

ILO EVALUATION

- **Evaluation Title:** Centre of Excellence for ready-made garment to implement certified training within the national skills development framework of Bangladesh (COE)
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This evaluation has been conducted according to ILO's evaluation policies and procedures. It has not been professionally edited but has undergone quality control by the ILO Evaluation Unit.

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Acronyms

AoA	Articles of Association
BDT	Bangladeshi taka
BGMEA	Bangladesh Garment Manufacturers and Exporters Association
BKMEA	Bangladesh Knitwear Manufacturers and Exporters Association
BMET	Bureau of Manpower Education and Training
BTEB	Bangladesh Technical Education Board
CEBAI	Center of Excellence for Bangladesh Apparel Industry
CO	Country Office
COE	Center of Excellence
CBLM	Competency Based Learning Materials
CBT&A	Competency Based Training and Assessment
CDD	Center for Disability and Development
CSLB	Competency Skills Log Books
CRP	Centre for the Rehabilitation of the Paralyzed
DTE	Directorate of Technical Education
DWCP	Decent Work Country Programme
EBT	Enterprise-Based Training
EC	Executive Committee
ERD	Economic Research Division
ET	Evaluation Team
FY	Financial Year
GoB	Government of Bangladesh
H&M	H&M Hennes & Mauritz AB
HSC	Higher Secondary Certificate
HQ	Headquarters
IA	Implementation Agreement
IBP	Inclusive Business Policy
ILO	International Labour Organization
ISC	Industry Skills Council
KII	Key Informant Interview
MoA	Memorandum of Association
MFA	Multi-Fibre Arrangement
MoE	Ministry of Education
MoLE	Ministry of Labour and Employment
MoEWOE	Ministry of Expatriate Welfare and Overseas Employment
NCCWE	National Coordination Committee for Workers Education
NTVQF	National Technical and Vocational Qualifications Framework
NPC	National Project Coordinator
NSDC	National Skills Development Council
OCAT	Organizational Capacity Assessment Tool
OT	Outcome Harvesting
PMCC	Project Monitoring and Coordination Committee
PPP	Public-Private Partnership
PWD	People with Disabilities
QA	Quality Assurance

RMG	Ready-Made Garment
ROAP	Regional Office for Asia and the Pacific
ROI	Return on Investment
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SDIR	Promoting Social Dialogue and Harmonious Industrial Relations in Bangladesh Ready-Made Garment Industry Project
SEIP	Skills Enhancement and Investment Project
SIDA	Swedish International Development Agency
SMO	Sewing Machine Operation
SSC	Secondary School Certificate
TTC	Technical Training Center
ToR	Terms of Reference
TPP	Technical Project Proposal
TVET	Technical and Vocational Education and Training

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I. Executive Summary

Project Background

The project “Centre of Excellence for ready-made garment to implement certified training within the national skills development framework of Bangladesh (ILO COE Project)” focused on improvement of the productivity, occupational safety and quality of Bangladesh’s RMG workforce by creating an approach to skills training and certification which enables all job seekers, including disadvantaged and disabled, to access skills training and progress to decent employment with increased incomes. It was initiated after fire in Ashulia and Rana Plaza event to implement certified training within the national skills development framework of Bangladesh.

The immediate objectives of the project were four-fold:

- Establish a Centre of Excellence that facilitates enhanced employer engagement in training
- Increase the training capacities of TTCs, TSCs, NGOs and participating enterprises
- Increase the use of assessment and certification in the RMG sector, linked to better documentation
- Improve access of disadvantaged groups and the working poor to training and higher incomes

This project was the first public – private partnership in Bangladesh funded by Sida and H&M with an overall budget of US\$1,463,142 and implementation during 48 months. It was built on Sida’s interest in expanding quality employment opportunities for poor women and men in Bangladesh, and the opportunities for H&M, the main driver and as a major buyer with a long-term presence in Bangladesh’s ready-made garment (RMG) industry, to expand the influence it already has on its suppliers to improve the safety and quality of their training and workplace practices.

Evaluation Background

The main objectives of the final evaluation were to identify the project’s primary achievements, to analyse the appropriateness of its strategy, the relevance of the project to the stakeholders needs, the project’s efficiency, effectiveness of gender mainstreaming and increasing quality employment opportunities for people with disability and poor women and men as well as to assess the potential for the sustainability of its interventions and results and identify factors that enable the sustainability.

The final evaluation of the ILO COE project was carried out from December 2017 to February 2018 by a team of two consultants under the supervision of the ILO Evaluation Manager and Monitoring and Evaluation Officer from the ILO Regional Officer for Asia and the Pacific.

The final evaluation covers the project implementation from January 1, 2014 to December 31, 2017.

The principle audiences for this evaluation are the ILO, the CEBAI, the Government of Bangladesh and agencies involved in standards setting, assessment and certification, registration, the employers’ and workers’ organizations in Bangladesh, the participating enterprises, the training providers in the RMG sector within the project area and the donors.

Evaluation Methodology

The evaluation adheres to the ILO standard policies and procedures, the UNEG Norms and Standards, as well as the OECD/DAC Evaluation Quality Standards. It responds to ten overarching questions inspired by the Project’s Outcomes and by the internationally accepted evaluation criteria. The

methodology for data collection was primarily qualitative in nature. It was largely based on an Outcome Harvesting Approach and the Technical and Vocational Education and Training Organizational Capacity Assessment Tool (TVET OCAT) for being able to assess properly the level of strengthening of CEBAI's functionality and its training delivery capacity.

The ET adopted a consultative and transparent approach and made use of the following methods and tools: (i) a desk review of literature, including the documents detailed in Annex 6.2; (ii) preparation of an evaluation matrix with related evaluation questions; (iii) semi-structured interviews with key informants and stakeholders; (iv) focus groups with new entrants/helpers trained within the industry and placed in operator-level positions, and industry trainers/assessors; (v) direct observation during field visits to Bangladesh and site visits to CEBAI Ashulia, two participating EBT factories (Fakir Apparels Limited and Remi Holdings Limited), and one enterprise which introduced an inclusive business policy (Shin Apparels) as well as attendance of the PMCC meeting; (vi) de-briefing with the ILO Dhaka at the end of the field mission; and (vii) holding of stakeholders' workshop attended by the representatives from the ILO, CEBAI, H&M, tripartite constituents and participating enterprises.

In total, more than 80 project documents have been reviewed, 82 interviews (80%-m/20%-f) with key project informants (implementing partner, donors, employers and workers organizations, agencies involved in standards setting, assessment and certification, registration, training providers in the RMG sector within the project area, academia, participating enterprises, CEBAI Project Partners), ILO staff and direct beneficiaries of the project.

Limitations to the Evaluation

- The rigour of the data gathering analysis was constrained to some degree by the time available. The final evaluation was not in a position to meet with all key stakeholders, particularly for follow-up meetings and discussions. However, the evaluation worked closely with the ILO to identify and select key stakeholders to meet with during the in-country mission.
- Travel to the participating enterprises was impeded by the availability of stakeholders and time constraints.
- The time limitations mean that professional judgements needed to be employed to interpret stakeholder perspectives, particularly a reliance on previous knowledge and experience with the project.
- The ILO COE project worked in a fluid and dynamic environment (particularly for capacity development and institutional strengthening) and many factors have influenced the performance and operational efficiency. Defining and identifying specific areas of attribution remain challenging at best.

Summary of Evaluation Findings

Relevance and strategic fit

The project enjoyed a high relevance as the project's subject matter – skills development in RMG sector– remain contentious issue in Bangladesh reflected in the 2011 National Skills Development Policy, the 7th five-year plan and Vision 2021. The project was highly relevant both for project partners, donors and direct beneficiaries.

the project was aligned with needs of the RMG sector as the industry characterized by the acute skills shortages at all levels, high turnover of employees and poor record-keeping, low standards for working conditions and safety in factories and lack of compliance. The COE project was consistent with the Decent Work Country Programme (DWCP) for Bangladesh for 2012-2015 (Outcome 1), SDGs 8 and

UNDAF 2012-2016 for Bangladesh (pillars ii and vii). For SIDA Bangladesh, cooperation in the area of the garment sector meets its strategic interest in human rights, gender equality and improving the working conditions. For H&M, the collaboration with ILO is very important as ILO can provide support to the supply chain and ensure compliance with ILO core conventions.

PPP is perceived as a very good format of support as allows the development partners to understand better the needs of the industry, while involvement of the buyers give the benefit for RMG enterprises.

Project progress and effectiveness

In general, the Project demonstrated good achievements towards reaching the anticipated results despite a challenging environment. The Project achieved fully the set targets under IO2, while expected results mostly exceeded the set targets under IO1.

Under IO1, the project exceeded significantly the targets on the number of trained trainers and assessors of CBTA NC Level 4 (on 98%), the number of RPL assessments on SMO of NTVQF (Level 1 and 2) conducted (on 51%), the number of graduates of SMO training prepared by CEBAI and EBT factories (on 26%) and the number of graduates of SMO training conducted by partners NGOs and TTC (on 15%). Additionally, the project trained 66 RMG supervisors, which were not planned initially. The number of participating factories were also surpassed on 40%. There were also several unintended results including (i) accreditation for the assessment of NTVQF Level 2 on SMO, (ii) preparation of Competency Standards of RMG 4 sub sectors (lingerie, woven, denim, knit) and (iii) research on the 'Alternative sources of energy in place of natural gas for RMG industries'. The targets which were fully achieved included establishment of CEBAI in December 2014, which started in-house training in March 2015 and became fully operational since July 2016; launching of training programmes for workers, mid-level management and trainers and assessors since March 2015 where about 1,309 workers were trained in the Competency Based Training (CBT) program in Ashulia and 893 workers were certified on sewing machine operation NTVQF Level-1 by BTEB, 103 mid-level managers and 66 factory supervisors on key leadership skills, 262 EBT Competency Based Training and Assessment Level-4 trainers and assessors (36% female) were trained and 137 were certified by BTEB; undertaking a Recognition of Prior Learning among 453 workers; preparation of 3 researches by CEBAI in collaboration with the academic and research institutions and their presentation at roundtables; preparation of a business plan for CEBAI and development of financial and accounting manual; launching of the website and development of a documentary and more than 80 articles, news supplements, activity related news.

The project fully achieved the set targets under IO2. The project was effective in integrating gender and increasing quality employment opportunities for people with disability and poor women and men through (a) voluntary adoption of Inclusive Business Policy for Disability Inclusion and Gender Empowerment in workplace by 3 RMG enterprises to create an enabling environment to ensure barrier free access for all irrespective of disability status; and (b) 300 (85% female) extreme poor or marginalized people were provided with pre-vocational course at machine operator by partner 2 NGOs and all of them were placed at jobs as operators at different RMG enterprises.

The project faced a number of challenges especially under IO1, namely challenges to register the COE as a not for profit entity, change in BGMEA leadership in 2015, which resulted in low acceptance of the project by the current BGMEA Board, signature of implementation agreement (IA) of ILO with CEBAI a year later than projected, delays with recruitment of CEO for CEBAI for 1,5 years, mismatch of initial organigram of CEBAI with the funds allocated in the IA and difficulties in securing funds for conducting research on RMG subjects desired by the industries, lack of willingness of the RMG industry to launch EBT at the beginning of the project implementation due to high cost of the model.

The CEBAI promoted gender equity and sensitivity through collecting sex disaggregated data for all its capacity building activities and incorporation of women issues in soft skills training. However, gender issues are not reflected neither in CEBAI Business plan for 2018-2022 nor in Articles of Association.

Efficiency of resources use

Initial total project budget was US\$ 1,547,276 (50%-SIDA and 50%-H&M), while actual is US\$ 1,347,435 due to reduction in exchange rates. Sida's financial contribution focused on training and institutional development, while H&M supported the infrastructure, centre management and inputs from a technical and material side.

Resources have been allocated strategically and used efficiently to achieve results. Overall utilization rate for the period January 2014-December 2017 constituted 94% and the ratio of project direct costs to quality assurance stood on the level 65% to 35%. The strong aspect of project's efficiency is the ability of the project to raise complementary funds and investments from the RMG industry to implement the planned activities. However, the project suffered substantial delays in implementation due to a number of internal and external factors that were for the most part out of its control. The Project duration was revised once, i.e. from 36 months (January 2014-December 2016) to 48 months (January 2014-December 2017); however, the active implementation took place only during 24 months (January 2016-December 2017). The main reasons for delays with COE project implementation were due at first to the postponement on six months in clearance of ProDoc by Economic Relations Division (ERD) and then lengthy TPP (Technical Project Proposal) approval by the Planning Commission which took almost two years. These factors cut twenty-four months of the time for project implementation and had implications on ensuring the sustainability of the project's results.

Effectiveness of management arrangements

The project management structure was clear, however not very well-structured because of (i) lack of operational staff; (ii) inability of NPC to establish effective collaboration with national counterparts; and (iii) absence of internal accountability mechanism within the ILO CO-Dhaka to monitor the project implementation. At the same time, ILO demonstrated flexibility to project implementation through direct implementation of many aspects of CEBAI's Implementation Agreement due to delays with recruitment of CEBAI management and hiring competent consultants to boost the capacity of the project management team.

The governance structure of the project was only partly effective as both bodies responsible for the oversight of the ILO COE project implementation (Project Monitoring and Coordination Committee) and supervision of the CEBAI (Executive Committee) did not function properly. The first PMCC meeting took place after the end of the project due to the lengthy approval of the TPP, and difficulties with finding the suitable time by the project holder for organizing of the PMCC meetings. Meanwhile, the EC met irregularly, i.e. only 3 times during 2015-2017 with quite low participation rate of EC members (on average 40%) because of the very large composition of the Committee and high-level representatives for whom it was difficult to find convenient time for frequent meetings.

The project monitoring system was weak as no mechanism of third party monitoring was established. In terms of partnerships building, a mixed picture could be observed. CEBAI established very good collaboration with ILO, other ILO projects (Better Work Programme) and other development initiatives (ADB funded SEIP Project and Swisscontact funded B-SkillFul project), BTEB and all participating enterprises. Nevertheless, the effectiveness of collaboration of CEBAI and BKMEA/BTMEA were limited. BKMEA never participated in the project, while BTMEA was on board as a silent partner. In addition, CEBAI was not able to develop fully productive relations with the BGMEA after the change of the BGMEA Board in 2015. In addition, the project was not able to maintain an effective relationship with all project's donors as the project did not fully meet the expectations of one of the donor both in

terms of the way how it was implemented and the extent to which it was able to achieve sustainable results.

Impact orientation and sustainability

Discussion of the project exit strategy and sustainability issues was extensive for some strategic initiatives and insufficient for others. With a twelve months no-cost extension accorded, there were a number of steps that the project could have been undertaking to consolidate project achievements.

The sustainability strategy for CEBAI was developed by the ILO, but at the end of the project implementation and was not discussed and agreed with main stakeholders. CEBAI is only at initial stage of development and further support is needed to make it financially self-sustaining as it does not yet have sufficient own revenue generation sources. CEBAI has limited national/local ownership by the Employers' Associations (in particular BGMEA and BKMEA). The biggest threat to CEBAI's further functionality - a gap in coverage of operational cost of CEBAI after December 2017, i.e. US\$13,000 per month for another 6-8 months to process the commitments of other development partners or other ILO sister projects.

Sustainability of EBT and IBP models is quite high in targeted enterprises, but the concepts for rolling out of the EBT training model and Inclusive Business Policy (IBP) in other RMG enterprises are not in place. Sustainability of capacity building activities is very good as the project formed a pool of 137 certified industry assessors and trainers who were trained on CBT&A and could continue to deliver trainings/make assessments for RMG sector and contribute for implementation of national standards under the NTVQF. Sustainability of knowledge-based products (training curriculum, learning materials, competency standards and research papers) is good as could serve further as a basis for providing trainings consistent with existing quality assurance systems and for evidence-based policy making.

Main Conclusion

The ILO COE Project should be seen as a pilot initiative with quite limited duration and budget. The project was stretched by unrealistic expectations and an approach in which various strategic dimensions were inadequately developed. The COE project goal was only partly achieved. The Center of Excellence for Bangladesh Apparel Industry was set up, but it is neither fully owned by the industry nor fully operational. In overall, the project was effective at activity and outputs levels, while outcomes were not fully achieved as institutionalization of many initiatives did not take place in the course of the project implementation.

Recommendations

1. To undertake revision of the CEBAI's business strategy in close coordination with all key stakeholders from the apparel sector with achievement of consensus about the vision and role of CEBAI in the context of the current development in the RMG sector. The business strategy shall include realistic targets and shall be accompanied by the clear fundraising plan. It also should include a description of how CEBAI is different from other service providers and ISC.
2. To consider allocation of core support to CEBAI for the period of implementation of the first business plan to ensure a proper organizational set up and sustainability of the center. The focus of CEBAI's organizational development in the upcoming 3 years should be on enhancement of governance structure, branding, organizational management and administration, human resources and financial management.
3. To ensure replication of the project's good practices (EBT and IBP models) to advocate for (1) the legislation changes on the requirements of the employment of PWDs in RMG sector through Ministry of Welfare or Ministry of Industries, and (2) revision of the policy of the

- National Skills Development Authority with introduction of the clause that the preferences in employment should be given to the people who are NTVQF qualified.
4. To form a vision within the country office on how the collaboration of ILO and CEBAI shall take place and set clear procedures for that. To consider provision of further technical support to CEBAI for ensuring its sustainability.
 5. To introduce a practice of allocation of resources for conduction of researches on the issues which are important for the future sustainability and further development of the sector.

Lessons Learned

The important lessons learnt is the need for realistic time frames, goals, scope, proper management structure and M&E system when planning interventions related to set up an independent institution - the Centre of Excellence for Bangladesh Apparel Industry (CEBAI), which will be able to develop a sustainable strategy for the industry. Administrative and institutional changes take time, and the duration of project is too short (just 36 months including 6 months of inception phase), and goals too ambitious, to achieve intended results. Therefore, technical assistance offered in the field of establishment of a replicable model of an industry driven training and support services Centre of Excellence and meeting the skilled labour force needs of the export oriented RGM industry should be planned for a longer period of time, possibly in the form of a programme rather than projects, to allow for the generation of lasting results and impact.

Emerging Good Practices

A specific feature of the ILO COE Project is its contribution to the improving the productivity and occupational safety of the RMG sector in Bangladesh. Enterprise based training is helpful in producing skill workers under the national skill development policy and facilitates increased skills for workers without losing income or leaving job.

The access of the disadvantaged groups to decent jobs in the RMG sector and their employability could be improved by supporting employers to become more inclusive through introduction of inclusive business policies focusing on persons with disabilities (PWDs) and gender equality.

II. Background and Project Description

2.1. Project context

Bangladesh has been the one of the biggest export trade country of RMG and Apparel in the world market. The export-oriented ready-made garment (RMG) sector in Bangladesh started as a small non-traditional export sector in the late 1970s, expanded heavily in the 1980s and boomed in the 1990s¹. With the expiration of the Multi-Fibre Arrangement (MFA) in 2005, the global apparel value chain entered into an era of open sourcing that has changed the competitiveness of major supplying countries. Despite much apprehension about the loss of competitiveness due to the withdrawal of quota facility, Bangladesh has been able to improve its competitiveness and become the second largest source of apparels after China.

In less than a decade, Bangladesh raised its market share from 2.5% of total global supply in 2004 to 6% in 2016. Moreover, Bangladesh's exports of apparels more than tripled from US\$ 6 billion in 2004 to US\$ 28 billion in 2016, a result of increasing imports by buyers for the major markets of the United States, European Union and Canada. The garment industry of Bangladesh holds a share of 82% of the total national export, which accounts for 20% of Bangladesh's GDP and a main source of foreign exchange for the last 25 years. According to the BGMEA, about 4 million of total manpower is working in 4,328 garments factories in Bangladesh, of which 85% is women; although its share started to decrease in the last years and constitutes nowadays about 62%². Employment in RMG sector increased from 2 million to 4 million between FY05 and FY12 and remained unchanged until FY16, where the number of factories declined from 5,876 to 4,382 in FY16 compared to FY12³. RMG industry in Bangladesh is represented by the two apex trade bodies: Bangladesh Garment Manufacturers and Exporters Association (BGMEA) representing the readymade garment industry, particularly the woven garments, knitwear and sweater sub-sectors (membership: 2,600)⁴ and Bangladesh Knitwear Manufacturers and Exporters Association (BKMEA), representing solely the Knitwear Sector of Bangladesh (membership: 1,100 enterprises)⁵; however, the power player for the sector is the BGMEA. Dhaka (40.36%), Gazipur (26.67%), Narayanjanj (15.12%) and Chittagong (13.75%) are the major RMG areas while other districts of the country have only 2.04% RMG factories what implies that there are still larger portion of the country have remained unexplored where development of infrastructure⁶.

Since entering into the 21st Century, Bangladeshi RMG and apparel industry begun to face increasingly serious problems with offering high-quality, low-cost products within a short lead time; and to meet health, social, and environmental compliances in the face of increasingly stiff completion. Under this domestic and foreign competitive environment, the future survival and development of Bangladeshi RMG industry faces large challenge.

A major challenge of the manufacturing sectors in Bangladesh is to improve the skills of the workers. As such productivity growth and hence wage enhancement will remain a challenge for this sector. Under these circumstances, emphasis on formalizing vocational education is a very good strategy. Alignment of Technical and Vocational Education and Training (TVET) training modules with the needs of the industry in order to make TVET qualifications more recognized by the industry remains critical. Many of the TVET qualifications cannot be merged with other formal qualifications such as Secondary School Certificate (SSC), Higher Secondary Certificate (HSC), and higher studies. While the garment industry has been seen as a major employment creator that can contribute to poverty alleviation, there

¹ https://en.wikipedia.org/wiki/Textile_industry_in_Bangladesh

² Industry Review: RMG Bangladesh, the 2nd Largest Garments Exporter, MTB Group R&D, 2017

³ <http://cpd.org.bd/wp-content/uploads/2017/08/Marzuka-Ahmad-Radia-YSSS-Presentation-on-RMG-Data-Universe.pdf>

⁴ Interview with the BGMEA

⁵ Interview with the BKMEA

⁶ <http://cpd.org.bd/wp-content/uploads/2017/08/Marzuka-Ahmad-Radia-YSSS-Presentation-on-RMG-Data-Universe.pdf>

are still masses of working poor and unskilled persons seeking employment, and more importantly, quality employment with decent income levels. Given the high demand for skilled garment workers, the industry faces high levels of turnover, with up to 7-10% of workers not returning to their employer after each monthly payday⁷.

2.2. Project description

As a result of the fire in Ashulia in November 2012 and the Rana Plaza garment factory collapsed in April 2013, the Centre of Excellence for ready-made garment to implement certified training within the national skills development framework of Bangladesh (hereafter, the COE Project) was developed to take on those urgencies. The COE project approach was informed by the successful Centre of Excellence for Leather already operating in Bangladesh, the GIZ funded Project on Promotion of social and environmental standards in the RMG industry, the training initiative of Bangladesh Garment Manufacturing Association (BGMEA) and the impact of the ILO TVET Reform partnership with the Centre for the Rehabilitation of the Paralyzed (CRP), and the experience of H&M and other buyers in supporting training centers in the garment industry.

The **overall objective of the COE project** was to improve the productivity, occupational safety and quality of Bangladesh's RMG workforce by creating an approach to skills training and certification which enables all job seekers, including disadvantaged and disabled, to access skills training and progress to decent employment with increased incomes. The COE Project was designed to establish in Bangladesh a replicable model of an industry-driven training and support services Centre of Excellence for the Ready-Made Garment sector to help meet the need for a skilled labour force in the export-oriented industry of the country.

The project's **specific objectives** were four-fold:

1. Establish a Centre of Excellence that facilitates enhanced employer engagement in training
2. Increase the training capacities of TTCs, TSCs, NGOs and participating enterprises
3. Increase the use of assessment and certification in the RMG sector, linked to better documentation
4. Improve access of disadvantaged groups and the working poor to training and higher incomes

The above objectives were planned achieved by bringing key industry associations (BGMEA, BKMEA, BTMA) and relevant stakeholders (local industry, buyers, worker representatives and government) together to form a Centre of Excellence for Bangladesh Apparel Industries. This would act as the nodal agency for not only skills development, but also research and planning of the RMG Sector for future direction.

The direct target groups for the project were the export oriented RGM industry workers (majority of beneficiaries were women and 5% for people with disabilities), instructors, industry trainers and assessors, managers and executives of enterprises and the ILO tripartite constituents in Bangladesh. The project was implemented in Ashulia and surrounding areas.

The project was funded by Swedish International Development Agency (SIDA) and the fashion company H&M and it was the first project of public – private partnership (PPP) in Bangladesh, which was based on the fundamental principle that with an industry-based training focus, the initiative can effectively increase employability and drive higher incomes for the working poor.

⁷ <https://www.textiletoday.com.bd/overview-bangladesh-rmg-2016/>

III. Evaluation Objectives and Methodology

3.1. Purpose and Scope of the Evaluation

The main objectives of the final evaluation were to identify the project's primary achievements, to analyse the appropriateness of its strategy, the relevance of the project to the stakeholders needs, particularly capacity building and other support to beneficiaries' needs, the project's efficiency, and effectiveness of gender mainstreaming and increasing quality employment opportunities for people with disability and poor women and men. One of the most important purposes of this evaluation was to assess the potential for the sustainability of its interventions and results and to identify factors that enable the sustainability, particularly self-sustainability and ownership of the national stakeholders in the established center. Finally, the evaluation investigated how well the project team managed project activities and whether or not it had the necessary tools in place to ensure achievement of the outputs and objectives.

The evaluation considers project activities and outcomes during the whole period of project implementation from January 1, 2014 to December 31, 2017. The evaluation findings, good practices, lessons learned, conclusions and recommendations are primarily intended for the ILO, the CEBAI, the Government of Bangladesh and agencies involved in standards setting, assessment and certification, registration, the employers' and workers' organizations in Bangladesh, the participating enterprises, the training providers in the RMG sector within the project area and the donors to use in order to promote the sustainability of project accomplishments beyond the project's implementation period and, if relevant, in the design and implementation of subsequent projects in the country, as well as elsewhere.

The final evaluation was undertaken in December 2017-February 2018 and was based upon the priorities established within the Terms of Reference of the Final Evaluation of the ILO COE Project (see Annex 6.1) as well as ILO Evaluation Guidance: Planning and Managing Project Evaluations.

The evaluation was carried out by an independent Evaluation Team (ET) composed of international evaluation expert (Team Leader), Ms. Katerina Stolyarenko and national expert (Team Member), Mr. Arafat Hosen Khan. The evaluation process was overseen by independent ILO Evaluation Manager and Monitoring and Evaluation Officer from the ILO Regional Office for Asia and the Pacific, Ms. Raviprapa Srisartsanarat and Ms. Pamornrat Pringsulaka.

3.2. Evaluation Criteria and Questions

The evaluation has been conducted following UN evaluation standards and norms, and specifically addressed the overall ILO Evaluation Criteria as defined in the ILO Policy Guidelines for results-based evaluation (2017), as follows: relevance; intervention progress and effectiveness; efficiency of resource use; effectiveness of management arrangements; and impact orientation and sustainability.

The evaluation was framed by questions contained in the final evaluation Terms of Reference (TOR). These evaluation questions formed the basis for the interviews, whilst the final evaluation maintained sufficient flexibility for other relevant questions to be discussed as well where deemed appropriate.

3.3. Evaluation Methodology

The methodology for data collection was primarily qualitative in nature. It was largely based on an outcome harvesting approach⁸. Outcome Harvesting (OH) determines whether and how the project has contributed to change by collecting ('harvesting') evidence of what has changed ('outcomes'). For

⁸ See 2012. Ricardo Wilson-Grau and Heather Britt. *Outcome Harvesting*, Ford Foundation

being able to assess properly the level of strengthening of CEBAI's functionality and its training delivery capacity, the ET used the Technical and Vocational Education and Training Organizational Capacity Assessment Tool (TVET OCAT). The TVET OCAT tool covered core dimensions necessary for the assessment of the effectiveness of capacity development support and the level of sustainability of the training institution, namely (1) programme administration, (2) financial management, (3) external relations and community outreach, (4) accreditation and certification, (5) course offerings, (6) gender integration, (7) human performance development, and (8) infrastructure and equipment. Quantitative data were obtained from project documents and reports and incorporated into the analysis. Data collection methods and stakeholder perspectives were triangulated for many of the evaluation questions in order to bolster the credibility and validity of the results. A structured interview protocol was followed, with adjustments made for each person's level of involvement in project activities. The data collection process included a document review, development of data collection tools, field visits, stakeholder interviews, and the compilation of data into a matrix for final analysis.

The evaluation was carried out in three phases:

- I. In the *Inception Phase*, a review of project-produced documents in the desk study was conducted and subsequently an Inception Report describing background and proposed evaluation methodologies including evaluation instruments was submitted to the ILO and the donors, revised, and cleared by the ILO Evaluation Manager;
- II. The *Site Visits and Data Collection Phase* consisted of semi-structured interviews and focus groups with a representation of key project beneficiaries, partners and stakeholders;
- III. The *Report Synthesis Phase* consisting of the drafting of the Final Evaluation Report.

The adoption of gender sensitive concepts has only been implemented by ensuring equal numbers of female and male participants during FGDs with the trained workers. This, however, could not be ensured during interviews with the stakeholders as the list of persons to be interviewed had been provided to reflect involved stakeholders. Additional interviews could not be arranged due to the tight time frame. This is a limitation to the overall evaluation. A set of questions regarding gender has been included in the evaluation tools (see Annex 6.6) and asked during the meetings with stakeholders and beneficiaries in order to assess aspects of gender equality regarding the project.

Evaluation Schedule: Fieldwork in Bangladesh was conducted from January 9-17, 2018. The follow up interviews with stakeholders who were not available for meetings during the field mission were conducted by ET from January 21 to February 1, 2018. The complete schedule of evaluation activities appears in Annex 6.3.

Data Collection: The following methods were employed to gather primary and secondary data.

Document Reviews: The ET reviewed and referenced numerous project documents and other reference publications. These documents included the Project Document (ProDoc) (including budget and Logframe), project work plans, agreements, TPP, no-cost extensions, monthly and annual progress reports, internal mid-term evaluation, meeting minutes, terms of reference for staff and specialists, consultants' reports, training curriculum and materials, technical guidelines, other publications used or developed by the project, Decent Work Country Program of Bangladesh, national skills development policy, and other relevant national regulations and laws on skills development. In total, more than 80 project documents and other relevant documents were reviewed by the ET. Annex 6.2 shows the complete list of documents that were reviewed.

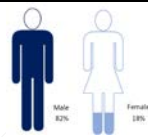
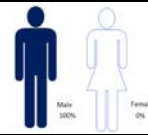
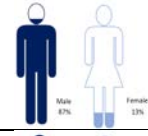
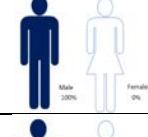
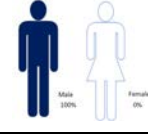
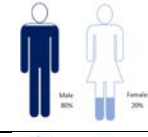
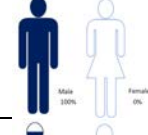
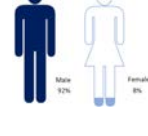
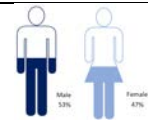
Key Informant Interviews: The ET conducted interviews with all relevant groups of stakeholders, including executing agency, implementing partner, donors, employers' and workers' organizations, agencies involved in standards setting, assessment and certification, registration, training providers in the RMG sector within the project area, participating enterprises, academia and CEBAI Project

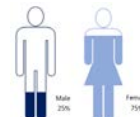
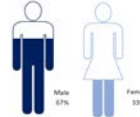
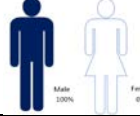
Partners. In total, 63 stakeholders were interviewed individually (2 or fewer people), in groups (3 or more people), by telephone, or by skype.

Focus groups: The ET organized 5 focus groups with: (1) new entrants/helpers trained within the industry and placed in operator-level positions, and (2) industry trainers/assessors. Two focus groups were organized in CEBAI Ashulia, while the other three in participating enterprises. In total, the ET met with 19 direct beneficiaries of the project.

Table 1 provides a detailed summary of the stakeholder group interviewed, the methods employed, and the sample size.

Table 1: Stakeholders, Methods and Sample Size

Stakeholders group	Method of data collection	Sample size (Total number of individuals)
Executing agency: ILO CO-Dhaka, ILO national and international consultants, ILO DWT specialists in New Delhi, Bangkok and Geneva, ILO Sister Projects (SDIR and Skills 21 Projects)	Individual, group and skype interviews	
Implementing Partner: CEBAI	Individual and group interviews	
Employers organizations: BGMEA and BKMEA	Group interviews and focus group	
Workers organizations: NCCWE	Phone interview	
Agencies involved in standards setting, assessment and certification, registration: BTEB and RMG ISC	Group interviews	
Training providers in the RMG sector within the project area: UCEP Bangladesh, Dhaka Ahsania Mission, BK TTC	Group and phone interviews	
Academia: Dhaka University	Group interviews	
Participating enterprises: Metro Kitting & Deying Ltd, Genesis Fashion Ltd, Mohammadi Group, Shin Shin Apparels, Fakir Apparels Ltd., Remi Holdings Ltd.	Group and phone interviews	
Trained workers	Focus groups	

Trained industry trainers and assessors	Focus group	
Donors: SIDA and H&M	Individual and group interviews	
CEBAI Project Partners: SEIP (Skills Enhancement and Investment Project funded by ADB), World Bank	Individual and group interviews	
Total:		82 (80%-m/20%-f)

A complete list of individuals interviewed appears in Annex 6.3.

Observations: The ET undertook the site visits to the (1) CEBAI Ashulia on January 9, 2018 and (2) two participating EBT factories (Fakir Apparels Limited and Remi Holdings Limited) on January 16, 2018 and (3) one enterprise which introduced an inclusive business policy (Shin Apparels) on January 24, 2018. In addition, the ET participated as an observer in the PMCC meeting which took place on January 11, 2018.

Debriefings. The ET conducted a debriefing meeting with the ILO Dhaka at the end of the field mission to present preliminary findings and to solicit feedback. In addition, the ET conducted a stakeholders' workshop attended by the representatives from the ILO, CEBAI, H&M, tripartite constituents and participating enterprises on February 25, 2018 to discuss the preliminary findings and the evaluation process. A list of participants of stakeholders' workshop is listed in Annex 6.4.

3.4. Data Analysis

The final evaluation triangulated data by making use of pre-existing data sources as well examining information collected by other means, such as described above. The validity of each set is tested by first gathering and then comparing multiple data sets with each other. Herewith the final evaluation aimed to strengthen conclusions about observations and to reduce the risk of false interpretations.

Based on these analyses and findings, a draft report was developed. The report consisted of conclusions derived from findings based on the evaluation questions. A set of lessons learned and recommendations were also included.

The finalization of the report has three components. *First*, the ET hold a de-briefing with the ILO Country Office in Bangladesh at the end of the field mission where presented and discussed the preliminary findings of the evaluation. *Second*, drafting of the evaluation Report and submission to the ILO Evaluation Manager and the project's stakeholders for review and comments on any factual errors. *Third*, holding the stakeholders workshop and discussion of the draft evaluation report findings. Following any comments from ILO and project's stakeholders from the stakeholders' workshop and written comments to the draft from stakeholders and ILO, the report was finalized. This final draft was then cleared by the ILO Evaluation Manager.

3.5. Evaluation Limitations

All evaluations and reviews have limitations in terms of time and resources. The ILO COE project has been operating for 4-years and evidence from previous reports and reviews do indicate that substantial progress has been made regarding the delivery of key outputs.

The final evaluation process also recognises that efforts in institutional strengthening and capacity building are long-term in nature. Flexibility was maintained to identify areas and approaches that are positive and add value to the development context.

Other key limitations noted for the final evaluation included:

- **Time and Resources:** The rigour of the data gathering analysis was constrained to some degree by the time available. The final evaluation was not in a position to meet with all key stakeholders, particularly for follow-up meetings and discussions. However, the evaluation worked closely with the ILO to identify and select key stakeholders to meet with during the in-country mission.
- **Access to work sites:** Travel to the participating enterprises was impeded by the availability of stakeholders and time constraints.
- **Judgements:** The time limitations mean that professional judgements needed to be employed to interpret stakeholder perspectives, particularly a reliance on previous knowledge and experience with the project.
- **Attribution:** The ILO COE project worked in a fluid and dynamic environment (particularly for capacity development and institutional strengthening) and many factors have influenced the performance and operational efficiency. Defining and identifying specific areas of attribution remain challenging at best.

IV. Evaluation Findings

4.1. Relevance and Strategic Fit

4.1.1. Relevance for the Government of Bangladesh

The project is fully in line with the national priorities of Bangladesh in economic growth, employment, human development and poverty reduction, which are reflected in the 2011 National Skills Development Policy, the 7th five-year plan and Vision 2021. Because the economy of Bangladesh largely depends on the RMG sector, this sector is considered as the lifeline of the Bangladesh's economy and plays an indispensable role for the social stability of the country. However, the industry is facing severe challenges in particular shortage of 25% of skilled labour force⁹. This shortage is expected to be even more severe if the sector exports more to keep pace with the demand of the world market. The training available to workers in the garment industry is neither market-responsive nor industry-driven¹⁰. The failure to implement the 'National Skills Standard' attributed to shortcomings in both coordination and capacity of the technical schools. Additionally, Bangladesh is committed to eliminate discrimination in employment in any of its form. Equality in employment is constitutionally guaranteed in the country. Bangladesh is also a party of the United Nations convention on the elimination of all forms of discrimination against woman, recognizing the rights of persons with disabilities and in line with ILO Convention 111 on discrimination in employment and occupation convention, Bangladesh has enacted rights and protection of persons with disabilities act 2013. Therefore, the project initiatives aimed at people with disabilities were of great importance.

4.1.2. Relevance for the RMG sector

The project is highly relevant and presents a good strategic fit for Bangladesh's RMG sector, which provides employment for about 4 million people, representing around 80% women and primarily less educated workforce mostly coming from economically disadvantaged socioeconomic strata of the country. The data gathered in the course of the final evaluation evidenced that the project is aligned with needs of the RMG sector as the industry characterized by the acute skills shortages at all levels, high turnover of employees and poor record-keeping, low standards for working conditions and safety in factories and lack of compliance. The project is equally relevant also for employers' organization, enterprises and workers as it contributes to closing the existing gap in research of employers' organizations in RMG sector, assists in improving productivity and efficiency of RMG factories through having skilled labour that meet the needs of the industry, and supports jobs placements and improves income of workers due to skills upgrade. In addition, the project focus on vulnerable groups were also highly relevant as people with disabilities constitutes 10% of the total population in Bangladesh, while only over 1,400 persons with disabilities are presently working in 137 RMG factories¹¹.

4.1.3. Relevance for donors

The project has two donors: SIDA and H&M. Through the strategies of each donor it is clear how this project was of direct support; a view that was further stressed during the interviews that this evaluation held with donor representatives.

For SIDA Bangladesh, cooperation in the area of the garment sector meets its strategic interest in human rights, gender equality and improving the working conditions. The project is in support of Sweden's international development cooperation in Bangladesh 2014 – 2020, sub-objective 2 'Better opportunities for people living in poverty to contribute to and benefit from economic growth and obtain a good education'. The project is implemented within the Public Private Development

⁹ Report on Round-Table '50 Billion Export Target and the Role of CEBAI', December 2016

¹⁰ Report on Round-Table '50 Billion Export Target and the Role of CEBAI', December 2016

¹¹ Report on National Seminar on "Inclusive Business: Could it Lead to Higher Productivity and Better Working Condition?", May 2017

Partnership, in which SIDA and actors from the private sector cooperate and jointly finance projects that seek to improve the lives of people living in poverty.

As a sourcing company, the H&M group, on its part, works with textile and garment factories but only with those which respect human rights and comply with UN and ILO conventions in line with the company's 2009 Social Responsibility Strategy and 2013 Fair Living Wage Roadmap. For H&M, the collaboration with ILO is very important as ILO can provide support to the supply chain and ensure compliance with ILO core conventions. The ILO COE Project is implemented within the framework of a public-private partnership (PPP) agreement on "Promoting sustainable global supply chains in the garment industry" signed by ILO and H&M in 2014.

PPP is perceived as a very good format of support by interviewed interlocutors in the course of the final evaluation as allows the development partners to understand better the needs of the industry, while involvement of the buyers give the benefit for RMG enterprises.

4.1.4. Relevance for ILO/UN

The COE project is aligned with the Decent Work Country Programme (DWCP) for Bangladesh for 2012-2015, specifically Outcome 1 'Skills development reforms for employability and livelihoods implemented'. The project is also in direct support of some of the Sustainable Development Goals (SDGs), in particular Goal 8 'Promote inclusive and sustainable economic growth, employment and decent work for all'. In addition, the project is consistent with the UNDAF 2012-2016 for Bangladesh, i.e. two out of seven pillars, particularly the pillar ii 'Pro-poor Economic Growth with Equity' and pillar vii 'Gender Equality and Women's Advancement'.

4.2. Project Progress and Effectiveness

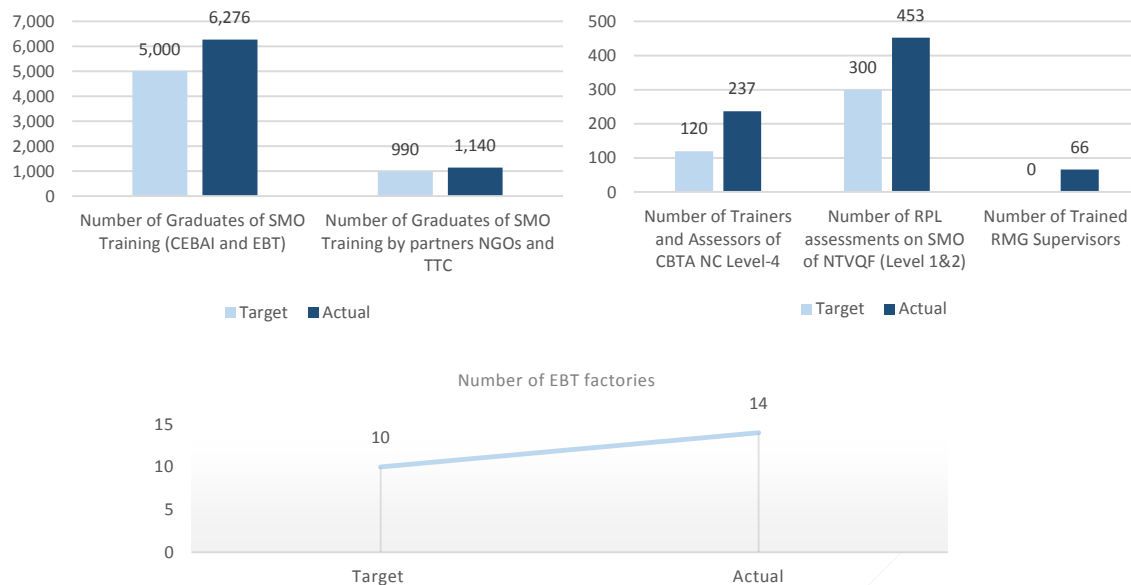
Immediate objective 1: An industry driven training and support service Centre of Excellence (COE), to meet the skilled labour force needs of the export oriented RGM industry in Ashulia and surrounding areas is established.

This immediate objective was supported by four outputs which focused on (1) establishment and making COE functional, (2) delivery of consistent, pre-employment and industry-oriented training with national certification by training providers, and (4) strengthening the assessment and certification capacities of CoE and BTEB.

Achievement of Targets: The targets under this IO were either fully achieved or exceeded the set targets on output level.

The project exceeded significantly the targets on the number of trained trainers and assessors of CBTA NC Level 4 (on 98%), the number of RPL assessments on SMO of NTVQF (Level 1 and 2) conducted (on 51%), the number of graduates of SMO training prepared by CEBAI and EBT factories (on 26%) and the number of graduates of SMO training conducted by partners NGOs and TTC (on 15%). Additionally, the project trained 66 RMG supervisors, which were not planned initially. The number of participating factories were also surpassed on 40%.

Figure 1: Level of achievement of targets under IO1



The project achieved fully a number of targets including:

- Establishment of CEBAI in December 2014 by the Bangladesh Garment Manufacturers and Exporters Association (BGMEA). The CEBAI headquarter was set up at the BGMEA complex, while its training centre was opened in Ashulia, RMG industry hub 25 km from Dhaka.

Figure 2: CEBAI Ashulia



- Received accreditation of CEBAI as registered training organization (RTO) on competency-based training and assessment (CBT&A) from BTEB¹².
- Launched training programmes for workers, mid-level management and trainers and assessors since March 2015:
 - trained about 1,309 workers in the Competency Based Training (CBT) program in Ashulia, of these, 893 workers assessed and provided with certification on sewing machine operation NTVQF Level-1 by BTEB
 - trained 103 mid-level managers and 66 factory supervisors on key leadership skills including occupational safety and health, disability inclusion and workers' rights.
 - trained 262 EBT Competency Based Training and Assessment Level-4 trainers and assessors (36% female) and 137 of them achieved certification from BTEB.

¹² Background information: CBT&A is a qualification of 12-18 unit of competencies that trainers, assessors and instructors need to have to run courses under national technical and vocational education framework (NTVQF).

- CEBAI prepared 3 researches in collaboration with the academic and research institutions, reviewed its business plan and prepared a new one for 2018-2022, developed financial and accounting manual, conducted 2 seminars (Sustainable CEBAI and efficiency through EBT model, Inclusive Business Policy) and 1 roundtable (\$50bn RMG Export and the role of CEBAI), developed 1 documentary and more than 80 articles, news supplements, activity related news covered by Daily Bangla, English Newspapers, online news portal, monthly-bi-monthly newspapers and launched the website <https://cebai.org/>.

Figure 3: CEBAI Publications and Events



Figure 4: CEBAI web-site



- Developed Competency Skills Log Books (CSLBs) of Sewing Machine Operation 4 RMG sub-sectors, and Competency Based Learning Materials (CBLMs) of Sewing Machine Operation 4 RMG sub-sectors which are fully in-line with the national TVET-programmes.
- Total of 453 skilled workers were assessed by BTEB in the RPL model at CEBAI on sewing machine operation NTVQF Level 1 and 2.
- Collaborated with existing training providers, in particular 3 NGOs (UCEP Bangladesh, Dhaka Ahsania Mission and Muslim Aid) and 1 Technical Training Center (TTC) for being able to reach the set training targets. In total, the co-implementing partners trained and placed in jobs 1,140 unskilled workers (85% female).
- Established partnership with ILO Better Work Programme, B-SkillFul, Swiss contact, ADB SEIP Project for provision of NTVQF training and assessment for Level-1.

In addition, there were a number of unintended results achieved by the COE Project under IO1, namely:

- Accreditation of CEBAI for the assessment of NTVQF Level 2 on SMO.
- Preparing Competency Standards of RMG sub sectors knit, woven, lingerie and denim as per industry demands.

Figure 5: Competency Standards of RMG sub sectors



- Conducting of research on the 'Alternative sources of energy in place of natural gas for RMG industries'.

Assessment of the Achievements: Center of Excellence

CEBAI was established by the ILO in the same way as it was done for the leather sector. Evaluation interviews demonstrated that this approach was not fully appropriate as there are a number of differences of these two sectors both in terms of value chains and composition of power players. Consequently, the project experienced a number of challenges in setting up the training center for apparel sector of the country. As evident from the desk review of documents and interviews, the Centre of Excellence for Bangladesh Apparel Industry (CEBAI) was established as an institution in December 2014 with a view to address the challenges the RMG sector faced to increase its productivity and export which contributed much towards rapid economic development of the country. CEBAI is aimed to be a service provider to the RMG industries with the knowledge, information and technical knowhow to advise the sector what is needed now, what would be needed in future and how to prepare for it. At the same time, the analysis of the CEBAI performance during the period under review shows that it was more successful in standardized skills trainings provision as per the Government approved NTVQF focused on the RMG sector rather than research conduction due to either lack of resources or technical capacity within the institution to do such type of work. All of that limit the usefulness and uniqueness of the CEBAI as in Bangladesh there are a number of government, private and NGOs training providers, e.g. 23 ministries out of 40 involved in providing trainings, and more than 50 institutions accredited for SMO level 1. There is also a mismatch between the name of the center and its mandate as the Center of Excellence is understood by external stakeholders more as an institution which possesses deep knowledge and experience on certain subject and provides high quality services for the industry. Therefore, CEBAI's focus on unskilled workers is not understood. In addition, there is no clear difference between the CEBAI and the RMG and Textile ISC as both of them currently focusing on training provision for RMG sector which in a way creates competition rather than complementarity. In view of the majority of interviewed stakeholders, the value added of CEBAI will be to become a research and knowledge hub for the RMG industry which focus on provision of trainings for semi-skilled, skilled and highly skilled workers. The analysis of the developed business plan of CEBAI further demonstrates that there is a lack of joint vision among the key stakeholders about what is the role of CEBAI. This is so as the business plan was developed not through a joint discussion and brainstorming with the stakeholders but by the external consultant through individual interviews with stakeholders, several focus groups with workers and factories with further presentation of the developed business plan at the Board meeting and its approval. Such approach limits the usability of the business plan and creates difficulties with its implementation. In addition, the business plan of CEBAI set up broad objectives which are not supported by well-developed and clear fundraising strategy. It also lacks milestones, indicators of success and description of 'how' the set 5 targets are planned to be achieved. In spite of the support provided, CEBAI has not yet established a fully operational governance system. The current Board of CEBAI consists of 38 members, which creates both difficulties with attendance of the Board meetings as well as having efficient decision-making. The management system of CEBAI is not also fully efficient as lacks staff. As of now, a Chief

Executive Officer (CEO) heads the Center and is assisted by a group of in-house staff (Business Development Manager, Finance Manager, EBT Monitoring Officer, Centre Manager, CBTA Trainers); however, it lacks such crucial staff members as Marketing, Placement and Enrolment Officer; Communication Officer.

Nevertheless, it is important to mention that the quality of trainings provided by CEBAI were assessed by the interviewed workers, trainers and assessors as of good quality. For workers trainings allowed to improve self-confidence, knowledge and skills, which resulted in better job and higher salary. Meanwhile, trainers and assessors learned what is the competency framework and how it could contribute to the improvement in factories' productivity. In addition, after participation in the CBTA trainings, all interviewed certified trainers and assessors claimed that their salaries were increased from 5% to 25% and the certificate obtained allows them to have extra income either through provision of trainings or making assessments for other companies.

In terms of gender issues, the CEBAI promoted gender equity and sensitivity through (1) collecting sex disaggregated data for all its capacity building activities and incorporation of women issues in soft skills training delivered as part of SMO Level 1. At the same time, gender issues were not reflected neither in CEBAI Business plan for 2018-2022 nor in Articles of Association.

Implementation challenges: Center of Excellence

The project faced a number of challenges with regard to the establishment and making the CoE functional. They were as follows:

- Challenges to register the COE as a not for profit entity including preparation of Articles and Memorandum, getting BGMEA to identify board members and registering it as well as getting approval from Ministry of Commerce to register the COE.
- Change in BGMEA leadership in 2015, which resulted in low acceptance of the project by the current BGMEA Board. As a result, BGMEA has low awareness about the CEBAI work/results and low commitment to invest in its further development.
- Signature of implementation agreement (IA) of ILO with CEBAI took place almost a year later than projected due to delayed amendment of the Articles and Memorandum of CEBAI by the government agencies which resulted in 3 project's no-cost extensions (September 2017, November 2017, January 2018).
- Recruitment of CEO for CEBAI took 1,5 years and was completed only in July 2016
- Initial organigram of CEBAI developed as a part of initial business plan did not match with the funds allocated in the implementation agreement (IA).
- Difficulties in securing funds for conducting research on RMG subjects desired by the industries.

All these factors limited the actual timeframe available for project implementation by CEBAI and prevented the project achieve institutionalization of CEBAI and meet the expectation of the stakeholders.

Assessment of the Achievements: Enterprise Based Training (EBT)

As noted in the desk review documents, first 5 participating factories have started in house training for workers on competency-based training on sewing machine operation (SMO) national skill certificate level 1 and 2 in 2015, the other 5 participating factories started it in 2016, while another 4 additional factories (not H&M sourcing) joined in 2017.

Figure 6: Timeline of establishment of EBT in participating factories

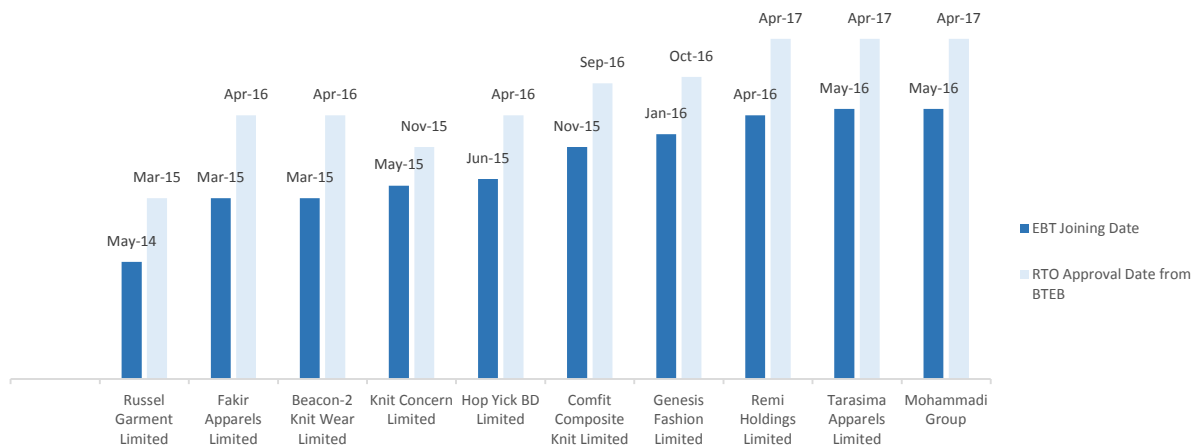


Figure 7: Bea-Con Knitwear's EBT Center

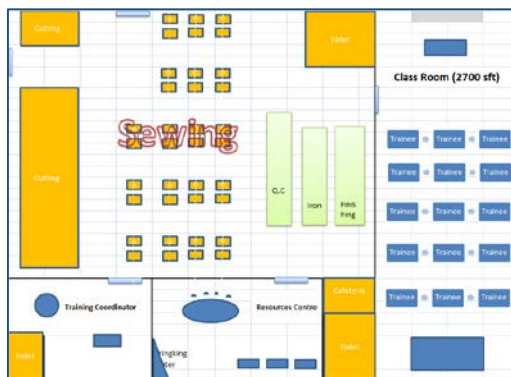


Figure 8: Knit Concern & Russel Garments' EBT Centre



All targeted 10 RMG factories got registered training organization (RTO) accreditation from Bangladesh Technical Education Board during 2016-2017. Such accreditation allows the enterprises to run NTVQF qualification; however, it requires meeting a number of requirements pertaining to the EBT training space, availability of training tools and equipment, and certified trainers and assessors.

Figure 9: EBT Center Design as per the BTEB requirements



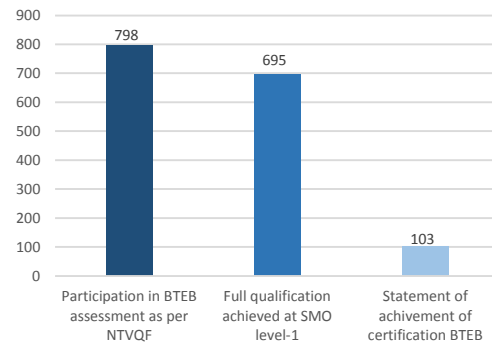
All the participating enterprises have prepared separate and dedicated training rooms for introducing EBT in their factories. Evaluation interviews showed that the training space needed for each participating enterprise were calculated by the project team based on the RTO requirements, the existed demand in skilled workers at each factory as well as level of workers turnover in the factory. As a result, each participating factory dedicated from 3,000sqft to 3,500sqft for the training space.

The participating factories have purchased sewing machines, iron tables with machines, cutting tables with machines and all tools and equipment as per BTEB competency standard and RTOs requirement. In overall, as per the project's data, each participating enterprise purchased from 20 to 70 sewing

machines depending on the size of the factory and supporting equipment to meet the accreditation requirements. A number of trainers on CBLM of CBTA National Certificate Level-4 were prepared for the participating enterprises to run effective trainings to their workers. On average the number of certified trainers at EBT center varies from 4 to 8.

In overall, the participating enterprises trained 4,937 unskilled workers (90%-female) on SMO NTVQ Level-1 during 360 hours of training during two months, from which 91% were successfully placed into jobs as 'Machine Operator' grade-6/5 level either in the own industry (4,440) or in other industry (35). Out of the total number of the workers placed into jobs, only 18% of workers were participated in BTEB assessment as per NTVQF and 87% of those participated in the assessment achieved a full qualification of SMO Level 1 and only 15% received the statement of achievement of certification from BTEB.

Figure 10: Assessment of EBT trainees by BTEB



The low level of workers participation in the final assessment through BTEB panel was due to the fact that the EBT factories had to pay for it about BDT 1,200/person. This issue was shared by the project team with the donors and it was agreed that the EBT factories could have such flexibility if the training methodology follows the competency-based training (CBT) model. In spite of that the interviews with trained workers indicated their high level of satisfaction with the SMO NTVQ Level-1 training programme delivered at EBT centers as it increased their confidence and readiness to start job.

In the course of the final evaluation of the COE project, the ET undertook the cost-benefit analysis of the effectiveness of the EBT model and the findings of it are presented below.

Area of improvement	Key results of introducing the EBT model by participating enterprises
Figure 11: Increase in labour force	<ul style="list-style-type: none"> The number of employees in 10 participating factories increased averagely on 24%. The number of employees in the small enterprises (1,000 to 3,000 employees) increased by 37% (or 582 people), while at the medium enterprise (3,000 to 10,000 employees) by 27% (or 1,777 people) and at large enterprises (over 10,000 employees) by 8% (or 696 people).

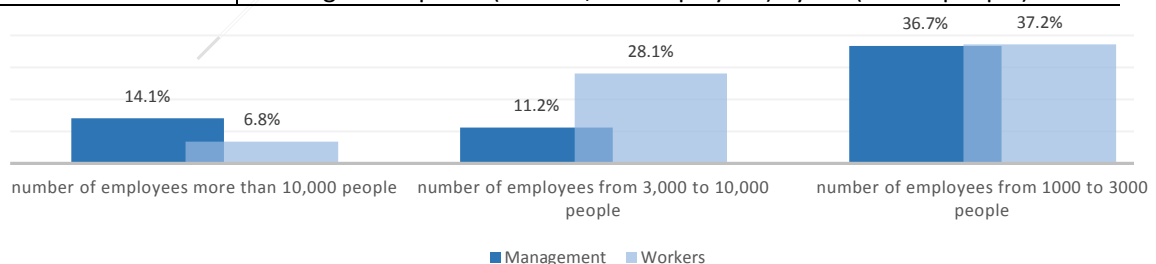


Figure 12: Decrease in staff turnover	<ul style="list-style-type: none"> Turnover of staff in 10 participating enterprises decreased on average by 0.16% of management and amounted to 2.6%, and for workers by 0.6% and constituted 3.4%. Average monthly employee turnover rate for all 10 participating enterprises decreased on 0.33%, i.e. from 2.84% to 2.53%. The average decrease in personnel turnover at the small enterprises (1,000 to 3,000 employees) decreased by 0.6% and amounted to 3.7%.
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at the medium enterprises (3,000 to 10,000 employees) by 0.11% and amounted to 2.4%, and at large enterprises by 0.2% and constituted 1.5 %.

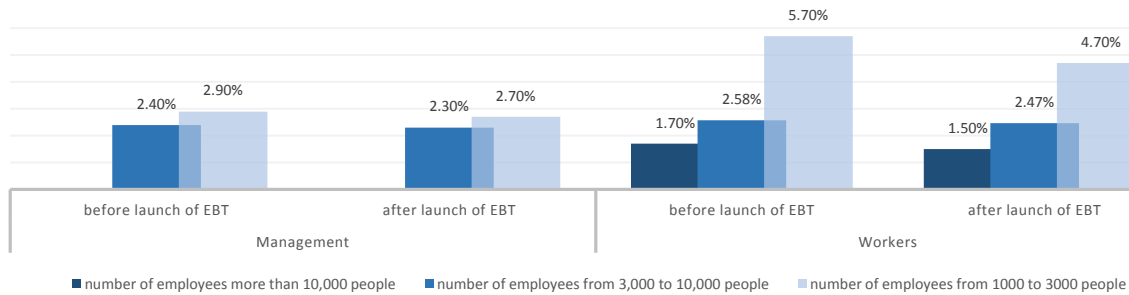
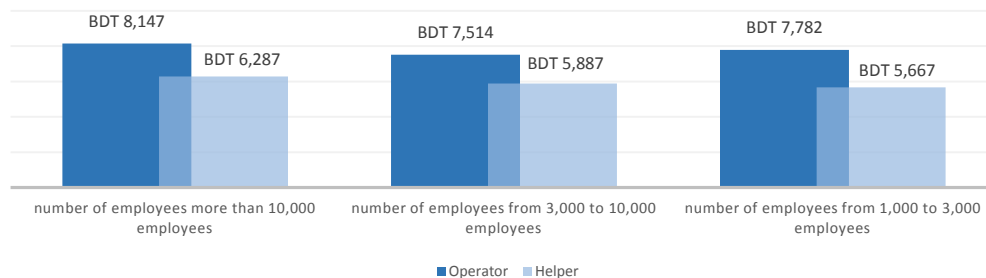


Figure 13: Increase in remuneration of labour

According to the data of the participating enterprises, the income of the trained unskilled labour increased on average from BDT 5,947 to BDT 7,814 as the helpers were promoted to the operator level after the participation and passing certification of the SMO NTVQF Level-1.



From the data collected from participating enterprises in the course of the final evaluation, the ET undertook also the return on investment analysis (ROI) of EBT model for medium RMG enterprise to identify the concrete benefits of the introduction of the EBT model.

Table 2. Case study on Return on Investment Analysis (ROI) of EBT model for medium RMG enterprise

Name of the factory: Comfit Composite Knit Ltd.
 Location of the factory: Gorai, Mirzapur, Tangail
 Type of the factory: Knit Composite (RMG)
 Year of establishment of the factory: 2006
 Total number of workers before launching of EBT: 5,880 (380 management (16%-f/84%-m) and 5,500 workers (73%-f/27%-m)
 EBT Joining Date: November 11, 2015
 RTO Approval Date from BTEB: September 6, 2016
 Total Investment in launching of EBT: BDT 7,686,700
 Number of trained Unskilled Worker of SMO NTVQ Level-1: 464

Results of introduction of the EBT model

Solving of the problems of an enterprise with a skilled workforce. Since launch of the EBT, the number of workers increased in the factory by 1,000 employees, of which almost half (428 people) were those who passed trainings at the established EBT center.

Increase in labor productivity. Now 428 trained skilled operators can perform the same job, but without an assistant. The productivity of labor on 428 sewing machines has increased from BDT 3,009 to

BDT6,037 or 2 times after the launch of EBT. In addition, there was an economy of the company's funds in terms of payment of wages to 428 helpers in the amount of BDT26,125,000.

Expanding the production capacity of the enterprise, increasing the return on assets and the production potential of the enterprise. The number of production equipment for the period of participation in the project increased by 460 units or by 18%. This is the number of trained new operators. The productivity of one sewing machine grew up on 6%, which allowed to increase the output of finished products from 34 units to 36 per shift.

Increase in production of finished products. The introduction of EBT model allowed to increase by 6% the actual finished products produced by a skilled operator. Actual average number of products per shift before EBT was 34 units per shift, after launch of EBT it became 36 units, and the company was able to increase by 11.1% the reserves of the finished products.

Improvement of competitiveness in the market and reduction in the sales price. One unit of product before launch of the EBT was BDT 177, after launch of EBT it became BDT 168. A decrease of 5% of sales prices for finished products will allow the company to increase the volume of production and sales.

Increase in the capitalization of the company through investment in productive capital. Thanks to the savings on wages of 428 helpers, the company was able to make capital investments and purchase and install 70 new sewing machines (the cost of one machine was BDT 80,000).

In general, the ROI analysis indicates that on average the total economic effect for the medium RMG enterprise from launching of EBT center was BDT 27,715,300 with investment of BDT 7,686,700. The average payback period for introducing the EBT model is 5.82 months. The factory started more efficiently using its resources, increased the volume of sales of the finished goods, improved its production potential and the amount of assets and capital used. It can be noted that the profit of the factory began to increase at a higher rate than other parameters of business activity. This means that the assets (property) of the factory began to be used more efficiently, the production costs started to decrease. The financial position of the factory, its ability to pay, and the turnover of its funds have increased. All of that will allow it to expand its sales markets (internal and external), increase its business reputation, its competitiveness, become more financially independent, stable and will give an economic effect in terms of increasing the company's profit.

At the same time, as evident from interviews with participating enterprises, this model has some weaknesses, i.e. there is no mechanism to ensure 100% job placement those workers who received the training by the EBT centre and inability to stop workers migration, which is very common in the RMG industry.

Implementation challenges: Enterprise Based Training (EBT)

The piloting of the EBT model was challenging as well for the project due to the several major factors:

- Substantial financial investment required for launching the EBT in line with national standards by participating enterprises (minimum around US\$ 35,000). As a result, at the beginning it was difficult for the H&M to get enough interested companies for willing to introduce the EBT. The situation was also influenced by a fact that the introduction of EBT model took place after the Rana Plaza event and the need of the RMG factories to invest substantially into OSH upgrade to receive and/or sustain the ACCORD and Alliance certification.
- Additional costs for assessment and certification of trained EBT trainees by BTEB (BDT 1,200 per candidate).
- High operational costs in running EBT programme as the factories need back up support for couple of years until the factories build in-house capacities on conducting competency-based training (CBT), proper quality assurance, and assessment and certification.

Immediate Objective 2: To improve the situation of vulnerable and poor people who are or who become garment workers by enhancing their skills, income opportunities and working conditions, while providing the RMG sector with a more skilled workforce

Under the immediate objective 2, the project had one output which focused on improvement of training and employment outcomes for women and disadvantaged groups.

Achievement of Targets: The project fully achieved the set targets under IO2. As planned, the project developed the inclusion policy for RMG sector, provided advise for enterprises on strategies to train and employ people with disabilities and assisted with the development of operational plans for ensuring the implementation of the adopted inclusion policies at selected enterprises, prepared a small audio-visual documentary to showcase the policy and to demonstrate benefit of adopting inclusive business approach, organized a National Seminar on “Inclusive Business: Could it Lead to Higher Productivity and Better Working Condition?”, and provided 300 (85% female) extreme poor or marginalized people with pre-vocational course at machine operator by partner 2 NGOs.

Figure 14: Signed Inclusive Business Policy for Disability Inclusion and Gender Empowerment by three RMG enterprises



Assessment of the Achievements: As evident from the evaluation interviews, the project was effective in integrating gender and increasing quality employment opportunities for people with disability and poor women and men. Leading garment groups (Ananta, Shin Shin and Bitopi) have introduced the employment of persons with disabilities in their employment policies to stimulate recruitment and skills development of PWDs, as well as ensure the promotion of female candidates into higher positions. This is for the first time such a policy has been introduced in the industry on their own initiative. The COE project has helped incorporate such policy, making it a permanent feature. All the enterprises invested in physical modification of workplaces to ensure barrier free access. The conduction of seminar was also a good initiative as allowed to demonstrate the policy concept for the sector, present the experience of the enterprises which introduced the inclusion policy and share it with the wider group of stakeholders, namely the Ministry of Labour and Manpower, BGMEA, FBCCI, Bangladesh Employers Federation, development partners, donors, brands, and workers union. All the trained disadvantaged trainees were placed into the jobs in different RMG enterprises as operators.

4.3. Efficiency of Resource Use

4.3.1. Allocation of resources

The initial COE project budget amounts to a total of US\$ 1,547,276 (50%-SIDA and 50%-H&M), while the actual budget equals US\$ 1,454,384 due to reduction in exchange rates. The budget utilization rate as of December 2017 constitutes 94%. The budget was disbursed in three pledged amounts as shown in Figure 15.

Figure 15: Disbursement of funds disaggregated by donor



Sida's financial contribution focused on training and institutional development, while H&M supported the infrastructure, centre management and inputs from a technical and material side.

Figure 16: Project's implementation rate disaggregated by year

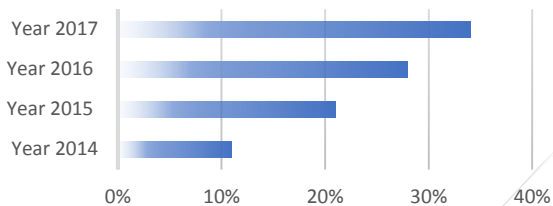
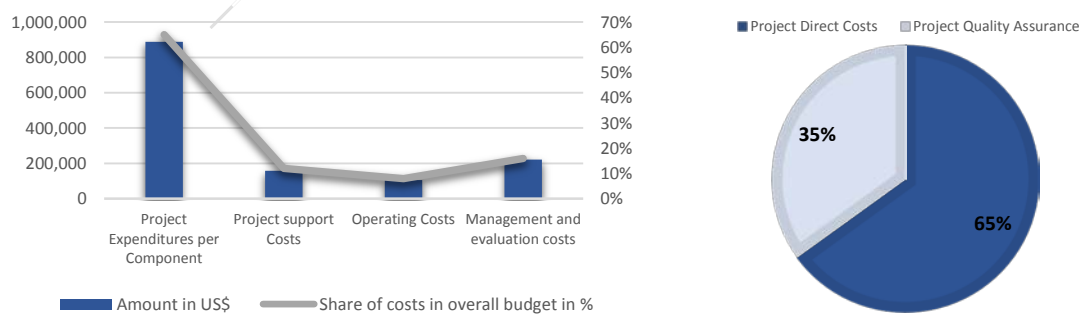


Figure 16 displays the project's slow start and how it caught up speed over the next years. The implementation rate in 2014 constituted 11%, 21% in 2015, 28% in 2016 and 34% in 2017.

The table below shows the budget allocation according to two main categories: project direct costs - comprising all costs directly associated with the delivery of the activity - and project quality assurance - including project support costs, operating costs and management oversight and evaluation - together with the percentage of line items vs. the total budget and the total expenditure as of the end of December 2017.

Figure 17: Project Budget Spending disaggregated by budget line and category of expenses



With respect to procurement, UN rules and regulations have been followed in order for the project to be cost efficient. On the whole, the project has been implemented cost-efficiently, and project expenditures stayed within the budget.

Information gleaned from the desk review project documents reveal that the COE project was successful in raising complementary funds and investments from the RMG industry:

- BGMEA contributed to set up of CEBAI Ashulia and CEBAI HQ (equipment and furniture for CEBAI Ashulia, 30% coverage of CEBAI management salaries and rent of CEBAI Ashulia; office space for CEBAI HQ at BGMEA complex) in the amount of BDT 5,914,00 or US\$ 72,000 (for more details see Table 3).

Table 3. Contribution by the BGMEA to the CEBAI during July 2016-December 2017

Type of contribution	% of contribution	Amount in BDT
<i>Salary Contribution</i>		<i>2,934,000</i>
For CEO	30%	2,625,000
For BDO	25%	309,000
<i>Sharing of Centre rent</i>	<i>33%</i>	<i>1,500,000</i>
<i>Equipment and Furniture</i>	<i>Lumpsum</i>	<i>1,000,000</i>
<i>Office Space at BGMEA Complex</i>	<i>Yearly</i>	<i>480,000</i>
Total Contribution		5,914,000

- *Participating factories* covered all the expenses for launching and implementing of EBT center (dedicated training venue, training tools and equipment, preparation of certified CBT&A trainers (covering the costs of logistics, refreshment, hard copies of CBLM, 1 CBTA trainer payment for 12 days and printing support), training of workers at NTVQF Level-1, and BTEB NTVQF assessment of trained workers). On average, each participating enterprise invested approx. BDT 4 million to set up the training venue in line with the BTEB requirements. In addition, participating enterprises paid for the assessment of skilled workers (SMO NTVQ Level-1) by BTEB in the amount of BDT 1,200 per person. The table 4 below describes the investment of each participating enterprise in launching EBT center.

Table 4. Contribution of the participating enterprises into setting up of the EBT centers

Participating factory	RTO Training Space ¹³	Tools & Equipment ¹⁴		Assessment of skilled workers by BTEB	
		Sewing machines	Equipment	No of people	Amount paid, BDT
Russel Garment Limited	3,000 sft	20	Cutting table, Iron machine, Fabric cutter	178	213,600
Fakir Apparels Limited	3,400 sft	30		80	96,000
Hop Yick BD Limited	3,500 sft	70		0	0
Knit Concern Limited	5,000 sft	50		197	236,400
Beacon-2 Knit Wear Limited	4,000 sft	20		140	168,000
Genesis Fashion Limited	2,500 sft	20		10	12,000
Tarasima Apparels Limited	2,500 sft	20		10	12,000
Comfit Composite Knit Limited	2,000 sft	21		20	24,000
Mohammadi Group	3,000 sft	20		18	21,600
Remi Holdings Limited	3,600 sft	30		40	48,000

4.3.2. Timing of implementation

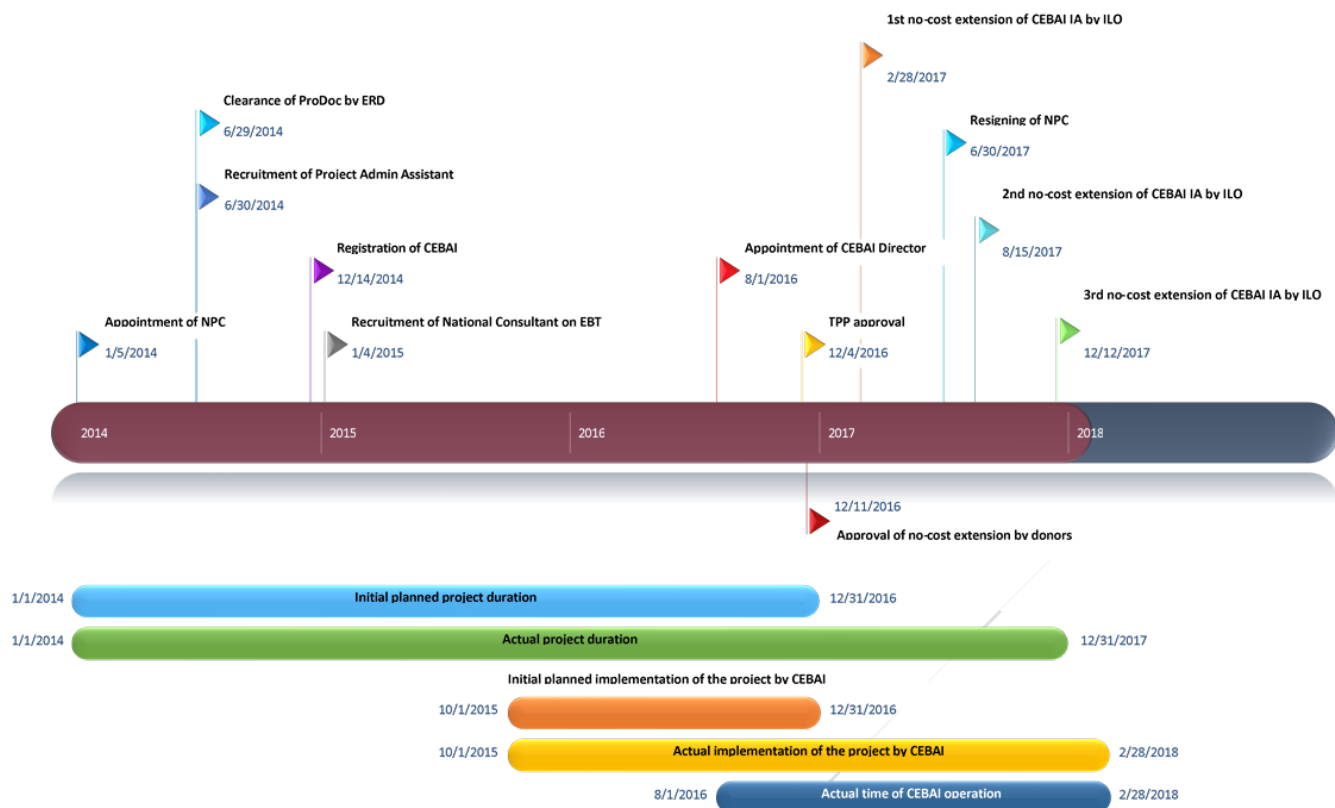
At the same time, the COE project suffered substantial delays in implementation. The Project duration was revised once¹⁵, i.e. from 36 months (January 2014-December 2016) to 48 months (January 2014-December 2017); however, the active implementation took place only during 24 months (January 2016-December 2017).

¹³ Theoretical and Demonstration Room, Teachers Room, Refreshment Room

¹⁴ Sewing Machines, Iron and Cutting Machine and tools required for SMO

¹⁵ Note: In December 2016 the project received 12-month no-cost extension

Figure 18: The COE Project's Timeline



As evident from the desk review and interviews with interlocutors, the main reasons for delays with COE project implementation were due at first to the postponement on six months in clearance of ProDoc by Economic Relations Division (ERD)¹⁶ and then lengthy TPP (Technical Project Proposal) approval by the Planning Commission which took almost two years¹⁷. These factors cut twenty-four months of the time for project implementation and had implications on ensuring the sustainability of the project's results.

4.4. Effectiveness of management arrangements

4.4.1. Management structure

Project management was delegated to an NPC (NO-A) supported by the Project Admin/Finance Assistant. Content-specific expertise was delivered by Short-Term external national experts (TVET and inclusivity) and ILO staff (ILO's Decent Work Team for South Asia based in New Delhi). The COE project has collaborated with 5 implementing (CEBAI) and co-implementing (UCEP, Muslim Aid, DAM, BKTTC Chittagong) partners. The NPC was responsible for the overall implementation of the project, while the CEBAI's Manager for implementing of the project activities as per Implementation Agreement under the technical and managerial guidance of the NPC. The co-implementing partners assisted the CEBAI in conducting skills training programs at RMG "Sewing Machine Operator (SMO)" as per NTVQF (national technical and vocational qualification framework) at Pre-vocational-2 and Level-1.

¹⁶ Background information: The project has though started in January 2014, it could not spend any money in the first six months of the project implementation due to delay in clearance of the ProDoc from ERD, which asked for clarifications on the project several times and conducted detail discussion with stakeholders, relevant ministries before signing it off in May 2014

¹⁷ Background information: Approval of TPP is another requirement by government of Bangladesh in a specified form. TPP is granted by the government Planning Commission (PC). TPP for the COE Project was signed by the Planning Minister only in October 2016. The main reason for that was the difficulty with determining which should be the line ministry for the project

In overall, project management structure was clear, however not very well-structured. First of all, the Project was understaffed with operational staff. Taking into account the scope of the project, one additional 'Project Assistant' was needed to support smoother project implementation. Secondly, the COE project lacked the internal accountability mechanism within the ILO CO-Dhaka. As per ProDoc, the NPC was supposed to be directly reported to the Country Director. However, after the Rana-Plaza event, the ILO CO-Dhaka started to follow a programme approach and formed two main programmes, the one on 'Working conditions/ labour rights work' and the other one 'Skills and employability'. At the beginning, the COE Project was under the Skills Programme¹⁸ (January-June 2014), then under RMG programme¹⁹ (July 2014-June 2017) and afterwards under the ILO CO-Dhaka. Due to the high workload of the ILO international staff, insufficient attention was paid for ensuring the proper monitoring of the COE project implementation and undertaking timely corrective actions. Lastly, NPC was not able to establish effective collaboration with some of project national stakeholders (like DTE, BKMEA, and NCCWE) and donors (SIDA). All of that led to creation of miscommunication with key counterparts, misperception of project's performance and influenced on the ability of the project to create the local ownership of project's key deliverables.

At the same time, ILO demonstrated flexibility to project implementation. For instance, ILO COE project team made the direct implementation of many aspects of CEBAI's Implementation Agreement due to delays with recruitment of CEBAI management. To do it effectively the ILO hired a long-term national TVET consultant who provided a huge support in achieving the project's targets under Outputs 1.1-1.3. As a result, evaluation interviews showed that the NPC and TVET consultant played an important role in launching the EBT model and conducting piloting of it at first 10 participating factories as well as setting up of CEBAI Ashulia. Nevertheless, such support of ILO created difficulties later on with CEBAI branding, as it was mainly perceived as the one which is operated by the ILO rather than by the CEBAI management team.

4.4.2. Governance arrangements

In terms of the governance structure, it was composed of two bodies: Project Monitoring and Coordination Committee (PMCC) and Executive Committee (supervisory body of CoE). PMCC was supposed to provide political oversight for the project, project progress, and general advice for project implementation policy ensuring the national ownership and continuation of project's results after the project will be finished and the meetings were supposed to take place on a quarterly basis. The Ministry of Education (MoE) acted as the focal ministry with Directorate of Technical Education (DTE). However, the PMCC did not function properly as the first meeting took place after the end of the project. The reasons for that were two-fold: (1) the lengthy approval of the TPP, and (2) difficulties with finding the suitable time by the project holder for organizing of the PMCC meetings. In its turn, the Executive Committee of CEBAI (EC) was set up as a tripartite body and consisted of 31 members (BGMEA, BKMEA, Government, workers associations, media, academia, development organizations, industry, NGOs, and CEBAI). The EC acted as the Board and was responsible for providing the directions to develop policies, actions and doctrines for the sustainable operations of CEBAI. As per Memorandum of Association (MoA) and Articles of Association (AoA) of CEBAI, the EC is supposed to meet once per two months. However, in reality it met irregularly, i.e. only 3 times during 2015-2017 (August 2016, November 2016 and October 2017) with quite low participation rate of EC members (on average 40%). As a result, the effectiveness of the EC was very limited. This is so as the EC composition was very large, represented by the high-level officials for whom it was difficult to find convenient time for frequent meetings.

¹⁸ Skills programme was composed of three projects: TVET Reform in Bangladesh, Bangladesh Skills for Employment and Productivity (B-SEP) and Way out of informality: Facilitating Formalisation of Informal Economy in South Asia

¹⁹ RMG Programme covered such projects as Improving Working Conditions in the RMG Sector of Bangladesh, Improving Fire and General Building Safety, Promoting Workers' Rights and Labour Relations in Export Oriented Industries in Bangladesh (FRLR), Promoting Fundamental Principles and Rights at Work in Bangladesh (FPRW)

4.4.3. Partnerships and cooperation

Evaluation feedback through interviews with stakeholders and beneficiaries show the mixed picture about the COE project's partnerships building. On the one hand, ILO and CEBAI were able to establish a very good collaboration and CEBAI appreciated the support from ILO on resolving the problems faced by CEBAI during implementation of activities. Collaboration with other ILO projects (Better Work Programme) and other development initiatives (ADB funded SEIP Project and Swisscontact funded B-Skillful project) took place as well in the form of provision of training and certification under NTVQF Training level-1. Information gleaned from the interviews indicate that CEBAI was able also to establish a productive cooperation with BTEB and all participating enterprises. On the other hand, the effectiveness of collaboration of CEBAI and BKMEA/BTMEA were limited. BKMEA never participated in the project, while BTMEA was on board as a silent partner. In addition, CEBAI was not able to develop fully productive relations with the BGMEA after the change of the BGMEA Board in 2015, which is evident through the low awareness of the BGMEA management about the CEBAI's achievements and low level of commitments to render further support to the Center, especially in terms of coverage of its operational costs.

In terms of donors relations, the COE project was not able to maintain an effective relationship with all project's donors. On the one-part, regular meetings have been conducted with donors on the project's achievements, challenges, strategies to overcome the challenges faced during implementation. On the other part, the project did not fully meet the expectations of one of the donor both in terms of the way how it was implemented and the extent to which it was able to achieve sustainable results. At the same time, H&M role in the project was more a partner rather than a donor. H&M provided a significant support with identification of the companies for EBT program. This was a challenging task as this type of training in initial years where significant investment was required to set up training venue, run the training and to conduct assessment. H&M and ILO met routinely and agreed to be flexible to attract and promote EBT companies. As a result of this joint efforts the project met its target and identified 10 companies for EBT program.

CEBAI tried to establish collaboration with other brands through conduction of the Brand Forum Meeting in December 2017 where other brands were present. However, on the stage of the final evaluation in January 2018 any partnerships have not been yet materialized and only discussion about the potential collaboration with such brands as Primax and C&A took place.

4.4.4. Monitoring, reporting and evaluation

The National Project Coordinator was responsible for M&E within the Project. In overall, the M&E system of the COE Project was weak as (1) lacked the Operational Manual which would clarify the roles and responsibilities of different group of stakeholders and implementing and co-implementing partners, provide detailed guidance for implementing and co-implementing partners with regard to the reporting requirements and templates to be used for reporting, describes the overall M&E framework of the project, procedures and frequency of monitoring and data collection; and (2) absence of the established mechanism of third party monitoring, in particular involvement of relevant government agencies in monitoring of different project activities in the course of project implementation. As a result, the project holder (DTE) at the PMCC meeting made a decision to establish the Evaluation Committee composed of all government agencies to verify the results of the project.

Information gleaned from the desk review documents indicate that the project at the same time was able to establish a good documentation system consisting of the minutes of meetings, TNA and training reports, budget ledgers, progress reports and the project workplans.

The COE Project prepared progress reports as per donors' requirements. In total, 4 progress reports were prepared (2 annual, 1 bi-annual and 1 final). Information gleaned from the desk review of

project's progress reports shows that the progress reports were of good quality and represented the status of project implementation, included the analysis of the achievement of the project's targets as per the Logframe, reviewed risks and assumptions and presented the lessons learned. In contrast, the quality of the progress reports of the implementing partner and co-implementing partners were low and more activity- rather than result- oriented. In addition, there were no uniformed reporting template and each partner used its own format for reporting.

The COE Project as per the ProDoc underwent two evaluations (mid-term internal evaluation in mid-2015 and final independent evaluation in early 2018).

4.5. Impact Orientation and Sustainability

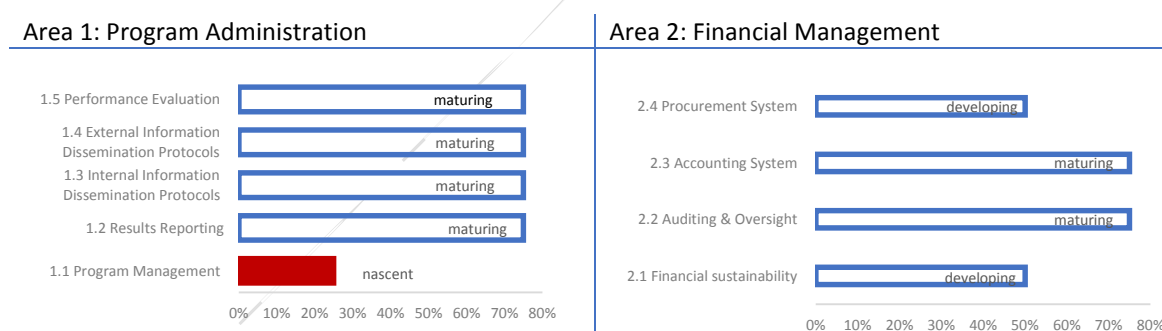
Dependent on the nature of the results, and the availability of financial resources, capacity and political will, the achievements of the COE project's results can be sustainable.

4.5.1. Sustainability of CEBAI

The results of the CEBAI which have been described in the section 4.2 'Project Progress and Effectiveness' gives a diverse picture when considering these from the angle of sustainability. As evident from the document review, the sustainability strategy for CEBAI was developed by the ILO, but at the end of the project implementation and was not discussed and agreed with main stakeholders. The biggest issue is that at the end of the project, CEBAI has limited national/local ownership by the Employers' Associations (in particular BGMEA & BKMEA).

Furthermore, the institutional assessment of CEBAI indicates that the institution is only at initial stage of development and further support is needed to make it financially self-sustaining as it does not yet have sufficient own revenue generation sources.

Figure 19: Results of the CEBAI assessment in key performance competency areas



CEBAI and Training Center in Ashulia were set up and fully operational since July 2016 and staffed with CEO, Business Development Manager, Finance Manager, EBT Monitoring Officer, Centre Manager, CBTA Trainers. Nevertheless, the management and governance structure of CEBAI are not optimal and needs reformation. Additionally, it is insufficiently staffed (absence of crucial staff members, like Marketing, Placement and Enrolment Officer; Communication Officer). CEBAI has a system in place for programme management but does not include clear expectations, policies, procedures and staff compliance. Additionally, it has no employee performance review process. CEBAI does not have written internal information dissemination protocols, which include clear and concise policies for internal staff communication. The same applies for CEBAI has no

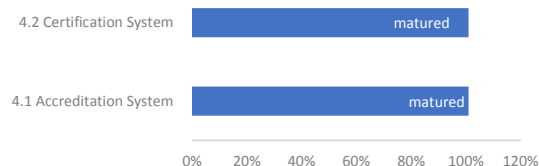
CEBAI does not have a fundraising plan for leveraging of funds and ensuring sustained operations and no funding secured yet for implementation of the CEBAI revised business plan for 2018-2022. At the same time, CEBAI has a financial plan which specifies operational costs and projected income. It also had other sources of revenue (except COE Project) during July 2016-December 2017 through provision of trainings to other projects/development partners including SEIP project funded by ADB, BSkillFUL project funded by Swisscontact, Betterwork programme, EPIC, Hopelun (BDT 7,500,000). CEBAI has developed financial rules and procedures, which was approved by the CEBAI Board. However, it has no vendor contracts and purchasing is done on ad hoc basis. It does not also have written policies on internal auditing or oversight

external information dissemination protocols. CEBAI follows Competency Standard, accreditation and assessment system as per set rules of Bangladesh Technical Education Board (BTEB). The educational performance of the trainees is registered and uploaded to the BTEB website. CEBAI receives input from trainees on programme performance, but not through formal surveys.

processes and as of now uses the oversight processes of ILO. CEBAI has an accounting system with mechanisms for safeguarding and tracking assets but does not have automated software to support the system.

Area 3: External Relations and Community Outreach

Area 4: Accreditation and Certification

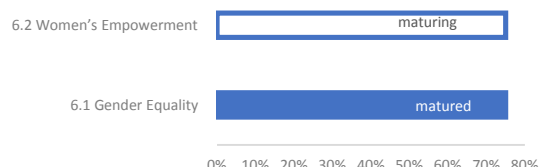
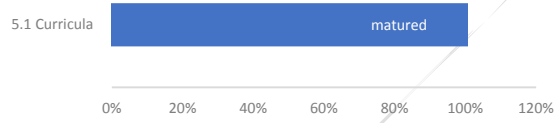


CEBAI uses an application process that is formal and transparent. However, it does not have a developed a trainee-focused marketing plan. CEBAI has brochures with course descriptions but no catalogue. It does not have as well a communication strategy and branding plan. As a result, CEBAI maintains a low profile and the industry has limited knowledge about it. CEBAI has limited strategic alliances developed within the sector so far.

CEBAI is accredited by Bangladesh Technical Education Board (BTEB) under the Ministry of Education (MoE) and uses a formal process for vetting the accreditations based on national standards. It uses a formal process for evaluating and certifying trainers/instructors which includes vetting and validation by BTEB as per a nationally approved qualification framework (NTVQF). CEBAI accredited for: (1) training of skilled workers for NTVQF Level 1 and 2 (*only two institutions including CEBAI were accredited for Level-2 training*), and (2) CBT&A Level-4 training (*only four institutions including CEBAI*).

Area 5: Course Offerings

Area 6: Gender Integration

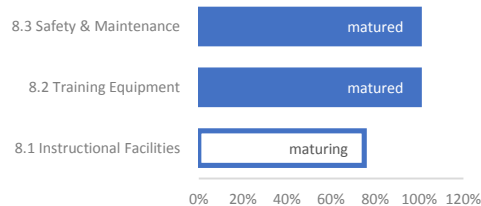
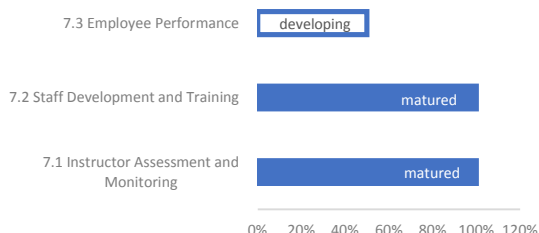


All curricula are prepared, approved and validated in consultation with the industries and the appropriate the Industry Skills Council and BTEB. All curricula and training materials are standardized at the national level and evaluated for compliance as per the BTEB requirements.

CEBAI provides equal access to programs, information, and learning opportunities for both men and women. It collects sex-disaggregated data for participants of its training programmes. Nonetheless, it does not have any gender policy neither as a part of Articles of Association nor business plan, which would specify how the decisions, plans and programmes of CEBAI will be guided by the principles of gender equity and equality.

Area 7: Human Performance Development

Area 8: Infrastructure and Equipment



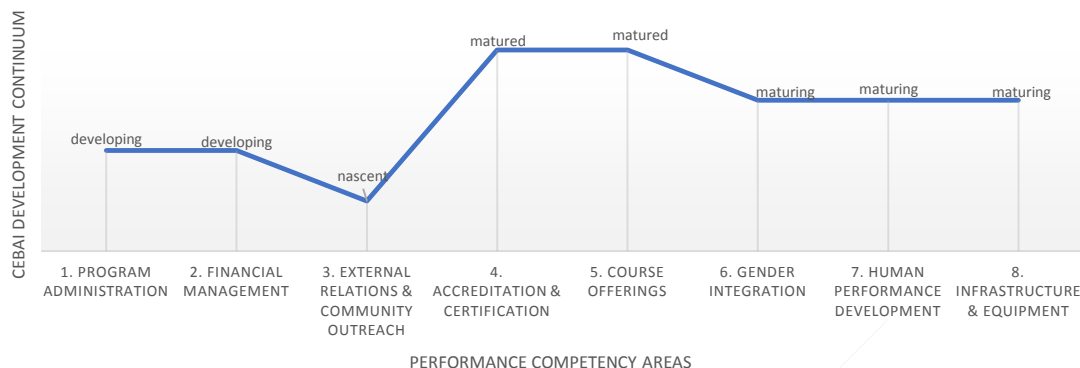
On the one hand, CEBAI is a Registered Training Organization (RTO). All trainers and instructors in RTO are

Capacity of the CEBAI Ashulia training center are as follows: 4 classrooms, 151 industrial sewing machines,

Competency Based Training & Assessment (CBT&A) Level-4 qualified. The registration is a nationally recognized validation of their subject matter expertise and competency in practical and teaching skills. On the other hand, CEBAI does not have a system for annual performance reviews of its staff and it periodically provides team building and training for staff, but not as part of an organizational development plan.

2 shifts and 230 student-capacity. The main weakness though is that the CEBAI Ashulia does not have its own building and rent the building for training center.

Figure 20: Overall Assessment of CEBAI in 8 Key Performance Competency Areas



The results of the CEBAI assessment in eight performance competency areas demonstrate that the most developed competency areas of CEBAI are *accreditation & certification* and *course offerings*, the competency areas which are maturing are *human resources development*, *infrastructure and equipment* and *gender integration*, the areas where the competency of CEBAI are developing only include *programme administration* and *financial management*, meanwhile the area which requires still a substantial strengthening is the *external relations and community outreach*.

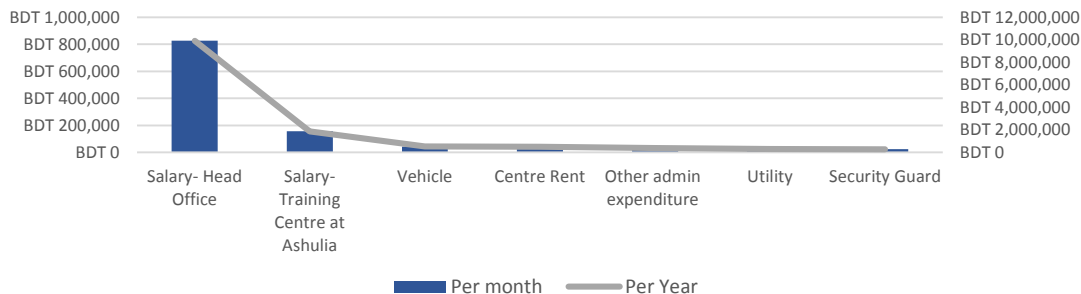
In addition, it is important to point out that the sustainability strategy of CEBAI did not specify the partners' commitments and ownership of the results after the project has been completed. The sustainability strategy includes the following *potential* funding sources:

- 1) ADB SEIP Project commitments with support of operationalization of CEBAI (mid-level training, research, market intelligence, and information hub for next 3 years, BDT 167,129,424)
- 2) World Bank commitments to support the conduction of researches by CEBAI (i.e. research on 'Training need assessment at various levels for the RMG sector' planned to be conducted in 2018, budget not yet finalized)
- 3) ILO will take CEBAI as a strategic partner for its relevant projects, but mainly as a training service provider²⁰:
 - a) Sida-Danida funded ILO SDIR Project (training on CB, HR, and grievance handling (9,994 trainees in 2 years), budget: BDT 21,587,260)
 - b) EU-funded ILO Skills 21 Project (strengthening and improving quality of TVET skills development system and NTVQF, budget not yet finalized)
 - c) IFC-ILO Better Work Programme (improving worker- management cooperation, working condition and social dialogue, budget not yet finalized)
- 4) Potential support from other brands (Primax and C&A), negotiations are in process
- 5) Potential support from BKMEA, negotiations are in process

²⁰ Source: ILO Country Director's meeting held on 12 December 2017 with CEBAI and CTAs of ILO in Dhaka

However, the biggest threat to CEBAI's further functionality is a gap in coverage of operational cost of CEBAI after December 2017, i.e. US\$13,000 per month for another 6-8 months to process the commitments of other development partners or other ILO sister projects.

Figure 21: Operational costs of CEBAI disaggregated by month and year



The lack of supporting funds for the future operation of CEBAI, in particular coverage of its operational costs is a problem and cannot be ignored. Certainly, this is a responsibility to be taken up by the RMG industry, first and foremost, but external funding will provide a certain safeguard for the future and perhaps be a gentle force to the industry to reserve funds as well.

4.5.2. Sustainability of EBT and IBP models

On the one hand, the sustainability of EBT and IBP models at participating enterprises are quite high and all interviewed participating enterprises confirmed that they are plan to use further these introduced models. On the other hand, the concepts for rolling out of the EBT training model and Inclusive Business Policy (IBP) in other RMG enterprises are not in place. A uniform generic IBP has been developed by the CoE. This can be easily customized and the factory who are interested can without difficulty implement the policy in their factories. However, there is a need for more technical support to introduce IBP in the factories across RMG sector. Currently, there is no requirement in national legislation for mandatory employment of people with disabilities by industry and everything depends on the goodwill of the factory management. The same problem with the EBT model, which cannot be easily replicated across the industry as there is no requirement for that. The project did insufficient advocacy with the employers' associations to move this issue forward.

4.5.3. Sustainability of capacity building activities

The COE project was reasonably successful in terms of preparing of industry assessors and trainers. The project formed a pool of 137 certified industry assessors and trainers who were trained on competency-based training and assessment (CBT&A). The interviewed staff at the BTEB stated that they are planning to attract the prepared industry assessors during assessments at TTCs, TSCs, NGOs and registered private organizations, while the trainers could continue to deliver trainings for RMG sector and contribute for implementation of national standards under the NTVQF.

4.5.4. Sustainability of knowledge-based products

The COE project produced a number of knowledge-based products (training curriculum, learning materials²¹, competency standards and research papers²²) that could serve further as a basis for providing trainings consistent with existing quality assurance systems and for evidence-based policy making. All the developed training curriculum, learning materials and competency standards were uploaded on BTEB website and could be accessible for different group of stakeholders. The prepared

²¹ Competency Based Learning Materials SMO NTVQF Level 1 (knit, woven, denim and lingerie) and Competency Skills Logbooks for SMO NTVQF Level 1 and Level 2 for RMG sub-sectors (knit, woven, denim and lingerie)

²² Research papers on Expatriate Workers and their alternative for the RMG Sector and on Assessment of Energy Demand for the Textile Industry

researches in collaboration with the academic and research institutions have been disseminated among the COE project partners either in hard or soft copies, presented during round-tables, forums and uploaded at the CEBAI's web-site. The developed web-site for CEBAI is fully operational since December 2017. The hosting for web-site is prepaid up to the end of 2019.

V. Conclusions and Recommendations

5.1. Conclusions

The overarching conclusion reached regarding this project is that it should be seen as a pilot initiative with quite limited duration and budget. The project was stretched by unrealistic expectations and an approach in which various strategic dimensions were inadequately developed. The COE project goal was only partly achieved. The Center of Excellence for Bangladesh Apparel Industry was set up, but it is neither fully owned by the industry nor fully operational. In overall, the project was effective at activity and outputs levels, while outcomes were not fully achieved as institutionalization of many initiatives did not take place in the course of the project implementation.

Evaluation Criteria	Scoring ²³	Explanations/Comments
Relevance and strategic fit	successful	The project enjoyed a high relevance as the project's subject matter – skills development in RMG sector– remain contentious issue in Bangladesh. The project was highly relevant both for project partners, donors and direct beneficiaries.
Effectiveness	successful	In general, the Project demonstrated good achievements towards reaching the anticipated results despite a challenging environment. The Project achieved fully the set targets under IO2, while expected results mostly exceeded the set targets under IO1.
Efficiency of resources use	successful	Resources have been allocated strategically and used efficiently to achieve results. The strong aspect of project's efficiency is the ability of the project to raise complementary funds and investments from the RMG industry to implement the planned activities. However, the project suffered substantial delays in implementation due to a number of internal and external factors that were for the most part out of its control.
Effectiveness of management arrangements	unsuccessful	The project was not adequately staffed, which led to some planned initiatives being undermanaged and/or dropped. This gap was at least partially compensated by identifying and hiring competent consultants to boost the capacity of the project management team.
Impact orientation and sustainability	partially successful	Discussion of the project exit strategy and sustainability issues was extensive for some strategic initiatives and insufficient for others. With a twelve months no-cost extension accorded, there were a number of steps that the project could have being undertaken to consolidate project achievements. The sustainability of CEBAI is not on good footing as there is gap in coverage of operational cost of CEBAI after the end of the project.

²³ Dark green – highly successful, light green – successful, yellow – partially successful, red – unsuccessful

5.2. Recommendations

No.	Recommendation	Timeframe		Priority		
		S/T	L/T	L	M	H
1	To undertake revision of the CEBAI's business strategy in close coordination with all key stakeholders from the apparel sector with achievement of consensus about the vision and role of CEBAI in the context of the current development in the RMG sector. The business strategy shall include realistic targets and shall be accompanied by the clear fundraising plan. It also should include a description of how CEBAI is different from other service providers and ISC.	▲				▲
	Addressed to:	CEBAI				
2	To consider allocation of core support to CEBAI for the period of implementation of the first business plan to ensure a proper organizational set up and sustainability of the center. The focus of CEBAI's organizational development in the upcoming 3 years should be on enhancement of governance structure, branding, organizational management and administration, human resources and financial management.	▲				▲
	Addressed to:	Donors, Employers' organizations, Government				
3	To ensure replication of the project's good practices (EBT and IBP models) to advocate for (1) the legislation changes on the requirements of the employment of PWDs in RMG sector through Ministry of Welfare or Ministry of Industries, and (2) revision of the policy of the National Skills Development Authority with introduction of the clause that the preferences in employment should be given to the people who are NTVQF qualified.	▲				▲
	Addressed to:	ILO Dhaka				
4	To form a vision within the country office on how the collaboration of ILO and CEBAI shall take place and set clear procedures for that. To consider provision of further technical support to CEBAI for ensuring its sustainability.	▲				▲
	Addressed to:	ILO Dhaka				
5	To introduce a practice of allocation of resources for conduction of researches on the issues which are important for the future sustainability and further development of the sector.		▲			▲
	Addressed to:	Employers' organizations and enterprises				

VI. Lessons Learned and Emerging Good Practices

6.1. Lessons Learned

ILO Lesson Learned No1: Realistic project objectives, duration, scope , sufficient time for preparatory phase and proper management structure and M&E system are crucial to success

Project Title: Centre of Excellence for ready-made garment to implement certified training within the national skills development framework of Bangladesh

Project TC/SYMBOL: BGD/13/06/MUL

Name of Evaluators: Katerina Stolyarenko and Arafat Hosen Khan

Date: February 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)	An important lesson learned of the ILO COE project is the need for realistic time frames and goals when planning interventions related to set up an independent institution - the Centre of Excellence for Bangladesh Apparel Industry (CEBAI), which will be able to develop a sustainable strategy for the industry. Administrative and institutional changes take time, and the duration of project is too short (just 36 months including 6 months of inception phase), and goals too ambitious, to achieve intended results. Therefore, technical assistance offered in the field of establishment of a replicable model of an industry driven training and support services Centre of Excellence and meeting the skilled labour force needs of the export oriented RGM industry should be planned for a longer period of time, possibly in the form of a programme rather than projects, to allow for the generation of lasting results and impact. Allocation of sufficient time is required for preparatory phase (9-12 months) for being able to attain all approvals from the Government and make recruitment of staff prior to the project start. Setting up of the Center of Excellence requires longer term engagements (at least 5 years) to allow for the generation of lasting results and sustainability. More coordination and collaboration with national counterparts are needed for ensuring the ownership. The project management structure should be well-thought and based on the project scope. Internal accountability mechanisms within the executing agency should be clearly established and followed. The availability of data is crucial to see the progress of the project during the implementation; also, in order to initiate corrective measures in case something needs to be changed. Monitoring and evaluation tools and database could ensure that the desired objectives have been achieved. Monitoring should be a project activity in its own right, to make sure it gets the appropriate attention.

Context and any related preconditions	<ul style="list-style-type: none"> ▪ Planning the project scope and an appropriate set of activities requires inclusive and meaningful stakeholder consultations, a thorough diagnostic study and sufficient knowledge of the thematic area. Stakeholder consultations should include the possibility for stakeholders to really participate in the design of the project content, and not only in approving proposals from the donor or the project management. ▪ Business plan development for the institution (CEBAI) which has a number of stakeholders should be participatory and should be based on the joint discussion and consensus. ▪ A robust monitoring and reporting mechanism and baseline should be established at the start of the project to verify progress and compliance with international labor standards. A lack of such a baseline is a huge obstacle for understanding the project's effectiveness and efficiency. This bottleneck is problematic not only for evaluation purposes but also for the daily decision-making of the project management.
Targeted users/ Beneficiaries	<ul style="list-style-type: none"> ▪ Employers organizations ▪ Industries
Challenges/negative lessons - Causal factors	<ul style="list-style-type: none"> ▪ Inability to deliver all planned outputs within set timeframe ▪ Insufficient time for sustainable capacity development of CEBAI and participating enterprises ▪ Difficulties in demonstrating tangible results because of coverage of many levels and topics
Success/Positive Issues - Causal factors	<ul style="list-style-type: none"> ▪ Understanding of the necessity to introduce theory of change in all phases of the project implementation to ensure long-term impact and sustainability of the project
ILO Administrative Issues	<ul style="list-style-type: none"> ▪ Delays in project implementation ▪ Overburden of project staff due to high volume of work

6.2. Emerging Good Practices

ILO Emerging Good Practice No 1: Enterprise based training is helpful in producing skill workers under the national skill development policy and facilitates increased skills for workers without losing income or leaving job

Project Title: Centre of Excellence for ready-made garment to implement certified training within the national skills development framework of Bangladesh

Project TC/SYMBOL: BGD/13/06/MUL

Name of Evaluators: Katerina Stolyarenko and Arafat Hosen Khan

Date: February 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>The ILO COE project aimed improving the productivity and occupational safety of the RMG sector in Bangladesh. This was achieved through introduction of Enterprise-Based Training (EBT) model in RMG industries which is BTEB accredited under NTVQF and provision of support to the participating EBT factories to set up in-house training facility, build trainers and assessors, helping with curriculum and other training materials, monitoring for quality assurance and link with BTEB for assessment and certification. Enterprise based training is an educational strategy that provides learners with real-life work experiences where they can apply academic and technical skills and develop their employability. It is a series of NTVQF courses which integrate the National competency standard with the workplace to create a different learning environment at industry. Enterprise based learning deliberately merges theory with practice and acknowledges the intersection of explicit and tacit forms of skill demonstrating. EBT is a two months program equivalent to 360 hours designed for the entry level as well as existing workers for upgrading their skill levels. The entry-level workers are selected in the minimum pay scale of a helper but on completion of training and assessment are promoted as operator with appropriate higher pay scale. Each of the EBTs are setup and certified as a 'Registered Training Organization (RTO)' as per standard specification of BTEB in regard to the training area, machines, hours of training imparted etc.</p>
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	<p>Based on ILO COE project experience, the following conditions seem to be important for its successful implementation:</p> <ul style="list-style-type: none"> ▪ Select a qualified service provider for assisting the enterprise with setting up of the EBT model. Contract a service provider with demonstrated knowledge and understanding of the CBT&A (competency-based training and assessment), CBLM, CSLB and NTVQF related skills initiatives. ▪ Involve brands in selection of companies for EBT by linking EBT with factory incentives, buyers' purchase practices and other stakeholders' support so employers feel interested in the scheme. ▪ Provide support to the factories to be prepared to run EBT for workers with allocation of dedicated training space, tools and equipment in line with the national standards. ▪ Develop learning materials of CBTA in line with the BTEB approved CBLM of CBTA National Certificate Level-4 and sewing machine operation NTVQF Level-1 ▪ Train (20 days ToT course) and certify factory trainers and assessors on CBTA and SMO skill as per BTEB NTVQF requirement. ▪ Train unskilled workers of SMO NTVQ Level-1 (training for 360 Hrs) <p>Limitations</p> <ul style="list-style-type: none"> ▪ The success of the EBT model depends on the size, location, turnover of the factory

	<ul style="list-style-type: none"> ▪ The model requires set up of a dedicated training venue to run EBT for workers. As per BTEB competency standard and RTOs requirement, the factories shall purchase sewing machines, iron table with machines, cutting table with machines and all tools and equipment. Consequently, setting up of RTOs in factories is expensive and only big factories can afford to invest in RTOs. ▪ EBT can be conducted by the trainers who were trained and certified by BTEB. The cost of the TOT such logistics, refreshment, hard copies of CBLM, 1 CBTA trainer payment for 12 days and printing support shall be covered by the factories. ▪ The trainer's salary, trainee/ fresh worker salary, learning materials and all logistics cost born by the participating EBT factories. ▪ As per BTEB accredited course the trainees are sitting BTEB summative assessment of SMO NTVQF Level-1 and all cost shall be covered by the factories. ▪ The need for mid-level management training gets at times higher priority by the factories than that for workers. ▪ The factories need back up support from the third party for couple of years until the factories build in-house capacities on conducting CBT, proper quality assurance, and assessment and certification.
Establish a clear cause-effect relationship	<p>The key achievements of the EBT model:</p> <p>TOT at the EBTs is beneficial for the enterprises as the training is imparted within the factories, thus helping in the orientation of the new entry-level workers into the factory production line environment and culture. One of the major gains is that the trainees develop an ownership towards the factory, which reduces the turnover of workers. The training being imparted in the EBTs are standardized NTVQF curriculum, which helps in having an efficient skilled work force. After completion the training trained workers are recruited in the Grade-5 or Grade-6 level in the factories. This results in higher productivity in the factories with better-paid and happier workforce. This model also provides employment opportunities to women from the rural areas that previously did not have any opportunity to be part of the formal workforce. The training being imparted in the EBTs are standardized NTVQF curriculum, which helps in having an efficient skilled work force. This results in higher productivity in the factories with better-paid and happier workforce.</p>
Indicate measurable impact and targeted beneficiaries	<ul style="list-style-type: none"> ▪ Managers ▪ Owners ▪ New entrants ▪ Trainers ▪ Supervisors
Potential for replication and by whom	With the necessary modifications, it can be replicated in any country.
Upward links to higher ILO Goals	<ul style="list-style-type: none"> ▪ Outcome 2 Skills Development: "Skills development increases the employability of workers, the competitiveness of enterprises and the inclusiveness of growth", ILO's Strategic Programme Framework for 2014-2015 ▪ Outcome A: Effective advocacy for decent work, ILO's Strategic Programme Framework for 2016-2017
Other documents or relevant comments	N/A

ILO Emerging Good Practice No 2: Increasing the employability of persons with disabilities and their access to decent work by supporting employers to become more inclusive through introduction of Inclusive Business Policies

Project Title: Centre of Excellence for ready-made garment to implement certified training within the national skills development framework of Bangladesh

Project TC/SYMBOL: BGD/13/06/MUL

Name of Evaluators: Katerina Stolyarenko and Arafat Hosen Khan

Date: February 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.)	The ILO COE project aimed to improve the access by low-skilled and disadvantaged groups to decent jobs in the RMG sector. This was achieved through provision of advocacy support on disability inclusion and women empowerment at workplace, in particular through facilitation of adoption of inclusive business policy focusing on persons with disabilities (PWDs) and Gender equality in several participating factories, supporting implementation of adopted inclusive business policies and assistance with dissemination of the concept focusing on PWDs and gender equality at the supervisory level.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	<p>Based on ILO COE project experience, the following conditions seem to be important for its successful implementation:</p> <ul style="list-style-type: none"> ▪ Selection of service provider with demonstrated knowledge and understanding of inclusive business approach specially focusing on PWD inclusion and gender empowerment. Service provider needs to be proactive and undertake visits to factories, training providers, participate in meetings to make the inclusion strategy successful at the enterprises ▪ Development of standard pre-assessment checklist for RMG factories to assess the factories' present status in terms of number of persons with disabilities working in the factories, accessibility and status of gender equality at supervisory/managerial level ▪ Conducting a physical assessment to identify barriers for PWDs and initiated modification work – ramps, rail for the stairs, fire and emergency alarm, toilets, etc with preparation of baseline assessment reports and followed up by Operational Plan for the Implementation of Inclusive Policy ▪ Involving Center for Disability and Development (CDD) as specialized organization on disability for sustainability of inclusiveness in workplace ▪ Conducting of a sensitization training for factory officials on identification of PWDs for the factories and offices of RMG enterprises ▪ Preparing of an audio-visual documentary to showcase the policy and to demonstrate benefit of adopting inclusive business approach ▪ Conducting of a national level policy workshop to disseminate the benefit and demonstrate the policy concept for the sector ▪ Development of a database of interested factories adopting similar policies <p>Limitations</p> <ul style="list-style-type: none"> ▪ Understanding of the management of the factories that employing people with disabilities benefits to employees and to employers alike ▪ Willingness of the factory owners to invest in developing work environment standards to help integrate employees with disabilities and ensure barrier free access ▪ Need to adjust HR Policies and recruitment practices ▪ Time required to fully integrate people with disabilities into the work environment

Establish a clear cause-effect relationship	<p>The key achievements of the practice for businesses and PWDs:</p> <ul style="list-style-type: none"> ▪ Applying diversity policy and employing people with disabilities allows many possibilities to an employer. Most significant is the way an employer can focus on the strengths and capacities of disabled employees ▪ Employees with disabilities are fully aware of how difficult looking for a job can be, and often try to compensate their deficits through greater efforts. The many hurdles and limitations which they might encounter on a daily basis motivate them to accomplish even more. Therefore, they often show a greater loyalty to their employer as well as more motivation ▪ Lower turnover costs as employees with disabilities often stay longer with one employer and generate fewer costs ▪ A successful integration of people with disabilities also have a positive effect on the reputation of the enterprise. This effect can be a decisive element in purchase-decision processes. Apart from positive effects on customers and suppliers, employees are also more motivated to work for an employer who enjoys a good reputation
Indicate measurable impact and targeted beneficiaries	<ul style="list-style-type: none"> ▪ Managers ▪ Owners ▪ PWDs
Potential for replication and by whom	With the necessary modifications, it can be replicated in any country.
Upward links to higher ILO Goals	<ul style="list-style-type: none"> ▪ ILO Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159) ▪ ILO Discrimination (Employment and Occupation) Convention, 1958 (No. 111) ▪ Outcome 2 Skills Development: “Skills development increases the employability of workers, the competitiveness of enterprises and the inclusiveness of growth”, ILO’s Strategic Programme Framework for 2014-2015 ▪ Outcome A: Effective advocacy for decent work, ILO’s Strategic Programme Framework for 2016-2017
Other documents or relevant comments	N/A

VII. Annexes

Annex 6.1. Terms of Reference

Project Title	Centre of Excellence for ready-made garment to implement certified training within the national skills development framework of Bangladesh (COE)
ILO Project Code	BGD/13/06/MUL
Administrative Unit in charge of the project	Country Office-Dhaka
Technical Backstopping Unit	EMP/SKILLS
Type of Evaluation	Independent
Timing of Evaluation	Final
Project Period	1 January 2014 – 31 December 2017 (48 months)
Total Project Budget	US\$1,463,142
Funding Agency	Swedish International Development Agency (Sida) and H & M Hennes & Mauritz AB (H&M)

Background and Justification

Challenges related to employment, productivity and skill in Bangladesh²⁴

1. To absorb the growing labour force, the country needs a higher rate of employment growth. A high share of informal employment and low productive self-employment needs to be replaced by more formal employment with higher productivity. This should be accompanied by improvement in Occupational Safety and Health (OSH) situation and working conditions.
2. A major challenge of the manufacturing sectors in Bangladesh is to improve the skills of the workers. As such productivity growth and hence wage enhancement will remain a challenge for this sector. Under these circumstances, emphasis on formalizing vocational education is a very good strategy. Alignment of Technical and Vocational Education and Training (TVET) training modules with the needs of the industry in order to make TVET qualifications more recognized by the industry remains critical. Many of the TVET qualifications cannot be merged with other formal qualifications such as Secondary School Certificate (SSC), Higher Secondary Certificate (HSC), and higher studies.
3. While the garment industry has been seen as a major employment creator that can contribute to poverty alleviation, there are still masses of working poor and unskilled persons seeking employment, and more importantly, quality employment with decent income levels. Given the high demand for skilled garment workers, the industry faces high levels of turnover, with up to 7-10% of workers not returning to their employer after each monthly payday.

COE project Background and Description

4. As a result of the fire in Ashulia in November 2012 and the Rana Plaza garment factory collapsed in April 2013, the COE project was developed to take on those urgencies. It built on Sida's interest in expanding quality employment opportunities for poor women and men in Bangladesh, and the opportunities for H&M, the main driver and as a major buyer with a long-term presence in Bangladesh's ready-made garment (RMG) industry, to expand the influence it already has on its suppliers to improve the safety and quality of their training and workplace practices. The COE project approach was informed by the successful Centre of Excellence for Leather already operating in Bangladesh, the GIZ funded Project on Promotion of social and environmental standards in the RMG industry, the training initiative of Bangladesh Garment

²⁴ Excerpt from Decent Work Country Programme: Bangladesh 2017-2020, pp. 31 and PRODOC.

Manufacturing Association (BGMEA) and the impact of the ILO TVET Reform partnership with the Centre for the Rehabilitation of the Paralyzed (CRP), and the experience of H&M and other buyers in supporting training centers in the garment industry.

5. The overall objective of COE project, the first public – private partnership in Bangladesh, aims to improve the productivity, occupational safety and quality of Bangladesh’s RMG workforce by creating an approach to skills training and certification which enables all job seekers, including disadvantaged and disabled, to access skills training and progress to decent employment with increased incomes. The COE project delivers interventions under the following two intermediate objectives:
 - 1) An industry driven training and support service Centre of Excellence (COE), to meet the skilled labour force needs of the export oriented RGM industry in Ashulia and surrounding areas is established.
 - 2) To improve the situation of vulnerable and poor people who are or who become garment workers by enhancing their skills, income opportunities and working conditions, while providing the RMG sector with a more skilled workforce.
6. As part of the project’s strategies, Center of Excellence for Bangladesh Apparel industry (CEBAI) was established in 2014 in Ashulia. BGMEA has invested directly in its operation to make CEBAI sustainable. Implementation Agreement is signed under which CEBAI delivering a number of outputs that are related to in-house training, preparing database, new courses, recognition of prior learning (RPL), networking with industries, etc. to make it fully operational.
7. The COE project commenced with some delays due to the time taken for getting the project approval from national authority and security situation in the country. The project completion date has been extended with no additional cost from 31 December 2016 to 31 December 2017. A Skills Specialist from DWT-Delhi and an official from PARDAV conducted an internal review in March 2015, 18 months after the project start date, to assess achievements so far and to identify possible areas of the project that are in need of improvement. The review focused on the following areas: soundness of strategies and sustainability; implementation challenges; partnerships; technical support and management oversight; and monitoring and evaluation.
8. Co-Dhaka commissioned an internal mid-term evaluation of the COE project in July 2016 in which identified the following recommendations:
 - 1) The Business Plan for the COE needs to be revised and finalized in a thorough consultative with major stakeholders like BGMEA, Bangladesh Knitwear Manufacturers and Exporters Association (BKMEA), Directorate of Technical Education (DTE), Bangladesh Technical Education Board (BTEB) and ILO.
 - a. The DFID funded Skills and Employment Programme (SEP-B) project should also be given the opportunity to comment given their expressed intention to fund the COE to conduct training in the RMG sector.
 - b. The revised Business Plan could also include reference to the potential for twinning arrangements between the COE and other international centers of excellence both in the garment and other industrial sectors (e.g. Panang Skills Development Centre).
 - 2) The overall strategy of the original project document also included a component aiming at the improvement of working conditions, in particular for the vulnerable (disabled and poor) working in the RMG sector.

- a. Meetings of Senior Management with BGMEA and National Coordination Committee for Workers' Education (NCCWE) are recommended to clarify the objectives and scope of the project and to amend the draft Business Plan and/or Memorandum and Articles of Association of the COE as required; If this focus of the original project proposal is not included in the key foundation documents of the COE, both H&M and SIDA should be informed and consulted.
- 3) It was strongly recommended to take steps to prioritize an evaluation of the employment-based training component underway at Russell Garments to quantify the benefits of pre-employment enterprise-based training. Baselines and monitoring over time will also be important. A tool to measure/compare productivity and efficiency as a result of training should also be considered, in coordination with the other projects (Better Work in particular).

Purpose and Objectives of Evaluation

9. The main purposes of this independent final evaluation are to promote accountability to the ILO, national key stakeholders and the donors; and enhance learning within the ILO and key stakeholders.
10. The specific objectives of the evaluation are to:
 - i) Assess the relevance to stakeholder needs, particularly capacity building and other support to beneficiaries' needs;
 - ii) Assess the project implementation effectiveness including the progress in achieving its intermediate objectives and results (including intended and unintended, positive and negative results), effectiveness of gender mainstreaming and increasing quality employment opportunities for people with disability and poor women and men, and effectiveness of management arrangements;
 - iii) Assess efficiency of resource use;
 - iv) Identify factors that enable the sustainability, particularly self-sustainability and ownership of the national stakeholders in the established center; and
 - v) Provide recommendations and describe lessons learned and good practices that can and should be replicated.

Evaluation Scope

11. The independent final evaluation is due per the ILO evaluation policy guidelines for result-based evaluation which states that all projects over US\$ 1 million and/or lasting more than 30 months must undergo at least one independent evaluation.
12. The evaluation will cover all interventions the ILO has implemented under the COE project from the start until the time of final evaluation. The evaluation will cover all geographic coverage of the COE project. Gender equality and non-discrimination, promotion of international labour standards, tripartite processes and constituent capacity development should also be considered in this evaluation.
13. The final evaluation findings, conclusions and recommendations will be primarily addressed to the COE project team, CO-Dhaka, DWT-New Delhi, Sida and H&M.
14. Primary clients are the beneficiaries, the ILO constituents and the ILO units directly involved in the project:
 - National government institutions (National Skills Development Council (NSDC), Directorate of Technical Education (DTE), Bangladesh Technical Education Board (BTEB),

Bureau of Manpower, Education and Training (BMET), and other the agencies involved in standards setting, assessment and certification, registration);

- Industry Council (Industry Skills Council (ISC), Bangladesh Garment Manufacturers and Exporters Association (BGMEA), Bangladesh Knitwear Manufacturers and Exporters Association (BKMEA), Bangladesh Textile Mills Association (BTMA) and another Employers' Association;
- All enterprise-based training (EBT) providers in the RMG sector within the project area (public, private, industry based, NGO);
- the National Coordination Committee on Workers' Education (NCCWE);
- CO-Dhaka;
- DWT-New Delhi;
- Sida and H&M; and
- Relevant ILO technical unit at HQ.

Secondary clients are the ILO Regional Office for Asia and the Pacific (ROAP) and other key stakeholders.

Evaluation Criteria and Questions

15. The evaluation should address the following ILO evaluation criteria: relevance; intervention progress and effectiveness; efficiency of resource use; effectiveness of management arrangements; and impact orientation and sustainability of the intervention as defined in the ILO Policy Guidelines for results-based evaluation, 2017 (Annex 1).
16. The core ILO cross-cutting priorities, such as gender equality and non-discrimination, promotion of international labour standards, tripartite processes, and constituent capacity development should be considered in this evaluation. In particular, gender dimension will be considered as a cross-cutting concern throughout the methodology, deliverables and final report of the evaluation. To the extent possible, data collection and analysis should be disaggregated by sex as described in the ILO Evaluation Policy Guidelines and relevant Guidance Notes (Annex 1).
17. It is expected that the evaluation address all of the questions detailed below to the extent possible. The evaluator may adapt the evaluation criteria and questions, but any fundamental changes should be agreed upon between the ILO team and the evaluator. The evaluation instruments (to be summarized in the inception report) should identify the general areas of focus listed here as well as other priority aspects to be addressed in the evaluation.
18. Suggested evaluation criteria and evaluation questions are summarized below:

Relevance

1. To what extent does the project address needs identify by beneficiaries? How well does the project align with ILO tripartite partners' (government, employers and workers) priorities?

Intervention progress and effectiveness (including effectiveness of management arrangements)

2. To what extent has the project achieved its planned results (including intended and unintended, positive and negative)? Has the industry driven training and support service Centre of Excellence (COE) been established and whether it is functioning well? If not, why?
3. How effectively has the project interventions integrating gender and increasing quality employment opportunities for people with disability and poor women and men?
4. To what extent do project management capacities and arrangements put in place support the achievement of the planned results?
5. To what extent have stakeholders, particularly workers' and employers' organizations been involved in project implementation?

Efficiency of resource use

6. To what extent has the project delivered value for money? Have resources (funds, human resources, time, expertise, etc.) been allocated strategically and efficiently to achieve expected results? Could they have been allocated more effectively and if so, how?

Impact orientation and Sustainability

7. What strategies has the COE project put in place to ensure continuation of actions initiated, particularly sustainability of CEBAI in Ashulia, after the project support ends? To what extent are these likely to be effective?
8. How effective has the project been in establishing and fostering national/local ownership?

Methodology

9. The evaluation will comply 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.
10. Both qualitative and quantitative evaluation approaches should be considered for this evaluation. The evaluation fieldwork will be qualitative and participatory in nature. Qualitative information will be obtained through field visits, interviews and focus groups as appropriate. Opinions coming from stakeholders will improve and clarify the quantitative data obtained from project documents. The participatory nature of the evaluation will contribute to the sense of ownership among stakeholders. Quantitative data will be drawn from project documents including the Technical Progress Reports (TPRs). Sound and appropriate data analysis methods should be developed for each evaluation question. Different evaluation questions may be combined in one tool/method for specific targeted groups as appropriate. Attempts should be made to collect data from different sources by different methods for each evaluation question and findings be triangulated to draw valid and reliable conclusions. Data shall be disaggregated by sex where possible and appropriate.
11. A detailed methodology will be elaborated by an independent evaluator on the basis of this ToR. The detailed methodology should include key and sub-question(s), detailed methods, data collection instruments and data analysis plans to be presented as a key element in the inception report.
12. The methodology for collection of evidences should be implemented in three phases:
 - (1) An inception phase based on a review of existing documents to produce inception report. The independent evaluator will review the project document, progress reports, previous evaluations completed by the ILO, meeting minutes, training manuals, tools, technical guidelines, other publications used or developed by the project, Decent Work Country Program of Bangladesh, national skills development policy, and other relevant national regulations and laws on skills development.
 - (2) A fieldwork phase to collect and analyse primary data. Once the inception report is approved, the independent evaluator will travel to Dhaka to conduct a field mission to interview the following key stakeholders but not limited to: the ILO Country Director, program officer, representatives of Sida and H&M, government counterparts, employers' and workers' organizations, representatives of the COE, selected EBT providers, and selected factories who adopted the inclusive business policy, and beneficiaries. In addition, the independent evaluator will conduct interviews (via Skype calls or emails) with relevant DWT specialists in New Delhi, Bangkok and Geneva. The independent evaluator will conduct a stakeholder workshop to validate information and data collected through various methods and to share the preliminary findings with key stakeholders. Representatives from Sida, H&M and tripartite constituents will be invited to attend the

stakeholder workshop. The independent evaluator will separately debrief Sida, H&M and CO-Dhaka on preliminary findings from the field mission before departing Dhaka.

- (3) A data analysis and reporting phase to produce the final evaluation report. Based on data collected during inception phase and the inputs from the key stakeholders' discussions/interviews during the field mission, the independent evaluator will draft the final evaluation report and directly send it to the evaluation manager. The evaluation manager will forward the report to stakeholders, including Sida, H&M and tripartite constituents, for their inputs/comments to the report. The evaluation manager will consolidate the comments and forward them to the independent evaluator for consideration in finalizing the draft report. The independent evaluator will finalize the report, taking into consideration the stakeholder comments.

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

Main Deliverables

14. The evaluator will provide the following deliverables and tasks:

Deliverable 1: Inception report. The inception report will include among other elements the evaluation questions and data collection methodologies and techniques, and the evaluation tools (interview guides, questionnaires, etc.). The instrument needs to make provision for the triangulation of data where possible. The evaluators will prepare an inception report as per the ILO Checklist 3: Writing the inception report (Annex 1).

Deliverable 2: Stakeholder workshop. The evaluators will conduct a stakeholder workshop in Dhaka to validate information and data collected through various methods and to share the preliminary findings with the ILO and local stakeholders at the end of evaluation mission. The stakeholder workshop will be organized by the COE team with assistance from the ILO Country Office - Dhaka. Evaluation findings should be based on facts, evidence and data. This precludes relying exclusively upon anecdotes, hearsay and unverified opinions. Findings should be specific, concise and supported by triangulation of quantitative and qualitative information derived from various sources to ensure reliability, validity and generalizability.

Deliverable 3: First draft evaluation report. Evaluation report should include action-oriented, practical and specific recommendations assigning or designating audiences/implementers/users. The draft evaluation report should be prepared as per the ILO Checklist 5: Preparing the Evaluation Report which will be provided to the evaluator. The first draft evaluation report will be improved by incorporating evaluation manager's comments and inputs.

Deliverable 4: Final evaluation report with evaluation summary. The evaluator will incorporate comments received from ILO and other key stakeholders into the final report. The report should be finalized as per the ILO Checklist 5: Preparing the Evaluation Report which will be provided to the evaluator. The quality of the report and evaluation summary will be assessed against the ILO Checklists 5, 6, 7, and 8 which will be provided to the evaluator.

15. The reports and all other outputs of the evaluation must be produced in English. All draft and final reports including other supporting documents, analytical reports and raw data should be provided in electronic version compatible with WORD for windows. Ownership of the data from the evaluation rests jointly between ILO and ILO consultant. The copy rights of the evaluation report rests exclusively with the ILO. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.

Management Arrangements and Workplan

- A designated ILO staff who has no prior involvement in the project will manage this independent evaluation with oversight provided by the ILO Evaluation Office. An international consultant will be commissioned to conduct this evaluation. The evaluation will be funded from the COE project budget. A list of tasks of the evaluation manager is following:
- Draft and finalize the evaluation ToR upon receiving inputs from key stakeholders;
- Review CVs and proposals of the proposed evaluators;
- Liaise with the project team and provide project background documents to the evaluator;
- Coordinate with the project team on the field visit agenda of the evaluator;
- Brief the evaluation consultant on ILO evaluation procedures;
- Circulate the report to all concerned for their comments;
- Review and provide comments of the draft evaluation report; and
- Consolidate comments and send them back to the evaluators.

16. ILO Country Office – Dhaka and the COE team will handle administrative contractual arrangements with the evaluator and provide any logistical and other assistance as required. The COE team will be responsible for the following tasks:

- Provide project background materials to the evaluator;
- Prepare a list of recommended interviewees;
- Schedule meetings for field visit and coordinate in-country logistical arrangements;
- Be interviewed and provide inputs as requested by the evaluator during the evaluation process;
- Review and provide comments on the draft evaluation reports;
- Organize and participate in the stakeholder workshops; and
- Provide logistical and administrative support to the evaluator, including travel arrangements (e.g. plane and hotel reservations, purchasing plane tickets, providing per diem) and all materials needed to provide all deliverables.

17. The evaluator reports to the evaluation manager. The evaluator will be selected through a competitive process from qualified international consultants. The consultant will lead the evaluation and will be responsible for delivering the above evaluation deliverables using a combination of methods as mentioned above.

18. Indicative time frame and responsibilities

Task	Responsible Person	Timeframe (By date)
Issuance of contracts	Project Manager/CO-Dhaka	10 December 2017
Draft mission itinerary for the evaluator and the list of key stakeholders to be interviewed	Project Manager	13 December 2017
Brief evaluators on ILO evaluation policy and the project (Evaluator to start desk study, Skype calls with DWT-New Delhi, Donors, etc.)	Evaluation Manager and Project Manager	14 December 2017
Document review and interviews with stakeholders and development of the inception report and submit to Evaluation Manager	Evaluator	20 December 2017
Circulate inception report to CTA, Geneva and the donor for comments/inputs for three days	Evaluation Manager	21-27 December 2017
Approve Inception report	Evaluation Manager	4 January 2018

Conduct Evaluation Mission and Stakeholder Workshop	Evaluator	8-16 January 2018
Draft report submitted to Evaluation Manager	Evaluator	28 January 2018
Share the draft report with all concerned stakeholders for comments for 10 days	Evaluation Manager	29 January 11 February 2018
Consolidate comments into the draft report and send to the evaluator	Evaluation Manager	15 February 2018
Finalize the report and submit to Evaluation Manager	Evaluator	19 February 2018
Review the final report; share the final report to project manager, DWT-New Delhi and the donor for comments/inputs (if any)	Evaluation Manager	20 – 22 February 2018
Approval of the final report	Evaluation Manager and Evaluation Office	Last week of February 2018

Required Qualifications and Duration

19. An international consultant with the relevant experience and qualifications are being sought.

Desired skills and competencies:

- No previous involvement in the delivery of the COE project;
- University Degree with minimum eight years' experience at the national level or five years' experience at the international level in business/enterprise training and skills development programme implementation;
- Knowledge of the ready-made garment sector including the gender dimensions in Bangladesh;
- Minimum five years of experience in conducting programme or project evaluations;
- Knowledge of, and experience in applying, qualitative and quantitative research methodologies;
- Knowledge of ILO's roles and mandate and its tripartite structure as well as UN evaluation norms and its programming;
- Excellent analytical skills and communication skills;
- Demonstrated excellent report writing skills in English;
- Working experience in Bangladesh will be an advantage.

20. It is foreseen that the duration of this evaluation will fall within October - December 2017. The field mission in Bangladesh is expected during 22-30 November 2017.

21. Below are indicative inputs and tasks to be completed. Numbers of days foreseen for the consultant in one task can be reallocated to another task where justified and in consultation with the evaluation manager.

Tasks	Inputs
Desk review of project related documents; Skype briefing with evaluation manager, project manager, donor, DWT-New Delhi and ILO HQ; Prepare inception report.	5 days
Conduct Field visits and interviews relevant project staff, donors, stakeholders, and beneficiaries; conduct a national stakeholder workshop.	7 days
Analysis of data based on desk review, field visit, interviews/questionnaires with stakeholders; draft report.	7 days
Finalize the report including explanations on why comments were not included.	2 days
Total	21 days

Legal and Ethical Matters

22. The evaluation will comply with UN Norms and Standards. The ToR is accompanied by the code of conduct for carrying out the evaluation. UNEG ethical guidelines will be followed. It is important that the evaluator has no links to project management or any other conflict of interest that would interfere with the independence of evaluation.²⁵

²⁵ <http://www.unevaluation.org/document/detail/1914>

Annex 6.2. List of Documents Reviewed

Project Documents

COE-PRODOC, November 27, 2013
PARDEV minute sheet, June 19, 2017
PARDEV minute sheet, December 19, 2017
PARDEV minute sheet, December 19, 2016
PARDEV minute sheet, January 22, 2014
Technical Cooperation Progress Report from January 2015 to December 2016
Technical Cooperation Progress Report from July 2016 to December 2017
Internal review/MTE H&M and SIDA Project “Centre of Excellence for RMG to implement certified training within the national skills development framework for Bangladesh”, March 2015
Deliverable Plan, January-March 2014
Plan of Action, April-September 2014
Deliverable Plan, October-December 2014
RMG Centre of Excellence Project-Year 4 Work Plan 2015, 2016, 2017
Research: Employment of Expatriates and its Alternatives in the RMG Sector of Bangladesh
Sida: Results strategy for Bangladesh 2014–2020
Output wise achievement as of December 2017
Presentation “Establishing Centre of Excellence (COE) for RMG sector in Bangladesh”, December 2017
1st PMCC Meeting on Establishing Centre of Excellence (COE) for RMG sector in Bangladesh, January 10, 2018
PMCC request letter to DTE, September 24, 2017
BKMEA Training Activities 2018
National Technical and Vocational Qualification Framework: National Competency Standards for Sewing Machine Operation (Lingerie) NTVQF Level-1-3
ILO Center of Excellence for Bangladesh Apparel Industry Project: Enter Pries Based Training for RMG Factories

NGO partners

DAM Report, October 16, 2017
Completion Report on RMG Sewing Machine Operators Training Programme under RMG Centre of Excellence Project in Bangladesh, September 16, 2017 and November 28, 2017
Completion Report on skills training programs at RMG “Sewing Machine Operation (SMO) as per NTVQF at Pre-Vocational-2 & Level-1, April 21, 2016
Report on Training at Nayarongong
Report on ILO Training at Sreepur
Final Report on ILO Training at Dhaka
Financial statement for Project BGO/13/06/MUL, December 03, 2014
Inception Report for conducting training programs on RMG "Sewing Machine Operation (SMO) as per NTVQ Fat Pre-Vocational-2&Level-I
Report: Accreditation of UCEP Technical Schools as registered Training Organization (RTO), June 01, 2015

EBT

TOR-Facilitating EBT materials, February – July 2016

TOR-Facilitating EBT materials, February – December 2017

Amendment to EXCOL contract Na.28171L777, Amendment No-1 between Mr. S.M lahangir Alam and the ILO

External Collaboration Contract No – 2017/1704 between Mr. S.M lahangir Alam and the ILO

Report on Deliverable -1 and Report on Deliverable – 2

Report on Deliverable -3 and Report on Deliverable – 4

Report on Deliverable -5

CEBAI

Implementation Agreement

Amendment Agreement Centre of Excellence for RMG in Bangladesh” between Sweden and ILO

Amendment Agreement between CEBAI and ILO with addendums of No-cost extensions

CEBAI IA, Approval Amendment Agreement

CEBAI Organogram

CEBAI Budget and Interim financial statements 2014-2017

Work Plan CEBAI, October 2017

Business Plan of CEBAI, December 2014

Business Plan of CEBAI 2018-2022

Sustainability Strategy of Centre of Excellence for Bangladesh Apparel Industry (CEBAI)

Memorandum of association and articles of association Centre of excellence for Bangladeshi Apparel Industry (CEBAI)

1st, 2nd, 3rd and 4th CEBAI EC Board Meeting Minutes

National seminar on Inclusive business: Could it lead to Higher productivity and better working condition, May 30, 2017

Roundtable “\$ 50 billion Export target and the role of CEBAI”, December 19, 2016

Centre of excellence for Bangladeshi Apparel Workers: Certified training within the national skills development framework

ToR “Training need assessment at various levels for levels for the RMG sector”

Monthly Reports of COE: December 2016, January-December 2017

Progress Reports of COE: December 2015, January- December 2017

Training Materials

Session Plan for SMO NTVQ Level-1

Implementation Manual: National Technical and Vocational Qualifications Framework (NTVQF), 2014

ToT Lists: Russel Garments, Amantex, CEBAI & BGMEA, Fakir Apparels, Hop Yick (BD) Ltd, Knit Concern, Beacon, Comfit Composite, M&J

RTOs and Assesses List of EBT and CEBAI

BTEB Notice SCDC Meeting

Notice Sewing Machine Operation (Denim), August 2016

Notice Sewing Machine Operation (Knit), August 2016

Notice Sewing Machine Operation (Lingerie), August 2016

Notice Sewing Machine Operation (Woven), August 2016

CBLM of CBTA NC Level-IV, Skills Policy

Module 1– Work effectively within Bangladesh TVET sector
Module 2– Promote Inclusive Learning in a CBT&A Environment
Module 3– Apply OSH practices in a CBT&A environment
Module 4– Use Information Technology (IT) to support learning
Module 5– Maintain and Enhance Professional Practice
Module 6– Maintain training equipment and facility
Module 7– Maintain and enhance technical competency
Module 8– Design and Modify CBT Learning Material and Resources
Module 9– Organise Competency Based Training Sessions
Module 10– Deliver Competency Based Training
Module 11– Design Competency Based Assessment
Module 12– Organise and Conduct Competency Based Assessment
National skills development policy – 2011

ILO COE All Learning Materials

Competency skills Log Book (CSLB) RMG Sewing Machine Operation (Denim), NTVQ Level-1 and NTVQ Level-2
Competency skills Log Book (CSLB) RMG Sewing Machine Operation (Knit), NTVQ Level-1 and NTVQ Level-2
Competency skills Log Book (CSLB) RMG Sewing Machine Operation (Lingerie), NTVQ Level-1 and NTVQ Level-2
Competency skills Log Book (CSLB) RMG Sewing Machine Operation (Woven), NTVQ Level-1 and NTVQ Level-2

Annex 6.3. List of Interviews

Date	Meeting
03 January 2018	1. Mr. Tuomo Poutiainen, Head of Quality and Factory Services, BW, ILO-Regional Office in Bangkok /RMG Programme Manager up to 2017
09 January 2018	<ol style="list-style-type: none"> 1. Gagan Rajbhandari, ILO Country Director (in charge), ILO Dhaka 2. Brig Gen Aftab Uddin Ahmed (Retd.), CEO, CEBAI 3. Muhammed Omar Faruqu Akhund, Business Development Manager, CEBAI 4. Md. Badrul Munir, Manager Finance, CEBAI 5. Saleh Ahmed Shareef, EBT-RPL & Monitoring Officer, CEBAI 6. Md. Abdullah Al Mamun, Centre Manager, CEBAI <p>FGD with Beneficiaries at CEBAI</p> <ol style="list-style-type: none"> 1. Mazharul Islam, Sewing Machine Operator 2. Abdul Alim, Sewing Machine Operator 3. Mst. Rikta, Sewing Machine Operator 4. Tania Khatun, Sewing Machine Operator 5. Abdullah Al-Mahmud, Sewing Machine Operator <p>FGD with Trainer and Assessor at CEBAI</p> <ol style="list-style-type: none"> 1. Md. Borhan Hamza, Industry trainer 2. Mr. Masura Wahid, Industry assessor 3. Md. Khadiza Mozumder, Industry assessor 4. Mr. Hosneara, Industry assessor
10 January 2018	<ol style="list-style-type: none"> 1. Khadija Khondker, Program Officer, ILO Country Office Dhaka 2. Md. Mostafizur Rahman, Chairman, BTEB 3. S M Shahajan, Deputy Director, BTEB 4. Shibli Rubayat-Ul-Islam, Professor & Dean, Faculty of Business Studies, University of Dhaka 5. Muhammed Ismail Hossain, Professor, Faculty of Business Studies, University of Dhaka 6. Dr. Mohammad Tareq, Associate Professor, Faculty of Business Studies, University of Dhaka
11 January 2018	<ol style="list-style-type: none"> 1. Prodip Gabriel Sku, Sustainability Project Leader, H&M, Dhaka 2. Kiran Gokathoti, Sustainability Manager, H&M, Dhaka 3. Mansoor Ahmed, 1st Vice-President, BKMEA 4. Fazlee Shamim Ehsan, 2nd Vice-President, BKMEA 5. Farzana Sharmin, Joint Secretary (Compliance), BKMEA 6. Md. Moazzem Hossain, Sr. Joint Secretary (Admin), BKMEA 7. Mizanul Hoq Bhuyan, Asst. Deputy Secretary (Fair), BKMEA 8. Syed Wahiduzzaman, Sr. Deputy Secretary (Admin), BKMEA 9. Mohammed Manik Mia, Joint Secretary (Fire and Arbitration), BKMEA

	<ol style="list-style-type: none"> 10. A. B. Siddique, Deputy Secretary (HR, Admin & Protocol), BKMEA 11. Md. Sharif Hossain, Sr. Joint Secretary (Chief of Compliance & Labour Affairs), BKMEA 12. Engr. Rupali Biswas, Chief Coordinator, SEIP Programme, BKMEA 13. Md. Faruk Hossain, Asst. Joint Secretary (Research & Development Cell), BKMEA 14. SM Jahangir Alam, National Consultant, CoE project, ILO, Dhaka 15. Ms. Majeda Haq, SIDA
13 January 2018	<ol style="list-style-type: none"> 1. Md. Siddiqur Rahman, President, BGMEA 2. Md Rafiqul Islam, Senior Asst. Secretary, BGMEA 3. Omar Gias, Joint Secretary (Communication and Trade Fair), BGMEA 4. Dr. Md. Wazed Ali, Additional Director, DAM
14 January 2018	<ol style="list-style-type: none"> 1. Khadija Khondker, Program Officer, ILO Country Office Dhaka 2. Brig Gen Aftab Uddin Ahmed (Retd.), CEO, CEBAI 3. Muhammed Omar Faruqu Akhund, Business Development Manager, CEBAI 4. Md. Abdullah Al Mamun, Centre Manager, CEBAI 5. Prof. Syed Ferhat Anwar, IBA, University of Dhaka 6. Mr. Atiqul Islam, President, CEBAI
15 January 2018	<ol style="list-style-type: none"> 1. Mohd. Habibur Rahman, Chief Program Officer, UCEP 2. Surya Akter, Specialist-Skill, UCEP
16 January 2018	<p>Fakir Apparels Ltd.</p> <ol style="list-style-type: none"> 1. Md. Kamruzzaman, General Manager, HR & Admin, Fakir Apparels Ltd. 2. Javed Ahmed, Manager, HR & Admin, (Trainer), Fakir Apparels Ltd. 3. Md. Foaiz Ahmed, Executive- T&O, (Trainer), Fakir Apparels Ltd. <p>FGD With Workers at Fakir Apparels Ltd.</p> <ol style="list-style-type: none"> 1. Sahabbuddin, Sewing Machine Operator, Fakir Apparels Ltd. 2. Md. Sadek, Sewing Machine Operator, Fakir Apparels Ltd. 3. Sonali Rani, Sewing Machine Operator, Fakir Apparels Ltd. 4. Sagori, Sewing Machine Operator, Fakir Apparels Ltd. 5. Malek, Sewing Machine Operator, Fakir Apparels Ltd. <p>Remi Holdings Ltd.</p> <ol style="list-style-type: none"> 1. Kamal Hossain, DGM, Suitability, Remi Holdings Ltd. 2. Mazdur Rahman, HR Officer, Remi Holdings Ltd. 3. Al-Mamun, Trainer, Remi Holdings Ltd. 4. Md. Sahan Hawlader, Trainer, Remi Holdings Ltd. 5. Sumayea Khatun, Trainer, Remi Holdings Ltd. <p>FGD With Workers at Remi Holdings Ltd.</p> <ol style="list-style-type: none"> 1. Ms Doli, Operator, Remi Holdings Ltd.

	<ol style="list-style-type: none"> Ms. Amina, Operator, Remi Holdings Ltd. Ms. Beauty, Operator, Remi Holdings Ltd. Ms. Lobony, Operator, Remi Holdings Ltd. Jasim, Operator, Remi Holdings Ltd.
17 January 2018	<ol style="list-style-type: none"> Mr. Mahandra Naidoo, Chief Technical Adviser, SDIR Project, ILO Bangladesh Mr. Jafar Iqbal, Social Dialogue and Industrial Relations Project, ILO Dhaka Snehal V Soneji, Skills 21, ILO Dhaka Md. Fazlul Bari, Joint Secretary, Deputy Executive Project Director, SEIP Md. Tarikul Islam Khan, Deputy Secretary, Assistant Executive Project Director, SEIP Md. Ahsan Habib, TEVT Specialist, SEIP Md Mohiuzzaman, Course Specialist, SEIP <p>De-Briefing with ILO CO Dhaka Staff</p> <ol style="list-style-type: none"> Gagan Rajbhandari, ILO Country Director (in charge), ILO Dhaka Khadija Khondker, Program Officer, ILO Country Office Dhaka Uttam Kumar Das, Social Dialogue and Industrial Relations Project, ILO Dhaka Syed Atikul Alam, ILO (BWB), Dhaka Md. Saidul Islam, ILO, Dhaka Anne-Laure Henry-Greard, ILO, Dhaka Sohana Samrin Chowdhury, Programme Officer- M&E, ILO, Dhaka
21 January 2018	<ol style="list-style-type: none"> Mr. Tim Zahid Hossain, Consultant for ILO (Inclusive Business Policy) Mr. Gabriel Bordado, Skill Specialist, DWT/CO-New Delhi
23 January 2018	<ol style="list-style-type: none"> Mr. Uttam Sarker, AGM (Technical), Metro Knitting & Dyeing Mills Ltd. Mr. Abdur Rouf, Senior Manager, Mohammodi Group Mr. Nazrul Islam, Principal, BKTTC, Chittagong
24 January 2018	<ol style="list-style-type: none"> Mr. Shiro Nakata, Senior Education Economist, The World Bank Dhaka Mr. Mohammed Sohel Sadat, Chairman, Shin Shin Apparels Md. Mahabobur Rahman DGM (HR, Admin & Compliance), Shin Shin Apparels Mr. Mohammed Nasir, Vice President (Finance), BGMEA, Dhaka Md. Rafiqul Islam, Senior Asst. Secretary, APS-Office Bearers, BGMEA, Dhaka
30 January 2018	<ol style="list-style-type: none"> Mr. Cezar Dragutan, CTA, Skills and Employability Branch, Employment Policy Department, ILO HQ/Previous CTA of TVET Reform project, ILO Dhaka

Annex 6.4. List of participants of Stakeholder Workshop

No	Name of participant and position	Organisation	Gender
1	Md. Yearulglam Assd Manager	Mochammadi Group	Female
2	Md. Abbun Rouf Manager	Mochammadi Group	Female
3	Md. China Rahman, Secretary	F.Cr.W	Female
4	Md. Shaheenur Rahman, Senior Asst. Chief	ERD	Female
5	Md. Briggen Afhauldu Ahmad	CEBAI	Female
6	Mr. Omar Farugop Akhund	CEGAR	Male
7	Md. Tolta Jamilur Rahman	BEF	Female
8	Md. Sohana Islam	DAM	Female
9	Mr. Foyezuddin, asst. Manager	Hoplun (bd) Ltd	Male
10	Md. Farid Ahmed, Senior Officer	Hoplun (bd) Ltd	Female
11	Md. Tashmina Rahman, Research Analyst	World Bank	Female
12	Mr. R.M.Anowamb Azim, Program Responsobility	TKM	
13	Md. Tanjila Akten, Sustainability Program Responsobility	H&M	Female
14	Md. Sureya Akten, Specialist TVET&Skills Development	OCEP-Bangladesh	Female
15	Mr. Dy.Md.Morad Hossam Mollah, Director (ITC)	BTEB, Dhaka	Male
16	Mr. Sm. Shahjahan, Deputy Director	BTEB, Dhaka	Male
17	Mr. Sanson Komarz Paor	Beacon knit Ltd	Male
18	Mr. MD. Monower Hossain, Deputy	BGMEA	Male
19	Mr. SM. Jahangir Alam, National consultant	ILO RMG CoE project	Male
20	Mr. Tim Zahil Hossain	ILO Consultant CoE	Male
21	Md. Shahidal Geslam, Sr. Assistant Secretary	BGMEA	Female
22	Mr. Mito Basak, Assisstant Deputy Secretary	BKMEA	Male
23	Mr. Md. Shahidullah Badal	IBC	Male
24	Mr. Md. Kamanzzan	Fakir Apporels Ltd	Male
25	Mr. Javed Ahmed	Fakir Apporels Ltd	Male
26	Md. Kladija Khadka	ILO	Female
27	Mr. Arafat H Knu	ILO consultant	Male
28	Mr. Ram Pada Saha	Trainer Incharge Knit Concern Group	Male
29	Mr. Umam Samhkar, AGM Technical Corporate	Mabiro Knitting Dyeng Ltd	Male

Annex 6.5 Inception Report

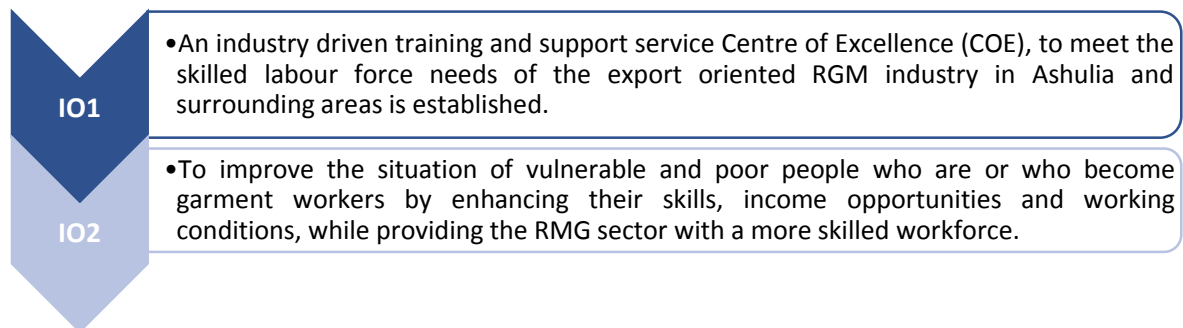
INTRODUCTION

This inception report summarises the evaluation team’s understanding of the scope of the evaluation, and the Terms of Reference, and addresses how these questions will be assessed, and reported on. Finally, the report details the evaluation team’s approach and methodology for the evaluation.

Project Overview

ILO COE project funded by the H&M and SIDA was the first project of public – private partnership in Bangladesh. The main objective of the Project is to establish a replicable model of an industry driven training and support service Centre of Excellence (COE), to meet the skilled labour force needs of the export oriented RGM industry.

The project set two immediate objectives:



The ILO project management team planned the project activities to: (a) to establish a Centre of Excellence that facilitates enhanced employer engagement in training; (b) to increase the training capacities of TTCs, TSCs, NGOs and enterprises; (c) to increase the use of assessment and certification in RMG, linked to better documentation generally; (d) to improve access of disadvantaged groups and the working poor to training and higher incomes.

The direct target groups for the project were: the export oriented RGM industry workers (majority of beneficiaries were women and 5% for people with disabilities), instructors, industry trainers and assessors, managers and executives of enterprises and the ILO tripartite constituents in Bangladesh. The project was implemented in Ashulia and surrounding areas.

II. OBJECTIVES OF THE EVALUATION

2.1. Purpose of the evaluation

The objective of the final evaluation as per ToR is to:

- i. Assess the relevance to stakeholder needs, particularly capacity building and other support to beneficiaries' needs;
- ii. Assess the project implementation effectiveness including the progress in achieving its intermediate objectives and results (including intended and unintended, positive and negative results), effectiveness of gender mainstreaming and increasing quality employment opportunities for people with disability and poor women and men, and effectiveness of management arrangements;
- iii. Assess efficiency of resource use;
- iv. Identify factors that enable the sustainability, particularly self-sustainability and ownership of the national stakeholders in the established center; and
- v. Provide recommendations and describe lessons learned and good practices that can and should be replicated.

The specific objectives of the evaluation, based on OECD/DAC evaluation criteria, are to assess ILO COE project's:

- **relevance** in terms of the extent to which the objectives of the project are consistent with beneficiaries' requirement, country needs, partners' and donors' policies;
- **efficiency** in terms of whether the outputs achieved were reasonable for the resources spent;
- ✓ **effectiveness** in terms of achievement of intended results;
- ✓ **impact orientation** in terms of positive and negative changes produced by the intervention, directly or indirectly, intended or unintended;
- ✓ **sustainability** in terms of the probability that the benefits of the intervention will continue after the end of the project.

Gender equality and non-discrimination, promotion of international labour standards, tripartite processes and constituents' capacity development as cross-cutting issues will be also considered in the final evaluation.

2.2. Scope of the evaluation

The evaluation will cover: (1) the COE Project implementation since January 2014 until December 2017 and (2) all geographic coverage of the project.

III. METHODOLOGY

3.1. Evaluation Team and Division of Labour

The assignment will be carried out by the following team:

Katerina Stolyarenko, Team Leader. Katerina has overall responsibility for the evaluation, including design of the methodology. Katerina will also participate in the field work, hold key informant interviews and has overall responsibility for the evaluation report.

Arafat Hosen Khan, Team Member. Arafat is the national evaluator and will contribute in data collection, analysis and reporting. Arafat will also assist with logistics, particularly communication with key informants in relation to the focus group workshops and key informant interviews.

In planning and implementing this evaluation, the Evaluation Team will adhere to two guiding principles: triangulation and stakeholder consultation and engagement. The evaluation team will work with the ILO's COE Project Team to build consensus around the evaluation's scope and process.

3.2. Evaluation Approach

Capacity building can be defined in terms of an organisation's means and process as follows:

- *Capacity building as a means*: to strengthen the organisations ability to carry out specific activities.
- *Capacity building as a process*: to enable the organisation to continually reflect and adapt its purpose in response to change and learning and connect its evolving purpose and vision on the one hand and its structure and development activities on the other.

In general capacity building can be understood to be a way of improving an organisations performance in relation to its purpose, context, resources and sustainability, in order to develop a more effective organisation and help to identify its strengths and weaknesses.

As a result, for being able to assess properly the level of strengthening of CEBAI's functionality and its training delivery capacity, the ET will use the Technical and Vocational Education and Training Organizational Capacity Assessment Tool (TVET OCAT) (see Annex 6.1). The TVET OCAT tool will cover core dimensions necessary for the assessment of the effectiveness of capacity development support and the level of sustainability of the training institution, namely (1) programme administration, (2) financial management, (3) external relations and community outreach, (4) accreditation and certification, (5) course offerings, (6) gender integration, (7) human performance development, and (8) infrastructure and equipment.

Taking into account the nature of the ILO COE Project as well as the focus of evaluation as per the ToR, the evaluation will be largely, but not entirely, based on an outcome harvesting approach²⁶. Outcome Harvesting (OT) determines whether and how an intervention has contributed to change by collecting ('harvesting') evidence of what has changed ('outcomes'). OT is rooted in Outcome Mapping principles (actor-oriented behavioural change) and it is especially useful in covering a wide variety of results when a more specific ladder of change is difficult to construct. At the core of Outcome Harvesting are actors (people, organisations, networks) as drivers of change processes. Accordingly, outcomes are defined as behavioural changes such as actions, relationships, policies or practices by one or more social actors influenced by an intervention. The outcomes can be positive or negative, intended or unintended, direct or indirect. The data collection processes used are specifically designed to capture both expected and

²⁶ See 2012. Ricardo Wilson-Grau and Heather Britt. *Outcome Harvesting*, Ford Foundation

unexpected outcomes. As a result, Outcome Harvesting enables defining a plausible connection between the intervention and these outcomes and provides a comprehensive and realistic picture of the actual progress made.

In view of the focus of the final evaluation and the scope of the COE project, the ET proposes to use the qualitative tools for the final project evaluation as it will allow to grasp better all the achievements of the project, challenges and future prospects. At the same time, the quantitative data will be drawn from project documents by the ET including the Technical Progress Reports (TPRs) and the understanding of quantitative data collected by the project will be determined during the interviews with project team and stakeholders. The ET will use the project's quantitative data for supporting the findings of the evaluation under the criteria Effectiveness as well as during conduction of the overview of the project progress as per Logframe.

Data collection methods

Four methods of data collection will be employed to conduct the evaluation:

1. **Desk review** of Project's documentation, together with the initial project document, previous evaluations completed by the ILO, meeting minutes, training manuals, tools, technical guidelines, other publications used or developed by the project, Decent Work Country Program of Bangladesh, national skills development policy, and other relevant national regulations and laws on skills development.
2. **Individual and/or group interviews** with selected key informants from the COE project, project partners, donors and other stakeholders;
3. **Focus group discussions** with beneficiaries;
4. **Field visit/observations** to project target country.

These methods are further described below.

1. Desk Review

A detailed review of documents and administrative data related to the Project provides an important line of evidence. The following categories of documents are included in the review:

- Project document
- Budget
- Agreement
- Workplan (initial and revised)
- Project's no-cost extension
- TPP
- Vision 2021 and Outline Perspective Plan of Bangladesh 2010–2021, Sixth Five-Year Plan, UNDAF 2012-2016 for Bangladesh, DWCP for Bangladesh, national skills development policy
- Progress reports
- Training reports and training curriculum on EBT programme, SMO course, supervisors' training, high level seminars at BGMEA, etc/training materials produced on worker's rights, collective bargaining and freedom of association
- ToT reports on competency-based training and assessment (CBT&A)
- CEBAI documents (organigram, business plan, job descriptions and organisational strategy, etc)
- CEBAI Progress Reports submitted to ILO
- Minutes of CEBAI board meetings
- Signed MoUs by CEBAI
- Reports on project support to NGOs (UCEP Bangladesh and Muslim Aid) and Technical Training Center (TTC)

- Inclusive business policy on PWD adopted by some target enterprises

This is not an exhaustive list and the evaluator will attempt to collect further documents during the course of the field trips. It will be particularly important to gather any documentary evidence about observed changes in the quality or capacity of the project's beneficiaries and targeted institutions.

Data analysis: The desk review focused primarily on results achieved through an examination of annual reports, assessments, and correspondence.

2. Key Informant Interviews (KIIs)

Purpose: get in-depth opinions about the project; its success, strengths and weaknesses, and future course of direction.

The ET will conduct in-depth interviews and group discussions, where appropriate, with selected key informants and stakeholders²⁷. KIIs will be conducted in person, via skype or e-mails.

The meetings with representatives of the following organizations will be arranged:

Executing agency	<ul style="list-style-type: none"> ▪ ILO CO-Dhaka (Director and relevant officials) ▪ ILO COE Project Staff (NPC and Project Assistant) ▪ ILO DWT specialists in New Delhi, Bangkok and Geneva
Implementing Partner	<ul style="list-style-type: none"> ▪ CEBAI (Manager, Board members, Senior Instructors, Trainers, EBT Training Officer, Assessment/Certification/RPL Officer, Standard/Curriculum Developer, Marketing Manager)
Government representatives	<ul style="list-style-type: none"> ▪ Ministry of Labour and Employment (MoLE) ▪ Ministry of Education (Directorate of Technical Education) ▪ Ministry of Expatriate Welfare and Overseas Employment (Bureau for Manpower Employment and Training)
Employers organizations	<ul style="list-style-type: none"> ▪ Bangladesh Garment Manufacturers and Exporters Association (BGMEA) ▪ Bangladesh Knitwear Manufacturers and Exporters Association (BKMEA)
Workers organizations	<ul style="list-style-type: none"> ▪ National Coordination Committee of Workers Education (NCCWE) – more directly involved in labour rights issues, participant, not involved with implementation with the project
Agencies involved in standards setting, assessment and certification, registration	<ul style="list-style-type: none"> ▪ National Skills Development Council (NSDC) ▪ Directorate of Technical Education (DTE) ▪ Bureau of Manpower Education and Training (BMET) ▪ Industry Skills Council (ISC) – second set of competency standards developed, last registration got by the GoB
Enterprise-based training (EBT) providers in the RMG sector within the project area	<ul style="list-style-type: none"> ▪ UCEP Bangladesh ▪ Dhaka Ahsania Mission ▪ Muslim Aid ▪ Government Technical Training Centres (TTC), Chittagong
Participating enterprises	<ul style="list-style-type: none"> ▪ Selected participating enterprises which received RTO accreditation (2) ▪ Selected factories who adopted the inclusive business policy (1)
Donors	<ul style="list-style-type: none"> ▪ Swedish International Development Agency (SIDA) ▪ H&M Hennes & Mauritz AB (H&M)
CEBAI Project Partners	<ul style="list-style-type: none"> ▪ SEIP (Skills Enhancement and Investment Project funded by ADB) ▪ B-SkillFul project funded by Swisscontact

²⁷ No ILO staff will be present in the interviews with project beneficiaries and partners (except for e.g. introduction of the counterparts).

The KIIs will elicit stakeholders' opinions on the relevance, efficiency, effectiveness, impact orientation and sustainability of the project results, as outlined in the evaluation framework below. The ET has developed a semi-structured interview guides (see Annex 6.2) for key stakeholder groups mentioned above. The specific questions asked will be appropriate for the particular stakeholder group, and not all questions will be asked of all stakeholders.

The semi-structured interview guides have been shaped by the key evaluation questions. Where appropriate, responses will be document-verified. Wherever possible, evaluator will triangulate data using a range of data sources. The interviews will be conducted face-to-face or through skype. The ET will use purposive sampling for selection of key informants. The selection will be based on their knowledge and involvement in project activities.

The semi-structured interview guides will ensure attention to the key question: what is the value added of the Project? In particular, the interview guides will address three key sub-questions: (a) Is the right thing being done? (b) Is it being done well? (c) Are there better ways of doing it? The first question addresses the rationale and relevance of what the Project did. The second question examines the effectiveness of the results achieved and assesses efficiency, with a view towards optimizing the use of resources, promoting sustainability, and leading to long-term results. The third question identifies alternatives and suggests recommendations for actions to be taken by ILO during implementation of similar projects in the future.

Data analysis: The qualitative analysis of the themes which emerged from the KIIs will be conducted. A coding scheme will be developed after interviews will be conducted. The analysis will be based on key evaluation criteria, i.e. relevance, effectiveness, efficiency, impact orientation, and sustainability.

3. Focus-group discussions

Purpose: Assess the effectiveness and impact of the educational methodologies used under the Project.

It is proposed to hold focus groups with five categories of beneficiaries: (1) new entrants/helpers trained within the industry and placed in operator-level positions, (2) supervisors trained in key leadership skills and responsibilities, (3) currently employed workers, (4) managers/owners, and (5) industry trainers/assessors.

#	Category of beneficiary	FGD objectives
1	New entrants/helpers	<p>The ET will hold focus groups with new entrants/helpers trained by CEBAI, EBT, partners NGOs and TTC (UCEP, DAM, Muslim Aid, DAM and BKTTC). The ET will:</p> <ul style="list-style-type: none"> ▪ Check needs of the new entrants/helpers, their satisfaction (before and after participation in the trainings provided by different training providers); ▪ Identify strengths and weaknesses of the training methodology and opportunities for improvement; ▪ Find out the benefits of the training for new entrants/helpers; ▪ Assess the extent to which the training helped to increase the capacity of factories.
2	Supervisors	<p>The ET will organize a focus group with trained supervisors in key leadership skills and responsibilities. The ET will:</p> <ul style="list-style-type: none"> ▪ Check needs of the supervisors, their satisfaction (before and after participation in the trainings); ▪ Find out the level of usage by supervisors of knowledge and skills acquired in the day to day work; ▪ Find out what influence trainings had on workers and employers at their respective factories;

		<ul style="list-style-type: none"> Identify possibilities/needs for improvement (if any) of the trainings.
3	Assessed employed workers	The ET will meet with workers who were assessed by means of the Recognition of Prior Learning (RPL) process. The ET will assess the extent to which the assessment led to improved wages of those workers as well as will try to identify any other unintended results.
4	Industry trainers/assessors	<p>The ET will hold meeting with participants of TOT on CBT&A of candidates and Industry Trainers'/Assessors' Assessment as per NTVQF (national technical & vocational qualification framework) for RMG sector. The ET will:</p> <ul style="list-style-type: none"> Check needs of the trainers/assessors, their satisfaction (before and after TOT) Identify strengths and weaknesses of the ToT methodology and opportunities for improvement; Assess master trainers/assessors experience, achievements and challenges of conduction of trainings/assessments; Find out what influence trainings had on strengthening capacities of workers and employers in RMG sector; Identify possibilities/needs for improvement (if any) of the trainings.
5	Managers/owners	<p>The ET will meet with trained managers/owners on soft skills, facilitating dialogue and strategy building. The ET will:</p> <ul style="list-style-type: none"> Check needs of the managers/owners, their satisfaction (before and after participation in the trainings); Find out the level of usage by managers/owners of knowledge and skills acquired in the day to day work; Assess the benefits (if any) of having EBT model at their factories; Find out what influence trainings had on factories' productivity/efficiency improvement; Identify possibilities/needs for improvement (if any) of the trainings.

Sample

Categories of beneficiaries	# of beneficiaries targeted	# of FGDs	# of participants per FGD	Type of sampling	Selection criteria
1) new entrants/ helpers	6,276	1	8-10	Purposive sampling	Gender, age, location, year, RMG sub-sector (knit/ woven/denim/lingerie), type (SMO Training delivered by CEBAI), category (disadvantage/disabled), status (trained/drop out), worker grade (5/6/7)
		1	8-10		Gender, age, location, year, RMG sub-sector (knit/ woven/denim/lingerie), type (SMO Training delivered by EBT), category (disadvantage/disabled), status (trained/drop out), worker grade (5/6/7)
	1,140	1	8-10		Gender, age, location, year, RMG sub-sector (knit/ woven/denim/lingerie), type (SMO Training by partners NGOs and TTC), category

				(disadvantage/disabled), status (trained/drop out), grade (5/6/7)
2) RMG supervisors	66	1	8-10	Gender, age, location, year, RMG sub-sector (knit/ woven/denim/lingerie), training topic (OSH, disability inclusion and workers' rights)
3) assessed employed workers	740	1	8-10	Gender, age, location, year, RMG sub-sector (knit/ woven/denim/lingerie)
4) industry trainers/assessors/instructors	237	1	8-10	Gender, age, location, year, role (trainer/assessor/instructor), coming from (industry/institutes), status (trained and certified/trained, but not-certified)
5) managers/owners	50	1	8-10	Gender, age, location, year, RMG sub-sector (knit/ woven/denim/lingerie), training topic (soft skills, facilitating dialogue, strategy building)

In total, 7 FGDs with beneficiaries will be organized. Focus group guidelines are developed in English and presented in Annex 6.3. The first FGD will be held jointly by the Team Leader and Team Member to test the tool and show the Team Member how the FGD should be moderated, while the rest will be undertaken by the Team Member in local language in order to save time on translation/interpretation. Transcripts of the FGDs will be prepared for each FGDs and results of the FGDs will be discussed in detail by the ET.

4. Field Visit/Observations

Purpose: meet key informants from the Project and other stakeholders.

The ET will undertake a field trip to Bangladesh during January 9-17, 2018. The ET during field trip to Bangladesh will make a debriefing with Sida, H&M and CO-Dhaka on preliminary findings from the field mission on January 16, 2018 and attend the Stakeholders Workshop to be conducted on January 17, 2018 in Dhaka. Before the field work in Bangladesh, the Team Leader will hold skype interviews with ILO DWT specialists in New Delhi and Bangkok.

3.3. Limitations to the Evaluation

Every evaluation poses its own inherent limitations as to what can realistically be carried out within the scope of the mission, and this assignment is no exception. Below are a number of issues that need to be taken into account that could impact the required results:

- **The availability of data** will be a critical issue for the assessment of results. A method is proposed to 'harvest' the outcomes described in the existing documentation and verify this through exploring the perspectives of different stakeholders and informed experts/beneficiaries, but the evaluation will not have time to gather additional data from project sites or to rigorously verify the claims made in the project documents and the perceptions that informants present in the interviews and focus groups.
- **Assessing contributions/questions of attribution:** It is always a challenge to assess the contributions to identified results. In this case even more so, due to the turmoil in the context. The team will continuously discuss this to gradually develop a common understanding.

- **Selection bias:** As some key informants may decline to be interviewed, there is a possibility of *selection* bias, i.e. those respondents who choose to be interviewed might differ from those who do not in terms of their attitudes and perceptions, affiliation with government/non-government structures, and socio-demographic characteristics and experience.
- **Halo bias:** There is a known tendency among respondents to under-report socially undesirable answers and alter their responses to approximate what they perceive as the social norm (*halo* bias). The extent to which respondents will be prepared to reveal their true opinions may also vary for some questions that call upon the respondents to assess the performance of their colleagues or people on whom they depend upon for the provision of services. To mitigate this limitation, ET will provide the respondents with confidentiality and anonymity guarantees, where possible; conduct the interviews in the settings where respondents feel comfortable; and establish rapport between the interviewer and the respondent. FGDs will be conducted among peer groups to encourage the expression and development of ideas that may not be accepted outside of subgroups.

The ET will seek to mitigate these limitations and minimize possible biases through triangulation of *methods* and *data*, and consultation with ILO's staff on the evaluation's tentative findings. Different evaluation questions may be combined in one tool/method for specific targeted groups as appropriate. Attempts shall be made to collect data from different sources by different methods for each evaluation question and findings be triangulated to draw valid and reliable conclusions

Triangulation of findings will be achieved through triangulation by method as well as by source through the employment of a range of rapid assessment methods that include in-depth interviews and/or group interviews, focus groups where feasible and appropriate, site visits, and analysis of secondary data (methods) as well as through interviewing a range of stakeholders at different levels from a variety of institutions and reviewing a wide range of documents (sources).

The evaluation methodology has been developed under the following assumptions:

- Full documentation is available to the ET and is of appropriate quality to enable the Evaluator to make objective assessments on the achievements of each of the DAC evaluation criteria (relevance, effectiveness, efficiency, impact, and sustainability);
- The ET is able to interview a range of key stakeholders, including ILO project management team, employers' and workers' organization representatives, donor, and government officials as outlined in the methodology section of this report;
- Key stakeholders give their consent to be interviewed and are willing to discuss sensitive evaluation issues;
- The ET will have full freedom to conduct impartially the evaluation and will be able to express their opinion in a free manner;
- ILO will provide a single set of consolidated comments (at a single point in time) on the draft evaluation report.

3.4. Stakeholder Involvement, Quality Control and Conflict of Interest

(i) Stakeholder Involvement

Consistent with the ILO's COE Project Team's expectations, the ILO's stakeholders will be provided with opportunities to participate meaningfully in the evaluation process. Partners and key stakeholders will be involved at key stages of the evaluation and will be consulted throughout the evaluation process. In particular, at the end of the field mission, stakeholders workshop at ILO Dhaka office will be organized to validate preliminary findings, conclusions and recommendations. In addition, a debriefing meeting with Sida, H&M and CO-Dhaka will be organized by the ET on preliminary findings from the field mission before departing Dhaka.

(ii) Quality Control

The ET will adhere to the requirements of the United Nations system evaluation norms and standards and OECD/DAC Quality Standards (DQS) for Development Evaluation. DQS assesses evaluations completed for the agency using seven quality assessment criteria, addressing issues such as the structure and clarity of reporting, design and methodology, and findings and analysis. The ET will attempt to ensure that the evaluation meets the expectations associated with these criteria, which provide another benchmark against which the evaluation report can be judged.

Upon receipt of written comments from the ILO's Team about the draft evaluation report, the ET will correct all documented factual errors and inaccuracies and make changes related to the report's structure, consistency, analytical rigor, validity of evidence. After making the necessary changes, the ET will submit a final evaluation report.

(iii) Conflict of Interest

The ET has any known or potential conflicts of interest that would affect her judgment or ability to provide a credible and independent evaluation. The ET is independent and has no prior involvement with the programming-setting, or design of the ILO COE project and has no vested interest in the outcomes of the evaluation.

(iv) Ethical Considerations

An ethical approach by which the evaluation will be guided and which will adhere to principles of:

- a commitment to producing an evaluation of developmental and practical value
- a commitment to avoid harm to participants
- a respect for cultural norms
- a commitment to an inclusive approach ensuring access and participation of women
- a commitment to ensure participation in the evaluation is voluntary and free from external pressure
- a commitment to confidentiality and anonymity of participants.

3.5. Evaluation Matrix

The evaluation methodology framework was developed to address the issues and themes outlined in the ToR, based on the evaluation criteria. The evaluation methodology framework expands on the ToR questions, and thus provides a wider interpretation of the issues. The framework also indicates the proposed data source (assuming this is available and accessible) and the specific evaluation methodologies (document review, key informant interview, etc.) to address each evaluation topic. The framework will also serve as a means of verifying whether sufficient evidence has been gathered for each evaluation criterion. Finally, the framework attempts, where possible, to provide a set of measurable performance indicators/standards of performance/benchmarks against which the attainment of results will be assessed.

Evaluation Matrix

Evaluation criteria	Evaluation Questions	Indicator	Sources of Data	Method
Relevance and strategic fit	EQ1. To what extent does the project address needs identify by beneficiaries?	Degree of concurrence of the Project with the needs of key stakeholders (initial vs throughout project implementation). Approaches and tools that were used for project's planning.	ProDoc and Workplan (initial and revised) Implementation Agreements Vision 2021 and Outline Perspective Plan of Bangladesh 2010–2021, Sixth Five-Year Plan, UNDAF 2012-2016 for Bangladesh, DWCP for Bangladesh, national skills development policy Inclusive business policy on PWD adopted by some target enterprises ILO, CEBAI, MoLE, MoE, MoEWOE, BGMEA, BKMEA, NCCWE, EBT providers in the RMG sector beneficiaries, selected participating enterprises which received RTO accreditation and adopted the inclusive business policy	Document review Interviews with executing agency Interviews with implementing partner Interviews with GoB representatives Interviews with employers' orgs Interviews with workers' orgs FGDs with beneficiaries Interviews with selected factories which adopted the inclusive business policy Interviews with selected participating enterprises which received RTO accreditation
	EQ2. How well does the project align with ILO tripartite partners' (government, employers and workers) priorities?	Degree of concurrence of the Project with the priorities of the recipient government and social partners on TVET and skills development programmes.		Document review Interviews with executing agency Interviews with implementing partner Interviews with GoB representatives Interviews with employers' orgs Interviews with workers' orgs Interviews with donors Interviews with agencies involved in standards setting, assessment and certification, registration Interviews with EBT providers in the RMG sector within the project area
Intervention progress and effectiveness (including effectiveness of management arrangements)	EQ3. To what extent has the project achieved its planned results (including intended and unintended, positive and negative)? Has the industry driven training and support service Centre of Excellence (COE) been established and whether it is functioning well? If not, why?	Level of achievements against targets (as outlined in the project document and logical framework). How quality compares to international standards. How stakeholders assess quality. Contextual constraints affecting implementation of the project's expected results. Mitigation strategies used by the project.	ProDoc and Workplan (initial and revised) Implementation Agreements CEBAI documents CEBAI progress reports Minutes of CEBAI board meetings Training providers (public/private) progress reports Developed training curriculums/materials Inclusive business policy on PWD	Document review Interviews with executing agency Interviews with implementing partner Interviews with GoB representatives Interviews with employers' orgs Interviews with workers' orgs Interviews with donors Interviews with agencies involved in standards setting, assessment and certification, registration Interviews with EBT providers in the

	EQ4. How effectively has the project interventions integrating gender and increasing quality employment opportunities for people with disability and poor women and men?	Embeddedness of gender equality in project framework (methodology, deliverables). Extent to which outputs are benefiting poor, disadvantaged and disabled persons.	adopted by some target enterprises ILO, CEBAI, MoLE, MoE, MoEWOE, BGMEA, BKMEA, NCCWE, EBT providers in the RMG sector, beneficiaries, selected participating enterprises which received RTO accreditation and adopted the inclusive business policy, CEBAI project partners, SIDA, H&M	RMG sector within the project area Interviews with CEBAI Project Partners FGDs with beneficiaries Interviews with selected factories which adopted the inclusive business policy Interviews with selected participating enterprises which received RTO accreditation
	EQ5. To what extent do project management capacities and arrangements put in place support the achievement of the planned results?	Role descriptions by project team and counterparts. Level of appropriateness of the project management/governance structure. Profile of project management team to achievement of COE Project objectives. Responsiveness of project team to stakeholders' requests.		Document review Interviews with executing agency Interviews with implementing partner Interviews with GoB representatives Interviews with employers' orgs Interviews with workers' orgs Interviews with donors Interviews with agencies involved in standards setting, assessment and certification, registration Interviews with EBT providers in the RMG sector within the project area
	EQ6. To what extent have stakeholders, particularly workers' and employers' organizations been involved in project implementation?	Contributions of stakeholders to implementation. Documentation and analysis of the degree to which target institutions involved in COE project implementation		Document review Interviews with executing agency Interviews with employers' orgs Interviews with workers' orgs
Efficiency of resources use	EQ7. To what extent has the project delivered value for money?	Extent of resources used to achieve particular outputs/outcomes, having regard to value of output/outcome achieved. Procedures in place to be cost-effective (i.e. bidding, cost-sharing, etc.).	ProDoc and Workplan (initial and revised) Project's no-cost extension TPP Budget and financial reports Implementation Agreements CEBAI progress reports Training providers (public/private) progress reports ILO, CEBAI, SIDA, H&M, EBT providers in the RMG sector, CEBAI Project partners	Document review Interviews with executing agency Interviews with donors Interviews with implementing partner Interviews with EBT providers in the RMG sector within the project area Interviews with CEBAI Project Partners
	EQ8. Have resources (funds, human resources, time, expertise, etc.) been allocated strategically and efficiently to achieve expected results? Could they have been allocated	Budget utilization rate overall and per component. Timeliness implementation of project activities. Unit cost of different type of trainings provided by CEBAI/NGOs and training providers/targeted RMG enterprises. Average training cost per different		

	more effectively and if so, how?	groups of trainees. Level of cost-sharing/in-kind contribution with other ILO programmes and other development partners.		
Impact orientation and sustainability	EQ9. What strategies has the COE project put in place to ensure continuation of actions initiated, particularly sustainability of CEBAI in Ashulia, after the project support ends? To what extent are these likely to be effective?	ILO COE Project strategy to promote sustainable outcomes. Extent to which measures taken built national ownership of project results. Availability of exit strategy in project document. Availability/Commitment to provide resources (human and financial) necessary for continued implementation of activities from national/private/international sources after the project end. Availability of CEBAI's strategy to replicate the training model for large-scale replication/formalized partnerships with BGMEA/BKMEA. Existence of network with NGOs and government training institutions by CEBAI. Provision of formalized apprenticeships for initial training and up skilling by CEBAI. Expansion of services for placement, tracking and follow up of trainees by CEBAI. Degree of diversification of funding by CEBAI.	ProDoc and Workplan (initial and revised) Implementation Agreements CEBAI progress reports Training providers (public/private) progress reports Developed training curriculums/materials Inclusive business policy on PWD adopted by some target enterprises ILO, CEBAI, MoLE, MoE, MoEWOE, BGMEA, BKMEA, NCCWE, EBT providers in the RMG sector, selected participating enterprises which received RTO accreditation and adopted the inclusive business policy, SIDA, H&M	Document review Interviews with executing agency Interviews with implementing partner Interviews with GoB representatives Interviews with employers' orgs Interviews with workers' orgs Interviews with donors Interviews with agencies involved in standards setting, assessment and certification, registration Interviews with EBT providers in the RMG sector within the project area Interviews with CEBAI Project Partners FGDs with beneficiaries Interviews with selected factories which adopted the inclusive business policy Interviews with selected participating enterprises which received RTO accreditation
	EQ10. How effective has the project been in establishing and fostering national/local ownership?			

IV. ANALYSIS

As outlined in the methodological framework, the evaluation will employ a range of complementary methodologies, draw on a range of data sources, and employ a range of analytical approaches. Wherever feasible, data will be triangulated to improve validity. By combining multiple methods and materials, the evaluator will attempt to overcome the weaknesses, intrinsic biases, and problems that arise from single method.

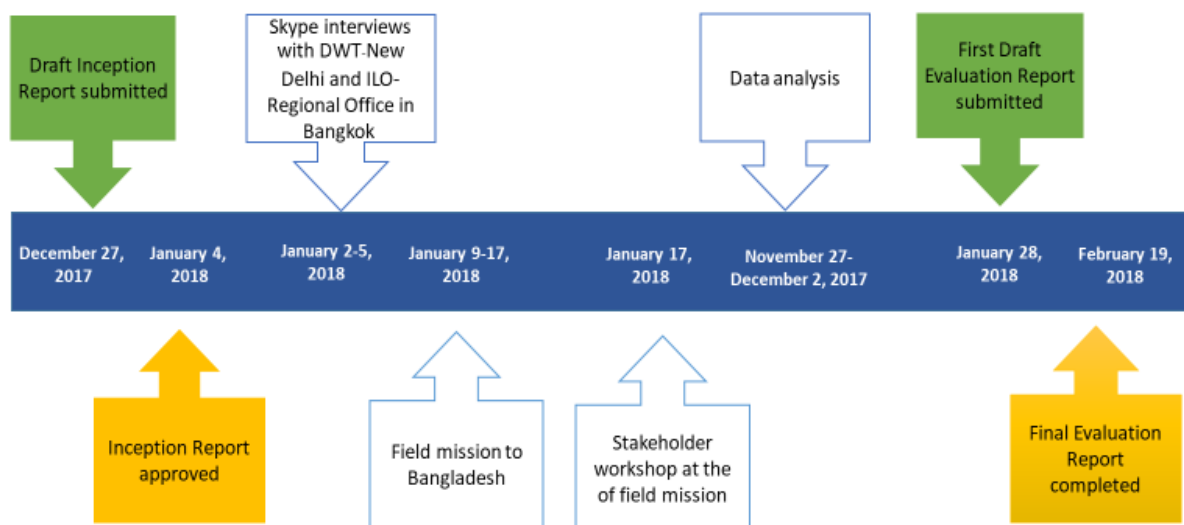
During the data-gathering phase, key informant interviews, focus groups, document reviews and site visits will lead to the identification of specific findings. These need to be triangulated or cross-checked with each other to obtain preliminary evaluation findings.

Data triangulation analysis will start at the end of the evaluation analysis phase and will involve consolidation of evaluative evidence and identification of key preliminary findings. During the analysis stage, feedback from the stakeholder groups would be compared to determine areas of agreement as well as areas of divergence.

V. PHASES OF WORK

This table shows evaluation phases, timing of key activities and deliverables.

Evaluation Timeline



Annex 6.6. Data Collection Tools

Interview Guides

Date:	
Name(s) and function(s) of interviewee(s) (for evaluation data analysis only):	
Gender (f/m):	
Organization:	
Country:	
Type of interview (f-2-f/skype):	

Thank you for taking the time to meet with us. Our names are Katerina Stolyarenko and Arafat Khan. We are independent evaluation consultants and were invited by the ILO to undertake the final independent project evaluation of the ILO CoE project. We are carrying out this evaluation to assess how well the project is meeting the needs of internal and external stakeholders like you and to find out how various aspects of the project have been working during January 2014-December 2017.

This interview is voluntary; you can withdraw at any time, either before or during the interview. There are no right or wrong answers. We want to hear your thoughts, based on your experience and your involvement with the project. The interview should not take more than 60-90 minutes to complete. Following the interview, we may want to contact you again in a few days to confirm or clarify some of the information you have shared with us.

Are you willing to be interviewed for this evaluation?

☐Yes ☐No

The information you provide will be essential to understanding the achievements and limitations of the ILO COE project. The information that will be provided by you is confidential and your name, position and organization will not be displayed in the evaluation report. We will not attribute any information that we receive to you, either in any report, transcript or notes from this discussion, or any conversations.

If you have no objections, we would like to record this discussion, but we wish to assure you that all recordings and notes will remain confidential and will be kept in a safe place. The recordings will be used for data analysis purposes only.

Do you mind if I record the interview? ☐Yes ☐No

Interviews with executing agency

Introduction	
What was your role in the ILO COE Project?	
What is the ILO COE Project history (only for NPC)?	
Relevance and strategic fit	
How relevant is the project from your point of view to the needs of intended beneficiaries? <ul style="list-style-type: none"> ▪ RMG sector ▪ RMG workers ▪ RMG enterprises ▪ NGOs and training providers ▪ GoB 	
Considering evolution of the context over time, to what extent did the project adapt to these changes?	
How does the ILO COE Project complement and fit with other ongoing ILO programmes and projects in Bangladesh?	
How was the project planned and developed? (Probe: How were the needs of the target groups (recipient government and respective beneficiaries' agencies assessed?)	
Project progress and effectiveness	
What are the most significant changes that have resulted from the activities and actions being promoted by the ILO COE Project during January 2014-December 2017? Probes: <ul style="list-style-type: none"> a) Establishment and functionality of COE b) Improved capacity of participating enterprises to implement EBT c) Delivery of consistent, pre-employment and industry-oriented training with national certification by training providers deliver d) Strengthened assessment and certification capacities of CoE and BTEB e) Improved training and employment outcomes for women and disadvantaged groups 	
What factors were crucial for the achievements and/or failures?	
What are the major challenges and obstacles that the ILO COE Project encountered? Was the project able to cope with them or may they prevent the project from producing the intended results?	
Are there any unintended results of the project identified or perceived?	
Is the management structure of the ILO COE Project enabling its efficient implementation? Describe strengths and weaknesses. (Probe: Is project implementation sufficiently flexible to be able to deal with unforeseen events?)	
Does the established governance structure provide sufficient support for effective project implementation?	
What is the quality and timeliness of the administrative, technical and policy support provided by the ILO CO and relevant DWT specialists in New Delhi, Bangkok and Geneva?	
Please describe the level of your collaboration with partners (beneficiaries' agencies, participating factories, donors).	
Describe the project monitoring plan and implementation? Probe: <ul style="list-style-type: none"> a) How was it established? b) How is it used? 	

<p>c) What tools did the project use to collect information on its performance and outcomes?</p> <p>d) What constraints does the project experience in tracking its performance (example, how did it track and verify how many/who was trained in various training programs?)</p> <p>e) Is relevant information and data systematically being collected and collated with support from partners?</p>	
Efficiency of resources use	
In your opinion, how adequate is the funding allocated for the ILO COE Project compared with planned activities?	
<p>Were there any financial constraints (if any) in the Project's implementation process?</p> <p>Probe:</p> <p>a) Are the disbursements and project expenditures in line with expected budgetary plans? Why?</p> <p>b) What counter-measures were put in place in light of delayed delivery of project funds?</p>	
Was the project implemented in a timely manner?	
Impact orientation	
<p>To what extent is the Project reaching its immediate objectives: (1) established industry driven training and support service Centre of Excellence and (2) improved the situation of vulnerable and poor people who are or who become garment workers?</p> <p>Evidence for that?</p>	
What are the future likely impacts that can be causally linked to the project's interventions?	
Sustainability	
<p>What practices and behaviors promoted by the ILO COE project are/may be sustainable after the Project ends and why?</p> <p>Probes:</p> <ul style="list-style-type: none"> ▪ Availability of CEBAI's strategy to replicate the training model for large-scale replication/formalized partnerships with BGMEA/BKMEA. ▪ Existence of network with NGOs and government training institutions by CEBAI. ▪ Provision of formalized apprenticeships for initial training and up skilling by CEBAI. ▪ Expansion of services for placement, tracking and follow up of trainees by CEBAI. ▪ Degree of diversification of funding by CEBAI. ▪ Participating factories. 	
What plans has ILO put in place to sustain the results of the project (i.e. exit strategy)?	
What are the potential risks/constraints to these being sustained?	
Lessons learnt and Good Practices	
<p>What were the key lessons for the ILO from this project? Probe:</p> <p>a) What went well?</p> <p>b) What didn't go well or had unintended consequences?</p> <p>c) What kind of corrective actions should be taken while the project continues its implementation?</p>	
What 'good practices' could be applied to future ILO projects of similar nature?	
Closing	

Is there anything more you would like to add?	
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Interviews with implementing partner

Introduction	
Please describe your role/involvement with the ILO COE project (length of time, responsibilities, nature of interactions, etc.).	
Relevance and strategic fit	
How relevant is the project from your point of view to the needs of intended beneficiaries?	
<ul style="list-style-type: none"> ▪ RMG sector ▪ RMG workers ▪ RMG enterprises ▪ NGOs and training providers ▪ GoB 	
Do you believe that the objectives of this project are realistic and measurable? (Discuss examples).	
To what extent are gender considerations included in the project development and implementation?	
Considering evolution of the context over time, to what extent did the project adapt to these changes?	
How was the project planned and developed?	
Project progress and effectiveness (including effectiveness of management arrangements)	
What are the most significant changes that have resulted from the activities and actions being promoted by the ILO COE Project during January 2014-December 2017?	
Probes:	
1) The Centre is functional as coordinator for services and key actors	
2) Enterprises have the capacity to implement Employer Based Training (EBT) as an effective model	
3) Training providers deliver consistent, pre-employment and industry-oriented training with national certification	
4) Strengthen assessment and certification capacities as per NTVQF	
5) Improved training and employment outcomes for women and disadvantaged groups	
What factors were crucial for the achievements and/or failures?	
What are the major challenges and obstacles that the Project encountered?	
Which Project's activities were the most useful and why?	
Are there any unintended results of the project identified or perceived?	
Is the management structure of the ILO COE Project enabling its efficient implementation? Describe strengths and weaknesses.	
Does the established governance structure provide sufficient support for effective project implementation?	
Are you satisfied with the level of collaboration and coordination between ILO/GoB/social partners, agencies involved in standards setting, assessment and certification, registration, EBT providers in the RMG sector within the project area and your institution? Please elaborate.	
Efficiency of resources use	

In your opinion, how adequate is the funding allocated for your institution compared with planned activities?	
Which output was the most/least expensive? Why?	
Was your project implemented in a timely manner?	
Impact orientation	
To what extent is the Project reaching its development objective ' <i>to improving the productivity and occupational safety of the RMG sector in Bangladesh so as to improve the access by low-skilled and disadvantaged groups to decent jobs in the sector</i> '? Evidence for that?	
What are the future likely impacts that can be causally linked to the project's interventions?	
Sustainability	
What practices and behaviours promoted by the ILO COE project are/may be sustainable after the Project ends and why? Probes: <ul style="list-style-type: none"> ▪ Availability of CEBAI's strategy to replicate the training model for large-scale replication/formalized partnerships with BGMEA/BKMEA. ▪ Existence of network with NGOs and government training institutions by CEBAI. ▪ Provision of formalized apprenticeships for initial training and up skilling by CEBAI. ▪ Expansion of services for placement, tracking and follow up of trainees by CEBAI. ▪ Degree of diversification of funding by CEBAI. 	
What are the potential risks/constraints to these being sustained?	
Lessons learnt and Good Practices	
As part of the implementing team what have you learned and how can those lessons apply to future implementation? (Probe: What kind of corrective actions should be taken while the project continues its implementation?)	
What 'good practices' could be applied to future project implementation?	
Closing	
Is there anything more you would like to add?	

Interviews with GoB representatives, social partners and agencies involved in standards setting, assessment and certification, registration

Note:

BTEB: For accreditation, assessment and certification

DTE: For providing support to the project as line agency

NSDC: For assistance related to linkage with other skills projects-agencies, additional fund, resources, etc

Introduction	
Please describe your role/involvement with the ILO COE project (length of time, responsibilities, nature of interactions, etc.).	
Relevance and strategic fit	
How relevant is the project from your point of view to the needs of intended beneficiaries?	
<ul style="list-style-type: none"> ▪ RMG sector ▪ RMG workers ▪ RMG enterprises ▪ NGOs and training providers ▪ GoB 	
Do you believe that the objectives of this project are realistic and measurable? (Discuss examples).	
To what extent are gender considerations included in the project development and implementation?	
Considering evolution of the context over time, to what extent did the project adapt to these changes?	
Project progress and effectiveness (including effectiveness of management arrangements)	
What are the most significant changes that have resulted from the activities and actions being promoted by the ILO COE Project during January 2014-December 2017?	
Probes:	
1) Establishment and functionality of COE	
2) Improved capacity of participating enterprises to implement EBT	
3) Delivery of consistent, pre-employment and industry-oriented training with national certification by training providers deliver	
4) Strengthened assessment and certification capacities of CoE and BTEB	
5) Improved training and employment outcomes for women and disadvantaged groups	
What factors were crucial for the achievements and/or failures?	
What are the major challenges and obstacles that the Project encountered?	
Which Project's activities were the most useful and why?	
Are there any unintended results of the project identified or perceived?	
Is the management structure of the ILO COE Project enabling its efficient implementation? Describe strengths and weaknesses.	
Does the established governance structure provide sufficient support for effective project implementation?	
Are you satisfied with the level of collaboration and coordination between ILO Project and your institution? Please elaborate.	
Efficiency of resources use	
In your opinion, how adequate is the funding allocated for the ILO CoE Project compared with planned activities?	

Is the project implemented in a timely manner?	
Impact orientation	
To what extent is the Project reaching its immediate objectives: (1) established industry driven training and support service Centre of Excellence and (2) improved the situation of vulnerable and poor people who are or who become garment workers? Evidence for that?	
What are the future likely impacts that can be causally linked to the project's interventions?	
Sustainability	
What practices and behaviours promoted by the ILO COE project are/may be sustainable after the Project ends and why?	
What was the nature of commitments of your institution?	
What are the potential risks/constraints to these being sustained?	
Lessons learnt and Good Practices	
As part of the implementing team what have you learned and how can those lessons apply to future implementation? (Probe: What kind of corrective actions should be taken while the project continues its implementation?)	
What 'good practices' could be applied to future project implementation?	
Closing	
Is there anything more you would like to add?	

Interviews with donors

Introduction	
What is the link between the ILO project and the Sida/H&M objectives in Bangladesh in RMG sector?	
Relevance and strategic fit	
How relevant is the project from your point of view to the needs of intended beneficiaries?	
<ul style="list-style-type: none"> ▪ RMG sector ▪ RMG workers ▪ RMG enterprises ▪ NGOs and training providers ▪ GoB 	
To what extent are gender considerations included in the project development and implementation?	
Project progress and effectiveness (including effectiveness of management arrangements)	
What are the most significant changes that have resulted from the activities and actions being promoted by the ILO COE Project during January 2014-December 2017?	
Probes:	
6) Establishment and functionality of COE	
7) Improved capacity of participating enterprises to implement EBT	
8) Delivery of consistent, pre-employment and industry-oriented training with national certification by training providers deliver	
9) Strengthened assessment and certification capacities of CoE and BTEB	
10) Improved training and employment outcomes for women and disadvantaged groups	
What are the major challenges and obstacles that the Project encountered?	
Are there any unintended results of the project identified or perceived?	
In your view, are the management and governance structures of the Project enabling its efficient implementation?	
To what extent are you satisfied with reporting (progress and financial)?	
Efficiency of resources use	
In your opinion, how adequate is the funding allocated for the ILO COE Project compared with planned activities?	
Are the disbursements and project expenditures in line with expected budgetary plans? Why?	
Is the project implemented in a timely manner?	
In your opinion, what project's activities were the most efficient and why?	
Impact orientation	
To what extent is the Project reaching its immediate objectives: (1) established industry driven training and support service Centre of Excellence and (2) improved the situation of vulnerable and poor people who are or who become garment workers?	
Evidence for that?	
Sustainability	
In your opinion, which initiatives/practices created by the project are/will be sustainable and why?	
Lessons learnt and Good Practices	

What are your main lessons learnt and/or good practices that could be applied in the future project's activities and similar projects?	
Closing	
Is there anything more you would like to add?	

Interviews with EBT providers in the RMG sector within the project area

Title of organisation	
Type of organisation (public, private, industry based, NGO)	
When was the organisation established?	
What are the main activities of the organisation and who are the main beneficiaries?	
Introduction	Please describe your role/involvement with the ILO COE project (length of time, responsibilities, nature of interactions, etc.).
Relevance	<ol style="list-style-type: none"> How relevant is the project from your point of view to the needs of intended beneficiaries? <ul style="list-style-type: none"> RMG sector RMG workers RMG enterprises NGOs and training providers GoB Considering evolution of the context over time, to what extent did the project adapt to these changes? Did your organization participated in project development? If yes, how? If no, why?
Implementing partner support	<ol style="list-style-type: none"> Has the CEBAI efficiently supported your agency efforts in this project? Please explain. (Probe: What type of mentoring support/advice have you received from implementing partner? Was it relevant and useful for your organization?) Did CEBAI built capacities of your organization on industry linkage, trainees' placement, resource sharing, and on generating demand based products? If yes, how? If now, why? Do you feel better prepared for implementation pre-vocational and pre-employment training? How or why?
Results	<ol style="list-style-type: none"> What are the most significant changes that have resulted from the activities and actions being promoted by the ILO COE Project during January 2014-December 2017? What factors were crucial for the achievements and/or failures? Are there any unintended results of the project identified or perceived?
Documentation of experiences for knowledge sharing	<ol style="list-style-type: none"> Have you documented your experiences of training activities? Have you shared these experiences shared with other organizations?
Partnerships and coordination with other organizations	<ol style="list-style-type: none"> Are you satisfied with the level of collaboration and coordination between the ILO COE project and your institution? Probes: rate the

	<p>following aspects of the ILO project at this stage on a 5-rating scale where 1 = Very dissatisfied, 5 = Very Satisfied</p> <table> <tr> <td>Clearness of objectives of the partnership</td><td>1 2 3 4 5</td></tr> <tr> <td>Quality of partnership</td><td>1 2 3 4 5</td></tr> <tr> <td>Clearness of the roles within the partnership</td><td>1 2 3 4 5</td></tr> <tr> <td>Level of cooperation among the partners</td><td>1 2 3 4 5</td></tr> <tr> <td>Project management</td><td>1 2 3 4 5</td></tr> <tr> <td>Respect of timing and deadlines</td><td>1 2 3 4 5</td></tr> <tr> <td>Your involvement</td><td>1 2 3 4 5</td></tr> <tr> <td>Level of achievement of goals</td><td>1 2 3 4 5</td></tr> <tr> <td>Usefulness of outputs for your organization</td><td>1 2 3 4 5</td></tr> <tr> <td>Sustainability of results</td><td>1 2 3 4 5</td></tr> </table>	Clearness of objectives of the partnership	1 2 3 4 5	Quality of partnership	1 2 3 4 5	Clearness of the roles within the partnership	1 2 3 4 5	Level of cooperation among the partners	1 2 3 4 5	Project management	1 2 3 4 5	Respect of timing and deadlines	1 2 3 4 5	Your involvement	1 2 3 4 5	Level of achievement of goals	1 2 3 4 5	Usefulness of outputs for your organization	1 2 3 4 5	Sustainability of results	1 2 3 4 5
Clearness of objectives of the partnership	1 2 3 4 5																				
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Your involvement	1 2 3 4 5																				
Level of achievement of goals	1 2 3 4 5																				
Usefulness of outputs for your organization	1 2 3 4 5																				
Sustainability of results	1 2 3 4 5																				
Sustainability	<p>13. What are future plans of your organization regarding delivery of NTVQF training?</p> <p>14. What resources/capacity do you have to support the implementation?</p>																				
Closing	15. Is there anything more you would like to add?																				

Interviews with selected factories which adopted the inclusive business policy/received RTO accreditation

Introduction	
Please describe your role/involvement with the ILO project (length of time, responsibilities, nature of interactions, etc.).	
Why did you decide to take part in it? What did you get out of participation in ILO COE Project (knowledge, skills, capacity, reputation, etc.)?	
Relevance and strategic fit/Design	
How relevant is the project from your point of view to the needs of intended beneficiaries?	
<ul style="list-style-type: none"> ▪ RMG sector ▪ RMG workers ▪ RMG enterprises ▪ NGOs and training providers ▪ GoB 	
Do you believe that the objectives of this project are realistic and measurable? (Discuss examples).	
To what extent are gender considerations included in the project development and implementation?	
Considering evolution of the context over time, to what extent did the project adapt to these changes?	
Project progress and effectiveness	
Thinking about your involvement in the project, what changes have occurred as a result of the participation in the project so far (at individual/enterprise level)? Please briefly list all the changes you know about.	
Probes:	
1. Support with setting up in-house training facility	
2. Building trainers & assessors	
3. Helping with curriculum & other training materials	

4. Monitoring for quality assurance and linking with BTEB for assessment and certification	
Which Project's activities were the most useful and why?	
What if any, were the barriers to change occurring as a result of the project? Please describe.	
Are there any unintended results of the project identified or perceived?	
Impact orientation	
What are the benefits for your factory of having inclusive business policy/receiving RTO accreditation?	
What changes (realized or potential) you see from participation in the ILO COE project? (Probes: improved productivity, efficiency of factories, working conditions, wages, etc)	
What are the future likely impacts that can be causally linked to the project's interventions?	
Sustainability	
What practices and behaviours promoted by the ILO COE Project are/may be sustainable after the Project ends and why? (Probe: What are future plans of your organization regarding EBT?)	
What are the potential risks/constraints to these being sustained?	
Lessons learnt and Good Practices	
To finish up, suppose that you were in charge and could make one change that would make the project better. What would you do?	
Closing	
Is there anything more you would like to add?	

Interviews with CEBAI Project Partners

Introduction																					
In your point of view, what are the key priorities of the ILO COE project?																					
In your opinion, are the ILO COE project objectives coherent with national policies and targets?																					
Project progress and effectiveness																					
In which areas do you collaborate with the ILO COE project? Were there any synergies?																					
<p>Are you satisfied with the level of collaboration and coordination between the ILO COE project and your institution? Probes: rate the following aspects of the ILO project at this stage on a 5-rating scale where 1 = Very dissatisfied, 5 = Very Satisfied</p> <table border="1"> <tr> <td>Clearness of objectives of the partnership</td> <td>1 2 3 4 5</td> </tr> <tr> <td>Quality of partnership</td> <td>1 2 3 4 5</td> </tr> <tr> <td>Clearness of the roles within the partnership</td> <td>1 2 3 4 5</td> </tr> <tr> <td>Level of cooperation among the partners</td> <td>1 2 3 4 5</td> </tr> <tr> <td>Project management</td> <td>1 2 3 4 5</td> </tr> <tr> <td>Respect of timing and deadlines</td> <td>1 2 3 4 5</td> </tr> <tr> <td>Your involvement</td> <td>1 2 3 4 5</td> </tr> <tr> <td>Level of achievement of goals</td> <td>1 2 3 4 5</td> </tr> <tr> <td>Usefulness of outputs for your organization</td> <td>1 2 3 4 5</td> </tr> <tr> <td>Sustainability of results</td> <td>1 2 3 4 5</td> </tr> </table>	Clearness of objectives of the partnership	1 2 3 4 5	Quality of partnership	1 2 3 4 5	Clearness of the roles within the partnership	1 2 3 4 5	Level of cooperation among the partners	1 2 3 4 5	Project management	1 2 3 4 5	Respect of timing and deadlines	1 2 3 4 5	Your involvement	1 2 3 4 5	Level of achievement of goals	1 2 3 4 5	Usefulness of outputs for your organization	1 2 3 4 5	Sustainability of results	1 2 3 4 5	
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Your involvement	1 2 3 4 5																				
Level of achievement of goals	1 2 3 4 5																				
Usefulness of outputs for your organization	1 2 3 4 5																				
Sustainability of results	1 2 3 4 5																				
Did you face any challenges in implementation of the agreed activities?																					
Are there any unintended results of the project identified or perceived?																					
Efficiency of resources use																					
What is the basis of your cooperation (in-kind, technical, financial contributions)?																					
Were the planned activities implemented in a timely manner?																					
Impact orientation																					
<p>In your view, has the ILO COE project (1) established industry driven training and support service Centre of Excellence and (2) improved the situation of vulnerable and poor people who are or who become garment workers?</p> <p>Evidence for that?</p>																					
Closing																					
Is there anything more you would like to add?																					

Focus Group Guidelines

Date:	
Number of participants:	
Region:	

Introduction:

1. Turn on Tape Recorder
2. Welcome

Thanks for agreeing to be part of the focus group. I appreciate your willingness to participate.

3. Introduction

Introduce ourselves, and send the Sign-In Sheet around to the group while you are introducing the focus group.

My name is Katerina Stolyarenko/Arafat Khan. I am an independent evaluation consultant and was invited by the ILO to undertake the final independent project evaluation of the ILO COE project. I am carrying out this evaluation to assess how well the project is meeting the needs of internal and external stakeholders like you and to find out how various aspects of the project have been working during January 2014-December 2017.

4. Explanation of the process

About the purpose of the focus group

As you are aware, the ILO COE project aimed at improving the productivity, occupational safety and quality of Bangladesh's RMG workforce. As part of this process, we are evaluating the project using a methodology known as outcome harvesting. The discussion that you have kindly agreed to engage in today will contribute to harvesting the outcomes that have been achieved to date by the project in Bangladesh. We need your input and want you to share your honest and open thoughts with us.

Logistics

- Focus group will last up to 2 hours
- Feel free to move around
- Where is the bathroom? Exit?
- Help yourself with refreshments

5. Ground Rules

- *We would like everyone to participate. Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions.*
- *The information you give me is completely confidential, and I will not associate your name with anything you say in the focus group.*
- *We would like to tape the focus groups so that we can make sure to capture the thoughts, opinions, and ideas we hear from the group. No names will be attached to the focus groups and the tapes will be destroyed as soon as they are transcribed.*
- *You may refuse to answer any question or withdraw from the study at anytime.*
- *We understand how important it is that this information is kept private and confidential. We will ask participants to respect each other's confidentiality.*

Ask the group if there are any questions before we get started, and address those questions.

6. Introductions

- Go around table: name, jobs title, where are you from

Discussion begins, make sure to give people time to think before answering the questions and don't move too quickly. Use the probes to make sure that all issues are addressed, but move on when you feel you are starting to hear repetitive information.

Questions for new entrants/helpers

- Why did you decide to take part in ILO COE Project? How were you selected for participation in this Project?
- Where are you currently working?
- Was the SMO training in which you participated sufficient/adequate in terms of training themes and trainings duration? Were the provided training materials relevant and useful? What else needed?
- How would you rate the overall quality of the trainings, its training materials and expertise of tutors using a 5-rating scale, where 5 is the highest and 1 is the lowest grade?

	Rating
Overall quality of the trainings	
Quality of training materials	
Expertise of tutors	

- Name benefits to you from participating in the SMO training?

Areas	Yes	No	Comments
Changes in self-confidence			
Changes in knowledge			
Changes in skills			
Changes in perceptions of their future lives (e.g., more or less hopeful)			
Changes in job grade/wage			
Changes in capacity of factory			
Changes of working conditions			
Other changes (please specify)			

- Suppose that you were in charge and could make one change that would make the training better. What would you do?

Questions for employed workers

- Why did you decide to take part in ILO COE Project? How were you selected for participation in this Project?
- Where are you currently working?
- How you assess the RPL process in overall? Did participation in the RPL process correspond to your expectations?
- Name benefits to you from participating in the RPL assessment?

Areas	Yes	No	Comments
Changes in self-confidence			
Changes in knowledge			
Changes in skills			

Changes in perceptions of their future lives (e.g., more or less hopeful)			
Changes in job grade/wage			
Changes in capacity of factory			
Changes of working conditions			
Other changes (please specify)			

5. Suppose that you were in charge and could make one change that would make the training better. What would you do?

Questions for supervisors and managers/owners

1. Why did you decide to take part in ILO COE Project? How were you selected for participation in this Project?
2. In which ILO COE Project training courses have you participated?
3. Were the trainings sufficient/adequate in terms of training themes and trainings duration? Were the provided training materials relevant and useful? What else needed?
4. How would you rate the overall quality of the trainings, its training materials and expertise of tutors using a 5-rating scale, where 5 is the highest and 1 is the lowest grade?

	Rating
Overall quality of the trainings	
Quality of training materials	
Expertise of tutors	

5. How have you utilized the trainings in your work? Please be specific and bring examples
6. Did your participation in project's trainings contributed to the establishment of (informal) knowledge-exchange and networking among course participants? If yes, bring examples. If no, why?
7. What are the most significant changes that have resulted from the activities and actions being promoted by the ILO COE Project?
 - a) When and where were these changes produced?
 - b) Which individual, unit or organization has been responsible for these changes?
 - c) What influence trainings/assessments had on workers?
 - d) What influence trainings had on factories' productivity/efficiency improvement?
 - e) What benefits (if any) of having EBT model at their factories?
 - f) In what way has the process promoted by the ILO COE Project and supported by the project contributed to these changes?
 - g) Are there any changes that are crucial and should be highlighted?
8. How you are going to use further the acquired knowledge and skills in your work?
9. Suppose that you were in charge and could make one change that would make the trainings better. What would you do?

Questions for industry trainers/assessors

1. In which ILO COE Project training courses have you participated?
2. How were you selected for participation in ToT Course(s) on CBT&A?
3. In your opinion, what competences trainers/assessors need to successfully provide trainings on skills development or make assessments? Were they developed by the project? If yes, how? If no, why?
4. How do you assess the quality of the ToT on CBT&A and manuals, and expertise of the tutors on 5 point-rating scale? Were the ToTs sufficient/adequate in terms of training themes and duration? Were the provided training materials relevant and useful? What else needed?

5. What do you like best about the ToT on CBT&A? Please elaborate.
6. Did your participation in ToT on CBT&A contributed to the establishment of (informal) knowledge-exchange and networking among course participants? If yes, bring examples. If no, why?
7. What were the major results of the ToT on CBT&A for you?
8. How would you assess the certification process? Was it adequate?
 - a) What attained
 - b) Importance to them
 - c) Meaning for the future
9. How have you utilized the ToT in your work? Please be specific and bring examples (Probe: How many trainings/assessments you conducted since your participation in ToT?)
10. Were you able to deliver trainings/made assessments as it was originally planned? Any challenges faced?
11. What are the most significant changes that have resulted from the activities and actions being promoted by the ILO COE Project?
 - h) When and where were these changes produced?
 - i) What influence trainings/assessments had on workers and factories?
 - j) In what way has the process promoted by the ILO COE Project and supported by the project contributed to these changes?
12. How you are going to use further the acquired knowledge and skills in your work as a trainer/assessor?
13. Suppose that you were in charge and could make one change that would make the training better. What would you do?

After the brief oral summary the question asked is: "Is this an adequate summary?"

That concludes our focus group. Thank you so much for coming and sharing your thoughts and opinions with me.

Materials and supplies for focus group

- Sign-in sheet
- Focus Group Discussion Guide for Facilitator
- 1 recording device
- Batteries for recording device
- Notebook for note-taking
- Refreshments

Tool for Assessment of the Level of Strengthening Organizational Capacity of CEBAI

Prim ary Area	Key Component	Performance Indicator	CEBAI Development Continuum (Status of organizational performance)			
			1 Needs improvement	2 Developing	3 Developed	4 Best practice
1. PROGRAM ADMINISTRATION	1.1 Program Management	1.1a CEBAI uses a Program Management system	CEBAI has limited program management with no clear guidelines and/or systems in place	CEBAI has a system in place for program management but does not include clear expectations, policies, procedures and staff compliance	CEBAI uses a system for program management that includes clear expectations, policies and procedures, but the system is not used consistently	CEBAI uses a system for program management that includes clear expectations, policies and procedures, is tied to measurements and consistently used by all staff
	1.1 Program Management	1.1c CEBAI uses Employee Performance Reviews	CEBAI has no employee performance review process	CEBAI conducts employee performance reviews, but has no system for periodic reviews, performance guidance or incentive system tied to performance	CEBAI conducts employee performance reviews including regular reviews and performance guidance, but does not tie performance to incentives	CEBAI conducts employee performance reviews for all staff, including regular reviews to address areas for improvement; supervisors provide guidance and performance is tied to incentives
	1.2 Results Reporting	1.2.a CEBAI uses a standardized system for reporting program results to oversight authorities	CEBAI has no system for reporting program results to oversight authorities	CEBAI reports program results to oversight authorities, but has no standardized system for design or content of reports.	CEBAI regularly uses a standardized system for reporting results to oversight authorities which includes quality assurance and timeliness	CEBAI uses a well-developed result reporting standardized system with clearly defined processes, quality assurance, timeliness and hierarchy of reports and staffing
	1.3 Internal Information Dissemination Protocols	1.3a CEBAI uses internal information dissemination protocols	CEBAI has no internal information dissemination protocol among the CEBAI staff. Information dissemination is ad hoc and not defined	CEBAI has an internal information dissemination protocol with a defined process, but does not use mechanisms to facilitate staff communications. (e-mail, memos, web site, telephones).	CEBAI uses internal information dissemination protocols and uses automated internal communication system(s) or tools with follow-up processes and procedures	CEBAI uses internal information dissemination protocols and consistently uses automated internal communication system(s) or tools with follow-up and review processes. Protocols include clear and concise policies for internal staff communication

2. FINANCIAL MANAGEMENT	1.4 External Information Dissemination Protocols	1.4a CEBAI uses external communications protocols	CEBAI has no external information dissemination protocols. Information dissemination to external stakeholders is ad hoc and not defined.	CEBAI has an external information dissemination protocol with a defined process, but does not use mechanisms to facilitate external communications such as email, web site, written materials.	CEBAI uses external information dissemination protocols, and uses automated external communication system with written and electronic materials	CEBAI uses external information dissemination protocols and consistently uses automated external communication system(s) or tools with multiple modes of communication. Protocols include clear and concise policies for external stakeholder communication
	1.5 Performance Evaluation	1.5a CEBAI uses a standardized system of performance evaluation for educational delivery with clear and concise performance measures	CEBAI has no system for performance evaluation or performance measures for evaluating the quality of the educational delivery	CEBAI conducts performance evaluations on educational delivery, but evaluations are not tied to performance measures	CEBAI regularly uses a system for performance evaluation of educational delivery that is tied to organizational performance measures	CEBAI regularly uses a standardized or accredited system for performance evaluation of educational delivery that is tied to national or regional performance measures. Performance measures are clear, measurable, and concise
	1.5 Performance Evaluation	1.5b CEBAI uses a program evaluation system	CEBAI conducts no program evaluation	CEBAI evaluates programs, but does not tie outcomes to defined measures or improvements in training or system	CEBAI uses a program evaluation system with defined measures and processes for applying the results to improvements in the program	CEBAI uses a program evaluation system, applies results to improvements in the program, and evaluates all program elements based on industry-based measurements
	1.5 Performance Evaluation	1.5c CEBAI uses customer satisfaction surveys (trainees)	CEBAI does not request customer satisfaction input from students	CEBAI receives input from customers (students) on program performance, but not through formal surveys	CEBAI uses a customer satisfaction survey and uses the results to inform program improvements	CEBAI uses a well-developed customer satisfaction survey, uses the results to inform program improvements, and provides reports to customers and the community
	2.1 Financial sustainability	2.1a CEBAI is financially sustainable	CEBAI has limited funding and financial planning systems in place, and does not project operational funding	CEBAI has a financial plan for sustainability, but is lacking funds and a well-developed system for projecting operation funding beyond 1 year	CEBAI uses a well-developed financial plan for sustainability and has a system and mechanisms in place to project operational funding for at least 2 years	CEBAI uses a well-developed financial plan and system for ongoing leveraging of funds, and has funding to ensure sustained operations for a period greater than 3 years
	2.2 Auditing & Oversight	2.2a CEBAI uses a well-developed system for auditing and oversight	CEBAI has no internal auditing or oversight processes	CEBAI has internal auditing and/or oversight processes, but results are not used to improve operations and programming	CEBAI uses internal auditing and/or oversight processes and uses results to improve operations and programming	CEBAI uses well developed internal auditing and oversight processes, and uses results to improve operations and programming and to ensure compliance, accountability and transparency

	2.3 Accounting System	2.3a CEBAI uses a well-developed accounting system with internal controls and procedures	CEBAI has no accounting system and no mechanisms for safeguarding and tracking assets	CEBAI has an accounting system with mechanisms for safeguarding and tracking assets, but does not have automated software to support the system	CEBAI uses an accounting system with mechanisms for safeguarding and tracking assets, and uses automated software to ensure accuracy of transactions and inventory	CEBAI consistently uses an approved, automated software accounting system that allows for accurate internal controls and procedures that meets standard auditing requirements
	2.3 Accounting System	2.3b CEBAI uses policies and procedures for accounting	CEBAI has no established policies and procedures in place for accounting	CEBAI has policies and procedures for accounting, but they are not well developed or consistently followed by staff	CEBAI uses policies and procedures for accounting that are well developed and followed by staff on a consistent basis	CEBAI uses internationally recognized policies and procedures for accounting that are well developed with clear expectations and outcomes; and are followed by staff on a consistent basis
	2.4 Procurement System	2.4a CEBAI uses a well-developed procurement system with internal controls and processes	CEBAI has no purchasing process	CEBAI has a purchasing process, but no well-developed procurement system	CEBAI uses a well-developed procurement system for purchasing and tracking CEBAI assets	CEBAI uses a well-developed procurement system for purchasing and tracking CEBAI assets, and for assuring sustainability of the program
	2.4 Procurement System	2.4b CEBAI uses a system for tracking inventory	CEBAI does not track inventory	CEBAI tracks inventory but has no system	CEBAI uses a system for tracking inventory	CEBAI uses a well-developed, automated system for tracking inventory; and processes are followed by staff on a consistent basis
	2.4 Procurement System	2.4c CEBAI uses system for vendor contracts	CEBAI has no vendor contracts. Purchasing is ad hoc	CEBAI has purchased from vendors, but has not developed formal contracts	CEBAI uses a process for developing vendor contracts and relationships. Process is used with selected vendors	CEBAI has contractual relationships with all vendors. Contracts, inventory and purchasing are developed and tracked through an automated system
	3. EXTERNAL RELATIONS & COMMUNITY OUTREACH	3.1 Marketing of institution	3.1a CEBAI uses a trainee-focused marketing plan	CEBAI has no marketing materials or activities focused on trainees	CEBAI has marketing materials, but not trainee-focused	CEBAI uses a marketing plan, but it is not trainee focused
		3.1 Marketing of institution	3.1b CEBAI uses an application process that is formal and transparent	CEBAI has no application process	CEBAI uses an application form to enroll trainees, but does not have a formalized application process	CEBAI uses an application process that is formalized, uniform, or transparent
		3.1 Marketing of institution	3.1c CEBAI uses a course catalogue available in several modes	CEBAI does not have course descriptions	CEBAI has brochures with course descriptions but no catalogue	CEBAI uses a course catalogue in paper form only
					CEBAI uses a course catalogue in several versions, paper, online, social networks and other modes of delivery	

4. ACCREDITATION & CERTIFICATION	4.1 Accreditation System	4.1a CEBAI uses an institutional and trainer/instructor accreditation process	CEBAI has no accreditation processes for the institution or its trainers	CEBAI may be accredited by a Ministry or other oversight authority, but does not have a formal process for vetting the accreditation of the institution or its trainers	CEBAI accredits instructors and is accredited by a national Ministry or other oversight authority, and has a formal process for vetting the accreditations	CEBAI accredits instructors, is accredited by a National Ministry or other oversight authority and uses a formal process for vetting the accreditations based on international standards
	4.2 Certification System	4.2a CEBAI uses a program certification process	CEBAI does not certify or evaluate programs	CEBAI evaluates program components, but does not have a formal program certification process	CEBAI uses a program certification process, but certification is not vetted or validated by an outside body	CEBAI uses a program certification process that is vetted and validated by an outside body or governing entity
	4.2 Certification System	4.2b CEBAI uses a trainer/instructor certification process	CEBAI does not certify or validate trainer/instructor efficacy or skills	CEBAI evaluates teacher efficacy and skills, but does not have a formal process. Trainer/instructor certification is not awarded	CEBAI regularly uses a formal process for evaluating trainer/instructor, and trainer/instructor certification is awarded	CEBAI uses a formal process for evaluating and certifying trainers/instructors which includes vetting and validation by an outside or governing body
	4.2 Certification System	4.2c CEBAI uses a trainee certification process	CEBAI does not certify trainees' employability or skills attainment	CEBAI evaluates trainees' skill ability but does not evaluate skills against recognized or industry-approved skill sets	CEBAI evaluates trainee's skill ability against institute-developed skill sets that are based on industry input or approval	CEBAI uses a process for evaluating trainee's skill ability against industry-approved skill sets that are recognized at the national or regional level
5. COURSE OFFERINGS	5.1 Curricula	5.1a Curricula are tied to validated skill sets	Curricula are not tied to any skill sets and skills are not validated at course completion	A checklist is used to validate that skills were addressed in the training and curricula, but no assessment is completed to validate proficiency of skills	Most curricula are tied to skill sets and validated through some assessment at course completion	All curricula are tied to industry skill sets and validated through assessments by trainer, employers and self-assessment by trainee
	5.1 Curricula	5.1b Curricula & training materials are standardized	Curricula and training materials are not standardized at any level	Curricula and training materials are standardized across the CEBAI, but not to a national standard	All CEBAI curricula and training materials are standardized to a national standard	All curricula and training materials are standardized at the national level and evaluated for compliance
	5.1 Curricula	5.1c Curricula include relevant technology or equipment usage components	Curricula do not have any reference technology & equipment	Curricula include limited technology & equipment usage, but no instruction on safety, maintenance, or operation	Curricula include limited technology & equipment usage, and instruction on operation, safety and maintenance	Curricula include use of latest technology & updated equipment with instruction on safety, maintenance, and operation

6. GENDER INTEGRATION	6.1 Gender Equality	6.1a CEBAI provides equal access to programs, information, and learning opportunities for both men and women	CEBAI gives no consideration to improving access to training opportunities, programs, or information based on gender	CEBAI provides for equal access to information based on gender considerations, but does not do so for access to training programs or other related activities	CEBAI compensates or makes provisions/policies for equal access to some programs, activities, and/or training based on gender differences, but gender barriers remain for some offerings	CEBAI compensates and makes provisions/policies for equal access to programs, information, and learning opportunities for men and women. CEBAI actively recruits both genders for participation in the program
	6.2 Women's Empowerment	6.2a CEBAI has policies, procedures, curricula and program opportunities for women to enhance their decision-making capacity.	CEBAI gives no consideration to enhancing or supporting women's decision-making capacity through their policies, procedures, curricula, or program opportunities	CEBAI prepares women by training them in technical skills and decision-making, but does not provide such opportunities for vulnerable groups. CEBAI's policies, procedures, curricula and program opportunities do not reflect support for empowerment	CEBAI prepares women by training them in technical skills, social skills, and emotional skills to improve their opportunities for decision-making and leadership. CEBAI provides opportunities for vulnerable groups. CEBAI's policies, procedures do not reflect support for empowerment of female trainees or staff	CEBAI prepares women by training them in technical, emotional, social, decision-making and leadership skills. CEBAI provides opportunities for vulnerable groups. CEBAI's policies, procedures, curricula, and teacher training include women's empowerment issues. The CEBAI's management includes women in leadership or decision-making roles
7. HUMAN PERFORMANCE DEVELOPMENT	7.1 Instructor Assessment and Monitoring	7.1.a CEBAI uses a process for evaluating trainers'/instructors' skills and instructional methodologies	CEBAI does not evaluate trainers'/instructors' skills or instructional methodologies	CEBAI has instructional skill standards for trainers/instructors, but no formal evaluation system or methodologies	CEBAI regularly uses standards and a checklist for evaluating instructional skills, but standards are not tied to international instructional standards or skills	CEBAI consistently uses a process for evaluating trainers'/instructors' skills and instructional methodologies that is tied to international standards
	7.1 Instructor Assessment and Monitoring	7.1.b CEBAI uses a process for evaluating trainers'/instructors' subject matter expertise in competency based skills delivery	CEBAI does not evaluate trainers'/instructors' subject matter expertise	CEBAI's administration evaluates trainer/instructor competency based skills delivery and/or subject matter expertise on a sporadic basis, but with no formal system in place	CEBAI uses a formal process with lesson plans and annual observation of trainers/instructors by the administration in the areas of subject matter expertise and competency based skills delivery	CEBAI regularly uses a process for evaluating trainers'/instructors' subject matter expertise in competency based skills delivery with industry validation
	7.2 Staff Development and Training	7.2.a CEBAI uses a plan and system for the development and training of trainers/instructors	CEBAI does not conduct any activities for the development and training of trainers/instructors	CEBAI does offer periodic opportunities for teachers to attend training and seminars, but does not have a plan and/or system for teacher development or training	CEBAI regularly uses a plan and system for teacher development and training, but no formalized system	CEBAI regularly uses a plan and formalized system for the development and training of trainers/instructors with different levels for classroom and lead trainers/instructors

	7.3 Employee Performance	7.3.a CEBAI uses a system for annual performance reviews	CEBAI does not conduct annual performance reviews	Supervisors periodically discuss performance with staff, but not on a scheduled basis and not through a system for Performance Reviews	CEBAI regularly conducts annual performance reviews, but not through a formalized system and schedule	CEBAI regularly uses a formalized system for annual and mid-year performance reviews for all staff
	7.3 Employee Performance	7.3.b CEBAI uses a plan for organizational development, team building and training	CEBAI does not conduct activities for the purpose of organizational development, team building and/or training	CEBAI periodically provides team building and training for staff, but not as part of an organizational development plan	CEBAI provides team building and training for staff through an organizational development plan	CEBAI uses a plan for organizational development, team building and training on a regular basis. Program improvements are made based on the results of training or activities
8. INFRASTRUCTURE & EQUIPMENT	8.1 Instructional Facilities	8.1.a CEBAI has instructional facilities that create a positive, comfortable, and safe learning environment	CEBAI does not have adequate instructional facilities	CEBAI has instructional facilities that have been upgraded in the last five years, but they do not create a positive, comfortable, and safe learning environment relative to the country context	CEBAI has instructional facilities that have been upgraded in the last year and they are safe and create a positive and comfortable learning environment relative to the country context	CEBAI has instructional facilities that are safe, modern and create a positive and comfortable learning environment relative to the country context, and include modern technology
	8.1 Instructional Facilities	8.1.b CEBAI has instructional facilities that are maintained on a regular basis following a formalized maintenance plan	CEBAI does not have sufficiently maintained instructional facilities	CEBAI has budgeted for maintenance and has staff designated to perform periodic maintenance, but no plan or preventative maintenance schedule	CEBAI has an annual maintenance plan for facilities, funding allocated for maintenance purposes, and conducts weekly facilities maintenance assessments	CEBAI has an annual maintenance plan for facilities, funding allocated for maintenance purposes, and conducts weekly facilities maintenance assessments. Repairs are conducted in a timely fashion
	8.2 Training Equipment	8.2.a CEBAI has training equipment that is up-to-date and applicable to training in demand-driven sectors	CEBAI does not have training equipment	CEBAI has a limited level of training equipment that is applicable to training in course offerings, but the equipment is not up-to-date	CEBAI uses training equipment that is up-to-date, and is applicable to training in demand-driven sectors	CEBAI has an adequate level of training equipment that is up-to-date and applicable to training in demand-driven sectors
	8.3 Safety & Maintenance	8.3.a CEBAI uses a safety and maintenance plan for facilities, offices, training rooms, grounds and equipment	CEBAI does not address safety and/or maintenance issues for facilities, offices, training rooms, grounds and/or equipment	CEBAI periodically addresses maintenance for facilities, grounds and/or equipment, but has no maintenance or safety plan as a guide	CEBAI regularly uses a safety plan, but does not have or use a plan for maintenance of facilities, grounds and equipment	CEBAI regularly uses a safety and maintenance plan for facilities, offices, training rooms, grounds and equipment