishment of ISC's and the support of green entrepreneurs to create green jobs; nevertheless, these are considered as necessary and important incremental steps towards better skills systems. For some other changes in the skills system it is more difficult to assess in how far it can be attributed to the B-SEP project as there are several other projects being implemented in the area of skills development, some of which are much larger in terms of financing. For example, both the ADB/SDC funded SEIP project and the B-SEP project have supported the establishment of the NHRDF set up in 2017 as a company under the Companies Act, and both have also supported the development and ultimate recent approval of the NSDA; SEIP's focus however is on private training and it works with the 10 to 12

major industrial associations in the country. ILO played specific roles in both these cases. It provided the overall framework based on global best practices in the case of NHRDF and it provided technical inputs to shaping NSDA based on extensive research on similar institutional arrangement in other countries. In addition, one element of the project that has been acknowledged by all involved government agencies is that B-SEP has always focused on the quality rather than the quantity. Lastly, RPL was designed and piloted by ILO and the national capacity to implement RPL was also strengthened; subsequently, the World Bank/GAC started using this system in the STEP project, thereby in fact building on the foundation laid by the B-SEP project.

Some unintended results were also achieved, including for example the fact that farmers-based cooperatives took bank loans to buy equipment or raw materials under government subsidy programmes.

5e) How has the project been responding to the changing situation of the country and/or of the constituents and partners' priorities?

The B-SEP project has maintained a flexible approach and has been responding to changing situations of the country or of constituents' priorities. Some examples are:

- The ILO supported the NSDC, and the CEO even calls it a product of ILO; in a later stage, ILO shifted its support to the development of the NSDA;
- When the outreach of Recognition of Prior Learning (RPL) was considered to be limited, the project set up social marketing activities²;
- When automation was considered as an important impact on employment, a study was commissioned into the future of work;
- Since currently it has been concluded by ILO and Access to information (A2i) that the labour market participation of women is decreasing, a new project with Global Affairs Canada (GAC) is being developed on that (*see below*).

6) What contributions has the project made to achieve the goals set for NSDP by the Government of Bangladesh?

The project has made different contributions to achieve the goals set for the NSDP, in fact most of the project's activities are oriented towards that goal as was discussed in the above. Two particularly interesting examples are as follows:

- B-SEP developed the NSDP Action Plan Phase II as the first phase expired in 2015;
- One of the biggest achievements was to have the NSDP integrally included in the 7th Five-Year Plan. Currently discussions have been initiated for the inclusion of skills development issues in the 8th Five-Year plan.
- The project also strengthened and upscaled NTVQF system, piloted various skills systems such as outcome based budgeting, decentralized skills planning, PPP, Employment Support Service, RPL for migrant workers etc. to demonstrate the successes. The project also developed guidelines for up scaling and replicating these systems at the national level.

² A three-pronged strategic approach is used within B-SEP for the social marketing strategy, combining indirect/mass communication e.g. mobile phone messages with direct communication e.g., events for promoting specific topics and supported by identifying and utilising existing resources and networks for dissemination and sustainability e.g. creation of tools and budgeting allocations for marketing.

7) Did the project interventions promote also International Labour Standards? Is TVET Reform and Skills Development an issue for Tripartism and social dialogue? Is there a tripartite committee in the country that discusses and makes policy recommendations?

Regarding ILO's International Labour Conventions and Standards on skills development and vocational training the most relevant one is:

❖ Recommendation 195 - Human Resources Development Recommendation, 2004.

The objective of R195 is "Members should, based on social dialogue, formulate, apply and review national human resources development, education, training and lifelong learning policies which are consistent with economic, fiscal and social policies." This has not yet been ratified by the GoB, and in fact it only ratified 26 out of the total of 177 Technical Conventions. No ratifications have taken place in the past 12 months. In addition, ratifications are generally the responsibility of MOLE.

Tripartite issues are, in principle, discussed in the Tripartite Consultation Council (TCC) but this council has in the past years been meeting very irregularly, and the BEF has recently explicitly requested the GoB as the Chair to reinvigorate it and organize quarterly meetings, e.g. to discuss the review of the Labour law, the rules for this law, the mutual obligations of employers and workers concerning e.g. apprenticeships and ISCs, Minimum wages, etc. The TCC was established in the late 1970s with the ratification of ILO Convention 144. The representation in the TCC is 20 members for each of the three constituents, i.e. government, employers and workers.

8) To what extent has the project contributed to achieving relevant outcomes in Bangladesh DWCPs?

With respect to the previous DWCP (2012-2015), the project has clearly contributed to Outcome 101 – *Improved skills training contributes to increased employability and livelihoods*, through all the outputs on skills training as discussed extensively in the above. Concerning the current DWCP 2017-2020 the project has also enhanced employability through skill development including for green growth contributing to Priority 1 of the DWCP - *Effective employment policies to enhance employability through skill development including for green growth*. This relates especially to the two Outcomes on Employment and Skills (see also Annex 6):

- Outcome 1.1: Bangladesh jobs strategy formulated for skills development and job creation with higher productivity and in green industries especially for young men and women.
- Outcome 1.2: Accessibility of TVET system enhanced in alignment with the National Skills Development Policy especially for women, disadvantaged groups, people with disabilities and ethnic groups and in view of introducing skills in emerging technologies relating to climate resilient green growth.

In fact, outputs under all four Components of the B-SEP project contributed to these DWCP outcomes (as was discussed in particular in the above under Evaluation Question 5a).

9) How have stakeholders including the social partners (employers' and workers organizations) been involved in project implementation? Assess also the initiatives and contributions made by the Project towards capacity building of social partners?

The social partners have been involved in project implementation in different ways:

- The Employers' and Workers' Organizations (EO & WO) are members in the Project Steering Committee (PSC) and are thus in principle informed about all activities of the project.
- The important roles played by BEF and NCCWE in the Dhaka Skills Summit was already mentioned.
- In all main events and activities, they have been invited to provide their viewpoints.
- BEF has furthermore been involved in specific activities related to ISCs, BBDN, PPP and apprenticeships; for example, BEF plays a coordinating role between the 13 ISCs and the government.
- NCCWE was in particular involved in the development of Competency Standards and capacity building for trainers and assessors.

Trade unions have generally been involved much less than the BEF in the project, partly also because they are very fragmented, and that applies even to the federations joined together in the NCCWE, representing about five million workers. In order to be able to speak with one voice, they have designed the Rotating Chairmanship including a rotating secretariat, but this is not ideal since there is a lack of institutional memory.

Regarding capacity building of social partners, B-SEP has implemented targeted programs for EO and WO, and they were for example included in training on managing apprenticeships, SCORE, Gender and Disability inclusion, coordination of ISCs and skills funding. The EO representative indicated that such capacity building programmes for EO, ISCs and WO are very important for any future project.

10) Assess how gender considerations have been mainstreamed throughout the project cycle (design, planning, implementation, M&E), including that of implementation partners. Do results (effects of activities and outputs) affect women and men differently? If so, why and in which way?

From the inception the B-SEP project has included gender as a cross-cutting issue in the design of the project. This was also one of the important focal areas of the policy of the Government of Canada, in particular in CIDA's Skills for Employment (SFE) programme. Although both the Performance Measurement Framework of the PRODOC and the original M&E Plan of 2014 do not include explicit gender disaggregated data, gender was thus implicitly included as a separate cross-cutting issue. In addition, the Logic Model consists of two Intermediate Outcomes (1200, cf. Annex 5), and one of them is specifically oriented at 'gender sensitive competency-based training programs', while the third of the three immediate outcomes/objectives (1220) is directed at 'disadvantaged groups' which includes in particular women and persons with disabilities. None of the seven Outputs is specifically directed at gender issues, but one activity (1221.100, cf. Annex 5) is focussed on women in non-traditional occupations. Nevertheless, all the Project Progress Reports do indeed include gender disaggregated data, and Annex 7 of the present report which is based on these progress reports, has a separate column under 'Results' for 'Women'.

Although the government has been taking various measures to promote girls' enrolment in the TVET system in line with the 7th Five Years Plan that envisages to achieve 40% girls' enrolment, given the current rate of girls' enrolment (approximately 24%), a lot more needs to be done to achieve the 40% target. The B-SEP project has further made progress in several areas; for example, gender considerations have been included in most sub-components of the project and we have seen under achievements that in all except one of the 30 targets identified, women did

indeed participate, with an overall average level of 22.4%. Considering the cultural issues involved in gender relations in Bangladesh, this is not an un-substantial level. Gender has been disaggregated for all data in all project activities. Moreover, certain activities have particularly contributed to mainstreaming gender, such as:

- The workshops organized with three ministries to mainstream the National Strategy for Gender Equality in TVET, although this was less successful than anticipated;
- The training of more than 1,000 women in non-traditional occupations; and
- The finding that the retention rate of women after apprenticeship training is higher than men; for example, in the Nadia Furniture company women make up 20% of apprentices and although the management thinks that they are generally slower to develop skills and hard labour than men, women will continue to be included as apprentices because they tend to stay longer in the company.

In the project management team originally consisting of 15 members, there were on average over the five years of implementation three to four female staff members. With respect to women's participation in decision making during planning and implementation, it can be said that the women staff of the project participated in project planning. In general, the project planning is done by the project team and it is shared with the National Project Director and the Secretary of TMED for their comments and finalization. The project took the policy decision to include at least one women staff in all committees/panels (usually comprising three to four persons) for (a) bid opening, (b) selection of implementing partner; (d) procurement committee; (e) short listing of CVs for staff selection; (f) examining written scripts of the candidate; and (g) interview panel for staff selection. All staffs were constantly encouraged to identify at least one women in all the panel of speakers / guests at workshops. They were also encouraged to include adequate number of women in all list of invitees for workshops and seminars organized by the project.

With respect to the PSC and PMCC the number of women depended on the female staff in the government departments and other constituents attending PSC and PMCC. Women officials representing the donor were always there in PSC and PMCC meetings but there were not adequate and regular representation of women government officials in these meetings as their number tend to much smaller in the relevant positions. Lastly, all subcontracts have a clause addressing gender issues, i.e.: 'Specific measures concerning gender equality promotion, relevant international labour standards, knowledge management, and social dialogue'.

The strategic allocations of resources to achieve gender-related objectives in order to contribute to the mainstreaming of gender-related issues is further the subject of Evaluation Question 15.

11) To what extent has the project made strategic use of coordination and collaboration with other ILO projects (e.g. other skills project, RMG, etc.), other development agencies and on-going initiatives of the government of Bangladesh to increase its effectiveness and impact?

The project has made strategic use of coordination and collaboration with other related initiatives to increase its effectiveness and impact especially in the following cases:

- With other ILO projects such as the two EU-funded projects, i.e. the predecessor TVET-R and the ongoing Skills21 project which is a system building project;
- With other Development Partners (DP) through the Skills Development Working Group (SDWG), for example with ADB/SDC's SEIP, WB/GAC's STEP and DFID/SDC's Sudokkho projects (while SEIP is implemented through the Ministry of Finance, the others

are with the MoE). This SDWG is co-chaired by the NSDC-S and the ILO. In addition, the ILO has been leading and organizing the Meeting of DP's in the Skills Sector in Bangladesh for several years now and has been requested unanimously by the DP's to continue in that capacity.

- The WB, for example, underscored that it values the continuous dialogue with the ILO, and indicated that ILO was very helpful in preparing the STEP project. In fact, the B-SEP Project has been making progress in coordinating with the World Bank/SDC funded Skills and Training Enhancement Project (STEP), in particular on expansion of RPL, and with the the ADB/GAC funded SEIP, in particular on the establishment of the National Human Resources Development Fund (NHRDF) and the NSDA Act.
- Through the Sector Wide Approach (SWAp) on TVET/Skills sector chaired by the Secretary of TMED for which the EU has set up a Task Force (kick-off meeting was on 18 March 2018) with support from STEP.
- The DTE started having coordination meetings of donor-supported skills-projects after B-SEP proposed in the PMCC to share good practices and programmatic convergence.

12) How has the project managed the practice of knowledge management, lessons dissemination and visibility of project branding?

The project has managed the practice of knowledge management, lessons dissemination and visibility of project branding quite well, especially given that there was no full-time dedicated communications officer in B-SEP. The following activities were undertaken to compensate for that:

- Through the development of the Communications Plan of August 2015 and its updates.
- Through the publication and distribution of books, reports, leaflets and brochures of good quality.
- Through innovative means, such as the 'achievements-circle', videos on the web, green jobs documentary, photobook on women (see Box), etc.



3.3 Efficiency of Resource Use

13) To what extent has the project delivered value for money? Have resources (financial, human, time, expertise, etc.) been allocated strategically and efficiently to achieve expected results? How well did the project manage finances (budget forecasts, spending and reporting)?

Considering the large number of achievements summarized before, it can be concluded that in general the project delivered value for money, which was also the conclusion of the MTE: "BSEP represents a good example of Value for Money (economy, efficiency, effectiveness and equity) and judicious use of resources." (2016: 27).

The different project resources (financial, human, time, expertise, etc.) have been allocated strategically to achieve the expected results. The latest most accurate data are those in the latest annual financial report of B-SEP to the donor indicating the total expenditures from the beginning of the project in 2013 until December 2017 (see Table 1). This Table shows that the largest budget

category consists of actual activities including subcontracts, seminars and trainings, with over 42% of the expenditures. Another 33% of expenditures was used for the project team, with a relatively large number of international staff members, i.e. a CTA plus one international staff for each of the 4 components in the first years of the project. The CTA was present for the entire period, while three other international staff were employed in the project for just over two years, and another one for 3.5 years. The remaining amounts in Table 1 are fairly standard for a project this size.

Table 1: Overview of Expenditures for the period of March 2013 to December 2017 by Budget categories.

Categories	Budget categories	% / US\$
Project Team	International Professional Staff	22,3%
	National Professional Staff	5,5%
	Local Support Staff	5,5%
Consultants	International & National	4,0%
Project Activities	Subcontracts	37,8%
	Seminars, Training, Grants	4,8%
Operating Expenses	General, Communication, Travel	5,0%
	Furniture/Equipment	3,5%
Programme Support Costs	ILO Overhead	11,5%
Total		100,0%
Total Expenditure (absolute)	US\$	13,705,000
Total Budget (absolute)	US\$	16,188,000
Balance to be spent in 2018	US\$	2,483,000

*) Source: Annual Financial Report of B-SEP Project to the Donor (GAC) dated 15 March 2018.

The pace of expenditures was quite low in the first 1.5 years or so during 2013-2014 as Table 2 below demonstrates. The pace only gradually increased in 2015, despite the fact that 2014-15 saw the highest number of international professional staff. The majority of expenditures (53%) was done in 2016 and 2017. The budget for the current year 2018 is 15%, of which the majority has already been spent by now (November 2018). On 31 December 2018, a balance is expected of just over US\$ 270,000 which will be used for a possible no-cost extension.

Table 2: Expenditures from 2013 to 2017 and budget for 2018.

Project Year	Expenditures (US\$)	%
2013	52,000	0,3%
2014	1.963,000	12,1%
2015	3.074,000	19,0%
2016	4.227,000	26,1%
2017	4.390,000	27,1%
2018-planned	2.482,000	15,3%
TOTAL	16.188,000	100,0%

The project managed the finances well, with clear yearly Technical Cooperation Progress Reports (TCPR) to the donor. However, the funding rate could be better by predicting earlier to shift funds from one component to another, which is related to the tendency to consider them stand-alone components.

The total project budget of CAN\$ 19.5 million was initially substantially more in US\$ terms than it turned out over the course of the project period because of currency exchange depreciations. The difference is over US\$ 2.5 million, as at the outset 19.5 CAN\$ was at that time equal to about 19 million US\$, while over the years the actual project budget amounted to US\$ 16.2 million.

Despite losing substantial amounts of money due to exchange rate fluctuations compared the originally planned project budget in US\$, the project has nevertheless achieved almost all of its targets and has even exceeded a number of them. In conclusion, in view of the large numbers of beneficiaries in the four main Components and the 16 sub-components of the programme, the evaluation concludes that the resource allocation was justifiable in terms of expected results as these are detailed in Annex 7.

14) Have the project funds and activities been delivered in a timely manner? If not, why? What steps were taken to mitigate the problems?

The project funds and activities have been delivered in a timely manner and by now over 95% delivery rate has been achieved. In addition, the project has paid clear attention to assuring the quality and sustainability of the outcomes. In fact, some funding was saved because certain organisations used in the end their own funding (e.g. BTEB on Competency Standards), and some international staff left earlier than scheduled. The NPD (the DG of DTE) commended the project at the closing of a recent workshop "...for their splendid job and finishing the project in due time." (Sustainability Workshop, September 2018).

15) Assess the resources (funds, human, time, expertise, etc.) allocated strategically to achieve gender-related objectives?

The resources allocated specifically to achieve gender-related objectives include the training of women (especially in non-traditional occupations), mainstreaming of the National Strategy for Gender Equality in TVET with three ministries, gender guidelines, gender training to employers, development of Gender Guidelines for TVET administrators, national gender workshop, and training of the 118 public TVET institutions under DTE on gender (it was the first gender training they had ever received) and on gender planning and budgeting. As a result, all TVET institutes under DTE have a Gender Plan and Budget. These allocations are clearly strategic in order to contribute to mainstreaming gender-related issues.

16) The extent to which the project has leveraged resources/collaborated with other projects?

The B-SEP project has been collaborating especially with the Skills21 project in sharing some resources, for example the chairmanship and secretariat of the Working Group on skills development of the Development Partners, joint coordinated contacts with the Ministry of Education and other partners, and certain communication and knowledge management activities. In addition, as discussed in the above, there were close contacts with projects implemented by others (in particular SEIP, STEP and Sudokkho), and further cooperation is planned for the coming years through the Sector Wide Approach (SWAp) on TVET/Skills.

3.4 Effectiveness of Management Arrangements

17) Given the size of the project, its complexity and challenges, were the existing management structure and technical capacity sufficient and adequate?

The B-SEP project is a large project with a five-year implementation period and a substantial budget of over US\$ 16 million. This required a substantial technical input which was achieved with one CTA for the entire duration, and four international experts each heading one of the four components for at least two years after which the experienced national project staff members could then take over the coordination of these specific components while the CTA maintained overall continuity. This has been a good *modus operandi*, except that the four components at times were operating independently of each other. Support staff has been efficient and effective as well. Some significant positions (M&E, Communications) were filled only on a part-time basis by staff of other projects, and this led to some gaps (see under Evaluation Question 20). In a project of this size activities could also have benefitted from more support on gender issues (part-time staff, or technical support from ILO-DWT in Delhi or Bangkok).

Many respondents indicated that it has been quite important that ILO was able to maintain a good rapport with and was well-accepted by the GoB, and in particular coordinated really well with the DTE. Therefore, we can conclude that the existing management structure and technical capacity have been sufficient as well as adequate.

18) To what extent do the project management structure, capacities and arrangements put in place support the achievement of the planned results?

As indicated it was important to have international staff initiating the activities in their respective components, which could then be taken over by experienced national project staff. The coordination between the four components and with the Ministry of Education was mainly undertaken by the CTA.

19) Did the project receive adequate political, technical and administrative support from the ILO and its national implementing partners? If not, why? How that could be improved?

Overall, the project received good support from Geneva HQ for the transfer to a new administrative/financial system ('IRIS'), as well as for the development of the PRODOC for the new project. This applies also to the development of activities related to green jobs and disability inclusion. However, there was less contact with the Skills Division in Geneva, which became more substantive when the former ILO Country Director Bangladesh was appointed there as the head last year. In the same vein, the contacts with the ILO Decent Work Team in New Delhi became more frequent after the former B-SEP head of component-2 joined as the Skills and Employment Specialist there. Gender support could have been more frequent from New Delhi. Lastly, contacts with ROAP in Bangkok were extensive on contractual issues but limited on technical support, and particularly in the case of gender more support should be explored further.

The national implementing partners were as indicated in Section 1.2 in particular DTE and BTEB (both under MoE) and BMET (under MoEWOE), with a role for MOLE which has been housing the NSDC Secretariat. The MoE was the right partner being responsible for the majority (65-70%) of the activities by the 22 ministries involved in one way or another with skills development. The role of the MoEWOE was more limited in the B-SEP project and their first priority is also of course to deal with labour migration issues. The role of MOLE needs to be reconsidered (see also the next section); it is the official ILO constituent in the country, but its role will become more limited now that the NSDC will be converted into the NSDA and move to the Prime Minister's Office.

20) How effective was the monitoring mechanism set up, including the role of the Project steering committee and the regular/periodic meetings among project staff and with donors and key partners?

The monitoring mechanism set up for B-SEP has been very instrumental for its success, for example it was crucial that the Project Monitoring & Coordination Committee (PMCC) has been held so regularly throughout the five-year project period. The organization of the Project Steering Committee (PSC) meetings was actually more challenging in the first years of the project (i.e. not on time, short and not effective for the project) until the current TMED Secretary joined in 2016. Overall, no less than 19 PMCC's and 7 PSC's were held which is a major accomplishment not often repeated in similar projects. Both committees are chaired by the GoB, i.e. the PSC by the Secretary of TMED and the PMCC by the DG of DTE (the NPD). This is crucial because the prioritisation of components and activities in the B-SEP project is established at those committees, and this is an important element of ownership.

The Ministry of Labour and Employment (MOLE) was an important part of the project through the involvement of the NSDC Secretariat being part of this Ministry. However, since the NSDC will be turned into the NSDA which will then become part of the influential Prime Minister's Office (PMO), MOLE is not currently represented in either the PSC or the PMCC. This omission needs to be adjusted by structurally inviting the relevant MOLE official in consultation with the ILO Country Director.

The Technical Review (2018: 12) noted some weaknesses in monitoring as the performance management framework had not been updated and results at levels above activities were not readily available due to the fact that some significant positions (M&E, Communications) were filled on a part-time basis by staff of other projects.

The monitoring mechanisms with respect to projects of other donors has already been discussed in the above and include in particular the SDWG chaired by NSDC and ILO and the Meeting of the DP's in the skills sector chaired by the ILO, as well as the EU-led SWAp for TVET Reform.

21) Did the project have an M&E system in place that collected sex-disaggregated data and monitor results?

The project also included an M&E system, the Performance Measurement Framework, that collected sex-disaggregated data to monitor results, and the most updated version is included in Annex 7. The MTE commented already in 2016 on the fact that there was no dedicated M&E/Knowledge Management officer (see Section 3.6), and the project has made a number of adjustments as discussed in the above (see under Evaluation Question 12). In addition, a timely Technical Review was undertaken in August 2018 partly also as input to the development of a concept note for a new project.

3.5 Impact Orientation and Sustainability

22) Given the results achieved by the Project (under each of the 4 components of the Project), what contributions the project has made to TVET reform?

The B-SEP Project has made a series of clear contributions to TVET reform, and these include the following:

- NSDC turning into NSDA through the NSDA-Act of October 2018 with support from ADB/SDC and ILO. The NSDA is expected to employ 250 staff members in due

course. By the way, the Development Partners (DP) expressed their regret that they were not consulted regularly by the government during this process.

- The setting up of a Research Unit in the NSDC-Secretariat and a Research and Management Cell at the Technical Teachers Training College (TTTC).
- The series of Capacity Building activities in the project (including in ITC Turin).
- The developing of the National Apprenticeship Strategy for Bangladesh in 2016, and the setting up of the Apprenticeship Cell in BMET, although it does not seem very operational yet, and BMET is way behind (1-2 years) in issuing certificates to those who completed their apprenticeship.
- The apprenticeship programme is incorporated into the government programme through A2i as well as into the business associations; from the government's side, while apprentices are enrolled through BMET, the assessment and certification are the responsibility of BTEB as has recently been agreed during the National Apprenticeship Conference in September 2018.
- The setting up of BBDN in 2016 and the subsequent support for it.
- ISCs have started receiving funds from other donors, and the government is planning to support them in line with the new NSDA.
- The design of several models for PPP.
- The project has supported the development of 38 competency standards in five sectors and has substantially met the aim of raising awareness of and participation in the NTVQF system, which is increasingly seen by industry and training providers as an effective means of defining and delivering skills required for employment. This includes the design of the NTVQF budgeting.
- A particular success has been the significantly increased awareness of and support for skills training and employment for Persons with Disabilities among both training providers and employers. In particular, the project succeeded in building awareness and commitment by the BEF for disability inclusion.
- Support the ADB/SDC in the setting up of the NHRDF, which could become really sustainable after the completion of the operational guidelines (no clear plan has been developed for that yet despite suggestions by B-SEP).
- The introduction of the SIYB-Foundation.
- The support given to the BTEB Act approved in October 2018 which will provide a legal backing to the NTVQF Standards and the employment of the remaining 25 staff.
- The achievements of the Sustainability Workshop as a Best Practice: See Box.

Best Practice: The Sustainability Workshop

Achievements of the Sustainability Workshop:

- 1) *Recommendations by the implementation partners on sustainability of 5 key elements: PPP, ESS, CBTA program trials (NTVQF courses), RPL and inclusion of disadvantaged groups especially Persons with disabilities (see Annex 11).*
- 2) *TMED Secretary instructed DTE to set up a Cell to examine the workshop recommendations, to develop a sustainability plan and to implement it.*
- 3) *The Secretary informed and encouraged participant TVET principals to send budgets for continuing the NTVQF courses, and for new systems and practices such as PPP, ESS, NTVQF, Disability inclusion and RPL.*
- 4) *Heads of key skills institutions (TMED, BMET, DTE, BTEB and NSDCs) acknowledge the project's great contribution to skills reform and sought further technical support to strengthen the new skills system.*



23) Is TVET Reform and Skills Development a subject matter for tripartite social dialogue?

TVET Reform and Skills Development has also been a subject matter for tripartite social dialogue, such as at the Dhaka Skills Summit in 2016 (mentioned above), and as it will again be at the conference on skills development currently being prepared for 8-10 March 2019 by different partners (including World Bank, ADB, ILO, BEF and MoE). It could also be one of the subjects to be discussed in the future at the TCC.

24) How sustainable are the project results? What strategies has project implemented to ensure sustainability once the project ends?

As a result of the fact that the project was from the beginning closely aligned to the National Skills Development Policy (NSDP) of the MoE, ownership of the Project has been increasing over the years especially at DTE and BTEB of the MoE. The secretariat of the NSDC has also demonstrated ownership, while the MOLE was important for the Dhaka Skills Summit and for hosting the NSDC, its role has decreased in the past two years. The ultimate test of ownership and sustainability is when the government is able to arrange for dedicated budgets involving of course the approval of the Ministry of Finance, for example to upscale NTVQF, to make the stipend program universal, and to enhance capacity building of DTE and its TVET institutions.

Although the Project does not have an exit strategy per se, it has developed an innovative strategy to ensure sustainability once the project ends by means of the Sustainability Workshop and the measures announced there (see *box above*). Generally, the project's knowledge and experience seem to have been effectively transferred to the national partners as is evident from the analysis in the present chapter. However, it also depends on the capacity to follow up on Project results, which differs substantially among the various national partners and stakeholders involved.

3.6 Recommendations of the MTE of 2016

The MTE was completed in September 2016 and the evaluation report was approved by the EVAL department in Geneva in February 2017. By that time it was a bit late to implement some of the recommendations, such as a complete revision of the LogFrame. In the table below a summary is given of the recommendations and of the responses by the B-SEP project as summarized by the evaluators from different sources.

MTE 2016 Recommendations summary	How did the B-SEP Project respond?
1. Undertake a quick market needs survey and adjust LogFrame with quantitative and qualitative SMART targets	The project document is based on market needs assessment and it has already undertaken needs assessment of 5 sectors. The project design follows Canada's standard log-frame; the donor did not encourage redesigning the log-frame at that stage.
2. Flexibility for including market driven new trades should be considered.	These new trades were prioritized, and 5 studies were undertaken (see under 1).
3. Investigate alignment with the new SDGs, 7th FYP and UNDAF.	Project design is already aligned with SDG, UNDAF and 7th FYP.
4. Expand PPP good practices across all sectors; Apprenticeship model should be made clear to all parties through a consultative workshop	DTE has expanded PPP, and a Guideline on PPP is ready to be printed; B-SEP supported NSDCS in developing Apprenticeship strategy and A2i, BEF and BACE expanded the number of apprenticeships, but there are issues of shortage and quality of teachers,

	issuing certificates, etc. especially for the informal economy where it is more difficult to organize.
5. Advocate with policy makers to ensure apprenticeship as mandatory criteria at grass root level, consistent with the Labour Law of Bangladesh. Brand skills/TVET, similar to TESDA's work in the Philippines	A2i has made significant progress in supporting policy that makes apprenticeship mandatory at the grassroots. Branding skills include: Social Marketing Strategy, support to Dhaka Skills Summit, IDEB's international conference, and participation of Bangladesh in the World Skills Competition through NSDCS.
6. Contribute to sub-classifying jobs as the polytechnic curriculum to update for employment overseas and within the country.	Competency standards do contribute to sub-classification of jobs, but sub-classification itself of Polytechnic curriculum is a very big job and is beyond the project's scope.
7. The project shall pay more attention to important strategic activities such as Communication, Knowledge Management, M&E and Organizational Learning	This was an oversight in the original staffing set-up, but the project has made every effort to remedy the situation. A communication strategy was developed in June 2015, and there was substantial co-sharing of staff with other projects in these areas.
8. Similarly, targeted and results oriented study tours and overall knowledge management activities also need greater attention	There were four study tours in the original project design but they were reduced in order to compensate for the budget reduction due to the exchange rate losses.
9. Hire a dedicated Knowledge Management Manager for holistic M&E, Learning and Knowledge Management functions.	It is difficult to create a new position in the middle of the project without additional budget.
10. Good piloting lessons to be expanded, and a strategy to be developed along this line.	DTE has set up Inter-project coordination system for strategizing expansion of good practices (PPP, ESS, NTVQF expansion, inclusive practices getting replicated). The Sustainability workshop is also an important step in that direction.
11. Manage expectation of ISCs with clarity of roles, possibly also coupled with seminars and workshops.	BEF is coordinating ISCs in collaboration with NSDC and others. Expectations vary substantially among the 13 ISCs.
12. ISC's ownership need to be strengthened among the private sector employers.	BEF is coordinating and liaising between ISCs, the government and private companies, but the feeling of ownership among employers needs to be enhanced.
13. Appropriate communication and knowledge sharing practices to be in place in Bangla	Most communications products are now available in Bangla.
14. M&E Framework needs to centrally incorporate gender disaggregated data for future monitoring and evaluation action.	M&E system has gender disaggregated data.

4 Conclusion and Recommendations

4.1 Conclusions

The *Relevance and Strategic Fit* of the B-SEP Programme has been very high from the beginning as the projects' objectives and interventions were closely aligned to the National Skills Development Policy (NSDP) 2011 of the MoE. In addition, all stakeholders have indicated explicitly that the focus on Skills Development and TVET Reform is very relevant for Bangladesh. The organisation responsible for the implementation of the NSDP was the Secretariat of the NSDC under MOLE, but significantly, the Council has been replaced by the NSDA through the Act on the 1st of October 2018 and is now under the Prime Minister's Office. The Employers' and Workers' Organisations have been involved in the project from the beginning, but while the BEF has participated directly in several project activities (e.g. ISC and PPP), the involvement of the trade unions affiliated to the NCCWE is lagging behind. The projects' objectives and interventions are also explicitly aligned with the requirements of workers for access to skills and employment opportunities, especially for disadvantaged groups in the target sectors. B-SEP's objectives are also closely aligned to ILO's relevant DWCP, to CIDA's Skills for Employment Programme and GAC's new policy of FIAP, to SDG 4 and 8, and to the UNDAF 2017-20.

The *Project Progress and Effectiveness* has been in many ways impressive; not only has B-SEP achieved its *immediate outcomes* to a large extent with an average of over 95 % of achievements on its 30 targets (see Annex 7), but also the majority of the targets for the *ultimate* and *intermediate outcomes* were achieved, and some activities were actually receiving (international) awards. Gender issues are generally not automatically addressed in Bangladesh, but the project has made a number of efforts in that regard, such as several female staff members in the project team, clauses in sub-contracts and stimulation of female members in committees, etc. In terms of achievements the average of the results on the 30 targets is just 22.4% women, which is not un-substantial in the Bangladesh cultural context. Although the government has been taking various measures to promote girls' enrolment in the TVET system, a lot more needs to be done to achieve the 40% national target.

The main *challenges* encountered, are the political disturbances and agitations, slow bureaucratic processes, and shortage of technical experts to develop competency standards. Among the main *success factors*, we found the good working relationships maintained by ILO/B-SEP with key stakeholders (MoE), the great willingness to participate shown by the industries, and the innovations not foreseen in the PRODOC (e.g. BBDN). A large number of changes in the skills system can be attributed mainly to project outputs, while some pilots are considered as necessary steps towards better skills systems. For some other changes it is more difficult to establish since a large number of donors have moved into the area of skills development from education in general. In order to increase its effectiveness, the project has used several strategies: coordination and collaboration with other related skills initiatives, co-chair SDWG chairing the Meeting of the DP's in the Skills Sector and contribute to the Sector Wide Approach (SWAp) on TVET/Skills sector chaired by the Secretary of TMED. The project has managed the practice of knowledge management, lessons dissemination and visibility of project branding quite well, especially given that there was no full-time dedicated communications officer in B-SEP.

The *Efficiency of Resource Use* of the B-SEP project is quite substantial, also considering that the budget turned out substantially less than anticipated at the start in US\$ terms due to exchange rate fluctuations. In view of the large number of achievements and results with already at present a timely delivery rate of 95%, it can be concluded that the project has generally delivered value for money, and that the project resources have been allocated strategically to achieve the expected results. The largest budget category consists of actual activities, including subcontracts, seminars and trainings, with over 42% of the expenditures, while another 33% of expenditures was used for the project team with a relatively large number of international staff members. On 31 December 2018, a balance is expected of just over US\$ 270,000 which will be used for a possible no-cost extension. The project managed the finances well, with clear yearly Technical Cooperation Progress Reports (TCPR) to the donor, although the funding rate could be somewhat better.

Relatively substantial resources were allocated strategically in order to mainstream gender-related issues, including the training of women, mainstreaming of the National Strategy for Gender Equality in TVET within three ministries, gender guidelines, gender training to employers, development of Gender Guidelines for TVET administrators, national gender workshop, and training of the 118 TVET institutions under DTE on gender planning and budgeting.

The *Effectiveness of Management Arrangements* of the B-SEP project was generally satisfactory. It concerns a large project with a five-year implementation period and a substantial budget of over US\$ 16 million, which required a substantial technical input with five international experts and experienced national project staff members. This has been a good modus operandi, except that the four components at times were operating independently of each other. Overall, the project received good support from Geneva HQ, from the ILO Decent Work Teams in New Delhi and Bangkok. The monitoring mechanism set up for B-SEP has been very instrumental for its success, for example it was crucial that the PMCC meetings have been held regularly throughout the five-year project duration, while at the same time there were some initial problems with conducting the Project Steering Committee (PSC) meetings which were solved with the arrival in 2016 of the current TMED Secretary chairing it. In fact, both committees are chaired by the GoB which is crucial because the prioritisation of components and activities in the B-SEP project is established at those committees, and this is therefore an important element of ownership.

The project also included an M&E system, the Performance Measurement Framework, that collected sex-disaggregated data to monitor results. The MTE commented already in 2016 on the fact that there was no dedicated M&E/Knowledge Management officer, following which the project has made a number of adjustments. In addition, a timely Technical Review was undertaken in August 2018 partly also as input to the development of a concept note for a new project.

Regarding *Impact Orientation and Sustainability*, the B-SEP project has made a number of important inroads, but much progress needs to be achieved as well. It has made a series of clear contributions to TVET reform which are listed in Section 3.5. In addition, TVET Reform and Skills Development have been the subject for tripartite social dialogue, such as at the Dhaka Skills Summit in 2016 and its planned follow-up in March 2019. As a result of the fact that the project was from the beginning closely aligned to the NSDP of the MoE, ownership of the Project has been increasing over the years especially at DTE and BTEB of the MoE. The secretariat of the NSDC has also demonstrated ownership, while MOLE was important for the Dhaka Skills Summit

and for hosting the NSDC, but its role has decreased in the past two years. The ultimate test of ownership and sustainability is when the government is able to arrange for dedicated budgets involving of course the approval of the Ministry of Finance, for example to upscale NTVQF, to make the stipend program universal, and to enhance capacity building of DTE and its TVET institutions. Although the Project does not have an exit strategy per se, it has developed an innovative strategy to ensure sustainability once the project ends by means of the Sustainability Workshop and the measures announced there. Generally, the project's knowledge and experience seem to have been effectively transferred to the national partners as is evident from the analysis in the present chapter. However, it also depends on the capacity to follow up on Project results, which differs substantially among the various national partners and stakeholders involved.

4.2 Recommendations

The recommendations will be presented in this section according to the five Evaluation Criteria distinguished throughout this report plus the additional criteria of Gender and Disability Inclusion.

Relevance and Strategic Fit

1) Continue activities on skills reform as it is no less relevant now than it was at the inception of B-SEP, and thereby **continue to ensure support over longer periods of time** from the TVET-R project through B-SEP to future interventions to allow for full development of strategies and capacities and to further enhance productivity and economic growth. As a continuation of TVET-R, B-SEP has clearly developed as a series of elements/components but most of them do need more time and focus, particularly because legislation and inclusion in national budgets are generally quite slow to materialize. These elements include for example policy development, private sector involvement, TVET institutions, apprenticeships, gender and disability inclusion, etc. (see also Annex 11 for an overview of the steps needed to sustain benefits according to key stakeholders with respect to five selected issues). While continuing activities on skills reform, these also need to include:

- ✓ Align the future interventions with the forthcoming GoB's 8th Five-Year plan.
- ✓ Continue to ensure there are reform/development activities outside the Dhaka region.

Responsible Unit	Priority	Time Implication	Resource Implication
ILO, National Stakeholders and GAC	HIGH	Late 2018 - 2019	Follow-up funding from the donor.

2) Involve more actively the different trade union platforms especially NCCWE, and thereby **explore the Model that ILO's Ready-Made Garments (RMG) project has developed for the involvement of the trade unions through the setting up of the Workers Resource Centre (WRC)**. It also includes to continue to provide capacity building to EO and WO, for example on the impact of technology on skills development; to investigate possible follow-up and or implementation of the Dhaka Skills Declaration of December 2016 by the tripartite constituents; and to provide support to BEF and GoB to re-invigorate the Tripartite Consultation Council (TCC) set up under the ILO Convention 144 in order to enhance *Tripartism* in skills development and thus to enhance the incorporation of the practice of the industry and the workers in skills development.

Responsible Unit	Priority	Time Implication	Resource Implication
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ILO and NCCWE, BEF and MOLE	Medium to High	Initiate during no-cost extension period	Initially low but need to allocate budget in next project.
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Project Progress and Effectiveness

- 3) **Provide support to the implementation of the recently passed Acts on NSDA and BTEB** in October 2018, and **continue to provide capacity building to NSDA, DTE, BTEB and BMET** in implementing their programs, and **explicitly coordinate with other donors** (e.g. ADB/SDC in the case of the NSDA, but also e.g. ADB on NHRDF and the WB/GAC on RPL). More specifically it also includes a recommendation to investigate the potential and the feasibility of further support to the public TVET institutions (for example the shortage of trainers and assessors and the need for teacher/assessor training), and of bringing the private TVET providers into the skills reform through incentive measures and regulations.

Responsible Unit	Priority	Time Implication	Resource Implication
ILO, NSDA, DTE, BTEB, BMET, GAC and other donors	Medium	Next project/2019	To be included in the next project.

- 4) **Liaise with BEF to continue support, including capacity building, of the 20 ISCs** (13 existing one and seven ISCs to be set up in the coming period) to be coordinated with ADB/SDC, and to **enhance awareness among the private sector of potential opportunities through ISCs and PPP**, and for example learn from the PPP pilots. In addition, explore further ways to enhance Self-Employment and Green Job innovation.

Responsible Unit	Priority	Time Implication	Resource Implication
ILO, BEF, ISCs, PPP and donors	Medium	Next project/2019	To be included in the next project.

Efficiency of Resource Use

- 5) **Continue to use and improve the ILO B-SEP modality**, as several stakeholders indicated that B-SEP has shown more impact than other skills interventions with higher budgets, in particular investigate the cost-effectiveness of the relatively high number of international staff, and of the modality to have international staff work together from the beginning with national staff benefiting both in terms of learning, so that halfway through the project the national staff can lead activities on their own.

Responsible Unit	Priority	Time Implication	Resource Implication
ILO, Key National Stakeholders and GAC	Medium	Next project/2019	To be included in the next project.

- 6) **Make sure to provide budget for (part-time) staff dealing with M&E, Communication and Knowledge Management.** Investigate ways of resource sharing with other (ILO) projects in these areas.

Responsible Unit	Priority	Time Implication	Resource Implication
ILO and GAC	Medium to High	Include in the design of a new project	Budget should be allocated.

Effectiveness of Management Arrangements

- 7) Continue the **regular conducting of monitoring committees such as the PSC and PMCC**, and maintain the good working relationships with key stakeholders, in particular MoE/DTE, NSDA, BEF, and others. Furthermore, **continue to co-chair the SDWG with the NSDC-S (or NSDA) and to lead the Meeting of DPs** in the skills sector in Bangladesh to ensure cooperation and collaboration among the relatively large number of skills development initiatives in order to avoid duplication of efforts or overlap of programs. In addition, maintain the support from ILO Geneva, ILO DWT in Delhi and ROAP in Bangkok, but increase technical support from ILO DWT Bangkok (e.g. for gender). Include also a MOLE representative in the PSC and/or PMCC of the a next project.

Responsible Unit	Priority	Time Implication	Resource Implication
ILO, Key National Stakeholders and Development Partners	HIGH	2018, to be included in the new project's design	Allocate budget in new project.

Impact Orientation and Sustainability

- 8) **Make sure to include in follow-up interventions the best practice of the Sustainability Workshop**; it has been considered in the above as a kind of Exit Strategy for the B-SEP programme as a whole. Support the implementation of the findings of the Sustainability Workshop, in particular to set up a Cell in DTE to develop a sustainability plan and implement and monitor it.

Responsible Unit	Priority	Time Implication	Resource Implication
ILO and MoE and other national stakeholders	Medium	Include in design of new project	Allocate budget in new project.

- 9) **Investigate ways in cooperation with BTEB and A2i to increase the linkages to industries** (BEF, ISC, PPP, and local chapters of employers' organisations) **in formal and informal apprenticeship programs**.

Responsible Unit	Priority	Time Implication	Resource Implication
ILO, BTEB, A2i, BEF, ISC, PPP, and local chapters of employers' organisations	Medium	Include in design of new project	Allocate budget in new project.

- 10) **Continue the consultation with the donor, GAC, for another phase of intervention** considering expanding public infrastructure development and future of work due to changing technology and automation and the enhanced attention for gender (see Recommendation 11).

Responsible Unit	Priority	Time Implication	Resource Implication
ILO and GAC	HIGH	2018-2019	Propose project budget.

Gender and Disability inclusion

- 11) **Align possible new interventions jointly to be undertaken with Global Affairs Canada to their new policy called 'Feminist International Assistance Policy' (FIAP)**, where gender equality is no longer a cross-cutting issue but a major priority, with a focus on empowerment of women and the needs of women and girls. The next phase of intervention will mainly focus on the skills policy with gender target, gender mainstreaming in skills system

and on the skills needed in response to changing technology and increasing trade. It will also propose to promote Value chain approach for market development and enterprise development focusing on women. In particular:

- Engendering policies and processes.
- Further emphasis on actions under the National Strategy for Gender Equality in TVET, to reach the 2020 objectives.
- Support efforts to enhance TVET enrolment of women which currently is only around 20 to 25% while the GoB target is 40%.
- Investigate ways in cooperation with A2i to increase the participation of women in formal and informal apprenticeship programs.

Responsible Unit	Priority	Time Implication	Resource Implication
ILO, GAC and Key National Stakeholders	HIGH	2018 - 2019	Allocate budget in new project

12) Identify, support and scale up the effective interventions directed at Persons with Disabilities, for example through BBDN, Access Bangladesh and Parents Forum for the Differently Abled (PFDA).

Responsible Unit	Priority	Time Implication	Resource Implication
ILO, BBDN, Access Bangladesh and PFDA and other organisations concerned with Persons with disabilities	Medium	Include in design of new project	Allocate budget in new project.

5 Lessons Learned and Good Practices

This chapter compiles three lessons learned (LL) and four good practices (GP) from the experience gained by evaluating the B-SEP project in the present report, namely:

Lessons learned

- LL1: The project structure with four components leads to stand-alone sub-projects and loss of oversight in the B-SEP Project.*
- LL2: While much progress made in the past five years make a positive story of the government's commitment to skills reform, inordinate delays in providing adequate staff and slow progress on various legislations and on providing dedicated budgets for certain activities, create challenges for skills reform in gaining momentum.*
- LL3: Contrary to the government's and the employers' positive response to disability inclusion, it is challenging to create enthusiasm among them to take concrete steps towards strengthening gender mainstreaming in the TVET system as well as in the workplace.*

Good practices:

- GP1: The use of the so-called 'Sustainability Workshop' towards the end of the project period as a kind of exit strategy is a Good Practice to be followed by many other projects.*
- GP2: The landmark Dhaka Skills Summit organized in December 2016 was a Good Practice of Tripartite Cooperation.*
- GP3: The use of ILO's flagship programme of SIYB and registering the so-called "SIYB Foundation of Bangladesh" officially is a Good Practice to be replicated elsewhere.*
- GP4: Disability inclusion.*

These Lessons Learned and Good Practices will be discussed in detail in the following two sections (5.1 and 5.2).

5.1 Lessons Learned

One of the purposes of evaluations in the ILO is to improve project or programme performance and promote organizational learning. Evaluations are expected to generate lessons that can be applied elsewhere to improve programme or project performance, outcome, or impact. The ILO/EVAL Templates are used below for the three identified Lessons Learned (LL).

LL1: The project structure with four components leads to stand-alone sub-projects and loss of oversight in the B-SEP Project.

ILO Lesson Learned Template

Project Title: Final Independent Evaluation (FIE) of Bangladesh Skills for Employment and Productivity (B-SEP)

Project TC/SYMBOL: BGD/12/01/CAN

Name of Evaluator: Theo van der Loop

Date: 17 December 2018

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	<i>The Lesson Learned is that the project structure with four components leads to stand-alone sub-projects and loss of oversight in the B-SEP Project funded by Global Affairs Canada (GAC). The staff within each component are pre-occupied with their own activities and lose sight of possible exchange and/or cooperation with other components.</i>
Context and any related preconditions	<i>The four components of the B-SEP project are: 1) Skills Funding, Planning and Support Services; 2) Competency Based Training & Assessment (CBTA) Quality & Relevance; 3) Industry Skills Development; and 4) Improved Access to Skills for women and disadvantaged groups.</i>
Targeted users / Beneficiaries	<i>ILO Country Office in Dhaka, ILO DWT/New Delhi, ROAP/Bangkok, HQ Geneva, GAC and key national stakeholders.</i>
Challenges /negative lessons - Causal factors	<i>Negative lessons are the lack of coordination when planning component-wise activities, the impossibility of (quickly) shifting budget from one component to the other once apparent that certain budget items are cancelled or substantially delayed, and the relatively large diversity of activities undertaken resulting in no less than 16 sub-components.</i>
Success / Positive Issues - Causal factors	<i>The clarity of having four different components envisioned initially was offset by the challenges mentioned in the previous box.</i>
ILO Administrative Issues (staff, resources, design, implementation)	<i>The decision to have four components is especially negotiated between the ILO Country Office, the GAC and the key national stakeholders, but ILO PARDEV and the ILO regional offices in Delhi and Bangkok can also play a role here.</i>

LL2: While much progress made in the past five years make a positive story of the government's commitment to skills reform, inordinate delays in providing adequate staff and slow progress on various legislations and on providing dedicated budgets for certain activities, create challenges for skills reform in gaining momentum.

ILO Lesson Learned Template

Project Title: Final Independent Evaluation (FIE) of Bangladesh Skills for Employment and Productivity (B-SEP)

Project TC/SYMBOL: BGD/12/01/CAN

Name of Evaluator: Theo van der Loop

Date: 17 December 2018

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	<i>The Lesson Learned is that, while much progress made in the past five years make a positive story of the government's commitment to skills reform, inordinate delays in providing adequate staff in BTEB and in TVET institutes and slow progress on various legislations and on providing dedicated budgets for certain activities, create challenges for skills reform in gaining momentum. Therefore, patience is required but also the long-term horizon</i>
Context and any related preconditions	<i>The government appreciates successful and resource efficient interventions for skills reform and it shows commitment to upscaling, however, the budget allocation for the same and the alignment of the system and human resources remain a constraint. Thereby sustainability of the interventions remains a challenge.</i>
Targeted users / Beneficiaries	<i>Key stakeholders of the Government of Bangladesh, ILO Country Office and donors.</i>
Challenges /negative lessons - Causal factors	<i>Inordinate delays in providing adequate staff to NTVQF Cell at BTEB, lack of dedicated budget to upscale NTVQF, lack of budget to make stipend program universal and slow progress on various legislations and strategies create challenges for skills reform in gaining momentum.</i>
Success / Positive Issues - Causal factors	<i>The formation of NSDA, setting up National Human Resource Development Fund (NHRDF) and incorporating NSDP 2011 in the 7th Five Years Plan and construction of several TVET institutes make a positive story of the government's commitment to skills reform.</i>
ILO Administrative Issues (staff, resources, design, implementation)	<i>Aim for multi-year interventions with possibility of follow-up, with a crucial role for ILO Pardev coordinating between efforts.</i>

LL3: Contrary to the government's and the employers' positive response to disability inclusion, it is challenging to create enthusiasm among them to take concrete steps towards strengthening gender mainstreaming in the TVET system as well as in the workplace.

ILO Lesson Learned Template

Project Title: Final Independent Evaluation (FIE) of Bangladesh Skills for Employment and Productivity (B-SEP)

Project TC/SYMBOL: BGD/12/01/CAN

Name of Evaluator: Theo van der Loop

Date: 17 December 2018

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	<i>The Lesson Learned is that contrary to the government's and the employers' positive response to disability inclusion, it is challenging to create enthusiasm among them to take concrete steps towards strengthening gender mainstreaming in the TVET system as well as in the workplace. It needs very serious attention for coordination of Development Partners in developing a joint strategy to engender the skills system and the labour market.</i>
Context and any related preconditions	<i>While trying to improve the access of the disadvantaged groups to skills, particularly women and Persons with disabilities, the B-SEP project has learnt about the significant philanthropic spirit and potential of private sector in making their work place disability inclusive, however, it needs considerable efforts to bring together their potential to make the labour market inclusive.</i>
Targeted users / Beneficiaries	<i>Key national government (MoE, NSDA, MOLE, MoEWOE) and employers stakeholders (BEF, Employers' Associations), ILO and GAC.</i>
Challenges /negative lessons - Causal factors	<i>Creating enthusiasm among government and employers organisations to take concrete steps towards strengthening gender mainstreaming in the TVET system as well as in the workplace is challenging in Bangladesh.</i>
Success / Positive Issues - Causal factors	<i>B-SEP's interventions with respect to Disability Inclusion (which even received an award for an innovative policy) both in skills supply and demand sides could be considered as a good practice.</i>
ILO Administrative Issues (staff, resources, design, implementation)	<i>The design of a new project in this area in Bangladesh needs to focus squarely on engendering policies and processes, which fit well with GAC's new policy of FIAP and with ILO's P&B.</i>

5.2 Good Practices

ILO evaluation sees lessons learned and emerging good practices as part of a continuum, beginning with the objective of assessing what has been learned, and then identifying successful practices from those lessons which are worthy of replication. The ILO/EVAL Templates are used below. There are four Good Practices (GP) that emerged from the B-SEP Project that could well be replicated under certain conditions in other projects and/or countries.

GP1: The use of the so-called ‘Sustainability Workshop’ towards the end of the project period as a kind of exit strategy is a Good Practice to be followed by many other projects.

ILO Emerging Good Practice Template

Project Title: Final Independent Evaluation (FIE) of Bangladesh Skills for Employment and Productivity (B-SEP)

Project TC/SYMBOL: BGD/12/01/CAN

Name of Evaluator: Theo van der Loop

Date: 17 December 2018

The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	<i>The use of the so-called ‘Sustainability Workshop’ towards the end of the project period as a kind of exit strategy for the B-SEP programme as a whole is a Good Practice to be followed by many other projects.</i>
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	<i>It is a very commendable achievement to be able to present in one workshop the five key senior government officers (from TMED, NSDC-S, DTE, BMET and BTEB). Also, the workshop included the principals or senior instructors of 28 public TVET institutes involved in all four components of the B-SEP Project. The suggestion made was to include in future also ISCs and private TVET providers in the workshop.</i>
Establish a clear cause-effect relationship	<i>Having such a workshop towards the end of the project can trigger important decisions to be made by Key stakeholders, such as the instruction by the Secretary of TMED/MoE to actually implement the findings of the Sustainability Workshop by setting up a Cell in DTE/MoE to develop a sustainability plan and implement it. In addition, the secretary also encouraged TVET principals to send budgets for continuing the NTVQF courses, and for new systems and practices such as PPP, ESS, NTVQF, Disability inclusion and RPL.</i>
Indicate measurable impact and targeted beneficiaries	<i>In break-away groups, the participants identified ‘Steps to sustain benefits’ for five issues: PPP, ESS, NTVQF, RPL and Disability inclusion. For each issue they identified 6 to 11 steps which are reproduced in Annex 11 of the B-SEP Final Independent Evaluation Report indicating very concrete recommendations on each these five issues.</i>
Potential for replication and by whom	<i>There is clear potential for replication as such a ‘Sustainability Workshop’ can be organized by many projects with the condition that preparations start early (as early as more than half a year before in order to get the right individuals present at the same time).</i>
Upward links to higher ILO Goals (DWCPs, CPOs or ILO’s Strategic Program Framework)	<i>This Good Practice (GP) is linked to ILO’s evaluation condition to have an exit strategy for each project.</i>
Other documents or relevant comments	<i>See the Report of the Sustainability Workshop.</i>

GP2: The landmark Dhaka Skills Summit organized in December 2016 was a Good Practice of Tripartite Cooperation.

ILO Emerging Good Practice Template

Project Title: Final Independent Evaluation (FIE) of Bangladesh Skills for Employment and Productivity (B-SEP)

Project TC/SYMBOL: BGD/12/01/CAN

Name of Evaluator: Theo van der Loop

Date: 17 December 2018

The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	<i>The Tripartite Partners of the ILO jointly organized the landmark Dhaka Skills Summit in December 2016 which can be considered as a Good Practice of Tripartite Cooperation. The Summit was inaugurated by the Honourable Prime Minister of Bangladesh and was attended by ILO's Director General.</i>
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	<i>The Government of Bangladesh, especially the Ministry of labour and Employment (MOLE), the Bangladesh Employers federation (BEF) and the trade unions affiliated to the National Coordination Committee for Workers' Education (NCCWE) were among the organisers of the Conference supported by the ILO Country Office Dhaka and funded by GAC.</i>
Establish a clear cause-effect relationship	<i>The Tripartite Constituents actually worked together to organize such a major Conference on skills development.</i>
Indicate measurable impact and targeted beneficiaries	<i>The skills summit was the venue for the announcement of the Dhaka Skills Declaration 2016 by the tripartite constituents, as well as for the formal inauguration of the Bangladesh Business & Disability Network (BBDN).</i>
Potential for replication and by whom	<i>There is clear potential for replication, and in fact a kind of follow-up workshop is currently being planned for 8-10 March 2019 whereby the WB, ADB, ILO, GoB and BEF have taken the lead roles.</i>
Upward links to higher ILO Goals (DWCPs, CPOs or ILO's Strategic Program Framework)	<i>This Good Practice (GP) is linked to ILO's prime element of Tripartism.</i>
Other documents or relevant comments	<i>See the Report of the Dhaka Skills Summit published in book format.</i>

GP3: The use of ILO's flagship programme of SIYB and registering the so-called "SIYB Foundation of Bangladesh" officially is a Good Practice to be replicated elsewhere.

ILO Emerging Good Practice Template

Project Title: Final Independent Evaluation (FIE) of Bangladesh Skills for Employment and Productivity (B-SEP)

Project TC/SYMBOL: BGD/12/01/CAN

Name of Evaluator: Theo van der Loop

Date: 17 December 2018

The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	<i>The use of ILO's flagship programme of SIYB and registering the so-called "SIYB Foundation of Bangladesh" officially under the Registrar of Joint Stock Companies and Firms (RJSC) of the GoB is a Good Practice to be replicated elsewhere.</i>
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	<i>The way B-SEP was able to provide quality technical support and that it was accepted very well by the partners is a major achievement, in particular the formation of a forum called "SIYB Foundation of Bangladesh" in 2017 by the 40 trainers trained in the SIYB program.</i>
Establish a clear cause-effect relationship	<i>The setting up of the SIYB Foundation has enhanced training in entrepreneurship as is indicated in the next box.</i>
Indicate measurable impact and targeted beneficiaries	<i>With B-SEP support, the SIYB Foundation has provided training to over 1,000 participants through a series of training programs according to the SIYB Foundation for many notable organizations such as Oxfam, Plan, IDE, and EU supported PRISM project.</i>
Potential for replication and by whom	<i>There is clear potential for replication such a SIYB Foundation in different countries.</i>
Upward links to higher ILO Goals (DWCPs, CPOs or ILO's Strategic Program Framework)	<i>This Good Practice (GP) is linked to ILO's flagship programme of SIYB.</i>
Other documents or relevant comments	<i>See the Technical Cooperation progress Reports of the B-SEP Project.</i>

GP4: Disability inclusion.**ILO Emerging Good Practice Template**

Project Title: Final Independent Evaluation (FIE) of Bangladesh Skills for Employment and Productivity (B-SEP)

Project TC/SYMBOL: BGD/12/01/CAN

Name of Evaluator: Theo van der Loop

Date: 17 December 2018

The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	<p><i>The way the B-SEP project has approached Disability Inclusion has received a lot of attention worldwide, for example, ILO HQ in Geneva is already disseminating it globally, and other stakeholders have also shown interest. A particular success has been the significantly increased awareness of and support for skills training and employment for Persons with Disabilities among both training providers and employers.</i></p> <p><i>In 2017 the project received an international award for innovative policy on disability inclusion (the Vienna based Zero Project Innovative Policy 2017 award).</i></p>
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	<p><i>The project provided training on Disability and Disability inclusion to 97 TVET Institutions of the Ministry of Education (MoE), which then developed disability inclusion plans. These plans are supported by policy initiatives from the Ministry, which established a 5% enrolment quota for persons with disabilities, and it is now tracking enrolment. Mobilizing employer-led support for the principle of disability inclusion and underpinning it with the economic case was a particularly effective strategy.</i></p> <p><i>The Dhaka Skills Summit in December 2016 witnessed the formal inauguration of the Bangladesh Business & Disability Network (BBDN), which partnered with BEF and has currently 39 members; its key achievements include job fairs for the disabled spread over Bangladesh where about 300 disabled acquired jobs, awareness raising, and the start of local chapters jointly with BEF and the local Chambers of Commerce. It has also instituted awards for disability champion industries with project's support and the first awards went in 2018 to six industries with significant numbers of workers with disabilities.</i></p> <p><i>Apart from the BBDN, the project has also successfully cooperated on selected activities related to disability inclusion with Access Bangladesh and Parents Forum for the Differently Abled (PFDA).</i></p>
Establish a clear cause-effect relationship	<p><i>The project succeeded in building awareness and commitment by the TVET Institutions of the MoE and by Bangladesh Employers' Federation (BEF) for disability inclusion.</i></p>
Indicate measurable impact and targeted beneficiaries	<p><i>See above under 'Relevant conditions and context'.</i></p>
Potential for replication and by whom	<p><i>There is clear potential for replication and there is global interest, including from the ILO HQ in Geneva.</i></p>

<p>Upward links to higher ILO Goals (DWCPs, CPOs or ILO’s Strategic Program Framework)</p>	<p><i>It is linked to the ILO DWCP (2017-2020) for Bangladesh, especially to Priority 1, Outcome 1.2: “Accessibility of TVET system enhanced in alignment with the National Skills Development Policy especially for women, disadvantaged groups, people with disabilities and ethnic groups and in view of introducing skills in emerging technologies relating to climate resilient green growth.”</i></p> <p><i>It is also linked to SDG4, Target 4.5: “By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.”</i></p>
<p>Other documents or relevant comments</p>	<p><i>See the Technical Cooperation progress Reports of the B-SEP Project, the Strategy for Persons with disabilities (draft): B-SEP – 2014, and the report of the Sustainability Workshop of September 2018.</i></p>

Annex 1 Terms of Reference (TOR)

The final version of the ToR can be provided as a separate document.

Annex 2 Inception Report for the Final Independent Evaluation of the B-SEP Project

The final version of the Inception Report (dated 26 October 2018) can be provided as a separate document.

Annex 3 List of Persons Interviewed and Program of Field Visits

This Annex includes the following four elements:

- 1) List of Persons interviewed
- 2) Mission schedule
- 3) Stakeholder Workshop
- 4) Visit to Moulvi Bazar

1) List of Persons interviewed

Sl.	Name, Designation and Organization	Contact no.	Email
1.	Mr. Tuomo Poutiainen Country Director, ILO	01713 239860	poutiainen@ilo.org
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3.	Ms. Riful Jannat Senior Development Advisor High Commission of Canada	01688 103773	riful.jannat@international.gc.ca
4.	Mr. ABM Khorshed Alam CEO, NSDC Secretariat	01552 466246	nsdcsec@nsdc.gov.bd , ceonsdc@gmail.com
5.	Mr. Ashoke Kumar Biswas Director General, DTE and National Project Director	01718 777579	ashoke4744@gmail.com, techedu09@gmail.com
6.	Dr. Mostafizur Rahman, Chairman, Bangladesh Technical Education Board (BTEB)	01819 258958	chairman@bteb.gov.bd
7.	Mr Hanif Mridha, Assistant Director, Apprenticeship Cell, Bureau of Manpower Employment and Training (BMET)	01715 855849	adat.dhaka@gmail.com,
8.	Md. Ayub Ali, Principal, Bangladesh Institute of Glass and Ceramics (BIGC)	01716237252	principal_bigc@yahoo.com
9.	Mr. AKM Bari Chairman, Tourism & Hospitality ISC	01713 403585	bariakm@yahoo.com
10.	Mr. Snehal V. Soneji CTA, Skills 21 Project	01713 099881	soneji@ilo.org
11.	Mr. Asaduzzaman a2i project	01712092922	asad.zaman@a2i.gov.bd

Sl.	Name, Designation and Organization	Contact no.	Email
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14.	Dr. Rubina Husain Secretary General Tourism & Hospitality ISC	01711 541345	rubina.h.farouq@gmail.com
15.	Md. Shafiqur Rahman G. S. & CEO Agro Food ISC	01711 228747	chairman.ceafs@gmail.com
16.	Mr. Nasimul Mahbub, General Manager, Aristo Pharmaceutical Factory	01959 920003	nasimul@ aristopharma.com
17.	Makfie Farah Specialist- Advocacy Practical Action	01701 207782	makfie.farah@practicalaction.org .bd
18.	Ms. Sajida Rahman Danny Chairman PDFA- Vocational Training Center	01970 089088	chairman@pfda-vtc.org
19.	Nehir Ranjan Das Principal In-charge Graphics Arts Institute	01817 046134	principal.graphic@gmail.com
20.	Albert Mollah Executive Director Access Bangladesh	01711 488146	mollahalbert@yahoo.com
21.	Md. Abu Saeed Coordinator Pharma ISC	01861 917591	asaeebd62@gmail.com
22.	Md. Abdul Aziz Munshi Coordinator IS-ISC	01817 022909	isiscbd2015@gmail.com
23.	Mr. Murteza Rafi Khan Co-Chairman of Executive Committee Bangladesh Business & Disability Network (BBDN)	01730 453453	murteza.khan@bbdn.com.bd
24.	Mokhlesur Rahman Senior Operations Officer Education Global Practice The World Bank	01711 593184	mrahman2@worldbank.org
25.	Mr. Zhigang Li Asian development Bank	01755515879	zli@adb.org

Sl.	Name, Designation and Organization	Contact no.	Email
26.	Mr. Farooq Ahmed Secretary General, Bangladesh Employers' Federation (BEF)	01711543172	farooqahmed.mcci.bef@mccibd.org
27.	Mr. Abdul Karim Majumder Managing Director, Nadia Furniture Ltd.	01819241830	nadia_furniture61@yahoo.com
28.	Sk. Al-Ferubi CEO, Akhtar Furniture Academy (AFA) & Akhtar Technical Institute	01711 401895	ferubi57@gmail.com
29.	Muhammad Sohel Ahmed Head Regency Hospitality Training Institute (RHTI)	01713 332586	sahmed@rhtibd.com
30.	Mr. Md. Akram Hossain Deputy Program Officer (Job Placement & Decent Work), UCEP Bangladesh	01711 316931	akram.hossain@ucepbd.org
31.	Md. Rezaul Karim Vice Principal Dhaka Polytechnic Institute	01819 202488	rkarim.dte@gmail.com
32.	Md. Mizanur Rahman Coordinator, Furniture ISC	01819497297	furnitureisc@gmail.com
33.	Shamima Akter Senior Instructor SFMMTTC, Dhaka	01710 068613	aktershamima17@gmail.com
34.	Dr. Md. Ramjan Ali Principal TTTC	01711582406	principal.tttc@gmail.com
35.	Shahana Begum Principal In-charge DMPI	01714204624	dhakampi1985@gmail.com
36.	Md. Salim Mridha Curriculum Specialist BTEB	01552496191	mridha.selim11@gmail.com
37.	Mahbubul Islam Executive Director, BACE	01712152467	bacebd@gmail.com
38.	Mr. Tajul Islam, Training Coordinator	01714518955	tazulzaved@gmail.com,

2) **B-SEP Final Independent Evaluation: Mission Schedule of Theo van der Loop**

23 October – 9 November 2018

Day/ Date/ Time	Activity/ Meeting/ Contact	Place/ Venue	Status	Responsible official/s
Tuesday, 23 October, 2018	Arrival of Theo at Dhaka (AM/ PM)	Hotel booking and pick-up	Confirmed	Joy Dasgupta
DAY 1, Wednesday, 24 October, 2018				
09.30-10.30	Introductory discussion with Skills Team (B-SEP & Skills21)	ILO Skills Programme Office	Confirmed	Kishore/ Nuruzzaman
11.00-12.30	Meeting with ILO Country Director, and Security Briefing by Mr Shahriar (UDSS)	ILO Country Office	Confirmed	Augustina/ Shahriar/ Nuruzzaman
14.00-16.30	Presentation on B-SEP Project, and component wise discussion	ILO Skills Programme Office	Confirmed	Kishore All POs
DAY 2, Thursday, 25 October, 2018				
09.30-10.30	Meeting with the Chairman of BTEB (CBTA/ NTVQF course, RPL)	Office of the Chairman of BTEB, Agargaon	Confirmed	Serajul/ Nuruzzaman
11.00-12.00	Meeting with CTA of Skills 21 Project	ILO Skills Programme Office	Confirmed	Nuruzzaman
12.30-13.30	Meeting with the Coordinator of a2i Project	ILO Skills Programme Office	Confirmed	Tanjel/ Nuruzzaman
14.00-16.30	Visit to work place of UCEP graduates	Hotel Six Seasons, Gulshan-2	Confirmed	Nuruzzaman
DAY 3, Friday, 26 October, 2018 – Week-end				
DAY 4, Saturday, 27 October, 2018				
10.00-11.00	ISC-Ceramics (Apprenticeship)	Bangla Motor, Dhaka	Confirmed	Tanjel
12.00-13.00	Graphic Arts Institutes (for PPP)	Mohammadpur	Confirmed	Tanjel/ Fatema
15.00-16.00	Meeting with NCCWE (representative of skills)	Mohammadpur	Confirmed	Tanjel
DAY 5, Sunday, 28 October, 2018				
09.00-10.30	Meeting with CEO, NSDC Secretariat	NSDCS Office, Tejgaon	Confirmed	Manas Da
11.00-12.30	Visit to BIGC	BIGC, Tejgaon	Confirmed	Manas Da
14.30-15.30	Meeting with the Chairman of ISC, Tourism & Hospitality	ILO Skills Programme Office	Confirmed	Tanjel/ Nuruzzaman
DAY 6, Monday, 29 October, 2018				
10.00-11.30	Meeting with NPD/ DG, DTE	DTE office, Agargaon	Confirmed	Kishore/ Tanjel
15.00-15.45	Meeting with Mr. Kiril, First Secretary, Canadian High Commission	Canadian High Commission, Baridhara	Confirmed	Kishore/ Tanjel
Day 7, Tuesday, 30 October, 2018				

AM / PM	Review of documents and work on the draft PowerPoint for stakeholders' workshop on 8 November	Hotel/ Skills Programme Office	Confirmed	Nuruzzaman
Day 8, Wednesday, 31 October, 2018				
10.00-12.00	Participation in the Meeting of DPs in the skills sector in Bangladesh	ILO Country Office	Confirmed	Tanjel/ Nuruzzaman
15.00-16.00	Visit to Aristo Pharmaceuticals factory-Apprenticeship training	Shyampur, Postagola, Dhaka	Confirmed	Tanjel
Day 9, Thursday, 01 November, 2018				
11.30-13.00	Meeting with DG BMET	BMET Office, Kakrail	Confirmed	Tanjel
13.30-15.00	Meeting with Kishore at ILO B-SEP office	ILO B-SEP office	Confirmed	Kishore/ Nuruzzaman
15.30-16.15	Meeting with BBDN over Skype – Mr. Murteza	Skype	Confirmed	Chanchal
DAY 10, Friday, 02 November, 2018 – Week-end				
Day 11, Saturday, 03 November, 2018				
08.30-12.30	Visit to Nadia Furniture Industry, apprenticeship training	Nadia Furniture Industry, Singair, Manikganj	Confirmed Need to process TA for 1 consultant & PO	Nuruzzaman/ Tanjel
13.30-16.30	Access Bangladesh for self-employment program in green jobs	Access Bangladesh, Savar, Dhaka	Confirmed	Nuruzzaman/ Tanjel
Day 12, Sunday, 04 November, 2018				
10.00-11.00	Meeting with Mr. Mokhlesur Rahman of World Bank	World Bank Office, Agargaon	Confirmed	Kishore/ Nuruzzaman
12.00-14.00	Meeting with Kishore at ILO B-SEP office	ILO B-SEP office	Confirmed	Kishore/ Nuruzzaman
14.30-16.30	Focused Group Discussion (FGD) with selected Principals/ Officials of TVET institutes on NTVQF, PPP and ESS	ILO Skills Programme Office	Confirmed (DPI, TTTC, BIGC, DMPI, GAI, BKTTTC Dhaka, SFMMTTTC, Mr. Selim Mrihda-BTEB); Snacks	Serajul/ Alex/ Fatema/ Towhid
Day 13, Monday, 05 November, 2018				
09:30-11:30	Focused Group Discussion (FGD) with implementing partners/ ISCs on apprenticeship, productivity, gender, disability, self-employment (including green jobs)	ILO Skills Programme Office	Confirmed (AFA, UCEP, TMSS, Shushilan, ABF, PAB, PFDA, CRP, CISC, PISC, BACE, a2i, ISISC)	Nuruzzaman/ Tanjel/ Fatema/ Towhid
12.30-13.45	Meeting with Kishore at ILO B-SEP office	ILO B-SEP office	Confirmed	Kishore/ Nuruzzaman
14.30-16.30	Parents Forum for the Differently Abled (PFDA)- Vocational Training Centre	Mohakhali	Confirmed	Nuruzzaman
Day 14, Tuesday, 06 November, 2018				

09.00-10.00	Meeting with Kishore at ILO B-SEP office	Hotel / ILO Skills Programme Office		Consultants
10.30-11.30	Meeting with Mr. Farooq Ahmed, Secretary-General, BEF over Skype	Skype	Confirmed	Chanchal
12.00-13.00	Meeting with Mr. Zhigang Li of ADB	Agargaon	Confirmed	Kishore/ Nuruzzaman
PM	Work on the draft PowerPoint	Hotel		Consultants
Day 15, Wednesday, 07 November, 2018				
09.00-15.00	Work by two consultants on the draft PowerPoint	ILO Skills Programme Office	Confirmed	Chanchal
15.30-16.30	De-briefing session with skills team	ILO Skills Programme Office	Confirmed	Tanjel/ Nuruzzaman
Day 16, Thursday, 08 November, 2018				
09.30-11.00	Meeting with Ms. Riful of Canadian High Commission	Office of Canadian High Commission, Baridhara	Confirmed	Kishore/ Nuruzzaman
12.30-13.15	Meeting with ILO Country Director	Hotel Six Seasons, Gulshan 2	Confirmed	Augustina/ Nuruzzaman
14.30-17.00	Stakeholders' Workshop	Conference room, NSDC Secretariat, Tejgaon	Confirmed (65 participants)	Chanchal/ Towhid/ Tanjel/ Nuruzzaman
Day 17, Friday, 09 November, 2018				
	Departure of Mr. Theo from Dhaka (AM/ PM)			
Saturday-Sunday, 10-11 November, 2018				
2 Days	Field Visit to Moulvi Bazar TSC and Srimangal (informal apprenticeship) (Wajid)	Moulvi Bazar and Srimangal	Confirmed Need to process TA for 1 consultant & PO; Hire Vehicle	Serajul & Wajid

3) Stakeholders' Workshop

Sharing Findings of Final Evaluation

B-SEP Project, ILO, CO-Dhaka

Date: 08 November 2018

Venue: NSDC Secretariat

423-428, Telecom Training Center, Tejgaon Industrial Area, Dhaka 1208

Programme Schedule:

<u>Time</u>	<u>Session / Facilitator</u>	
02:00 pm - 02:30 pm	Registration	Md. Chanchal Mahmud
02:30 pm - 02:35 pm	Welcome by Programme Officer	Mohammad Nuruzzaman
02:35 pm - 02:45 pm	Introductory speech and objective of the workshop by CTA, B-SEP	Kishore Kumar Singh

02:45 pm - 03:30 pm	Presentation and sharing findings of final evaluation Theo van der Loop
03:30 pm - 04:00 pm	Question-answer session Theo van der Loop & Wajid Hasan Shah
04:00 pm - 04:15 pm	Debriefing and concluding remarks Theo van der Loop
04:15 pm - 04:20 pm	Vote of thanks by Programme Officer ANM Tanjel Ahsan
04:20 pm - 04:40 pm	Tea Fatema Khatun/ Towhidul Islam Bhuiyan

4) Mission to Moulavi Bazar districts with final evaluation team

Date : 10-11 November, 2018

Mission Member : Md. Serajul Islam, Programme Officer, Skills 21 Project , Mr. Wajid Hasan Shah, National Consultant

Objective : The objective of the mission is to visit Moulavi Bazar districts with Final evaluation team to review project achievement.

Day -1; 10 November 2018

Time	Activity / Remarks
07:00 am	Travel from Dhaka to Moulavi Bazar Rented car
2:00-5:00 pm	Visit Moulavi Bazar TSC to meet with Principal, Trainers and Beneficiaries of B-SEP Project Rented car / Night stay in Moulavi Bazar

Day -2; 11 November 2018

Time	Activity / Remarks
08:00 am	Travel to Sreemongol sub-district and meeting with UNO/A2i Coordinator and beneficiaries of Apprenticeship programmes under B-SEP Project Rented car
12:30 pm	Travel to Dhaka Rented car
05:30 pm	Arrival at Dhaka

Annex 4 Data Collection Worksheet: Evaluation Questions and Criteria

The 'Data Collection Worksheet' below specifies the Evaluation Criteria and Questions, and the sources of data, stakeholder interviews and specific methods used during the evaluation.

Evaluation Criteria and Questions	Sources of Data	Stakeholder Interviews	Specific Methods
A. Relevance and Strategic fit of the Project			
1. Alignment with stakeholder needs: Are the projects' objectives and interventions in line with the needs and priorities of the tripartite constituents? Was the project aligned with the needs of the government policies and plans on TVET reform and skills development? With the needs of the enterprises of workers for access to skills and employment opportunities, especially for disadvantaged groups in the target sectors?	Government Policies, DWCPs, PRODOC, Evaluability Assessment	Project Team MoE/MOLE, Social Partners, TVET, CSOs, ISCs, Donor, DWT-Delhi	Documents review; Stakeholder Interviews
2. Was the project approach in line with national development framework and the priority identified in DWCP for 2012 – 2015 (CPO BGD 101) and also in DWCP 2017-2020?	National policies and DWCPs, Evaluability Assessment, SDGs	Project Team & MoE/MOLE	Documents review & Interviews
3. Were the project interventions in line with goal of CIDA Skills for employment programme?	PRODOC, Grant Agreement, Evaluability Assessment	Project team Donor	Documents review & Interviews
4. How has this project and its activities contributed towards progress towards achievement of SDG 4 (Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all), in particular the Targets 4.4 (By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship), and 4.5 (By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations). In regard to both of the above, assess the projects' contribution Assess also the Project's fit with UN's UNDAF priorities for Bangladesh.	National policies and DWCPs, Evaluability Assessment, SDGs, UNDAF	Project Team & MoE/MOLE	Documents review & Interviews

B. Project Progress and Effectiveness			
5. To what extent has the project achieved its immediate objectives? Assess this in the light of the progress made in achieving targets and planned results? [Reference will be made to the indicators and targets in the Performance Measurement framework – see Table 9 in the PRODOC]. Assess the achievements also in terms of gender and coverage of disadvantaged groups . Can the observed change be attributed to project outputs, intended and unintended? What were the main challenges, constraints and success factors in achieving the results? How has the project been responding to the changing situation of the country and/or of the constituents and partners' priorities?	PRODOC, TCPRs, MTE & Technical Reviews	Project Team MoE/MOLE, Social Partners & TVET, CSOs, ISCs, Donor, DWT-Delhi	Document review; Interviews; Field visits
6. What contributions has the project made to achieve the goals set for NSDP by the Government of Bangladesh?	NSDP policy, TCPRs,	<i>Same as above</i>	<i>Same as above</i>
7. Did the project interventions promote also International Labour Standards in Government policies on vocational training and employment programs, in training and education material developed under the project, in its recommendations to the policy makers? Is TVET Reform and Skills Development an issue for Tripartism and social dialogue? Is there a tripartite committee in the country that discusses and makes policy recommendations?	Policies & Plans of Tripartite Constituents and TCPRs	Project Team, Tripartite Constituents & TCC	Document review; Interviews
8. To what extent has the project contributed to achieving relevant outcomes in Bangladesh DWCPs?	DWCPs & TCPRs	Project Team, Tripartite Constituents	Document review; Interviews
9. How have stakeholders including the social partners (employers' and workers organizations) been involved in project implementation? Assess also the initiatives and contributions made by the Project towards capacity building of social partners?	TCPRs, Policies & Plans of Tripartite Constituents	Tripartite Constituents, Project team, DWT Delhi	Document review; Interviews
10. Assess how gender considerations have been mainstreamed throughout the project cycle (design, planning, implementation, M&E), including that of implementation partners. Do results (effects of activities and outputs) affect women and men differently? If so, why and in which way?	TCPRs and relevant project documents	Project Team MoE/MOLE, Social Partners, TVET, CSOs, ISCs, Donor, DWT-Delhi	Document review; Interviews
11. To what extent has the project made strategic use of coordination and collaboration with other ILO projects (e.g. other skills project, RMG, etc.), other development agencies and on-going initiatives of the government of Bangladesh to increase its effectiveness and impact?	TCPRs, relevant documents of other projects on skills development	Project Team and other ILO staff in Dhaka MoE/MOLE, Donors incl. ADB, Social Partners & DWT-Delhi	Document review; Interviews

12. How has the project managed the practice of knowledge management, lessons dissemination and visibility of project branding?	TCPRs and relevant project documents	Project Team MoE/MOLE, Social Partners, TVET, CSOs, ISCs, Donor, DWT-Delhi	Review of documents and of communication materials; Interviews
C. Efficiency of Resource Use			
13. To what extent has the project delivered value for money? Have resources (financial, human, time, expertise, etc.) been allocated strategically and efficiently to achieve expected results? How well did the project manage finances (budget forecasts, spending and reporting)?	PRODOC, TCPR's, Financial Reports to Donor	Project Team, MoE/MOLE, Social Partners, TVET, CSOs, ISCs, Donor, DWT-Delhi	Document review; Interviews; Financial reporting
14. Have the project funds and activities been delivered in a timely manner? If not, why? What steps were taken to mitigate the problems?	TCPR's, Financial Reports to Donor	Project Team, MoE/MOLE, Social Partners & Donor	Document review; Interviews; Financial reporting
15. Assess the resources (funds, human, time, expertise, etc.) allocated strategically to achieve gender-related objectives?	TCPR's, Financial Reports to Donor	Project Team, Tripartite Constituents, Donor	<i>Same as above</i>
16. The extent to which the project has leveraged resources/collaborated with other projects?	TCPR's, Documents on other projects	ILO Country office, Donors	Document review; Interviews
D. Effectiveness of management arrangements			
17. Given the size of the project, its complexity and challenges, were the existing management structure and technical capacity sufficient and adequate?	TCPR's, Project documents	ILO CO, Project Team, DWT-Delhi, MoE/MOLE, Donor, Social Partners, TVET, CSOs, ISCs	Document review; Interviews
18. To what extent do the project management structure, capacities and arrangements put in place support the achievement of the planned results?	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>
19. Did the project receive adequate political, technical and administrative support from the ILO and its national implementing partners? If not, why? How that could be improved?	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>
20. How effective was the monitoring mechanism set up, including the role of the Project steering committee and the regular/periodic meetings among project staff and with donors and key partners?	PRODOC, TCPR's, Project documents	<i>Same as above</i>	<i>Same as above</i>
21. Did the project have an M&E system in place that collected sex-disaggregated data and monitor results?	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>
E. Impact Orientation and Sustainability			

22. Given the results achieved by the Project (under each of the 4 components of the Project), what contributions the project has made to TVET reform?	TCPRs, Policy and project Documents	Project Team, MoE/MOLE, Donor, Social Partners,	Document review; Interviews
23. Is TVET Reform and Skills Development a subject matter for tripartite social dialogue?	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>
24. How sustainable are the project results? What strategies has project implemented to ensure sustainability once the project ends? Does the Project have effective and realistic exit strategy? Is the project gradually being handed over to national partners? Is the project's knowledge and experience effectively transferred to national partners? Do national partners have the capacity to follow up on Project results?	<i>Same as above</i>	<i>Same as above</i>	<i>Same as above</i>

Annex 5 B-SEP: The Logic Model

The Logic Model in the table below is copied from the Technical Review (2018).

ULTIMATE OUTCOME	1000 A better trained, qualified and competent workforce with increased economic opportunities						
	↑			↑			
INTERMEDIATE OUTCOMES	1100 Improved enabling environment for increased skills development & employment to support higher value economic growth in Bangladesh			1200 Improved planning, coordination & delivery of demand driven, equitable and gender sensitive competency based training programs for key workforce segments in Bangladesh			
	↑			↑		↑	
IMMEDIATE OUTCOMES	1110 Increased capacity and effectiveness of policy, systems and institutional arrangements that improve the skills system		1210 Improved mechanisms, programs and services that strengthen the links between the demand and supply of skills in target sectors		1220 Increased access to skills programs and employment opportunities for disadvantaged groups in the target sectors		
	↑	↑	↑	↑	↑	↑	↑
OUTPUTS	1111 Financial planning, management and sustainability of the skills system improved	1112 Coordination, planning, monitoring and evaluation of skills policies, strategies and programs improved	1113 Employment services supported and enhanced through pilots in target sectors	1211 Quality and relevance of CBTA systems and programs improved	1212 Workplace performance in target sectors improved through skills development	1213 Apprenticeship and skills recognition systems improved	1221 Technical, supervisory and entrepreneurial skills for specific groups in target sectors delivered
	↑	↑	↑	↑	↑	↑	↑
ACTIVITIES	1111.100 Strengthen financial planning and management of the skill system	1112.100 Support G20 initiative to strengthen coordination and governance of skills system for local and overseas employment	1113.100 Support school-to-work, career guidance & job placement services	1211.100 Strengthen quality assurance regulatory arrangements for CBTA	1212.100 Increase the demand for and utilisation of skills in the target sectors	1213.100 Strengthen formal apprenticeships in the target sectors	1221.100 Design & deliver and pilot non-traditional courses for women in target sectors
	↑	↑	↑	↑	↑	↑	↑
	1111.200 Increase administrative and financial efficiency & effectiveness	1112.200 Strengthen skills planning, monitoring and evaluation systems	1113.200 Develop and implement social marketing activities to improve the status of skills training and outreach of the skills system	1211.200 Develop NTVQF qualifications, standards and curricula for priority occupations	1212.200 Expand the nature and scope of industry training and workplace learning in target sectors	1213.200 Strengthen informal apprenticeships in the target sectors	1221.200 Design & deliver specific programmes for people with disabilities in target sectors

Annex 6 Summary of DWCP for Bangladesh 2017-2020

Priorities and outcomes

Priority 1: Effective employment policies to enhance employability through skill development including for green growth.

Priority 2: Promotion of safe and clean working environment for all workers and in compliance with core international labour standards.

Priority 3: Promotion of fundamental principles and rights at work through social dialogue and tripartism.

Priority 4: Promotion of social protection for all workers and vulnerable groups including protection against climate change.

Outcomes - Employment and skills

1.1 Bangladesh jobs strategy formulated for skills development and job creation with higher productivity and in green industries especially for young men and women.

1.2 Accessibility of TVET system enhanced in alignment with the National Skills Development Policy especially for women, disadvantaged groups, people with disabilities and ethnic groups and in view of introducing skills in emerging technologies relating to climate resilient green growth.

Outcomes - Compliance

2.1 International labour standards (ILS) especially the eight core conventions are promoted and constituents' capacity enhanced for their better implementation.

2.2 Implementation of policies, laws and programmes promoted to ensure occupational safety for improving working conditions and to ensure a just transition to a climate resilient and green economy through the application of ILO guidelines, which in turn would facilitate a just transition towards environmentally sustainable economies and societies for all.

Outcomes - Social dialogue

3.1 Employers' and Workers' organizations' capacity developed to strengthen freedom of association, collective bargaining and sound industrial relations.

3.2 Capacity of labour administration enhanced leading to good governance in the labour market.

Outcomes - Social protection

4.1 Employment injury social protection schemes for selected sectors developed and implemented.

4.2 Laws and policies for protection of migrant workers, domestic workers, child labourers and indigenous workers developed and implemented.

Annex 7 Detailed Results against targets as of 7 November 2018

Component	Immediate Objective/ Outcome	Output	Activities:	Targets:	Results			Comments	Assessment: was the target met?
					Total	Women	Men		
Component 1: Skills Funding, Policy and Support Services	1: (1110) Increased capacity and effectiveness of policy, systems and institutional arrangements that improve the skills system	1.1(1111) Financial planning, and management and sustainability of the skills system improved	1111.100 Strengthen financial planning and management of the skill system	150 (to be trained as per prodoc)	152 trained	14	138	As per Decision 9 of the PMCC the project was refocused on testing alternative financial mechanisms.	There has been a discernable improvement in financial planning and management in terms of a better understanding of the potential for outcome budgeting, which is better understood but practiced only in limited ways (only two institutions are using this). The development of PPP modes has been a notable success with Institutions now
			1111.200 Increase administrative and financial efficiency & effectiveness	20% overall funding increase/ revised to 5 PPP pilots	5	N/A	N/A		
				100 (to be trained as per prodoc)	106	7	99		
			1111.300 Identify, develop and implement viable funding models and mechanisms	Industry skills development fund operational	Met			National Human Resource Development Fund (NHRDF) set up in 2017 as a company under Companies Act.	
Train 100 on budgeting methods	110	24		86					

Component	Immediate Objective/ Outcome	Output	Activities:	Targets:	Results			Comments	Assessment: was the target met?
					Total	Women	Men		
									independently negotiating and entering in to MOU's with local enterprises.
		1.2 (1112) Coordination, planning, monitoring and evaluation of skills policies, strategies and programs improved through the G20 initiative	1112.100 Support G20 initiative to strengthen coordination and governance of skills system for local and overseas employment	Train 50 ³ persons on G20 initiative to strengthen coordination and governance of skills system for local and overseas employment	195	160	35	NSDC Action Plan Phase 1 and 2 and implementation planning. NSDC taking active role in coordination and participation on 17 Ministries and private sector.	
			1112.200 Strengthen skills planning, monitoring and evaluation systems	200 persons to be trained for strengthening skills planning, monitoring and evaluation systems	567	136	431		
			1112.300 Build capacity to undertake research and analysis on key labour and skills issues	50 persons to be trained to promote undertake research and analysis on key labour and skills issues	104	15	89	Original research being carried out by NSDCS and DTE	

³ Revised results framework called for 100

Component	Immediate Objective/ Outcome	Output	Activities:	Targets:	Results			Comments	Assessment: was the target met?
					Total	Women	Men		
				Five reports on major labour and skill issues produced by NSDC	Met				
		1.3(1113) Employment services supported and enhanced through pilots in target sectors	1113.100 Support school-to-work, career guidance & job placement services	4 job centres & 4 additional career and job placement cells strengthened in partner organizations	8 ESS pilots established			The number of users is increasing as more and more users are using the facilities	
				5,000 (targeted number of users of the Employment Support Service)	7808	1620	6188		
				75% satisfaction rate	75%				
			1113.200 Develop and implement social marketing activities to improve the status of skills		8086			No specific targets established in prodoc or revised performance framework	
			50 (as per prodoc)	824	271	553			

Component	Immediate Objective/ Outcome	Output	Activities:	Targets:	Results			Comments	Assessment: was the target met?
					Total	Women	Men		
			training and the outreach of the skills system						
			1113.300 Strengthen the system for collecting, analysing and reporting labour market and skills data	five sector studies on labour and skills trends completed 150 persons trained to produce LMI reports	Met 166		28 138		
Component 2: Quality and Relevance	Immediate Objective 2: (1210) Improved mechanisms, programs and services that strengthen the links between the demand and supply of skills in target sectors	2.1(1211) Quality and relevance of CBT&A systems and programs expanded	1211.100 Strengthen quality assurance regulatory arrangements for CBTA	BTEB independently developing standards, registering training organizations, trainers, assessors, and conducting assessment and certification of graduates and workers				BTEB recruited the remaining new officials and training will be completed by 30 November, 2018	
				50 persons trained;	25	0	25		
			1211.200 Develop NTVQF qualifications, standards and	20 new NTVQF programs;; by Q1 2018	20 new packages, Equipped 25			Remaining 120 NTVQ trainees are enrolled in 6	

Component	Immediate Objective/ Outcome	Output	Activities:	Targets:	Results			Comments	Assessment: was the target met?
					Total	Women	Men		
Component 3: Industry Skills Development			curricula for priority occupations		Institutions			RTOs and training will be completed by 30 November, 2018	
				1,100 trained under NTVQF programs	980	216	764		
				100 partner staff trained	100	11	89		
		1211.300 Strengthen the capacity of managers, trainers and assessors to implement CBTA in target sectors	1,100 managers, trainers and assessor trained, including at least 20% women;	1063	138	925	20% of female target could not be achieved due to shortage of female trainers/assessors in the target sectors.		
		2.2(1212) ISCs supported to promote workplace performance and facilitate demand-supply linkages for Skills Development in the 5 target sectors	1212.300 Establish and support ISCs and other improved links between industry and the skills system in target sectors	3 New ISCs established and 2 strengthened; 100 persons trained;	3 new ISC, 2 supported 107 trained	3	104	Agro food and Tourism ISC's established under TVET-R, Furniture, Ceramics and Pharmaceutical established by B-SEP	
			1212.100 Increase the demand for and utilization of skills in the target sectors	25 enterprises (5 enterprises in each of the 5 target sectors); 250 persons trained in productivity	252	26	226	Training in SCORE and SIYB.SIYB Foundation Bangladesh established as a separate entity.	

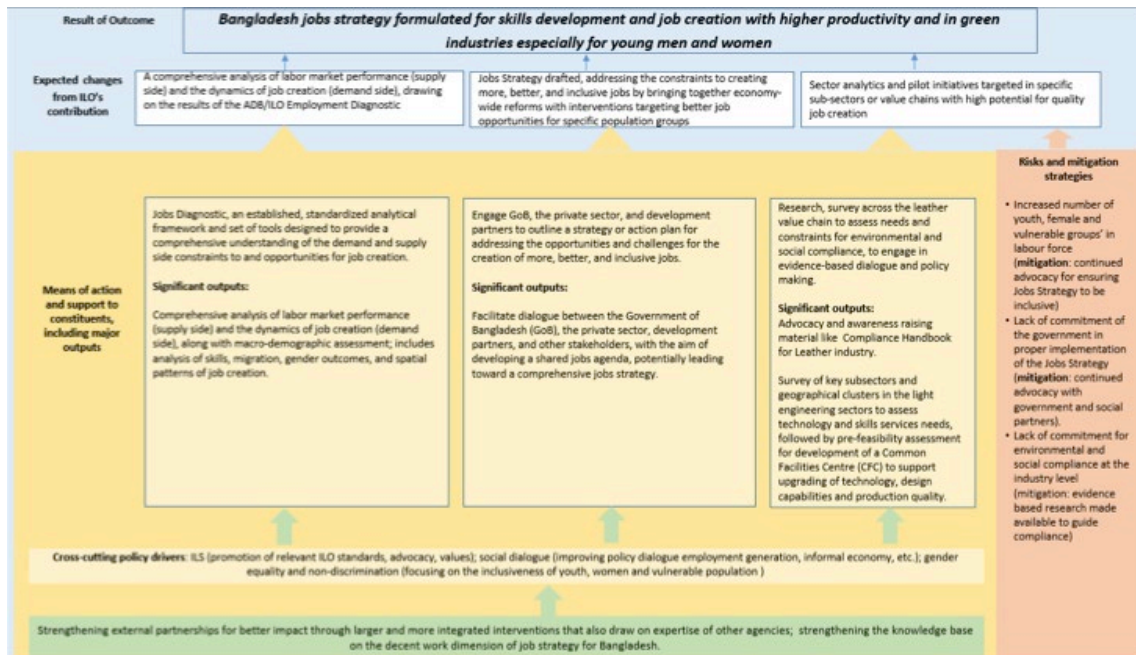
Component	Immediate Objective/ Outcome	Output	Activities:	Targets:	Results			Comments	Assessment: was the target met?
					Total	Women	Men		
				improvement program;					
			1212.200 Expand the nature and scope of industry training and workplace learning in target sectors	5 WPL programs (one each for the 5 target sectors); 500 persons trained;	Workers: 449 MCPs:196 Partners: 126 Total: 796	Workers :210 MCPs: 27 Partners :11 Total: 254	Workers:239 MCPs: 169 Partners:115 Total: 542		
		2.3(1213) Apprenticeship and skills recognition systems expanded	1213.100 Strengthen formal apprenticeships in the target sectors	6,200 trained in formal apprenticeship , including 6,000 new market entrants, 100 Partner staff and 100 Managers, instructors and MCPs;	Workers: 6,600 Partners: 169 MCPs:177 Total: 6,946	Workers :1,751 Partners :15 MCPs: 11 Total: 1,188	Workers:4,849 Partners:154 MCPs: 166 Total: 5,169	Supported NSDC Secretariat to draft apprenticeship strategy, Supported BMET to introduce computerized data system, supported govt. (through a2i) to implement in 100 other workplaces	
			1213.200 Strengthen informal apprenticeships in the target sectors	6,200 trained in informal apprentices including 6,000 new market entrants, 100 Partner staff	Workers: 6,003 Partners: 57	Workers :1,740 Partners :5	Workers:4,263 Partners:52	Develop the capacity to local government and Directorate of Social Service to introduce apprenticeship training programme	

Component	Immediate Objective/ Outcome	Output	Activities:	Targets:	Results			Comments	Assessment: was the target met?
					Total	Women	Men		
				and 100 Managers, instructors and MCPs;	MCPs: 1,750 Total: 7,810	MCPs: 362 Total: 2,107	MCPs: 1,488 Total: 5,803		
			1213.300 Establish, support and promote systems for the recognition of prior learning in target sectors and for overseas employment	2,500 workers for local and overseas employment; 50 Partner staff and 100 Managers, instructors and MCPs trained;	Workers:2266 Partners:34 MCPs:25 Total: 2324	Workers :549 Partners :2 MCPs:4 Total: 555	Workers:1716 Partners:32 MCPs:21 Total: 1769	Supported BTEB to introduce RPL operation guidelines for assessment centres	
Component 4: Inclusive Skills	3: (1220) Increased access to skills programs and employment opportunities for disadvantaged groups in the target sectors	3.1 (1221) Technical, supervisory and entrepreneurial skills for specific groups delivered under CBT&A	1221.100: Design, deliver and pilot non-traditional courses for women in target sectors	a) 1,000 women trained; 50 Partner staff and 50 Managers, instructors and MCPs trained; by Q2 2017	1,150 trainees 131 partner staff and Manager, instructors	966 15	184 116	The pilot phase of skills training showed it very challenging to enrol women in training in non-traditional occupations and arrange jobs in industries. As such, it was decided in the 9th PMCC meeting to enrol 80% female and 20% male (in place of 100% female) in the skills training programs under Component 4.	

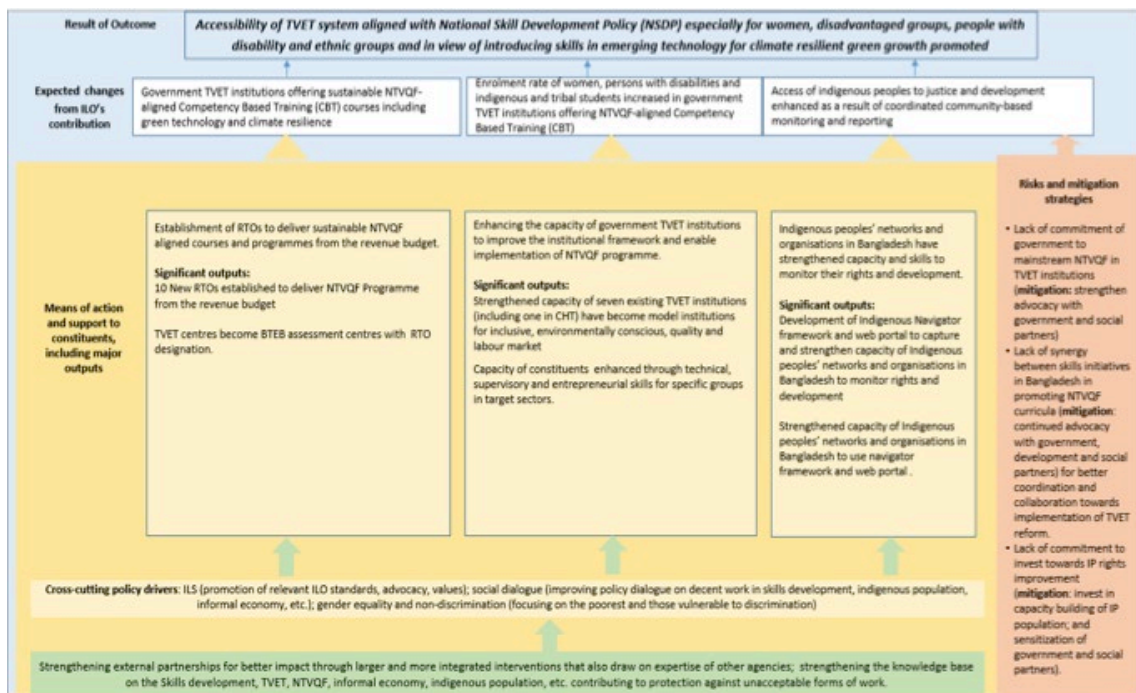
Component	Immediate Objective/ Outcome	Output	Activities:	Targets:	Results			Comments	Assessment: was the target met?
					Total	Women	Men		
			1221.200: Design and deliver specific programmes for persons with disabilities in target sectors	b) 500 Persons with disabilities trained; 50 partner staff and 50 Managers, instructors and MCPs trained; by Q2 2017	630 Trainees 134 partner staff and managers, instructors	309 16	321 118		
			1221.300: Design & deliver programmes to promote and support self-employment opportunities, including green jobs, in the target sectors	c) 1,000 trained for self-employment including green jobs; 50 Partner staff and 50 Managers, instructors and MCPs trained; by Q1 2017	1,081 trainees 97 partner staff and managers, trainers	638 19	443 78		

Annex 8 Two Theories of Change on Skills Development

Theory of Change for DWCP Outcome 1.1:



Theory of Change for DWCP Outcome 1.2:



Annex 9 Assessment of Immediate Outcomes and Outputs

A preliminary assessment of the degree to which outputs and outcomes have been achieved is provided by the Technical Review of August 2018 (pages 6-11) The assessment for the two Intermediate Outcomes is given in the report itself in Section 3.2 (Evaluation Question 5a), while that for the Immediate Outcomes and Outputs is quoted below.

Intermediate Outcome 1100 (for details, see section 3.2).

Immediate Outcome 1110 *-Increased capacity and effectiveness of policy, systems and institutional arrangements that improve the skills system*

B-SEP's goal was to build the capacity of the national partners (government and industry) to develop and implement a coherent and evidence-based action plan for the National Skills Development Policy. As part of this, it aimed to improve the financial planning and management process and to introduce active employment services as part of TVET training. As noted above, in the view of the national partners there has been significant progress in ownership and leadership of the skills system by all partners. Over the course of the project and by the decision of the Project Management Steering Committee the initial focus on introducing outcome-based budgeting was modified to focus on development of Public-Private Partnerships between TVET institutions and local employers. The project worked with target institutions (including the Graphic Arts Institute and the Bangladesh Institute of Glass and Ceramics) to identify potential industry partners, develop MOU's acceptable to the DTE and assist in implementation. The positive results of the pilots were so apparent that the DTE has subsequently made seeking PPP's a core responsibility of all its Institution Principals. PPP's generally enable Institutions to access trainers and work experiences from Industry, and in some cases allow for use or sharing of up-to-date production equipment by the Institution. The DTE also encourages outcome budgeting for NTVQF courses. An important lesson from this was the need for projects to be flexible and respond to partner abilities and opportunities, while continuing to push for the goal. Introducing full outcome-based budgeting will take time; in the meantime, important changes have been made to improve budgeting in the system.

Output 1111 *Financial planning, management and sustainability of the skills system improved*

The project has been successful in introducing and supporting the development of a number of mechanisms to improve financial planning, management and sustainability. One of the most notable has been the development of public-private partnerships, with now over 50 MOU's in place, well beyond the number developed with the project's assistance. An official government communique asking TVET institutes to implement NTVQF from the revenue budget received implementation support from project training of Vice Principals to build the understanding and practice of outcome budgeting. A national Human Resource Development Fund has been established with a multistakeholder board, though additional work is needed to develop its operating guidelines. In all, the project's approach to this output continued to build national capacity towards a well-managed system, although it is still relatively underfunded.

Output 1112 *Coordination, planning, monitoring and evaluation of skills policies, strategies and programs improved*

The project has trained staff and set up a research and management cell at DTE and a research unit at NSDCS. The training of researchers has enabled both bodies to undertake themselves and to commission research on the labour market and skills needs independently, which was not the case before the project's intervention. The DG of DTE described project as "igniting" the research culture at DTE, although it does require further development to become truly integrated. Given that there was little to no capacity or activity for research in key government agencies, these new developments are a significant achievement.

Output 1113 Employment services supported and enhanced through pilots in target sectors

Improving school-to work transition is a critical element of a successful skills system. The project supported development of a number of employment support strategies, including online job portals and active job placement and career counselling services at pilot institutions. The job portal mechanism was also used for training NGO and DPO's, broadening the impact of the pilots to other sectors. DTE has adopted the Employment Support Service model as part of its TVET Taskforce Action Plan. Another strand of the project was social marketing: initially conceived as part of strategies to increase enrolment and decrease dropout at the pilot TVET Institutions, the broader value of social marketing for the TVET sector has been recognized and adopted by the NSDCS, which is now leading social marketing and promotion of TVET, for example through the World Skills Competitions. Another key element in employment support is better data on the job market. The project supported ISC's and specialist training institutions in the 5 sectors to develop skills analyses, career and industry directories: examples for other sectors to follow and highly useful resources for trainers, students and employers in the sectors. The research on skills, in particular, drew on local academic expertise (Dhaka University) and involved the NSDCS, thus building broader knowledge of LMI.

Intermediate Outcome 1200 (for details, see section 3.2).

Immediate outcome 1210 Improved mechanisms, programs and services that strengthen the links between the demand and supply of skills in target sectors

The project sought to achieve greater recognition and use of the NTVQF system, build the capacity of Industry Skills Councils as a mechanism for making training more relevant and increasing productivity, and expanding both formal and informal apprenticeships as effective approaches to workplace-based learning. Of particular note has been the development of capacity at the Bangladesh Technical Education Board, which is now independently developing standards, registering organizations and developing trainers and assessors in close collaboration with industry demands. Equally, Industry Skills Councils supported by the project have been able to develop skill needs analyses and articulate their demands. The strategy of focus on a few target sectors has contributed to this by ensuring that there was adequate support for the sector councils. Apprenticeships have been welcomed as a skills development strategy benefitting employers, and the government capacity to support it has been established. However, ongoing financial support for formal apprenticeship is not at this point clear, and employers are unlikely to bear the full cost alone. Lessons learned include the value of a sector focus, and the need to identify ongoing sources of funding for training in workplaces, to stimulate employer investment. Also of note in respect to this immediate outcome has been the development of public-private partnership MOU's between individual companies and TVET institutions, noted in Immediate Outcome 1110 above.

Output 1211 Quality and relevance of CBTA systems and programs improved

The Bangladesh Technical Education Board has a plan to transform all its curriculum to Competency based standards within the NTVQF but does not have resources for this. The project's support enabled them to develop packages in five industry

sectors, including for some where there had previously been no specialized training (Furniture). The support of industry for this approach is apparent and reflected in continuing demands for development of new packages and in the interested in training for trainers and assessors. The growing acceptance of NTVQF is reflected in the fact that the ADB funded SEIP project is now working with BTEB to use and develop packages.

Output 1212 Workplace performance in target sectors improved through skills development

A concrete benefit of skills training is improved workplace productivity, but this link is not always apparent to employers, particularly in relatively low wage/low skill economies. The B-SEP project worked to assist their partner sector Industry Skills Councils to identify the productivity potential of skill training and promote a variety of strategies for skilling. This included identifying key occupations that could be improved through skills training (Tour Guide), the need for consistent training oriented to the needs of a specific industry (furniture) and the identification of vocational-level jobs within a high-skill sector, where training could reduce costs for employers (Pharmaceutical). These are all illustrations of improved understanding developed through the project that set a standard of performance for Industry Skills Councils and established models for linkages with the training system. The project delivered Sustaining Competitive and Responsible Enterprises (SCORE) training, an ILO global programme that improves productivity and working conditions in small and medium enterprises (SMEs) and facilitated the establishment of the SIYB Foundation, a standalone and self-sustaining organization that is delivering training to entrepreneurs to improve their productivity.

Output 1213 Apprenticeship and skills recognition systems improved

While the project directly supported apprenticeship training (formal and informal) for over 12,000 individuals (26% of formal apprentices were women and 30% of informal), its main impact has been on building both awareness of the value of apprenticeship as a training strategy among employers and the technical capacity of government and ISC's to manage this system. For formal sector apprenticeship, the project built linkages to the NTVQF by supporting ISC's to develop training logbooks that are based on competency standards, ensuring recognition and coherence of skills, and supported training for managers and supervisors. Non-formal apprenticeships were developed and delivered through a number of NGO's which ensured wide dissemination of the strategy and encouraged its adoption by several NGO's. Even more significantly, the model has been adopted by the Department of Social Services and local government authorities as a core service delivery strategy, with potential for very broad impact. An Apprenticeship Cell has been established at BMET to track all apprentices and issue certificates, ensuring that there is overall management of this approach. Recognition of prior learning and formal certification of it is another element of the overall NTVQF, and is a key element for achieving Bangladesh's goal of a more skilled migrant workforce as well as domestic. The BTEB has worked closely with industry to assess more than 10,000 workers with the support of the project, and this will continue.

Immediate Outcome 1220 Increased access to skills programs and employment opportunities for disadvantaged groups in the target sectors

The project's intended outcome was to demonstrate ways to dramatically increase the participation of disadvantaged groups in training and subsequent employment within the target sectors, and more generally, particularly in 'green economy' work. Key strategies were: institutional and workplace based training; building partnerships between Disabled Persons' Organizations (DPO) and NGO training institutions serving disadvantaged groups with employers and employer organizations (such as the Bangladesh Business and Disability Network) for active job placement; promoting inclusive workplaces; and the

establishment of the Disability Inclusion Advisory Group, database and training for instructors on PWD at DTE, which now records over 400 PWD per year in training. The project succeeded in building awareness and commitment by the Bangladesh Employers' Federation for disability inclusion. By working with multiple NGO's and DPO's to pilot and demonstrate the model of technical and entrepreneurial skills training leading to wage- and self- employment for women and persons with disabilities, the project succeeded in having the approach be adopted by many organizations as a strategy they will continue to use. The National Strategy for Promotion of Gender Equality in TVET in Bangladesh established the framework for B-SEPs work on gender equality. The Strategy established a national goal of 40% female enrolment in TVET by 2020, and called for action to address, among other things, negative perceptions on women in non-traditional occupations and improving TVET institutions capacity on gender. B-SEP's work addressed core elements of the strategy by focusing on capacity building at institutions, modelling inclusive training and demonstrating training and employment of women in non-traditional occupations with industry support.

Output 1221 Technical, supervisory and entrepreneurial skills for specific groups in target sectors delivered

In another example of program flexibility, the initial plan to train women in non-traditional occupations was modified to ensure that women would be trained with a small number of men, recognizing that their eventual employment would be with men and potentially in male-dominated workplaces. Of the 980 women trained, 85% were subsequently employed. Overall the project focused on demonstrating strategies for training and employment (including self-employment) for women and persons with disabilities and building enduring linkages between organizations representing disadvantaged groups (primarily DPOs), industry groups and government/training institutions and organizations. By piloting training in non-traditional fields for women and introducing new options for self-employment for PWD (mushroom cultivation) the project helped broaden awareness of potential for these groups. The existence of broader policy drivers for inclusion (such as quotas for the participation of women and PWD in training) is seen as an important element but, particularly for women, there are still very strong social and cultural beliefs regarding appropriate employment for women that, coupled with existing somewhat negative perceptions about TVET make government's target of 40% women in TVET a continuing challenge. For example, women trained in furniture occupations mainly found employment only with the company that did the training, although skilled workers are in demand in the industry.

Annex 10 Recommendations of the MTE in 2016

Recommendations regarding design:

1. The project must undertake a quick survey on current market needs together with a rapid re-shaping exercise of incorporating a standard 4x4 LogFrame with quantitative and qualitative SMART targets.
2. Flexibility for including market driven new trades should be considered. A quick current Training Need Assessment (TNA) should be done to realign focus if required.

Regarding Relevance and strategic fit:

3. The re-shaped design document could look at areas of alignment with the new SDGs and 7th FYP, and UNDAF.

Regarding Project progress and effectiveness:

4. The PPP good practices across all sectors should be replicated and expanded where possible. Apprenticeship model and respective obligations of different stakeholders should be made clear to all parties.
5. B-SEP to play more proactive role in advocating with policy makers to ensure apprenticeship as a mandatory criterion at grass root level. B-SEP should also address branding of TVET/skills, similar to TESDA in the Philippines.
6. B-SEP to consider and contribute to sub-classifying jobs as the polytechnic curriculum is broad and not upto date for employment overseas and within the country.

Regarding Efficiency of resource use:

7. The project shall pay more attention to important strategic activities such as Communication, Knowledge Management, M&E and Organizational Learning which remain low with 3.6% allocation so far.
8. Similarly, targeted and results oriented study tours and overall knowledge management activities also need greater attention, both in terms of their strategic positioning in the project and resource allocation.

Regarding Effectiveness of management arrangements:

9. A dedicated Knowledge Management M&E Manager needs to be hired with a TOR delineating roles, not just for data entry task but for holistic M&E.

Regarding Impact:

10. The project must develop a strategy regarding expansion and replication of good practices.
11. Managing expectation of ISCs and clarity of roles need reiteration, possibly also coupled with workshops and exposure visits.

Regarding Sustainability:

12. ISC's ownership need to be strengthened among the private sector employers.
13. Appropriate communication and knowledge sharing practices need be in place in Bangla as first priority and translated as necessary in English.

Regarding Gender and persons with disabilities:

14. The proposed M&E Framework / tracking tool needs to centrally incorporate gender disaggregated data for future monitoring and evaluation actions.

Annex 11 Sustainability Workshop: Identifying ‘Steps to sustain benefits’

At the ‘Sustainability Workshop’ in September 2018, the participants identified ‘Steps to sustain benefits’ for five issues in break-away groups: PPP, ESS, NTVQF, RPL and Disability inclusion. For each issue they identified 6 to 11 steps which are as follows (cf. Report of the Workshop):

A. Public Private Partnership (PPP):

- Forming a strong monitoring team by DTE
- Effective institute-industry linkages, instruction to industries for making MoU with the local TVET institutes with win-win situation, inviting Employers in different programs of institutes
- Flexible rules and regulations for implementing PPP
- Delegation of power for adjustment of budget line items within annual approved budget
- Renewal of existing MoUs and extension of coverage of MoUs
- Filling-up vacant positions and additional human resources

B. Employment Support Services (ESS):

- Establishing an employment support services cell in all TVET institutes
- Recruitment of additional human resources
- Formation of an advisory committee comprising of industry and institute members
- Keeping budget allocation for ESS cell, communication & transport, infrastructure development
- Establishing an effective monitoring mechanism
- Organizing capacity building activities, training of the new staff of ESS, developing an administrative and financial guideline for ESS

C. NTVQF Programme:

- Support for sufficient equipment for delivery of NTVQF
- TVET trainers are to be certified at least at level-3 and pedagogy
- Preference is to be given to NTVQF certified graduates in the recruitment process
- All TVET institutes are required to be Registered Training Organizations (RTOs)
- NTVQF programme is to be incorporated in Annual Performance Appraisal (APA)
- Increased fund for provision of tools, equipment, training and certification of trainers
- Stipend for trainees, industry guest trainers
- Part-time certified TVET trainers in place of vacant posts
- Separate budget for NTVQF course operation

D. Recognition of Prior Learning (RPL):

- Develop awareness of industries’ workers on RPL
- Provide support for sufficient equipment to conduct RPL
- Make all training institutes RPL assessment centres
- Institutes need to prepare budget for RPL, fund for provision of tools/ equipment, fund for infrastructure development
- Develop RPL orientation and assessment materials

- Introduce incentive for RPL assessment, prepare self-financing guidelines to conduct RPL assessment centres
- Fill-up vacant posts and create new posts to operate RPL assessment

E. Disability inclusion:

- Ensure disability friendly environment in TVET institutes
- Introduce accessibility and reasonable accommodation/ facilities
- Develop learning materials as per needs of the Persons with disabilities (PWD)
- Ensure financial assistance to the disabled students
- Establish agreement/ MoU between institutes and industries for employment of PWDs
- Develop disability inclusion action plan
- Ensure budget for PWDs, keep budget allocation for infrastructure development, capacity building of the trainers and staff
- Disability friendly transportation and accommodation
- Follow the Act, Policy, Strategy and Guide developed for the PWDs
- Establish effective monitoring mechanism by DTE
- Include disability issues in the national five-year plan

Annex 12 Selection of Documents Consulted

List of documents consulted:

- Terms of Reference for Independent Final Evaluation of B-SEP: See Annex 1.
- ILO (2013): Project Document (PRODOC).
- Grant Agreement between the Government of Canada (GAC) and ILO, March 2013.
- ILO's DWCP 2012-2015.
- ILO's DWCP 2017-2020.
- Monitoring and Evaluation (M&E) Plan July 2014
- Evaluability Assessment. Dhaka: November 2014
- Technical Cooperation Progress Reports (TCPRs): ILO B-SEP, 2013, 2014, 2015, 2016 and 2017.
- Yearly financial overviews of expenditures (2013 – 2017).
- Mid-Term Evaluation of B-SEP (July-September 2016)
- PowerPoint presentation and Minutes to 7th Project Steering Committee, July 2018
- PowerPoint presentation of the 17th PMCC: February 2018.
- PowerPoint presentation of the 18th PMCC: May 2018.
- ILO (2018): Technical Review of the Skills for Employment and Productivity Project (B-SEP). Dhaka: 20 August 2018.
- Reference list of BSEP activities and reports on ILO Website.
- MOE, ERD & ILO (2014): Technical Project Proposal (TPP).
- NSDC (2011): National Skills Development Policy. NSDP of the Ministry of Labor & Employment (MOLE). Dhaka.
- Work Plans: B-SEP 2014, 2015, 2016
- PMCC Minutes, B-SEP, Ministry of Education, DTE: 2014 to 2016 (9 meetings)
- PSC Minutes, B-SEP and Ministry of Education: 2014 to 2016 (3 meetings)
- Training Module, CBLM
- Tourism & Hospitality Industry Sector. B-SEP / ILO, 2015.
- National Skills Development System in Bangladesh (research document). TVET-R, ILO:
- NTVQF Learning Materials (27): ILO, BTEB 2013, 2014
- Case Studies: ILO, B-SEP and Project Partners: 2015, 2016
- Communication Strategy: B-SEP, 2015
- Gender Strategy: TVET Reform Project, 2012
- Strategy for Persons with disabilities (draft): B-SEP 2014
- Competency Standards for Tourism and Furniture Sectors: B-SEP 2014, 2015
- Human Resources Development Fund Study: B-SEP, 2016
- Other relevant documents and publications.