



**Terms of Reference
for
Independent Mid-Term Project Evaluation
“Skills 21 – Empowering citizens for inclusive and sustainable growth”**

Project Code	BGD/16/04/EUR
Implementer	ILO Country Office for Bangladesh (CO-Dhaka)
Implementing Department (GOB)	Directorate of Technical Education, Technical and Madrasah Education Division, Ministry of Education (MoE),
Other Relevant GOB Ministries Partners	<ul style="list-style-type: none"> • Ministry of Labour and Employment (MoLE), • Ministry of Expatriates’ Welfare and Overseas Employment (MEWOE), • Ministry of Youth and Sports (MoYS), • Ministry Of Chittagong Hill Tracts Affairs (MoCHTA)
Constituents	<ul style="list-style-type: none"> • Bangladesh Employers Federation (BEF) • National Coordination Committee for Workers Education (NCCWE)
Collaborating ILO Units	SKILLS, GED, YEP, MIGRANT, GREEN, LABADMIN/OSH, ACTRAV, ACTEMP, ITC-ILO, Regional Office for Asia and the Pacific (ROAP), Bangkok
Donor	European Union
Budget	<p>Total EUR 21.00 million</p> <ul style="list-style-type: none"> • 19.50 million from EU • 1.00 million from GoB (In kind) • 0.50 million from ILO
Implementation Period	<p>47 months, of which</p> <ul style="list-style-type: none"> • 6 months (January 2017 – June 2017) inception • 36 months (July 2017-June 2020) operations • 5 months (July 2020- December 2020) wind down
Type of Evaluation	Mid term
Timing	January 2017 – August 2019

Background and Country Context

Bangladesh has experienced significant development over recent decades. Several social indicators have shown considerable improvements. Inclusive and sustainable growth is an important condition for Bangladesh to make further progress as a lower middle-income country. Bangladesh 7th Five Year Plan states that increased growth is dependent on more jobs in manufacturing, which requires that more jobs be created and that workers, especially women, become more employable by supporting vocational education and training. There is a need to train around 4 million people per year in Bangladesh to cover 2 million new labour market entrants each year and 2 million backlog training in the system per year. Lack of skills and education is recognized as a critical limiting factor (along with transportation and energy) in two key policy documents of the Government: Vision 2021 and the 7th Five Year Plan. The Government of Bangladesh, industries and development partners have invested significant resources to build and expand Bangladesh's skill development system. However, gaps still remain and, most importantly, the necessary elements for realizing an active, self-sustaining system that provides access for all to skills training that is relevant to employer and industry needs are not yet complete. Therefore, skilling and upskilling a large number of people is crucial to enhance labour productivity and facilitate industrialization, trade and economic growth.

The Technical and Vocational Education and Training Reform (TVET-R) Project of ILO, funded by the EU, established new systems for skills development in Bangladesh, including reforms in the formal TVET system. In contrast to more traditional skills development projects, which aim at skills training for specific groups, or at providing infrastructure for training institutions, the TVET-R Project focused on the national policy, legislative and institutional capacity to sustain a robust skills system for Bangladesh. A major achievement was the drafting and the adoption of the National Skills Development Policy (NSDP) and laying the foundations of the National Skills Development System in Bangladesh. As a result, the country has a nascent National Skills Development System (NSDS), however still needing strengthening, promotion, adoption/adaption, and replication by stakeholders.

The independent final evaluation of the TVET-R Project commissioned by ILO in 2014 suggested that there was a need for further effort to ensure that Bangladesh has a firm foundation to enable it to realize the objectives of the National Skills Development Policy 2011 (NSDP) and through this, to meet the government's overall objectives for becoming a middle-income country.

The **“Skills 21 – Empowering citizens for inclusive and sustainable growth”** project, builds on the achievements and lessons learnt of the TVET-R project.

Project Background and current status:

“Skills 21” – Empowering citizens for inclusive and sustainable growth is a system strengthening initiative of the Government of Bangladesh funded by the European Union (EU), implemented by the International Labour Organization (ILO) and Directorate of Technical Education (DTE) under the Technical and Madrasah Education Division (TMED), Ministry of Education as lead government agency. Skills 21 is a four-year project (2017-2020). The development objective of the project is. “Increased productivity and better employment opportunities through an environmentally conscious, inclusive, demand-driven, and interlinked

skills development system responding to the needs of the labour market”. The Skills 21 project has a focus on three specific outcomes:

- Improved Quality of the TVET / skills development system
- Improved Access to and Equity within the TVET / skills development system through TVET model institutions
- An enabled environment through improved Governance and Management of the TVET / skills development system

The project aims to strengthen the National Skills Development System of the country. For this, it will develop a National Qualifications Framework (NQF) to create a single integrated national framework for learning development comprising a) general education and training; b) higher education; and c) TVET, and also to support national and international skills recognition. The Project is aimed to support the development of a new expert resource for all training providers, which will deliver trainer and assessor training, research and development of inclusive instructional materials, particularly interactive e-Learning tools, available to all training providers.

Moreover, the Skills 21 project aims to support alliances between industries and relevant public/private training providers to develop and implement demand-driven skills training programmes ensuring employment possibilities for the beneficiaries (Youths). In doing so, the project places specific emphasis on paving the way for the transition to a greener, more sustainable economy (skills development for “green jobs”). This includes providing skills for emerging occupations in green industries, integrating issues related to resource efficiency into relevant curricula as well. The Project will lead a process among stakeholders to improve the governance and management of the TVET/ Skills Development system in the country, including the development of a Sector-Wide Approach (SWAp).

Given the importance of labour migration in the Bangladesh economy, the Project also aims to provide inputs for creation of adequate opportunities to integrate “migration” in skills development system and assist in implementation of the policy for (a) skilling and reintegrating migrants returning from the destination countries and (b) those aspiring to migrate legally with skills needed in the destination countries.

The Project also aims to address skills development -related challenges faced by the ethnic minorities and other groups in the areas affected by climate change including the Chittagong Hill Tracts (CHT).

The Skills 21 project will align closely with the newly rolled-out Budget Support Programme HCDP-21 (Human Capital Development Programme for Bangladesh 2021) by providing relevant Technical Assistance (TA) to the Ministry of Education and other stakeholders and by facilitating budget to support implementation.

Project partners and beneficiaries:

The lead implementation partner in the Project is the Ministry of Education (MoE). The other key implementing partners are the Ministry of Labour and Employment (MoLE), Ministry of Expatriates’ Welfare and Overseas Employment (MEWOE), Ministry of Chittagong Hill Tracts Affairs (MoCHTA) and the Ministry of Youth and Sports (MoYS).

Directorate of Technical Education (DTE) under the Technical and Madrasah Education Division (TMED), Ministry of Education is the lead government agency. The National Skills Development Authority (NSDA), Bangladesh Technical Education Board (BTEB), Bureau of Manpower, Employment and Training (BMET) under Ministry of Expatriates' Welfare and Overseas Employment (MEWOE) will be supported for developing and implementing a national framework, worked out in close consultation with employers', workers' and industry representatives.

Other direct beneficiaries are:

- Two public teacher training institutions involved in training TVET Trainers to be supported in becoming the Centre for Skills Excellence (CSE), which will act as a resource and driver for quality, market responsiveness and consistency across the system. Besides some private/ non-governmental organizations (NGO) will also be supported through implementation agreement with BTEB.
- Seven existing public TVET institutions to be supported for becoming model TVET institutes and in achieving Registered Training Organization (RTO) status.
- Partner organizations, particularly worker and employer organizations, will receive support in establishing a SWAp Steering committee and capacity building for representatives of each organization.

Though the project period started from January 2017, the Technical Assistance Project Proposal (TAPP) was approved by the Government of Bangladesh only in May 2018. Therefore, the project could only start its implementation activities formally since May 2018.

In December 2018, the project received additional funding of 3 million Euro from EU. The approval of the revised project document for this additional amount is being processed by the government. This additional funding is proposed to be utilized for interventions with TVET institutions to develop, disseminate and test up skilling training for migrant returnees and their family members. Specific training will be offered in the model TVET institutions and will have, to the extent possible, a country-wide coverage. The TVET activities, tailored to migrant returnees, will take into account the main findings of the market needs analysis which will be previously undertaken at the local level, so as to better match the training to be provided with the labour market needs in order to ensure their potential employability. Specific services will be offered and tailored to migrant returnees such as recognition of prior learning and knowledge, acquired abroad.

Key results achieved during the period January 2017- August 2019 are as follows:

- Activation of 7 Technical Committees and conduction of Sector specific consultation workshop on Development of National Qualification Framework (NQF) and study tour of higher government officials for this in Malaysia and Philippines
- Occupational Needs Assessment and Selection of 9 Occupations for training of youths
- Implementation agreement signed with 7 TVET institutes for transformation into Model TVET institutes and 2 teachers' training institute for establishing Centre for Skills Excellence (CSE)
- Finalized procurement of tools equipment and furniture based on competency standards for 7 occupations in 9 institutes

- Indicators and Guidelines for transformation of selected TVET institutions into Model TVET Institutions
- Finalised drawing, design to renovate 9 institutions for DAP (Differently Abled People) inclusion with bill of quantity
- Distribution of 120 desktops, 52 laptops computers to 7 TVET institutes and 2 CSEs
- Development of Guideline to form Institutional Management Advisory Board (IMAB) and establishment of 6 IMABs in TVET institutions and 1 in CSE
- Development of e-campus for Instructional Material Development Center (IMDC) with the technical assistance from ITCILO is going on
- Training of 359 TVET Trainers, Teachers, Managers in CBTA Level 4, Entrepreneurship, IMDC establishment and Policy Dialogue (both home and abroad) and Job and Career Guidance
- Training of 514 Youths (411 M, 103 F) following certificate courses (short course) in selected occupations in two institutes
- The Development Partners were supported to constitute Task Force on SWAp and three meetings of the Task Forces were held
- Road maps for SWAp, MRA and BQF were finalized in consultation with the stakeholders
- The Project supported the Government to constitute steering committees with relevant partners on BQF, SWAp and MRA. Meetings of the three committees were held to guide further actions
- Policy Dialogue for SWAp experience sharing (round table meeting with TMED/DTE, PEDP and Health SWAp experts, WB, and few other experts was organized.
- Capacity strengthening of TVET officials on TVET policy dialogue in three institutes.
- National consultation workshop held and report prepared on TVET situation analysis identifying development priorities
- Gap analysis in TVET MIS and organized a consultation workshop with stakeholders.
- The Project agreed to support National Skill Development Authority in the (a) review of National Skill Development Policy; (ii) preparation of NSDA Action Plan; and (iii) review of the TVET data system

Linkages with national development framework, DWCP, P&B, UNDAF & SDG

The Skills 21 project directly contributes to the ILO **Programme and Budget 2018-19**, **Outcome 1: More and better jobs for inclusive growth and improved youth employment prospects; Indicator 1.2: Member States that have taken targeted action on jobs and skills for young people through the development and implementation of multi-pronged policies and programmes; Outcome 8: Protecting workers from unacceptable forms of work** by integrating information on Fundamental Principles and Rights at Work into skills curricula; and to **Outcome 10: Strong and representative employers' and workers' organizations** through its work to develop forums for worker and employer organization involvement in the Skills Development System. The capacity of the skills development system to support entrepreneurship and to secure and create employment in the Green Economy is part of the Project's goal.

Development of a National Skills Development System in Bangladesh is consistent with the Human Resources Development Recommendation, 2004 (No. 195) and the Human Resources Development Convention, 1975 (No. 142), which has not yet been ratified by Bangladesh. Specially, matters such as vocational guidance, occupational safety and health,

and needs responsive programmes are built in. Best practice in planning and delivery of TVET described in Recommendation No. 195 is reflected in Skills 21 Project.

Skills 21 project directly contributed to **Priority 1** – Generating productive employment with improved sustainable enterprises and skills development, of the Decent Work Country Programme (2012-2015), for Bangladesh and *Pillar Two: Pro-Poor Economic Growth with Equity*, and specifically, *Outcome 2.1: Output 2.1.7: Vulnerable groups benefit from area based interventions that support local economic development & improve livelihoods* of the **United Nations Development Assistance Framework (UNDAF) 2012-2016** for Bangladesh. The Project is relevant to **Goals 4 and 8** of the **Sustainable Development Goals**.¹

Project Management Arrangement

The Project is based in ILO Dhaka Office. The project is being executed under the overall guidance of the Country Director for ILO Bangladesh. The project is led by the Chief Technical Advisor who is responsible for overall Project management, supervision, monitoring and liaison with other ILO Projects and other related Projects and activities. The CTA leads a team of International and National Staff. In addition to staff, the Project includes national and international expertise contracted on a short-term basis to address specific issues. The Project also has dedicated services of ILO staff experts in the areas of Quality Assurance, Enterprise development, Gender, disability inclusion, apprenticeship, OSH and Worker and Employer engagement. National program staff have significant substantive responsibilities, particularly in terms of liaising with and assisting the Government in drafting policy documents and implementing strategies for TVET, and in developing counterparts' expertise on monitoring and evaluation, gender and PWD inclusion and skills for the Green Economy.

The Project has engaged several implementing partners to carry out on-ground activities, as per the project workplan.

Evaluation Background

ILO considers evaluation as an integral part of the implementation of technical cooperation activities. Provisions are made in all Programmes in accordance with ILO evaluation policy and based on the nature of the Programme and the specific requirements agreed upon at the time of the Programme design and during the Programme as per established procedures.²

As agreed with the donor, this project will go through two independent evaluations: a mid-term independent evaluation; and a final evaluation. Both evaluations will be managed by an ILO appointed evaluation manager, and conducted by independent evaluators (one international and one national). In agreement with the donor the mid-term evaluation was scheduled at the end of 2019 to conform to ILO principles, methods and strategy of ILO's evaluation policy.

¹ **Goal 4:** Provide quality education and life-long learning opportunities for all, and the following targets¹: **Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

² The evaluation in ILO is for the purpose of accountability, learning and planning and building knowledge. It should be conducted in the context of criteria and approaches for international development assistance as established by: the OECD/DAC Evaluation Quality Standard; and the UNEG Code of Conduct for Evaluation in the UN System.

The ILO has submitted 02 Annual Reports for this programme. The EU Results Oriented Monitoring (ROM) was conducted in March 2019 and the report was submitted. Also the follow-up action plan based on suggested recommendations of the ROM report was submitted to EU. Before this, in January 2018 an Evaluability Assessment of the project was conducted as a part of ILO Evaluation Policy for projects. Its purpose of the assessment was to enable stakeholders to understand the complexities, how these were addressed and what measures could be taken to strengthen the Programme's design, learning and eventual impact. The report is also available with the project.

This evaluation will follow the ILO policy guidelines for results-based evaluation³. For all practical purposes, this ToR and ILO Evaluation policies and guidelines, Checklist 3 "Preparing the inception report"; Checklist 4 "Validating methodologies"; and Checklist 5 "Preparing the evaluation report", define the overall scope of this evaluation (Annex 1). Recommendations, emerging from the evaluation, should be strongly linked to the findings of the evaluation and should provide clear guidance to stakeholders on how they can address them.

Purpose, scope and clients of evaluation

Purpose

The purpose of the Midterm Independent Evaluation is to assess the continued relevance of the project and the progress made towards achieving its planned objectives. This would give an opportunity to assess the progress of the project towards its long-term goal, determine if the project design addresses the needs that were identified and to assess how well the project is being implemented to meet these needs. The findings of the evaluation would provide all stakeholders with information to assess and revise or improve, as maybe required, work plans, strategies, objectives, partnership arrangements and resources, including recommendations for the remaining period of implementation.

The MTE would also ascertain if the project is still coherent with the ILO's strategic objectives; is relevant and useful to the key stakeholders and is being conducted in an efficient manner according to ILO standards and the agreed project document. The evaluation will focus on the criteria of relevance, validity, efficiency, effectiveness, impact and sustainability

Specific objective(s) of the evaluation:

- a) Assess the implementation of the project during the period January 2017-August 2019. Identify factors affecting project implementation, both positively and negatively. If necessary, propose revisions to the expected level of achievement of the objectives and project timelines;
- b) Analyse the implementation strategies of the project with regard to their potential effectiveness in achieving the project outcomes; including unexpected results.
- c) Review the institutional set-up, capacity for project implementation, coordination mechanisms and the use and usefulness of management tools including the project monitoring tools and work plans;
- d) Identify the contributions of the project to the DWCP, SDGs, the ILO objectives and its synergy with other projects and programs;

³ http://www.ilo.ch/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_571339.pdf

- e) Identify lessons and potential good practices for the key stakeholders. Good practices criteria to use are effectiveness/ impact, efficiency, replicability, relevance and sustainability;
- f) Provide strategic recommendations for the different key stakeholders to improve implementation of the project activities and attainment of project objectives;
- g) Assess the relevance of the sustainability strategy, its progress and its potential for achievement, identifying the processes that are to be continued by stakeholders;

Scope

The mid-term evaluation will include all the activities undertaken by the project during the period January 2017- August 2019 and will cover all geographical coverage of the project. The evaluation shall also include all stages of the project, including initial project design, work planning, and implementation monitoring and reporting. The evaluation shall also refer to the progress reports submitted to the donor, including the key achievements, lessons learned and recommendations of ROM. The evaluation shall also look at actual implementation mechanisms in line with initially planned implementation mechanisms, from the institutional set-up to the implementation plan. How the strategies and approaches have progressed, changed or evolved over the course of implementation.

Gender equality is an important cross cutting policy driver of the ILO. The evaluation will look particularly at how gender equality concerns were integrated throughout its methodology, strategies/approaches, data and all deliverables, including in the reports submitted to the donor.

Clients and users of the evaluation are:

- Country stakeholders
- ILO HQ, DWT-New Delhi and CO Dhaka technical and programme backstopping officers
- ILO Regional Director for Asia and the Pacific
- Representatives of governments
- Representatives of workers' organizations
- Representatives of employers' organization
- EU as the donor agency

Evaluation criteria and questions:

The evaluator may adapt the evaluation criteria and questions, but any fundamental changes should be agreed between the evaluation manager and the evaluator, and reflected in the inception report

Strategic fit and relevance:

- Assess whether the problems and needs that gave rise to the project still exists or have changed.
- Is the project coherent with the Government objectives, National Development Frameworks (National Skills Development Policy) and does it support the outcomes outlined in the UNDAF (UNSDCF) and DWCP as well as the SDGs?
- To what extent has the project integrated gender equality issues in the design, implementation, results and M&E framework?

- Were the outputs achievable or overly ambitious?
- Has the Project identified any other constraints or opportunities that need to be accommodated in the design in order to increase the impact and relevance of the Project? How does the project complement and fit with other on-going ILO programmes and projects in the country?
- What links have been established so far with other activities of the UN or other cooperating partners operating in the Country in the areas of TVET and Migration

Validity of design:

- Does the project design (i.e. priorities, outcomes, outputs and activities) address the stakeholder needs that were identified?
- Does the design need to be modified in the second half of the project?
- How appropriate and useful are the indicators described in the project document in assessing the project's progress? Are the targeted indicator values realistic and can they be tracked? If necessary, how should they be modified to be more useful? Are indicators gender sensitive?
- Are the means of verification for the indicators appropriate?
- What, if any, alternative strategies would have been more effective in achieving its objectives?

Efficiency of implementation:

- Have the available technical and financial resources been allocated and used strategically to provide the necessary support and to achieve the broader project objectives? (Value for money)
- Could the use of the resources be improved?
- Examine delivery of Project outputs in terms of quality and quantity. Have they been delivered in a timely manner?
- Has the management and governance structure put in place worked strategically with all key stakeholders in Bangladesh, ILO and the donor to achieve project goals and objectives?
- How has the staff recruitment/hiring process facilitated or hindered the project implementation?
- Does the project management have an M&E plan in place on activities and results (i.e. output and outcome)?
- Is information being shared and readily available to national partners?

Effectiveness:

- Examine whether significant progress have been made related to the Project's desired outcomes and the contributing and hindering factors for moving towards their achievement and whether the Project's response were appropriate and sufficient.
- Have unintended results of the project been identified?
- How has the project contributed to coordination of government agencies and partner to enable them to work together effectively in TVET?

- How has the project learnt from initiatives previously implemented by ILO in the TVET sector of Bangladesh e.g. TVET reform project, BSEP project?
- How has the project contributed to consolidating ongoing policy initiatives specifically in the TVET sector of Bangladesh and in the education sector in Bangladesh in general

Orientation to impact:

- How is the project contributing to strengthening the TVET system?
- How is the project contributing towards improvement of services provided by the model institutes to the trainees?
- How is the project contributing towards improving the management and governance of the TVET institutes?

Sustainability:

- Is the project strategy and management steering towards sustainability?
- Assess the project's key partnerships that can contribute to the sustainability of the initiatives under the project and to what extent. Identify if there would be other partnerships to consider.
- To what extent has the project strengthened the capacities of government structures, social partners and Private sector to ensure improved TVET governance and management?
- To what extent the project has promoted the relevant ILS or ratification and application of the ILS, social dialogue and tripartism?

Gender Mainstreaming: The gender dimension should be considered as a cross-cutting concern throughout the methodology, deliverables and the final report of the evaluation. In terms of this evaluation, this implies involving both men and women in the consultation, evaluation analysis and evaluation team. Moreover the evaluator should review data and information that is disaggregated by sex and gender and assess the relevance and effectiveness of gender-related strategies and outcomes to improve lives of women and men. All this information should be accurately included in the inception report and final evaluation report.

Proposed Methodology

The evaluation will use a combination of quantitative and qualitative methods and the final methodology will be determined by the evaluator, taking into account suggestions from the stakeholders, in consultation with the evaluation manager. The detailed methodology will be elaborated by the evaluation team on the basis of this TORs and documented in the Inception Report, which is subject to approval by the evaluation manager.

The Evaluation Consultants will carry out a desk review of all appropriate materials⁴ including Programme documents, progress reports, studies, copies of outputs of the Programmes, results of internal planning processes and other documents from secondary sources, whichever are available. At the end of the desk review, an inception report will be submitted to the Evaluation Manager defining the methodological approach and instruments that will be

⁴ National Skills Development Policy 2011, Project Document, Budget, M&E Plan including Framework, Annual report (2018 and 2019), Inception report, Evaluability Report, EU Results Oriented Monitoring (ROM) report 2019, minutes of meetings, workshop reports, work plans, technical progress reports and the approved log-frame, etc.

used throughout the evaluation. The Evaluation Manager will review and sign-off the inception report.

The evaluation is proposed to be carried out through a desk review and field visits to the project sites in Bangladesh and interviewing relevant GoB offices, implementing partners, ultimate beneficiaries (Teachers and youths), private sector, the donor, relevant ILO officers and other key stakeholders. The evaluation team may apply in-depth interview (IDI), focus group discussion (FGD), and small group discussion (SGD), or other methods or techniques as appropriate.

At the end of the field work a stakeholders' workshop will take place to present preliminary results. Then the draft evaluation report will be shared with all relevant stakeholders and a request for comments will be asked within a specified time by the evaluation manager. After receiving the consolidated comments from the evaluation manager the evaluation team will produce the final version of the report and indicate reason for not integrating comments if that would have been the case. Therefore, the evaluation methodology shall include but not be limited to the following:

Desk review: A desk review will be undertaken to analyze project and other relevant documentation including Revised Log frame and initial interviews with the CTA, Programme Officer (M&E) and the donor. The desk review will suggest a number of initial findings that in turn may point to additional or fine-tuned evaluation questions. This will guide the evaluation instrument which should be finalized under the Inception report that should be approved by the evaluation manager before starting the field phase.

Interviews with Key Stakeholders in Dhaka: A first meeting will be held with the ILO Country Director and with the Project Team. Thereafter, the evaluation team will meet the Key Implementing partners – Directorate of Technical Education (DTE)⁵ under the Technical and Madrasah Education Division (TMED), Ministry of Education; TMED Officials; Bureau of Manpower, Employment and Training (BMET); Bangladesh Technical Education Board (BTEB); National Skills Development Authority (NSDA); Bangladesh Employers Federation (BEF) and National Coordination Committee for Workers Education (NCCWE) to undertake more in-depth reviews on the respective national strategies and the delivery of outputs and outcomes. The team may investigate further on the operations and functioning of the Project, its implementation processes, interventions and achievements to date, M&E Tools. A detail itinerary will be prepared for these interviews in discussion with the Evaluation Manager according to the list provided by the project.

Field In-depth interviews in Bangladesh: The Evaluation team is expected to meet project beneficiaries' as well as TVET institutes⁶ and the ultimate beneficiaries Teachers, Youths (both male and female) to undertake more in depth reviews on the project work and results. The locations of the institutes are in and outside Dhaka.

Interviews with ILO Staff: The evaluation team will undertake group and/or individual interviews with the concerned staff in the ILO offices in the DWT New Delhi, Country offices in Bangladesh, management, programme and finance units, project team including key staff of other ILO projects that are linked to this project, and ILO staff responsible for technical

⁵ Director General of DTE is also the National Project Director of Skills 21 Project from GOB side.

⁶ There are total 9 institutes. 2 Teachers Training Institutes for Establishing Center for Skills Excellences and 7 TVET institutions for transformation into Model TVET institutes.

backstopping of the project in the Country Office, HQ, ROAP or DWT New Delhi either through conference calls or face-to-face interviews early in the evaluation process. The project manager (CTA) or the Programme Officer (M&E) will share an indicative list of persons to be interviewed after further discussion with the Evaluation Manager.

It is expected that the evaluator will work to the highest evaluation standards and codes of conduct and follow the UN evaluation standards and norms. Transparency and objectivity will be observed at all times. ILO's policy guidelines for results-based evaluation (2nd edition) 2012 provides the basic framework, the evaluation will be carried out according to ILO standard policies and procedures. ILO adheres to the United Nations Evaluation Group (UNEG) norms and standards on evaluation as well as to the OECD/DAC evaluation quality standards.

Main Deliverables: Inception report, draft and final evaluation report

The evaluation shall result in a concise evaluation report detailing:

The overall and specific performance of the project as assessed in terms of relevance and strategic fit of the intervention; validity of intervention design; intervention progress and effectiveness; efficiency of resource use; effectiveness of management arrangements; impact orientation and sustainability of the intervention; as defined in the ILO Guidelines for the Preparation of Independent Evaluations of ILO Programmes and Projects. The assessment shall provide information, such as below, but not limited to;

- progress made against indicators of achievement;
- contribution to the UNSDCF, SDGs, Donor strategy, ILO Decent Work Country Programmes in Bangladesh and any other broader national processes; validity of the design and quality of implementation;
- evaluation of the processes applied within the project particularly in terms of the timely delivery of project outcomes;
- Whether gender is properly mainstreamed in the project cycle, from planning to implementation, to monitoring and evaluation;

Key deliverables are as follows:

- 1. Draft Inception report:** upon the review of available documents and an initial discussion with the project. The inception report should set out any changes proposed to the methodology or any other issues of importance in the further conduct of the evaluation. The Inception report, along with detailed work plan and data collection instruments, following ILO EVAL Checklist 3, should include:
 - Description of the evaluation methodology explaining the instruments to be used for data collection (qualitative and quantitative); analysis, triangulation including the data collection plan in line with the TOR
 - Guiding questions for IDI, FGD, SGDs
 - Evaluation Plan
 - Detailed fieldwork plan (to be developed in consultation with the Evaluation Manager and project team)
 - The evaluation report outline.
 - Agenda for the stakeholders' workshop
- 2. Conduct interviews and consultations with the tripartite constituents and relevant stakeholders**

3. Stakeholder Workshop: Facilitation during, and delivering a power point presentation at the Stakeholder workshop(s): upon completion of field trips, to present the preliminary findings at a stakeholders meeting to be organized by the project team. The workshop would have participation from key stakeholder representatives, project officials, ILO CO officials, and donor to be organized on the final date of the field mission. In the workshop the evaluation team will briefly describe:

- The methodology followed during the evaluation
- The brief findings in line with 5 OECD/DAC criteria.
- Initial tentative recommendations based on the findings

The evaluation team will share the agenda for the stakeholder workshop in advance with the evaluation manager.

4. Produce and submit a draft evaluation report, including an Executive Summary (following standard ILO format) of key findings, conclusions and recommendations (the report should be set-up in line with the ILO's 'Quality Checklists 4 and 5' for Evaluation Reports
5. Final evaluation report incorporating feedback from ILO and implementing partners
6. Stand-alone evaluation summary (standard ILO format)
7. A power-point presentation of up to 15 slides summarizing the report
8. Notes with reflections on the process of the evaluation identifying lessons learnt and suggestions for future ILO evaluations

The total length of the report should be a maximum of 40 pages for the main report, excluding annexes. Annexes can provide background and further details on specific components of the project evaluated.

The evaluation report should include:

- Title page (standard ILO template)
- Table of contents
- Executive summary (standard ILO template)
- Acronyms
- Background and project description
- Purpose of evaluation
- Evaluation methodology and evaluation questions
- Project status and findings by outcome and overall
- Conclusions and recommendations
- Lessons learnt and potential good practices (as per ILO guidelines on Evaluation lessons learnt and good practices) and models of intervention
- Annexes (list of interviews, overview of meetings, proceedings stakeholder meetings, other relevant information)

Management arrangements, work plan & time frame

Composition of evaluation team: The evaluation team will consist of one international consultant (evaluator/team leader) and one independent national consultant (team member). The international consultant will have responsibility for the evaluation report. He/she will be a highly qualified senior evaluation specialist with extensive experience on conducting

independent evaluations and ideally well versed on the project thematic area (that is TVET/Skills Development). The national consultant will have particular experience in the project work area. The evaluation team will agree on the distribution of work and schedule for the evaluation and stakeholders to consult. The evaluation team leader will report to Ms. Divya Verma, Programme Officer, ILO DWT/CO New Delhi, (divya@ilo.org), assigned by ILO EVAL as the Evaluation Manger for the mid-term independent evaluation for the Skills 21 project.

Financing: This evaluation will be fully financed by the Skills 21 Project. The funds will cover the costs of the consultant(s), evaluation missions and conduct of the stakeholders' workshops.

Evaluator (International Consultant):

The mid-term independent evaluation will be led by an international evaluator who will be responsible to produce the above deliverables. He/she will be required to ensure the quality of data (validity, reliability, consistency, and accuracy) throughout the analytical and reporting phases. It is expected that the report will be written in an evidence-based manner.

Qualification of the evaluator:

- A minimum of 8 year experience in design, management and evaluation of development projects; experience in designing evaluation tools that fit the need of the exercise, conducting desk reviews and evaluation missions, drafting of evaluation reports;
- Experience in evaluations of ILO and UN programmes and projects;
- Relevant background in TVET, Skills Development CBT Training or social and/or economic development or other related field;
- Relevant experience in the region in TVET/Skills Development and sound understanding of gender equality, ethnic minority and disability issues will be an asset;
- Demonstrated ability to deliver quality results within strict deadlines;
- Fluency in English is essential;
- Experience in facilitating workshops for evaluation findings;
- Experience and knowledge of socio-economic development trends and strategy in South Asia, in particular in Bangladesh;
- Ability/ experience in facilitating an evaluation stakeholders' workshop;
- Ability to write concisely in English;
- Experience or knowledge in the region and ability to communicate in the local languages is an asset.

Evaluation team member/National consultant:

The team leader will be supported by a national consultant who will provide support during the whole process of the evaluation. Evaluation team member reports to the evaluation team leader. Specifically, the national consultant will be responsible for the following tasks:

- Conduct a desk review of relevant documents and translate documents to English, if required;
- Pro-actively provide relevant local knowledge and insights to the team leader;
- Be available and present during the evaluation mission;
- Take part in the interviews with ILO constituents and key stakeholders, assist the team leader including interpreting between the local language to English and vice versa, to

make notes during interviews, and to write brief reports on main observations and conclusions;

- Contribute to the main report to be written by the team leader - the national consultant may be asked to contribute to certain sections in the draft and final report as requested by the Team Leader (International Consultant);
- Participate and jointly facilitate the stakeholders' workshop;
- Provide interpretation, where needed.
- Qualification of the team member

Preferably a local consultant with expertise in evaluation following OECD/DAC criteria. Knowledge of TVET system of Bangladesh, local context, of other related local programmes/projects, and of associated local institutions and government structures will be a great asset.

Evaluation manager:

Divya Verma, Programme Officer of ILO DWT/CO Delhi (divya@ilo.org) appointed by ILO EVAL with whom the Evaluator should discuss any technical and methodological matters of the project as well as the evaluation. The evaluation manager will supervise and monitor activities of the evaluation team under oversight of the ROAP Regional evaluation officer. The final approval of the report will be by ILO Evaluation Office (EVAL). The evaluation will be carried out with full logistical and administrative support of the ILO Country Office in Dhaka.

All draft and final outputs, including supporting documents, analytical reports and raw data should be submitted to the evaluation manager in electronic version compatible with Word for Windows. The first draft of the report will be circulated to all partners for a two weeks review. Comments from stakeholders will be presented to the evaluator by the evaluation manager for its integration into the final reports as appropriate or to document why a comment has not been included.

Legal and Ethical Issues: The evaluation will comply with UN Norms and Standards. The evaluator will follow the UNEG ethical guidelines and abide by the EVAL's Code of Conduct for carrying out the evaluations. The consultant should not have any links to project management, or any other conflict of interest that would interfere with the independence of the evaluation

All reports, including drafts, will be written in English and following ILO templates for (each section). Ownership of data from the evaluation rests jointly with the ILO and the consultants. The copyright of the evaluation report will rest exclusively with the ILO. Use of the data for publication and other presentations can only be made with the written agreement of the ILO. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.

Quality assurance: Regional M&E officer ILO Regional Office for Asia and the Pacific, Bangkok will provide quality control throughout the evaluation process. The final evaluation report will only be considered final when it gets approved by the ILO Evaluation Office.

Administrative and logistic support: The ILO Project team consisting of the Chief Technical Advisor and the National Project Coordinator will provide relevant documentations, administrative and logistic support to the evaluation team. The project team will also assist in

organizing a detailed evaluation mission agenda, and to ensure that all relevant documentations are up to date and easily accessible by the evaluator.

Roles of other key stakeholders: All stakeholders particularly those relevant ILO staff, the donor, tripartite constituents, relevant government agencies, and key other project partners – will be consulted throughout the process and will be engaged at different stages during the process. They will have the opportunities to provide inputs to the TOR and to the draft final evaluation report.

Evaluation Timetable and Schedule

The MTE will be conducted during October 2019- January 2020:

Sl. No.	List of Tasks	Responsibility	Time line
1.	Selection of the consultant and contract signing	ILO	30 October 2019
2.	Discussion with the Consultants (Skype) on the Project and the TOR	ILO	1 November 2019
3.	Desk review of project background documents (PRODOC, Work plans and Progress Reports, etc.	Consultants	Early November
4.	Submission of draft Inception report including design of evaluation instrument	Consultants	3 November 2019
5.	Feedback on inception report	ILO	6 November 2019
6.	Finalization of the inception report (including work plan and field visit itinerary)	Consultants	8 November 2019
7.	Field mission including travel dates (data collection and debriefing and stakeholder workshop)	Consultants	11-22 November 2019 (Including Travel days)
8.	Submission of the Evaluation report (Draft)	Consultants	4 December 2019
9.	Review of the Draft evaluation report	ILO	19 December 2019
10.	Circulate draft report among key stakeholders including donor and receive feedback	ILO	19 December 2019- 10 January 2020
11.	Consolidate feedback and share with the consultant.	ILO	First week of January 2020
12.	Submission of the final evaluation report	Consultants	Mid January 2020

Proposed work days for the evaluation team

Phase	Responsible Person	Tasks	No of days	
			IC	NC
I	Evaluation team leader	<ul style="list-style-type: none"> ○ Briefing with the evaluation manager, the project team and the donor ○ Desk Review of programme related documents ○ Inception report 	6	3
II	Evaluation team with organisational support from ILO	<ul style="list-style-type: none"> ○ In-country consultations with programme staff ○ Field visits ○ Interviews with projects staff, partners beneficiaries ○ Stakeholders workshop for sharing findings ○ Debriefing with the CO- Dhaka 	12	12
III	Evaluation team	<ul style="list-style-type: none"> ○ Draft report based on consultations from field visits and desk review and the stakeholders' workshop 	7	2
IV	Evaluation Manager	<ul style="list-style-type: none"> ○ Quality check and initial review by Evaluation Manager ○ Circulate draft report to stakeholders ○ Consolidate comments of stakeholders and send to team leader 	0	0
V	Evaluation team leader	<ul style="list-style-type: none"> ○ Finalize the report including explanations on why comments were not included 	2	0
TOTAL			27	17

IC: International Consultation and Team leader NC: National consultant

Annexe 1: Relevant ILO evaluation guidelines and standard templates

Code of conduct form (To be signed by the evaluators)

http://www.ilo.org/eval/Evaluationguidance/WCMS_206205/lang--en/index.htm

Checklist No. 3 Writing the inception report

http://www.ilo.org/eval/Evaluationguidance/WCMS_165972/lang--en/index.htm

Checklist 5 Preparing the evaluation report

http://www.ilo.org/eval/Evaluationguidance/WCMS_165967/lang--en/index.htm

Checklist 6 Rating the quality of evaluation report

http://www.ilo.org/eval/Evaluationguidance/WCMS_165968/lang--en/index.htm

Template for lessons learnt and Emerging Good Practices

http://www.ilo.org/eval/Evaluationguidance/WCMS_206158/lang--en/index.htm

http://www.ilo.org/eval/Evaluationguidance/WCMS_206159/lang--en/index.htm

Guidance note 7 Stakeholders participation in the ILO evaluation

http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm

Guidance note 4 Integrating gender equality in M&E of projects

http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm

Template for evaluation title page

http://www.ilo.org/eval/Evaluationguidance/WCMS_166357/lang--en/index.htm

Template for evaluation summary:

<http://www.ilo.org/legacy/english/edmas/eval/template-summary-en.doc>