

# Mid Term Review of SKILLS FOR ECONOMIC GROWTH AND PROSPERITY (SEGP) PROJECT

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**Implementing Agency: Underprivileged Children's  
Education Programme (UCEP) Bangladesh  
Funding Agency: Department for Foreign Affairs  
and Trade (DFAT)**

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Submitted: 31 May 2021**

## ACRONYMS

AKKUPPI	AK Khan UCEP Private Polytechnic Institute
AUD	Australian Dollar
BDT	Bangladesh Taka
BNFE	Bureau of Non-Formal Education
BoG	Board of Governors
BTEB	Bangladesh Technical Education Board
CBT	Competency Based Training
CBT&A	Competency Based Training and Assessment
COVID-19	Corona Virus Disease-19
CWRA	Child & Woman Rights Advocacy
DEED	Decent Employment and Entrepreneurship Development
DFAT	Department of Foreign Affairs and Trade
DFID	Department for International Development
DID	Disability Inclusive Development
DTE	Directorate of Technical Education
ED	Executive Director
FGD	Focus Group Discussion
GoA	Government of Australia
GoB	Government of Bangladesh
HIES	Household Income and Expenditure Survey
HO	Head Office
HR	Human Resources
HRM	Human Resources Management
IAP	Informal Apprenticeship Program
IBT	Industry Based Training
ILO	International Labour Organization
ISC	Industry Skills Council
ISISC	Informal Sector Industry Skills Council
ICT	Information and Communication Technology
JSC	Junior School Certificate
KM	Knowledge Management
ME	Micro Enterprise
MEKM	Monitoring, Evaluation & Knowledge Management
M&E	Monitoring & Evaluation
MoU	Memorandum of Understanding
MTR	Mid Term Review
NCTB	National Curriculum and Textbook Board
NGO	Non-Governmental Organization
NGOAB	NGO Affairs Bureau
NHRDF	National Human Resources Development Fund
NSDA	National Skills Development Authority
NSDC	National Skills Development Council
NSDP	National Skills Development Policy
NTVQ	National Technical and Vocational Qualification
NTVQF	National Technical and Vocational Qualification Framework

NYC	Not Yet Completed
PEC	Primary Education Completion
PECE	Primary Education Completion Examination
PEM	Potential Employers Mapping
PWD	Person with Disabilities
QuEST	Quality Education and Skills for Transformation
R&D	Research and Development
RBM&EF	Results Based Monitoring and Evaluation Framework
RF	Results Framework
RISE	Resilience and Innovative for Strengthening Enterprise
RMG	Ready Made Garments (Industry)
ROLLS	Remedial of Literacy and Life Skills
RPL	Recognition of Prior Learning
RTO	Registered Training Organization
SD	Skills Development
SDG	Sustainable Development Goal
SDP	Social Development Programme
SED	Social Enterprise Development
SEGP	Skills for Economic Growth and Prosperity
SKUTI	Shaheed Khalek UCEP Textile Institute
SME	Small and Medium Enterprise
SoR	Statement of Requirement
TVET	Technical and Vocational Education and Training
UCEP	Underprivileged Children's Educational Programs
UIST	UCEP Institute of Science & Technology
UOESL	UCEP Overseas Employment Services Limited
VST	Vocational Skills Training

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## EXECUTIVE SUMMARY

The Underprivileged Children's Education Programme (UCEP) Bangladesh provides second chance education to children and youth who are unable to attend school and facilitates the employment of youth in decent jobs through Technical and Vocational Education and Training (TVET) and Skills Development (SD). Australia's Department for Foreign Affairs and Trade (DFAT) is funding UCEP to implement the 'Skills for Economic Growth and Prosperity' (SEGP) Project. The project envisages that underprivileged children will receive quality education and youth from poor families will rise above the poverty line by improving their socio-economic status, contributing to the acceleration of the socio-economic growth of Bangladesh. A special focus is on girls and young women, people with disabilities (PWDs) and minorities.

A mid term review (MTR) was undertaken in March 2021 to assess the continuing relevance, effectiveness and efficiency of the project and its progress toward meeting its objectives and also to assess if any adjustments to the project are needed. The methodology was a combination of a desk review of the documentation, interaction with DFAT and UCEP staff and participation in two field trips. Most of the work was undertaken virtually.

For more than a year, like the rest of Bangladesh and much of the world, UCEP has been dealing with the effects of the global COVID-19 pandemic. After the Government of Bangladesh (GoB) ordered all schools to close in March 2020, UCEP acted quickly, decisively, efficiently and effectively to redesign its programs to provide lessons virtually and to support students' learning in their homes and work places. A number of innovative activities were initiated and then adapted as needed. Before the onset of the pandemic, in 2019 UCEP showed impressive results in relation to the agreed milestones in the Results Framework. It was not possible to maintain this level of achievement in 2020. However, given the very constrained situation, the levels of achievement to date are impressive. Considering some changes in the national context and government systems as well as the limited progress in 2020 and the ongoing constraints of the pandemic, UCEP has proposed the revision of some of the indicators and milestones to reset realistic targets for the remaining project period. These revisions are necessary in light of the changed situation and will support the fulfilment of the projected outcomes and objectives of the project.

UCEP has a robust monitoring and evaluation (M&E) system which the organisation is committed to improving further. Significant progress has been made towards establishing a results based M&E and knowledge management system using web-based mechanisms and including participatory methods. DFAT has set up an effective internal system for monitoring the project's progress through regular interaction with UCEP, field visits, establishment of a DFAT-UCEP Steering Committee and the maintenance of a risk register.

Throughout the crisis caused by the pandemic UCEP has maintained its organisational effectiveness and efficiency by responding in flexible and innovative ways to the changed environment. UCEP has made notable efforts to maintain the participation of its students and the quality of services despite the limitations of the situation. The project remains highly relevant in terms of alignment with DFAT's priorities and strategies, including the agency's strategic response to the pandemic, and with Bangladesh's goals of economic and social advancement before, during and following the pandemic. The organisation plays a key role in influencing government policies, standards and provision in the fields of general education, technical education, skills development and economic opportunities for young people. UCEP has strengthened its strategies and policies on inclusiveness for girls and women, PWDs and people from ethnic and other minorities. Practice is also strong but could benefit from more analysis and planning on how to ensure the full participation of girls and women, PWDs and ethnic and other minorities in all activities. Policies and practices for child protection have also been strengthened.

Major reforms are being carried out in the organisation's structure in order to incorporate a social enterprise model. A Social Enterprise Development program has been established with a Managing

Director who reports directly to the Board of Governors (BoG). Specialised technical assistance may be engaged to review the current status of the organisational changes and to make recommendations on how to move forward. One of the major goals of the DFAT funding was to strengthen UCEP's social enterprise models and to expand the number. The development of social enterprise models is one of the ways UCEP is seeking to diversify its funding base and to decrease its dependence on external funding. However UCEP will remain primarily dependent on donor funding for a number of years whilst its social enterprise models are being developed. The organisation faces a number of challenges to maintain and sustain its core staff and major programs. There is insufficient funding to continue the general education schools in 2022. Currently DFAT's financial support is crucial for many of UCEP's core activities. With just over a year remaining for the project and with the closing of schools a possibility in less than a year, it is important for discussions to start early about the prospects for future DFAT investments.

Based on the status of the project, the current situation and the MTR findings, recommendations are made for the following:

1. Endorsement by DFAT of the Proposed Revised Results Framework.
2. Holding of at least two Steering Committee meetings each year virtually or in person.
3. Participation by DFAT staff in at least two field visits each year, either in person or virtually.
4. Assessments of general education students upon their return to the classroom, adjustment of the programs of learning as needed and remediation for students with gaps in their learning.
5. Review of performance on inclusion efforts to identify areas where participation of girls and women, PWDs and/or minorities is lower than targets and development of plans to increase the participation of these groups.
6. Review of the Key Action Plan on Child Protection which was implemented in 2020 and revamping it for 2021 and 2022 based on progress made and outstanding issues to address.
7. Review of the current status, issues and challenges related to the reform and restructuring of the organisation with recommendations on how to move forward with the reform agenda with TA support from DFAT.
8. Preparation by UCEP of a status report on funding availability and prospects for 2022 and of plans for securing funds to continue the general education program.
9. Consideration by DFAT to provide bridge funding for 2022.
10. Initiation of the process of designing the next phase for DFAT's financial support in order to ensure no gap in current and future DFAT support.

## **1. INTRODUCTION**

From March 2019 Australia's Department of Foreign Affairs and Trade (DFAT) has been supporting the Underprivileged Children's Education Programme (UCEP) Bangladesh to meet the needs of out of school children and dropouts, particularly amongst the urban poor, and to address the current skills shortages in Bangladesh. This is the first investment by the Government of Australia (GoA) in UCEP. In March 2021 DFAT commissioned an international educational consultant to undertake a mid-term review (MTR) of the current support to UCEP.

### **1.1 UCEP Bangladesh**

UCEP<sup>1</sup> is a non-governmental organization (NGO) which has been contributing to the development of a skilled workforce for nearly five decades, contributing to the country's economic growth and poverty reduction. UCEP's program in Bangladesh has grown from a project serving 60 working children in 1972 into one of the largest education and technical training programs operated by an NGO in Bangladesh. The mission of UCEP Bangladesh is 'to raise the dignity and socio-economic conditions of children and youth, especially the working poor and the under-privileged, living in urban and peri-urban areas, through education and skills training, awareness raising and advocacy for

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<sup>1</sup> UCEP throughout this report is used to refer to UCEP Bangladesh

ensuring good governance to a level that they can effectively participate in national development with enhanced capacity and fulfilment of their basic rights.’

UCEP provides second chance education to children and youth who are unable to attend school and facilitates the employment of youth in decent jobs through Technical and Vocational Education and Training (TVET) and Skills Development (SD)<sup>2</sup>. UCEP mainly serves children and youth who live below the poverty line in urban and peri-urban areas. At present it provides education and training to about 35,000 children and youth annually. About 15,000 students graduate from UCEP’s technical schools each year. Over the years on average around 90% of the graduates of working age have been employed in decent jobs within six months of their graduation. About 80% of the graduates are absorbed into industries, which contributes to increasing the quality and productivity of the industrial sector. UCEP contributes to Bangladesh’s economic growth and to poverty alleviation by ensuring equitable access to quality education, by facilitating the socio-economic empowerment of youth and by strengthening gender equity, equality and social inclusion.

UCEP works closely with the Government of Bangladesh (GoB) and its various entities, namely the National Skills Development Authority (NSDA), Bangladesh Technical Education Board (BTEB), Directorate of Technical Education (DTE), Bureau of Non-Formal Education (BNFE), and various GoB ministries and their bureaus and directorates. The organisation is an active member of various GoB led policy level thematic committees and groups. By showcasing UCEP’s work on second chance education and technical skills, UCEP demonstrates best practices and effective methodologies for the development of quality education (both general and technical) which lead to social development and economic growth. Another key contribution of UCEP is the promotion of partnerships with the private sector as a model of inclusive development and economic growth.

UCEP has a diverse funding base with contributions from several donors, development organisations and private sector companies, but until last year UCEP’s program was mainly funded by the United Kingdom’s Department of International Development (DFID) through the YES4Growth Project, which completed the eighth and final phase in early 2020. DFAT is now UCEP’s largest donor. UCEP is currently in a transitional phase. As outlined in the UCEP Bangladesh’s Strategy 2016-2025, the organisation is strengthening its skills development and technical education programs whilst scaling back the general education program. There is an emphasis on moving to greater self-sufficiency as an organisation, to a social enterprise model through the expansion of commercially viable courses targeted at industry needs, to profit-making enterprises and to ensuring sustainability in all programs.

## **1.2 Skills for Economic Growth and Prosperity Project**

DFAT is funding UCEP to implement the ‘Skills for Economic Growth and Prosperity’ (SEGP) Project. The total project cost is Australian dollar (AUD) 12 million over a period of 3.5 years (March 2019 – August 2022). In the project proposal submitted by UCEP the name of the project is ‘Quality Education and Skills for Transformation’ (QuEST). The two agencies use the respective names in their internal documentation, but QuEST is the name by which the project is commonly known. The project is being implemented in eight urban areas across the country through ten technical schools, 16 technical outreach centres and 32 general schools. The project envisages that underprivileged children will receive quality education and youth from poor families will rise above the poverty line by improving their socio-economic status, contributing to the acceleration of the socio-economic growth of Bangladesh. The project aims to:

- a. Provide equitable access to quality education to children and youth, including those from underprivileged families, especially girls, Persons with Disabilities (PWDs), minorities etc.
- b. Enhance employability of disadvantaged youth (including females, PWDs, minorities etc.) through Technical Vocational Education and Training (TVET) and Skills Development.
- c. Facilitate socio-economic empowerment of youth by ensuring self or wage employment.
- d. Contribute to the institutional strengthening and capacity building of UCEP Bangladesh.

Approximately 6,723 children and about 12,000 youth from poor and underprivileged families are to be served through the project. A special focus is on girls and women, PWDs and minorities. The project aims to enhance the employability of about 10,426 youth through demand based TVET and skills development. About 74,892 people are to be reached by motivational tools on the importance of skills development and education, especially for girls and women and PWDs, through the project. The project is expected to create an impact where at least 42,328<sup>3</sup> people will come out of poverty through employment of one person of each family through TVET and skills development by 2022.

### 1.3 Mid Term Review

I was engaged by DFAT to undertake a mid term review (MTR) to review the progress made by the project from its start in March 2019 for the first two years of the 3.5 years project period. Quantitative data has been reviewed through March 2021 but information and analysis on qualitative developments are included through May 2021. A total of 15 days was allocated to undertake the review and to produce the MTR report. As stated in DFAT's Statement of Requirement (SoR) for the consultancy (Annex I) the purpose of the MTR is to assess the continuing relevance, effectiveness and efficiency of the 3.5 year investment and its progress towards meeting its objectives. It was noted that the MTR also provides the opportunity to assess if any adjustments to the project are required with regards to:

- changes in the light of the global Corona Virus Disease (COVID-19) pandemic
- changes in the development landscape
- changing organisational context
- experiences gained during the implementation process and/or
- changes in project risks and assumptions

The scope of the work was elaborated as follows:

- Assess the performance of the investment towards its objectives and milestones.
- Assess to what extent the COVID-19 pandemic has impacted the ability of UCEP to achieve the results outlined in the Results Framework
- Are the revisions proposed by UCEP in the results framework justified? What will be the impact of the revision on the outcomes of this project? Review the revised Results Framework and make recommendations to strengthen the Results Framework to achieve project objectives.
- What interventions has UCEP used to achieve the results (e.g. remote learning) during the pandemic and have these interventions been effective in engaging students?
- How were learning outcomes, students' participation and quality of services maintained and measured during the pandemic?
- Assess if UCEP has implemented safeguarding policies. How is UCEP contributing towards gender equality and disability inclusion?
- What may the funding landscape for UCEP in 2021 and 2022 look like based on current estimations? How is UCEP preparing to mitigate any funding gaps?
- Identify any new risks arising to UCEPs ability to achieve the program outcomes, and recommend ways of mitigating those

The MTR was undertaken whilst the COVID-19 situation in Bangladesh remained quite grim and the country was in lockdown for much of the time. For this reason most of the work was undertaken virtually, although I was in Bangladesh throughout the assignment. In order to accommodate my other consultancies and the needs of DFAT and UCEP, I spread the work on the review over the contract period, which was from 4 March through 31 May 2021. The methodology was a combination of a desk review of the documentation, interaction with DFAT and UCEP staff (all virtually except for one preliminary meeting with UCEP senior management at the beginning of the review), interviews and two field trips (one day physically and one day virtually). Before starting the review I prepared a

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<sup>3</sup> This is calculated as the number of TVET and SD graduates employed through the project (10,426) times National Average Household Size of 4.06.

provisional plan (Annex II) which was approved by DFAT and shared with UCEP. The assignment was completed in three phases, as outlined in the plan, with some adjustment to dates. A list of the documents from DFAT and UCEP which I reviewed is given in Annex III, and a list of the people who participated in meetings, interviews, discussions and focus group discussions (FGDs) is given in Annex IV. During the course of the review, I met with DFAT's First Secretary and the Senior Program Manager, a number of UCEP staff (including the Executive Director, Programme and Innovations Director, most of the other senior staff in Dhaka and the Regional Managers of the eight regions across Bangladesh). I also met with the Mirpur Technical School senior staff, UCEP Social Enterprise Development programme staff, staff of one of UCEP's general education schools, three members of Employers' Committees, the chairperson of the UCEP Board of Governors (BoG) and the Managing Director of UCEP's Social Enterprise Development programme. I held a FGD with ten students from Mirpur Technical School and met with a number of other students, trainees and apprentices during my field trip. My physical visit was to the Mirpur Technical School, but I also spent a day on a virtual field trip in which I was able to observe and talk to employers, trainees, apprentices and former apprentices (now employed where they did their apprenticeships) in a refrigeration and air-conditioning workshop, a tailoring and dress making workshop and an industrial sewing operation workshop. A full schedule of the meetings and field visits is given in Annex V. The virtual meetings as well as the virtual field trip were technically effective. I was particularly impressed with the places I was able to visit virtually in crowded markets and private buildings.

## **2. ADAPTATIONS TO THE PROJECT AND ORGANISATION**

The first two years of the project can be characterised as a period in which there were major changes in the context. Some of these had been planned for, but the most dramatic change was brought about by the onset of the COVID-19 pandemic and the resulting restrictions on normal life in Bangladesh and across the world.

### **2.1 Advent of COVID-19**

The major situational change for UCEP, for DFAT and for Bangladesh as a whole was the advent of the COVID-19 pandemic. The effects of this global pandemic were first felt in Bangladesh with the detection of the first case in early 2020 and the country is still trying to bring the situation under control. The pandemic and GoB's strategies to contain the virus have been especially disruptive to the two sectors which UCEP supports, i.e. education (including technical education and skills development) and decent employment. As part of a general lockdown of the country, GoB issued a directive to close all educational institutions from 17 March 2020 onwards. Most other parts of the economy were opened after a few months of lockdown and have been opened and closed periodically during the past year, but schools have remained closed, although technical schools have been allowed to operate from 17 January 2021.

In this situation DFAT recognised the need to adapt its development and humanitarian strategies and issued the 'Bangladesh COVID-19 Development Response Plan' in October 2020. In the plan it is recognised that, 'A prolonged economic downturn in Bangladesh could disrupt education and vocational training, particularly among the poorest communities across Bangladesh, and increase social tensions.' The plan affirms Australia's intention to continue to prioritise inclusive access to education, including through UCEP. For longer term economic recovery Australia has committed to investing in human capital and job creation, with a focus on women, girls, youth, people with disabilities and women-owned enterprises. This includes supporting technical and vocational training and apprenticeships, including through DFAT's partnership with UCEP. In addition to continuing its funding to projects already approved, DFAT also provided additional funding to help mitigate the immediate financial effects of the crisis.

For its part UCEP was quick to adapt its activities and to find ways to continue both the general and technical education of the children and young people in its programs. These adaptations and the results are a major focus of the MTR. During this time UCEP had to demonstrate that it is not only a well established and stable organisation but also one that has the flexibility to adapt to new challenges

without losing sight of its overall purpose and goals. In addition to providing for the education of its students in the unusual circumstances, UCEP also recognised that there were other immediate needs which had to be addressed. UCEP carried out a survey in which it was found that many families were facing acute financial difficulties and had no alternative sources of income due to the lockdown. A special project was undertaken with DFAT's financial support of AUD 120,000 (approximately BDT 7,000,000) to assist these families. Packages of food and personal items were distributed (maintaining social distancing) to the families of 3,217 extremely poor students including 2,602 girls, 360 PWDs and 255 members of ethnic or other minorities. This initiative was in addition to DFAT's funding of QuEST and it was additional work for UCEP staff. It received national news coverage as an example of an inclusive response to the COVID-19 crisis.

Whilst recognising the immediate economic needs of families, UCEP's major focus was on the adaptation of teaching and learning modalities in order to continue the education of the children and young people enrolled in UCEP's programs through modalities that did not require the physical presence of students and teachers in schools. UCEP invested considerable human and financial resources in developing alternative platforms to keep the students engaged in learning, both those in the general schools and those in the technical schools and skills development programs. This required major adaptations and was supported by the use of new technologies, capacity development of the staff and teachers and psycho-social support for the students whilst at the same time maintaining strict observance of health and safety measures to guard against the spread of the pandemic.

For the general education students UCEP established from April 2020 a functional network to maintain regular communication with the students through the use of digital platforms. The teachers have remained involved in the students' learning through regular virtual contact and physical visits when possible. Major initiatives include the following:

- Home learning directed through the use of mobile phones following a structured plan (one teacher for 25-28 students, communicating once a week for about 15 minutes per session).
- Participation in the government's television classes with UCEP teachers' support and tracking of students' progress.
- UCEP Study Groups organised from 1st October 2020 to promote group learning and interaction within safe limits. These group sessions are held in homes with 5-6 students each run by students with the teacher's guidance through weekly assignments and follow-up visits.
- Support in the Study Groups for completion of weekly subject-based assignments introduced by the government in November 2020.
- Remedial group study organised for weak learners to minimise the learning gaps in specific subjects.
- Development of a shorter and customized syllabus for the core subjects to address the competency gaps in the shortened academic period.
- Provision of psychosocial counselling to students to help them cope up with the emergency and communication with parents to help them support their children in positive ways.
- Development of psychosocial wellbeing assignments and digital lessons for use in the Study Groups for minimizing mental stress and trauma.
- Development of teacher and student tracking tools for quality checking of student learning and use of specially developed assessment tools for monitoring learning and conducting of year-end assessments for promotion to the next class.
- Development of 1,416 digital lesson items for use in alternative schooling.
- Training of 163 teaching staff to enhance their capacity for using digital tools, lessons and platforms.
- Development of a school reopening strategy to address the challenges and competency gaps due to closure with plans and class routines for transitioning back to the new normal.

For TVET and skills training the situation was complicated by not only the closure of schools but also by the suspension of many economic activities. This severely limited the students' opportunities for hands-on learning and participation in apprenticeships. UCEP undertook a number of feasibility studies, conducted online workshops and held consultation meetings in order to find the best ways to

prepare underprivileged youth for employment (self or wage). Accordingly UCEP introduced a number of innovative activities, including the following:

- Establishment of a functional network with more than 90% of trainees, ensuring effective communication on a weekly basis for continued trade-specific distance learning activities and assessment.
- Provision of guidance for safety, security and psychosocial counselling to trainees and their parents.
- Provision of skills training on selected occupations starting from October 2020 in all regions.
- Design and implementation of the 'Resilience and Innovative for Strengthening Enterprise' (RISE) initiative which provides skills training through apprenticeships in the informal sector by engaging master craft persons from selected occupations in their shops or workshops.
- Introduction of Industry-Based Training (IBT) as an integrated approach to equip learners with the required technical and employability skills.
- Introduction of the 'UCEP Dual Apprenticeship Opportunity for the Youth' (UODY) model in which three-months institution based training is followed by three months on the job training leading to National Technical and Vocational Qualification (NTVQ) level 2 certification.
- Following GoB's directive, the opening of all Technical Schools in January 2021 in accordance with the planned re-opening strategy with special attention to ensure that learners could maintain more than three feet distance.
- Development and implementation of a plan to provide remedial learning support to students with significant learning gaps and to students who can benefit from learning acceleration.
- Review of 23 Competency Standards in light of Covid-19 dynamics by UCEP internal experts and preparation for validation through formal workshops.
- Design and development by the Decent Employment and Entrepreneurship Development (DEED) initiative of alternative models for skills training through Industry Based Training.
- Development by DEED of a new modality for an Informal Apprenticeship Program (IAP) through which UCEP has established pioneering linkages with informal enterprises to provide training through apprenticeships.
- Development of 72 digital lesson units for providing career counselling to the trainees through an online platform.
- Design and implementation of a blended entrepreneurship skills training model in line with the progressive stages of business development.
- New connections with employers established through Potential Employers Mapping (PEM).

## 2.2 Funding Sources

One of the major changes in context during the early stages of the project was the completion by DFID of their funding of UCEP. The United Kingdom government had supported UCEP since 1992 during which time UCEP's work was significantly expanded both in geographical scope and in terms of educational provision. The completion of funding had been planned for a number of years by DFID and had been anticipated by UCEP. Nevertheless the loss of a major donor necessitated some changes in the organisation, particularly in the funding of core activities and of the general education program. In its annual review for 2019 DFID noted that UCEP had established new partnerships with local, national and international donors. As noted by DFAT at the beginning of the project, for the long term UCEP is seeking to increase its financial sustainability by diversifying its funding base away from donor grants, but it is recognised that there is a need for substantial donor funding for the next several years as the social enterprise model is developed. Reduced funding and the need for securing funds for continuation of its activities represent major challenges for UCEP.

## 2.3 Organisational Adjustments and Strengthening

In order to become less dependent on donor funding and to be more sustainable as an organisation, UCEP is incorporating a social enterprise model. This is part of the process to transform UCEP from a fully philanthropic organisation to a social enterprise model which will invest profits in the general education and technical education programs of the organisation. The DFAT funding is supporting a

number of pilots to assist in the development of appropriate and viable social enterprise initiatives. A Social Enterprise Development (SED) program has been created within UCEP as one of the key drivers to assess feasibility, plan, initiate and implement social enterprises for UCEP. The SED program is headed by a Managing Director who reports directly to the Board of Governors. The department is exploring the best way to establish a legal framework for UCEP to effectively operate social enterprises in compliance with existing GoB rules and regulations. Bifurcation of the organisation is one of the options being assessed for legal and practical feasibility. The program hopes to attract both donors and investors to build UCEP's capacity to operate profitable social enterprise initiatives. In the coming months and years it will be essential for the SED program and the SDP to work closely together to build UCEP's organisational strength and sustainability without compromising its core values and mission.

The BoG is taking the initiative to establish an Office of Ombudsperson in order to strengthen governance and to facilitate a conducive work environment within UCEP and its entities. The Ombudsperson is to be an external, independent and neutral person selected by the GoB and will be reportable to the UCEP Association. A number of other measures are being taken to strengthen UCEP's governance, as outlined in the 'Final Action Plan Report' which resulted from DFID's 'Organisational Capability and Financial Sustainability Assessment of UCEP Bangladesh' undertaken in 2019.

During the MTR the Executive Director (ED) resigned citing personal reasons, and her resignation was accepted by the BoG on the same day. The organisation is now engaged in the search for a new ED. This is a crucial position of leadership and it is imperative that UCEP recruit and appoint a capable and dynamic person to the post.

### **3. PROGRESS TOWARDS OUTCOMES AND MILESTONES**

To facilitate the MTR process UCEP submitted an Updated Results Framework (RF) listing progress against each of the indicators and milestones through 31 March 2021 (Annex V). As was to be expected, progress was adversely affected by the COVID-19 pandemic and by the restrictions on educational provision and economic activities which were put in place by the government. UCEP had alerted DFAT to the situation and had proposed the adjustment of some targets in September 2020. Due to the rapidly changing situation, it was not possible to agree on the proposed revisions to the RF before the MTR was initiated. Therefore progress has been assessed based on the original RF but it is noted in the appropriate places where targets could not be met because of the prevailing situation in the country. Considering the conditions, overall progress on most indicators has been noteworthy. In March 2021 UCEP submitted the RF again proposing the revision of some indicators and milestones. I have reviewed each of the proposed revisions and discussed them with UCEP. In some cases further changes were made in light of our discussions. The final Proposed Revised Results Framework is given as Annex VI. Besides including some revisions to the original RF, the revised RF includes a new section with indicators and milestones for responding to the pandemic in 2021 and 2022. The revisions and additions support the fulfilment of the projected outcomes and objectives and have my full endorsement.

#### **3.1 Opportunities for Education and Employment**

The impact of the project is intended to be the 'improved socio-economic opportunities for youth, especially females, through market oriented skills for disadvantaged youth, contributing to building Bangladesh's skilled workforce, resulting in reduced poverty.' The indicator is that 'at least 42,328 persons have come out from poverty through employment of one person of each family through skills training.' This is to be assessed at the end of the project rather than on a yearly basis. Based on the number of graduates from various programs entering employment, the project was on target to meet the impact indicator before the advent of the pandemic. Although numbers were lower in 2020, UCEP is still aiming to meet the impact indicator. At the outcome level, progress has been made to ensure that 'underprivileged youth, especially females, have improved opportunities for higher

education and formal employment.' After GoB ordered all schools to close in March 2020, UCEP had to act quickly, decisively, efficiently and effectively to redesign its programs to provide lessons virtually and to support students learning in their homes and in work places. As the general schools closure is still in effect fourteen months later, UCEP has continuously worked to improve the distance learning program, supplementing it with teachers' visits and home study groups. Overall the project has done remarkably well in keeping students engaged and in ensuring their learning in very difficult circumstances. There were particularly complex challenges for the technical and apprenticeship programs, and UCEP has had to design innovative alternatives to the regular programs. Progress for the five impact indicators was as follows:

- *Pass rates in public examinations:* In 2019 UCEP students were within 1% of meeting the target for the Primary Education Completion (PEC) exam. In 2020 both the PEC exam and the Junior School Certificate (JSC) exam were cancelled by GoB due to the pandemic. The UCEP students however did well on internal assessments.
- *Competency levels in Bangla language of students enrolled in the Remedial of Literacy and Life Skills (ROLLS) program:* In 2019 the milestone was achieved with an overall 8% improvement in fluency in reading and writing compared to the baseline. In 2021 it was not possible to carry out the assessments due to the pandemic.
- *Employment, apprenticeship and continuing education rates of UCEP training graduates:* In 2019 all the milestones were met or exceeded. In 2020, due to disruption in the labour market, the achievements were lower than the targets for employment (67% instead of 74%) and for apprenticeships (6% instead of 16%), but the target for continuing education was significantly exceeded (13% instead of 5%). Considering that much of the economy was closed for several months, these are remarkable achievements.
- *Girls' and women's participation rates in education, training and employment:* The milestones for 2019 were met except for employment being 2% lower than the target. In 2020 the achievements were close to the targets, but it would appear that girls and women were more adversely affected by the pandemic as the achievements in 2020, whilst equal to the target for continuing education (50%), for skills training and employment the rates were lower than the milestones by 8% and 7% respectively.
- *Enhanced organisational management system for institutional strengthening and sustainability:* The targets for 2019 were met. The data management system was scheduled to be in operation in 2020 but this is delayed by one year due to UCEP's decision to develop and use a web-based data management system, which should be more efficient. Work is progressing well and the target will be met in 2021.

### 3.2 Second Chance Education and Gender Parity

In support of the projected outcomes, the project's first output is 'second chance education provided to hard-to reach underprivileged children maintaining gender parity.' Progress for the two indicators for this output is as follows:

- *Participation of students in grades 5-8 literacy and remedial program:* In terms of total numbers the milestones for this indicator were exceeded in 2019 and 2020 despite the challenges of the pandemic. The targeted percentages of girls, persons with disabilities (PWD) and minority groups were met both years at 50%, 5% and 3% respectively.
- *Completion rates in ROLLS and grades 5-8:* The milestones were exceeded in both 2019 and 2020 for both boys and girls.

### 3.3 Vocational and Skills Training

The project's second output is 'technical and vocational skills training provided to youth.' Although a number of adjustments had to be made in the program due to the suspension by the government of technical training for several months, overall the project has done remarkably well in keeping students engaged and ensuring their learning in very difficult circumstances. Progress for the four indicators for this output is as follows:

- *Enrolment in vocational skills training courses:* Enrolments in these courses exceeded the targets in 2019 and 2020 and the targets for percentages of girls and women (45%) and

minority groups (2%) were met. The rate of participation of PWDs at 3% in 2019 and 3.3% in 2020 was lower than the target (5%), indicating that this is a challenge which UCEP needs to address.

- *Percentage of graduates of skills training courses qualified as competent:* In 2019 the target was missed by less than one percent (95.4% instead of 96%). From 2020 UCEP started following a new system of assessment accredited by the Bangladesh Technical Education Board (BTEB), which is both nationally and internationally recognised. The percentage achieving the competency level declined to 81%. However, because this is a more rigorous assessment, it is expected the quality of training will be enhanced and performance improved. UCEP has accordingly proposed revised milestones for 2021 and 2022 based on the new assessment system.
- *Assessment through Recognition of Prior Learning (RPL):* The targets for 2019, including for girls' and women's participation, were exceeded. In 2020 BTEB suspended RPL assessments due to the pandemic. It is expected that the assessments will be resumed in 2021 and accordingly UCEP has proposed higher targets for 2021 in order to reach the final milestone by the end of the project.
- *Percentage of PWD and ethnic and other minority group trainees:* In 2019 at 3% the percentage of PWDs was lower than the target (5%) but slightly improved to 3.3% in 2020. The percentage of trainees from ethnic and other minority groups exceeded the targets.

### 3.4 Job Placements and Apprenticeships

The project's third output is 'job placement and apprenticeship services provided to vocational skill training graduates.' This too has proved a major challenge as much of the productive sector was closed down and only slowly re-opened due to the pandemic. Many jobs, particularly in the informal sector, were lost in Bangladesh. This made placing new graduates in jobs or apprenticeships much more difficult than under normal circumstances. Numbers were greatly curtailed in the early days of the national lockdown, but UCEP has employed a number of innovative strategies to increase the opportunities for job placements and apprenticeships, and the numbers have improved over the last few months. Progress for the four indicators for this output is as follows:

- *Employment of age appropriate (18+ years) training completers:* In 2019 the target was exceeded with 91% of the 18+ years old completers placed in decent jobs (self/ wage). Of these 42% were young women, which was 3% below the target. In 2020 the job placements declined to 68% of whom 42% were young women. Given the challenges of the pandemic, which seems to have disproportionately affected opportunities for girls and women, this was a significant achievement.
- *Apprenticeships or self employment for training graduates under the age of 18:* In 2019, 67% of the underage graduates were engaged in apprenticeships or self employment. This was 3% below the target but 27% above the baseline in 2018. The rate for girls and women at 65% was 9% higher than the target. Predictably there was a sharp decline in 2020 with only 44% of the underage graduates (38% of the girls) engaged in apprenticeships or self-employed. Although through various innovative means the rates are improving, it will take some time for the situation to normalise. Accordingly UCEP has proposed to lower the targets for this indicator to more realistic rates for 2021 and 2022.
- *Receipt of career guidance and admission in TVET courses:* The target for receipt of career guidance was met in 2019 although the percentage of girls and young women at 38% was 7% less than the target and the percentage of PWDs at 3% was 2% below the target. At 2% the target for ethnic and other minority groups was met. In 2020 the target for career guidance was exceeded by more than 2,300 (30% over achievement), but the percentages of girls and women and PWDs were especially affected by the adverse circumstances and at 24% and 4% respectively fell short of the targets (45% and 5%). The target for admission of students in TVET courses was 75%. At 77% this was exceeded in 2019 but in 2020 only 61% were admitted.
- *Number of employers supporting quality, relevance and effectiveness of TVET and employment in UCEP programs:* In terms of engagement, with 423 employers engaged in

2019 the number was more than double the target (200) with 14% of them women (target 18%). In 2020 the target (250) was exceeded three times with 769 employers engaged with an increase in the percentage of women (19% against target of 20%). However, their level of support for quality, relevance and effectiveness is not clear from the UCEP reports.

### 3.5 Community Members' Engagement

The project's fourth output is 'community members engaged in activities to promote rights to education, training and employment especially of girls/women and disadvantaged groups.' UCEP had to adapt the nature of this engagement mainly by holding virtual meetings rather than physical meetings in 2020 when gatherings were severely restricted for safety reasons. Progress for the four indicators for this output is as follows:

- *Attendance in community mobilisation activities:* The milestones for this indicator were exceeded in 2019 and 2020. In 2019 a total of 82,447 people attended community mobilisation activities against the target of only 27,860. Having adapted the activities to take place virtually in 2020, a total of 28,209 attended, exceeding the target of 27,860. In both years and the first quarter of 2021 the percentage of girls and women exceeded the 50% target.
- *Effectiveness of the Child and Women Rights Advocacy (CWRA) activities:* The indicator was to be agreed in 2019 along with milestones for 2020 and 2021. UCEP has proposed three indicators, each with milestones, namely a) percentage of UCEP staff trained on gender, disability and safe guarding issues, b) percentage of UCEP premises including facilities that are gender sensitive and inclusive, and c) number of safe guarding policies and mechanisms in place and functional. These have been included in the Proposed Revised Results Framework and should be approved as part of the MTR process.
- *New strategic partnerships built and continued at community level:* The number of new partnerships established exceeded the targets both years. In 2019 six new partnerships were established against a target of five and in 2020 the number was 11 against the target of 10.

### 3.6 Policies Development and Implementation

The project's fifth and final output is 'UCEP Bangladesh has developed and implemented necessary policies.' Progress for the three indicators for this output is as follows:

- *Strategy and other necessary policy documents developed and implemented:* In 2019 the targets were met with the development/revision and implementation of three strategies and one policy. This included a Communication, Branding and Marketing Strategy. A PWD Inclusion Strategy was developed and is being followed along with a Disability Inclusion Development (DID) Plan with implementation milestones to ensure the integration of DID in UCEP services. Before revising the Gender Strategy, a very thorough Gender Situation Analysis Report was prepared by an external consultant. Based on this analysis the Gender Policy was revised and updated. UCEP also developed a Theory of Change (ToC) on Gender and Inclusion and is following a Monitoring and Evaluation Framework of Gender and Inclusion. The Child Protection Policy was updated and has been translated into Bangla. A list of UCEP's policy documents in English and Bangla is given in Annex VIII. In accordance with the RF, UCEP has proposed milestones for 2021 and 2022 with a focus on implementation of the strategies and policies.
- *Capacity strengthened for organisational transformation and social enterprise development:* In 2019 three social enterprise models were developed as planned. In 2020, due to the pandemic situation, two instead of three of these models were piloted and two new models (against the target of three) were developed. In the first quarter of 2021, one of the models that had been piloted was evaluated, reviewed and updated and three newly developed models piloted. In light of the progress to date and the constrained situation, UCEP has proposed to reduce the number of models that will be developed, piloted and implemented within the project period from six to four.
- *Results based monitoring and evaluation (M&E) system strengthened and effective system of planning and knowledge management and learning:* Significant progress has been made for

the establishment of an effective results based M&E and knowledge management (KM) system. Meeting the milestones has been delayed partly because of the pandemic situation and partly due to the need for more assessment and analysis before establishing and operating the systems. In 2020 UCEP drafted a Concept Note for the development of a Knowledge Management Strategy. Based on this a Results Based M&E Framework (RBMEF) has been developed, is being reviewed in light of the pandemic and will be finalised this quarter. Once the RBMEF is in place, from 2021 Annual Work Plans will be developed and followed. In 2020 UCEP developed and started implementing a web-based student database system.

## **4. ASSESSMENT**

Based on a review of the results to date, the documentation provided by UCEP and DFAT and the consultation process, the following sections present an assessment of the project with regard to key areas of concern and interest.

### **4.1 Relevance and Influence**

The project remains highly relevant in terms of alignment with DFAT's priorities and strategies globally and in Bangladesh as well as with Bangladesh's goals of economic and social advancement. As noted in the Australian Governments 2017 Foreign Policy White Paper, Australia is committed to working with partners to promote sustainable development with a focus on tackling gender inequality and promoting disability inclusion development. These priorities are reflected in the QuEST project design and operation. With the global advent of COVID-19, the Australian Government produced a strategic paper on 'Partnerships for Recovery' outlining Australia's COVID-19 development response. Globally Australia's emphasis on partnerships, its particular focus on the most vulnerable and its plans to invest in gender equality and women's economic development make UCEP a particularly suitable partner. In Bangladesh DFAT's 'Bangladesh COVID-19 Development Response Plan' notes that the pandemic has 'intensified pre-existing humanitarian and economic challenges' and commits support for Bangladesh's COVID-19 recovery 'with a focus on investments in long-term economic growth, underpinned by inclusive education, skills development and private sector engagement.' UCEP's programs will support DFAT's key results with the enrolment of 7,000 additional children in general education and 4,500 young women and men in skills training in 2021 and 2022.

In addition to DFAT's direct support for children and young people through UCEP, the organisation also plays a key role in influencing government policies, standards and provision in the fields of general education, technical education, skills development and economic opportunities for young people. UCEP is also a key player in the NGO and private sectors, often facilitating the interface between the government, the voluntary sector and the private business sector. From the outset DFAT recognised the critical role that UCEP plays in the national policy dialogue, and one of the tasks of the DFAT-UCEP Partnership Steering Committee, according to its Terms of Reference (ToRs), is to 'consider opportunities for joint policy dialogue with the GoB to share UCEP's inclusive skills development model' (Annex IX). Through its support for events organised by UCEP, publicity is also provided for DFAT by the national press, such as reporting on UCEP's Celebration of International Women's Day and DFAT's participation in May 2021. In 2020 for the first time UCEP became a member (represented by the ED) of the joint GoB and development partners' Education Local Consultative Group (ELCG). UCEP is also a member of the influential Skills Development Working Group (SDWG), which operates as a sub-group of the ELCG. Through these groups UCEP has provided input and feedback for a number of important policy documents, including Bangladesh's first comprehensive Education Sector Plan, which covers all the sub-sectors of education across the two ministries and several divisions, departments and bureaus. The ED is one of the directors the National Human Resource Development Fund (NGRDF) under the Ministry of Finance, and UCEP, represented by the ED, is also a director of the Informal Sector Industry Skills Council (ISISC) and a member of the National Plan of Action (NPA) Drafting Committee for the elimination of child labour. Annex X lists the details of UCEP's collaboration with various GoB entities and with development partner platforms as well as its membership in various voluntary and private sector entities. UCEP

also has strong partnerships with a number of private sector industries. It has established Employers' Committees at regional levels involving over 3,000 industries and enterprises. Details of UCEP's collaboration with the private sector are given in Annex XI.

The relationships which UCEP has established over the years have proved particularly important for responding to the COVID-19 crisis as well as for being in a position to influence policy and the strategic decisions of GoB and key actors in the voluntary and private business sectors. On the practical side UCEP has been at the forefront of the development of digital content for general education, skills development and TVET. UCEP through the various forums has also been involved in the policy dialogue with regard to the reopening of technical schools and general schools and in formulating a national COVID-19 response plan for TVET. As a member of the Bangladesh Employers' Federation the ED was involved in the preparation of an appeal to the Prime Minister for helping the informal sector during the pandemic, an appeal which proved successful in influencing the government's steps which it has subsequently taken to assist the informal sector.

## **4.2 Effectiveness and Efficiency**

As noted in the discussion of progress against indicators, UCEP met most of the milestones set for 2019, demonstrating its effectiveness and efficiency as an organisation. Although in 2020 some quantitative targets could not be met due to the national crisis caused by the pandemic, UCEP proved its ability to handle unexpected adverse situations and to largely deliver the programs as planned through innovative means. In many ways the crisis was an opportunity for UCEP to demonstrate its effectiveness and efficiency as an organisation in very difficult circumstances. Based on my review of the documentation, discussions with UCEP management and beneficiaries and my field observations I rate UCEP very high in terms of effectiveness and efficiency across the program areas.

## **4.3 Quality of Services**

From a review of the available information, it is obvious that UCEP made every effort to maintain the quality of its services despite the limitations on physical presence in classrooms and work places. It has not been possible to verify the learning achievements of students in the general education schools due to the public examinations, which were to be used to assess achievement, being cancelled in 2020. Instead UCEP has developed internal assessment methods which are used by teachers with limited physical contact. There is no doubt that learning outcomes will have suffered somewhat due to the limited contact with teachers. This is to be expected, but the internal assessments indicate that students have continued to progress, and it is expected that UCEP students will be back on track to meet the learning targets if the national exams are held in 2021. UCEP is already preparing strategies to provide remediation for students who need it when they return to the regular classrooms. Throughout Bangladesh students are facing the same challenges. UCEP has done much more than government schools to keep the students engaged in learning activities and also more than many other NGOs. Although it is impossible to assess the overall effects on learning in different programs at this time, given UCEP's efforts to provide high quality distance education for its students, my prediction is that the UCEP students' achievements will have been higher than that of most students in Bangladesh, especially those in government schools. The technical education, skills development and apprenticeship programs have also had some limitations with regard to providing and assessing appropriate learning activities by distance, but formal assessments were conducted for the TVET skills training by the national authority (BTEB) in which UCEP students showed impressive results both in terms of appearing for the exams and in their performance. Given the innovative activities that have been developed and implemented by UCEP, students' performance in the BTEB exams and the early return of students and apprentices to the technical schools and work places, the indications are that acceptable levels of learning have been maintained.

## **4.4 Monitoring and Evaluation**

UCEP has a robust monitoring and evaluation system with designated responsibilities at each level of the organisation and for each of the eight regions. Information is collected and utilised at the regional level for each of the programs and it is compiled and analysed at the central level for monitoring

overall performance and for ensuring the use of data in day-to-day management and in strategic decision making. The Department of Monitoring, Evaluation and Knowledge Management, overseen by a Deputy Manager, bears overall responsibility for the collection and efficient use of data. One of the ways UCEP is using the DFAT funding is to strengthen its core functions including its M&E systems. The aim is to establish an effective results based M&E and knowledge management system using web-based mechanisms and including participatory methods. DFAT engaged its international M&E consultant to assist with and advise on the process. After observing field level activities, holding discussions with key staff and reviewing the departmental M&E frameworks, the consultant held a workshop in December 2019 with the Monitoring, Evaluation & Knowledge Management (MEKM) team and advised the team on how to take the work forward. After undertaking a thorough review and analysis of the current systems, including a Theory of Change (ToC) analysis, UCEP has drafted an Organisational Results Based M&E Framework and is undertaking a consultative process to finalise the framework. When the framework is finalised, the M&E and knowledge management systems and tools will be adjusted to reflect the aims and modalities of the framework.

For monitoring of the project activities and outputs, UCEP submits to DFAT six-monthly and annual reports giving the details of progress for each milestone in the Results Framework as well as an overview of challenges and opportunities. This reporting has been especially important since the onset of the pandemic. In addition to the written reports UCEP communicates with DFAT on a regular basis through formal and informal meetings. The DFAT - UCEP Partnership Steering Committee is the highest level of accountability for DFAT's investment in UCEP. According to the ToRs of the Steering Committee (Annex IX), one of its major responsibilities is monitoring financial expenditure and program performance against the Results Framework and identifying achievements and challenges. The Steering Committee is meant to meet every six months after submission of the six monthly and annual progress reports. The Steering Committee met twice in 2019 in May and December. No official Steering Committee meetings were held in 2020 but there were high level meetings in which all the members of the Steering Committee, including the DFAT First Secretary and the UCEP Executive Director, participated. The DFAT First Secretary and Senior Program Manager made a field trip to Chattogram in February 2020 and the last meeting in person between DFAT and UCEP was held in March 2020 to discuss observations from the field trip and other operational issues. There was a high level virtual introductory meeting with the new First Secretary in June, and there have been regular virtual discussions between the DFAT Senior Program Manager and UCEP's ED and Program Director, especially concerning the response of the two agencies to the pandemic and adjustments that were required to the project in order to maintain the activities and to meet the needs of the beneficiaries. The first Steering Committee meeting in 2021 was held virtually on 16 May. Based on a review of the six-monthly and annual reports and notes from the meetings between DFAT and UCEP as well as discussions with the key people in both agencies, there seems to be a high level of transparency and trust with sufficient information provided for DFAT to have confidence that its investment is being handled efficiently and effectively.

#### **4.5 Gender, Inclusion and Safeguarding**

As reported in section 3.6, at the strategic and policy level, UCEP has made significant progress in updating its policies and in strengthening implementation through action plans and monitoring tools. It is particularly noteworthy that UCEP has developed and/or updated a number of key policy documents, including its Gender Policy, a Monitoring and Evaluation Framework of Gender and Inclusion, a Strategy for Disability Inclusion with Implementation Milestones, its Children Protection Policy and a Key Action Plan on Child Protection. Most of the quantitative milestones in the Results Framework are disaggregated by gender and also state the targeted percentages for participation by PWDs and by ethnic and other minority groups. For the general education program these targets for each group have been met. Meeting the percentage of participation targets in technical education, skills development programs, apprenticeships and job placements has been more challenging. The targets are ambitious given the Bangladesh context where there is male preference in many jobs, where discrimination against minorities is commonplace and where the capabilities and needs of PWDs is poorly understood. The restrictions caused by the pandemic have exacerbated the challenges. Given this context, UCEP is a pioneer in getting girls and women into non-traditional jobs and in

inclusive programming for PWDs and minorities. UCEP has contributed significantly to gender equality and disability inclusion through its inclusion targets and the innovative approaches taken to meet the targets. However, UCEP needs to review carefully where inclusion targets are not being met and to adjust activities to overcome barriers and to promote inclusion.

#### **4.6 Funding and Sustainability**

UCEP has the long term goal of becoming an organisation with earned income to operate many of its programs. Over the years it has built a strong base to address the challenges and to take advantage of the opportunities that will arise in the future. Accordingly it is working to develop a social enterprise model to complement and supplement its social development programs and eventually to fund a substantial portion of the social development work. At the time DFAT approved funding of the project, it was recognised that UCEP's social enterprise model was in its infancy and evolving. To assist UCEP to progress in this area, funding is being provided to develop, pilot and start implementation of new social enterprises in addition to the work that UCEP was already doing. DFAT is also funding a number of initiatives to strengthen UCEP's overall management and monitoring in order to move the reform agenda forward. Progress in the development of the social enterprise models was slowed down due to the pandemic but overall progress is being made. A Social Enterprise Development program is now established with a full time Managing Director and some dedicated staff. These are major steps forward for UCEP, but it must be recognised that the development of the social enterprise schemes to the extent that they can be major funding sources for UCEP will take a number of years and some will require substantial investments. In the meantime UCEP needs to continue to raise funds from external sources to fund its core activities and to develop new initiatives which will be mainly based on social enterprise models. UCEP also plays an important role by being one of the implementing partners of larger donor projects, particularly ones focussed on technical education, skills development, jobs for youth and equitable economic growth.

With the core funding no longer being provided by DFID, the organisation faces a number of challenges to maintain and sustain its core staff and major programs, especially the general education program. Despite reduced funding from DFID (by 50% from the previous year) in 2020, UCEP was able to reduce the gap in the budget from 37% at the start of the year to a surplus of 3%. This was done through the forging of new partnerships, the extension of existing projects and local resource mobilisation (more than 10% of the budget). For 2021 UCEP has projected a 62% shortfall in funding of the budget. UCEP is proactively seeking to extend existing partnerships and to find new partners in order to bridge the funding gap. UCEP has submitted funding proposals for seven projects to six different donors. If these projects are approved, the funding gap would be reduced to 16% of the year's budget for 2021. The funding prospects for 2022 are a great concern. Unless there is a significant increase in funding, there will be unmanageable gaps in funding in 2022. The DFAT support does not provide any funding for the general education schools after 2021, and there are currently no other major donors for this vital provision, the need for which has been exacerbated by the pandemic.

UCEP will remain primarily dependent on donor funding for a number of years whilst its social enterprise models are being developed. The SED program, with its dedicated Managing Director, is responsible for not only generating income through social enterprises but also for attracting donors and investors to provide initial financing for the enterprises which will require major investments in infrastructure and other start-up costs. The Resource Mobilisation, Knowledge Management and Corporate Affairs Department, headed by a Deputy Director, and the Executive Director are responsible for engaging in new partnerships and raising funds for UCEP's core activities and for strengthening it as an organisation. UCEP as an organisation is impressive, but there is a need to keep existing donors and to attract new donors to maintain the organisation's activities for at least the next five years. These activities meet a tremendous need and contribute to Bangladesh's economic and social growth. Currently DFAT's financial support is crucial for many of UCEP's core activities. With only just over a year remaining for the project, it is important for discussions to start early about the prospects for future DFAT investment for the general education schools from January 2022 and for the second phase of the project from April 2022. Approximately BDT 250 million (AUD 3.8 million)

is needed annually for operation of the 32 general education schools serving 16,000+ underprivileged children (about 5,000 of them funded by DFAT through 2021). The general education schools may have to be scaled back in the future, but this should be done with a clear transition plan in place.

#### 4.7 Risks and Assumptions

A number of potential risks were identified by DFAT during the project development and approval process. Overall the investment was assessed as medium risk as defined by DFAT. Two key risks were identified, namely child protection and risks related to UCEP's organisational reform agenda and in particular the move to social enterprise models to increase the long term financial sustainability. DFAT maintains a risk assessment register through which the agency monitors and reports on the risks identified during project development and risks that have emerged during implementation. The register is updated two to three times a year and is both comprehensive and detailed. The only major new risk is related to the COVID-19 pandemic. From a review of the latest update, it appears that overall risks are being managed effectively and that there is a high level of transparency. Four risks merit further special mention in terms of status and mitigation, as follows:

- *Child protection:* In a project in which many adults work with hundreds of children, this will always be considered a high risk. At the time of project approval, several actions were agreed in order to mitigate the risks. UCEP already had a Child Protection Policy which met DFAT's standards, but it was agreed that a number of areas needed to be strengthened. Accordingly, UCEP has updated the Child Protection Policy to address these areas. A 'Key Action Plan on Child Protection Policy' was developed and implemented in 2020. This represents a major strengthening of not only the policy but also the practice. To continue to mitigate the risks UCEP and DFAT should jointly review the actions taken in 2020 and, if needed, develop and implement a follow-on plan.
- *Managing the effects of the COVID-19 pandemic:* UCEP has taken many steps to ensure the continuation of its services to the beneficiaries, and overall these have been effective. In order to plan for and monitor the outcomes of these actions, UCEP has proposed a new output for the COVID-19 emergency response to be added to the Revised Results Framework. This is an effective way to monitor the outcomes of UCEP's interventions and will serve as a measure to mitigate the risks of the pandemic.
- *Organisational reform:* Major reforms are being carried out in the organisation's structure in order to move to a social enterprise model which will help to fund UCEP activities and contribute to the sustainability of the organisation. Organisational reform is always difficult and a number of risks are involved. One of the risks identified was that the changes would take too much of management's time and divert attention from UCEP's core activities. To mitigate this risk, the organisation is in the process of bifurcation with a Social Development Programme (under the Executive Director) and a separate Social Enterprise Development program (under a Managing Director) both of which answer directly to the board. Currently the SED program has a limited number of staff and depends to a large degree on the staff of the SDP. This dual arrangement could lead to confusion of roles and reporting lines and needs to be monitored carefully. DFAT's initial risk assessment noted that staff dissatisfaction could result from the organisational changes if not managed well. In its most recent risk assessment, DFAT had noted that the ED was managing the change effectively. With the ED's departure, UCEP needs to reconsider how it is managing the structural changes. It could be timely to engage specialised technical assistance to review the current status of the organisational changes and to make recommendations on how to move forward.
- *Addressing the funding gap for the general education schools:* If funding cannot be found for the general education schools for 2022 and thereafter, there is the risk that UCEP will have to close the schools and approximately 16,000 students will be deprived of an education with few alternatives available to them. This is also a huge reputational risk for UCEP in terms of the community's perception of it as a reliable provider of education and donor's perceptions of it as a stable and sustainable organisation.

## 5. KEY FINDINGS AND RECOMMENDATIONS

In this final chapter the key findings are summarised. Based on the key findings, recommendations are made for the consideration of DFAT and UCEP.

### 5.1 Key Findings

In summary the key findings of the review are as follows:

1. *Response to the pandemic:* After GoB ordered all schools to close in March 2020, UCEP acted quickly, decisively, efficiently and effectively to redesign its programs to provide lessons virtually and to support students' learning in their homes and work places. A number of innovative activities were initiated and then adapted as needed. Effective alternatives to in-person provision have been developed for the general education, technical education, skills development, internship and job placement programs.
2. *Review of results:* During 2019 UCEP showed impressive results in relation to the agreed milestones in the Results Framework. Of the 24 milestones, 18 of them were reached or exceeded with six others only slightly short of the targets with evidence of high quality. With the advent of the pandemic, despite UCEP's concerted efforts, it was not possible to maintain this level of achievement. In 2020 about half the milestones were achieved or were very close to the target. Of the others three could not be assessed because it was not possible to implement the exams (two public and one internal) which were the indicators, and one could not be achieved because GoB temporarily suspended the program. Progress against six milestones was significantly but understandably below the targets. Given the very constrained situation, the levels of achievement are noteworthy.
3. *Proposed revision of the Results Framework:* Considering changes in the national context and government systems as well as the limited progress in 2020 and the ongoing constraints of the pandemic, UCEP has proposed the revision of some of the indicators and milestones to reset realistic targets for the remaining project period. These revisions are necessary in light of the changed situation. UCEP has added a new section with indicators and milestones for responding to the pandemic in 2021 and 2022. The revisions and additions support the fulfilment of the projected outcomes and objectives of the project.
4. *Results based monitoring and evaluation:* UCEP has a robust monitoring and evaluation system with the efficient collection and analysis of reliable data. The organisation is committed to improving the system and has made significant progress towards establishing a results based M&E and knowledge management system using web-based mechanisms and including participatory methods. DFAT has set up an effective internal system for monitoring the project's progress through regular interaction with UCEP, field visits, establishment of a DFAT-UCEP Steering Committee and the maintenance of a risk register. After meeting regularly in 2019, there were no meetings of the Steering Committee in 2020, although other important meetings were held in person through March 2020 and thereafter virtually. The Steering Committee meetings have recently been resumed and should be held at least twice a year for the remainder of the project period. Also, there have been no field visits by DFAT since March 2020. These too should be resumed and could be arranged virtually if needed.
5. *Maintaining effectiveness, efficiency and quality of services:* Throughout the crisis caused by the pandemic UCEP has maintained its organisational effectiveness and efficiency by responding in flexible and innovative ways to the changed environment. UCEP has made notable efforts to maintain the participation of its students and the quality of services despite the limitations of the situation. Although it has not been possible to apply the normal assessment procedures in the general education program, internal assessments indicate that students are progressing although it is likely that learning achievement has been lower than in previous years. It will be important to assess students upon their return to the classroom and to offer remediation where needed. External formal assessments have been conducted for the TVET skills training with impressive results.
6. *Maintaining relevance and influence:* The project remains highly relevant in terms of alignment with DFAT's priorities and strategies, including the agency's strategic response to

the pandemic, and with Bangladesh's goals of economic and social advancement before, during and following the pandemic. UCEP has designed and implemented a number of initiatives outside the scope of its normal activities as part of the national response to the pandemic. The organisation plays a key role in influencing government policies, standards and provision in the fields of general education, technical education, skills development and economic opportunities for young people. The relationships which UCEP has established over the years have proved particularly important for responding to the COVID-19 crisis as well as for being in a position to influence policy and the strategic decisions of GoB and key actors in the voluntary and private business sectors.

7. *Promoting inclusiveness:* A very thorough review process was undertaken to update the Gender Policy, which is now of a very high standard. A Monitoring and Evaluation Framework of Gender and Inclusion has been developed and is being used to monitor progress. A Strategy for Disability Inclusion with Implementation Milestones has also been developed. In terms of policy the organisation is in a strong position, and great strides have been made in terms of inclusion of girls and women, PWDs and ethnic and other minority groups, particularly in technical education, skills development and internship and job placements where their participation is traditionally low. A review of the milestones for participation of these groups however shows that in a number of cases the targets are not being met. This indicates the need for more analysis of the root causes and planning on how to overcome the challenges to ensure the full participation of girls and women, PWDs and ethnic and other minority groups in all activities.
8. *Ensuring child protection:* UCEP has updated its Child Protection Policy in accordance with DFAT's high standards. It has been translated into Bangla and a Key Action Plan on Child Protection was prepared and implemented in 2020. The action plan should be reviewed and revamped for 2021 and 2022 based on progress made and outstanding issues to address.
9. *Reform and restructuring:* Major reforms are being carried out in the organisation's structure in order to incorporate a social enterprise model. A Social Enterprise Development program has been established with a Managing Director who reports directly to the BoG. Currently the SED program has a limited number of staff and depends to a large degree on the staff of the SDP. This dual arrangement could lead to confusion of roles but DFAT in its risk assessment had noted that the ED was managing the change effectively. In light of the ED's departure, UCEP needs to reconsider how it is managing the structural changes. Specialised technical assistance may be engaged to review the current status of the organisational changes and to make recommendations on how to move forward.
10. *Development of social enterprise models:* UCEP is implementing a number of social enterprise initiatives. One of the major goals of the DFAT funding was to strengthen the social enterprise models and to expand the number. It was envisaged that six new models would be designed, piloted, reviewed and established as part of the project. Although promising preliminary work has been undertaken on two new models, due to the pandemic, progress has been slow. It is now proposed to develop and pilot four models, and UCEP is on track to meet this target.
11. *Diversifying funding base:* The development of social enterprise models is one of the ways UCEP is seeking to diversify its funding base and to decrease its dependence on external funding. However UCEP will remain primarily dependent on donor funding for a number of years whilst its social enterprise models are being developed. With the core funding no longer being provided by DFID, the organisation faces a number of challenges to maintain and sustain its core staff and major programs. In 2020 UCEP covered the funding gap by forging new partnerships, the extension of existing projects and local resource mobilisation. For 2021 UCEP has projected a 62% shortfall in funding of the budget and, unless new funding can be secured, it is anticipated that the general education program will have to be closed in 2022. In these circumstances it is essential for UCEP to maintain and expand its current partnerships as well as to find new donors.
12. *Maintaining and increasing core support:* Currently DFAT's financial support is crucial for many of UCEP's core activities. With just over a year remaining for the project and with the closing of schools a possibility in less than a year, it is important for discussions to start early

about the prospects for future DFAT investment. Considering the length of time needed for designing and approving a new phase, there may be the need for bridge funding. It is also important for UCEP to find other donors who will support core operations including the general education schools.

## 5.2 Recommendations

Based on the status of the project, the current situation and the MTR findings, the following are recommended as next steps for DFAT and UCEP:

1. It is recommended for DFAT to endorse the Proposed Revised Results Framework (Annex VII) as the basis for monitoring and evaluation for the remainder of the project period.
2. It is recommended to hold at least two official Steering Committee meetings each year as indicated in the project design and to keep accurate records of all important meetings between DFAT and UCEP. The meetings may be held in person or virtually according to the situation.
3. It is recommended for DFAT staff to undertake at least two field visits each year, either in person or virtually according to the situation.
4. It is recommended for UCEP to plan and conduct assessments of all the general education students upon their return to the classroom and, according to the general findings and the individual assessments, to adjust the programs of learning as needed for all students and to provide remediation for students with significant gaps in their learning.
5. It is recommended that UCEP undertake a review of performance on inclusion efforts to identify areas where participation of girls and women, PWDs and/or minorities is lower than the targets and to develop a plan to address the underlying issues and to increase the participation of the under-represented groups. DFAT may support technical assistance to assist with the review and to assist in the development of appropriate action plans.
6. It is recommended that UCEP and DFAT jointly review the Key Action Plan on Child Protection which was implemented in 2020 and for UCEP to revamp it for 2021 and 2022 based on progress made and outstanding issues to address.
7. It is recommended for DFAT to support technical assistance to work with UCEP to review the current status, issues and challenges related to the reform and restructuring of the organisation and to make recommendations on how to move forward with the reform agenda, adjusting and adapting it as needed.
8. It is recommended that UCEP prepare a status report on funding availability and prospects for 2022 and to prepare plans for securing funds to continue the general education program.
9. It is recommended that DFAT consider bridge funding for 2022 in order to continue the general education program and to keep key staff in their positions.
10. It is recommended that DFAT and UCEP start the process of designing the next phase for DFAT's financial support as early as possible in order to ensure that there is no gap between the pilot phase and the next phase of DFAT support.

## ANNEXES

### **Annex I STATEMENT OF REQUIREMENT (SoR) Mid Term Review of DFAT's 'Skills for Economic Growth and Prosperity' Investment in Bangladesh January 2021**

#### **BACKGROUND**

Australia has been supporting the Underprivileged Children's Education Programme (UCEP) Bangladesh to tackle the challenges of out of school children and dropouts, particularly amongst the urban poor, and to address the current skill shortage in Bangladesh.

UCEP Bangladesh is a reputed national NGO that has been supporting disadvantaged children and youth for 48 years. UCEP Bangladesh is implementing 'Skills for Economic Growth and Prosperity' project funded by the Department of Foreign Affairs and Trade (DFAT). The total project cost is AUD 12 million over the period of 3.5 years (March 2019 – August 2022). This project aims to deliver 'second-chance'<sup>4</sup> education and technical skills training to disadvantaged children and youth (with a special focus on girls, persons with disability and ethnic community members) to improve their socio-economic opportunities through employment. The project is being implemented in 8 urban areas across the country through 10 Technical Schools, 16 Technical Outreach Centres and 32 General Schools.

DFAT is one of the largest donors of UCEP Bangladesh. UCEP Bangladesh has a diverse fund base with contributions from several donors, development organisations and private sector companies.

#### **OBJECTIVE**

The purpose of this Mid-Term Review (MTR) is to assess the continuing relevance, effectiveness and efficiency of this 3.5 year investment and its progress towards meeting its objectives. It also provides the opportunity to assess if any adjustments are required with regards to:

- changes in the light of the global COVID-19 pandemic
- changes in the development landscape
- changing organisational context
- experiences gained during the implementation process and / or
- changes in project risks and assumptions

The MTR should provide comments and recommendations on the strength of the current program design in and relevance to Australia's development objectives. It should also strive to provide a projection of future prospects for UCEP Bangladesh to better respond to challenges and opportunities in the changing contexts, with an overall objective to develop 'adaptive and progressive human resources with comprehensive and relevant skill-sets'.

#### **SCOPE OF WORK**

- Assess the performance of the investment towards its objectives and milestones.
- Assess to what extent the COVID-19 pandemic has impacted the ability of UCEP to achieve the results outlined in the Results Framework

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<sup>4</sup> Schooling for children who have dropped out from primary school or were never previously enrolled

- Are the revisions proposed by UCEP in the results framework justified? What will be the impact of the revision on the outcomes of this project? Review the revised Results Framework and make recommendations to strengthen the Results Framework to achieve project objectives.
- What interventions has UCEP used to achieve the results (e.g. remote learning) during the pandemic and have these interventions been effective in engaging students?
- How were learning outcomes, students' participation and quality of services maintained and measured during the pandemic?
- Assess if UCEP has implemented safeguarding policies. How is UCEP contributing towards gender equality and disability inclusion?
- What may the funding landscape for UCEP in 2021 and 2022 look like based on current estimations? How is UCEP preparing to mitigate any funding gaps?
- Identify any new risks arising to UCEPs ability to achieve the program outcomes, and recommend ways of mitigating those

## **METHODOLOGY**

The review methodology may be a mix of desk review, virtual or face-to-face interviews and field visits. The most feasible methodology may be used, and it will be flexible given the ongoing global pandemic that may restrict face-to-face interactions. To inform the MTR, the following documents will be provided:

- DFAT's Investment Design Summary
- Program Document and Results Framework
- Annual report for 2019 (prepared by UCEP Bangladesh for DFAT's investment)
- Annual report for 2020 (prepared by UCEP Bangladesh for DFAT's investment)
- Annual Review Report conducted in 2020 (commissioned by FCDO)
- Assessment of UCEP's Organizational Capability and Financial Sustainability (conducted by PwC in 2019)

## **DELIVERABLES**

The Consultant/Team will prepare and provide an MTR report to DFAT and UCEP Bangladesh for review. A short virtual PowerPoint presentation will be delivered highlighting key findings and recommendations with DFAT and UCEP Bangladesh. The MTR report will be finalized after addressing any relevant comments arising from the presentation discussion.

## **DURATION**

The MTR will be based on desk review as well as virtual meetings with the Senior Management Team of UCEP Bangladesh. Physical visit to organization's Head Office (HO) in Dhaka may be undertaken if required and deemed feasible. A total of up to fifteen days are foreseen for this consultancy between 15 February 2021 to 15 April 2021. This includes all aspects of this assignment including the preparing and submitting the report, and participation in a virtual dissemination discussion meeting.

## **MANAGEMENT**

The Consultant will report directly to the First Secretary, DFAT, Australian High Commission in Dhaka and also work with Senior Program Manager involved with Investment management.

**Annex II Plan for Mid Term Review (MTR)**  
**SKILLS FOR ECONOMIC GROWTH AND PROSPERITY (SEGP)**

**Implementing Agency:** Underprivileged Children's Education Programme (UCEP)

**Funding Agency:** Department for Foreign Affairs and Trade (DFAT)

**Reviewer:** James Jennings, International Educational Consultant

**Contract Period:** 4 March - 31 May 2021

**Submission Date of Draft Plan:** 7 March 2021

**Submission Date of Final Plan:** 14 March 2021

## **I. DEVELOPMENT OF REVIEW PLAN**

### **Tasks:**

- Initial review of documents provided by DFAT
- Identification of additional documentation needed from DFAT and/or UCEP
- Preparation of draft report outline
- Preparation and submission of draft plan
- Inception meeting with DFAT investment manager (virtual)
- Preparatory meeting with UCEP Executive Director and Program Director (virtual)
- Finalisation and submission of review plan

**Deliverable: Final Review Plan in Microsoft Word (by 14 March 2021)**

## **II. DEVELOPMENT OF DRAFT REPORT**

### **Tasks:**

- Detailed review of documentation, including additional documents provided throughout the review process
- Communication and interaction with DFAT and UCEP:
  - Occasional virtual discussions with DFAT investment manager as required
  - Introductory meeting with UCEP Executive Director, Program Director and senior management staff to agree on methodology and process of evaluation
  - Follow-up meeting with UCEP Executive Director, Program Director and senior management staff to review progress, to review proposed changes to Results Framework and to discuss issues raised by the consultant (in person if possible)
  - Virtual meeting with UCEP regional managers
  - Virtual interviews, discussions and meetings with UCEP senior management and staff, including with regional management staff, on an iterative basis as required
- Field visit, if possible, to one general school, one technical school, one technical outreach centre and one community learning centre
- Initial drafting of MTR report
- Informal checking of information and analysis with DFAT investment manager and with UCEP senior management
- Finalisation and submission of draft MTR report

**Deliverable: Draft MTR Report in Microsoft Word (by 8 April 2021)**

### **III. FINALISATION OF REPORT**

#### **Tasks:**

- Virtual dissemination discussion meeting with DFAT and UCEP
  - Power Point presentation of report highlighting key findings and recommendations
  - Comments from DFAT and UCEP and discussion
- Written feedback from DFAT and UCEP on report
- Finalisation of report incorporating feedback from DFAT and UCEP
- Submission of final report to DFAT

**Deliverable: Final MTR Report in Microsoft Word and PDF (by 20 May 2021)**

## Annex III REFERENCES

- Australian Aid and UCEP (July 2020), COVID-19 Response and Mitigation Project Completion Report
- Australian Government (Oct 2020), Bangladesh COVID-19 Development Response Plan
- Australian Government, 2017 Foreign Policy White Paper
- DFAT , Partnerships for Recovery: Australia's COVID-19 Development Response
- DFAT (Oct 2020), Partnerships for Recovery: Bangladesh COVID-19 Development Response
- DFAT, Aid Investment Plan Bangladesh 2015/16 - 2018/19
- DFAT (May 2020), Annual Review Template - from April 2020 - Youth Education and Skills Programme for Economic Growth (YES4Growth)
- DFAT, Field Visit Report -- UCEP's Skills and Education Program in Chittagong (25-26/02/20)
- DFAT (Feb 2019), Partner-led Design - Investment Design Summary for Skills for Economic Growth and Prosperity
- DFAT (Feb 2019), Risk and Safeguard Screening Tool
- DFAT, Risk Register Template for Skills for Economic Growth and Prosperity UCEP Bangladesh
- DFAT/UCEP, Meeting Minutes of DFAT - UCEP Monthly Meeting (9/3/20)
- DFAT/UCEP, Minutes of 1st DFAT - UCEP Steering Committee Meeting (27/5/19)
- DFAT/UCEP, Minutes of 2nd DFAT - UCEP Steering Committee Meeting (11/12/19)  
DRAFT
- DFAT/UCEP, Minutes of Meeting between UCEP's MEKM Team and DFAT (5/12/19)
- DFAT - UCEP Partnership Steering Committee Terms of Reference (ToR)
- DFID (May 2020), Annual Review Template - from April 2020 for Youth Education and Skills Programme for Economic Growth (YES4Growth)
- DFID (July 2019), Organisational Capability and Financial Sustainability Assessment of UCEP Bangladesh, Draft Assessment Report
- DFID (Nov 2019), Organisational Capability and Financial Sustainability Assessment of UCEP Bangladesh, Final Action Plan Report
- Dhaka Tribune (18 May 2021), UCEP Bangladesh celebrates International Women's Day, <https://www.dhakatribune.com/feature/2020/03/16/ucep-bangladesh-celebrates-international-women-s-day>

Dhaka Tribune (18 May 2020), UCEP Bangladesh distributes relief among its students from poor families with the support of DFAT,  
<https://www.dhakatribune.com/feature/2020/07/04/ucep-bangladesh-distributes-relief-among-its-students-from-poor-families-with-the-support-of-dfat>

Rowshan, Rabeya, Gender Situation Analysis Report Prepared for UCEP Bangladesh

UCEP Bangladesh (26 February 2019), Project Proposal on Quality Education and Skills for Transformation (QuEST)

UCEP Bangladesh, Annual Progress Report (March-December 2019) for QuEST Project

UCEP Bangladesh, Annual Report (January-December 2020) for QuEST Project

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UCEP Bangladesh (August 2020), Proposed Revised Results Framework of QuEST Project

UCEP Bangladesh (March 2021), Proposed Revised Results Framework of QuEST Project

UCEP Bangladesh, Annual Budgets for 2019, 2020 and 2021

UCEP Bangladesh, Organisational Theory of Change (DRAFT)

UCEP Bangladesh (Sep 2015), Strategic Plan (2016-25): Help to learn, skills to learn (abridged version)

UCEP Bangladesh, Results Based Monitoring and Evaluation Framework (DRAFT)

UCEP Bangladesh, Concept Note for Knowledge Management Strategy of UCEP Bangladesh (DRAFT)

UCEP Bangladesh (Feb 2020), Updated Children Protection Policy

UCEP Bangladesh (Feb 2020), *UCEP Bangladesh Shishu Shorokkha Nitimala* (Child Protection Policy)

UCEP Bangladesh, Theory of Change: Gender and Inclusion

UCEP Bangladesh (Oct 2019), Gender Policy (revised October 2019)

UCEP Bangladesh, Reflection of COVID-19 Impacts on Gender Policy of UCEP Bangladesh

UCEP Bangladesh, Monitoring and Evaluation Framework of Gender and Inclusion

UCEP Bangladesh (Feb 2020), UCEP Strategy for Disability Inclusion

UCEP Bangladesh, Disability Inclusion Development Plan

UCEP Bangladesh, Key Action Plan on Child Protection Policy (March-December 2020)

## Annex IV PARTICIPANTS IN MEETINGS, DISCUSSIONS AND INTERVIEWS

**Table 1 Inception Meeting with DFAT (14 March 2021)**

	<b>Name</b>	<b>Designation</b>
1.	Kate Sangster	First Secretary (Development Cooperation)
2.	Zara Khair	Senior Program Manager (Development Cooperation)

**Table 2 Introductory Meeting with UCEP (23 March 2021)**

	<b>Name</b>	<b>Designation</b>
1.	Tahsinah Ahmed	Executive Director
2.	Didarul Anam Chowdhury	Director, Programme & Innovations

**Table 3 Follow-up Meeting with UCEP Senior Staff (29 March 2021)**

<b>SN</b>	<b>Department/ Component</b>	<b>Name of Employee</b>	<b>Designation</b>
1.	Programme & Innovations	Didarul Anam Chowdhury	Director
2.	TVET & Skills Development	Md. Abdullah Al Mamun	Deputy Director
3.	Field Operations, Safety & Security	Md. Ashraf Uddin	Deputy Director
4.	Resource Mobilization, Knowledge Management & Corporate Affairs	Md. Shahariar Alam	Deputy Director
5.	Monitoring, Evaluation and Knowledge Management	Sarmin Akter	Deputy Manager
6.		Abdullah Al Noman	Officer-Data Management (R&D)
7.	Education & Social Inclusion	Mariam Akhter	Manager
8.	Social Inclusion	Mohammad Kayum Molla	Deputy Manager
9.	Education	Kanak Kumar Poddar	Deputy Manager
10.	Job Placement & Decent Work	Muhammad Sohel Rana	Manager
11.		Md. Rashedul Hassan	Deputy Manager
12.	Programme & Innovations	Syed Abu Mazher	Associate to Director
13.	Finance & Compliance	Ms. Nazmun Nahar	Director
14.	Finance & Accounts	Md. Anisuzzaman	Manager

**Table 4 Mirpur Technical School and Job Placement Team (29March 2021)**

SN	Name	Designation	Operational Field
1	Mohammad Amranul Hoque Khandaker	Head of Technical School	UCEP Mirpur Technical School
2	Md. Zahirul Islam Khan	Senior Officer, Decent Employment & Entrepreneurship Development	UCEP Dhaka North Region
3	Md.Sumon Ahmed	Senior Instructor	UCEP Mirpur Technical School

**Table 5 Focus Group Discussion with Students of Mirpur Technical School**

SN	Name of Student	Name of Training Course
1	Farzana Khanam	Graphics Design
2	Md. Rakibul Islam	Lathe Machine Operation
3	Zannatul Ferdus	Bakery & Pastry Production
4	Sabikunnahar Saima	Food & Beverage Production
5	Amina Khatun	Consumer Electronics
6	Omél	Food & Beverage Service
7	Prodip Baroi	Electrical Installation & Maintenance
8	Shanta Baktiar	Domestic Works
9	Jannat Islam	Sewing Machine Operation
10	Md. Masum Billah	Refrigeration & Air Conditioning

**Table 6 UCEP Social Enterprises Staff and Students (29 March 2021)**

SN	Name of Social Enterprise	Name of Employee/ Student	Designation
1	A.K. Khan UCEP Private Polytechnical Institute (AKKUPPI)	Kamrul Ahasan Rajiv	Chief Instructor, Civil
2	UCEP Institute of Science &	Mahmuda Begum	Head of Department, Civil

3	Technology (UIST)	Md. Jahidul Islam	Instructor, Electrical	
4		Roni Gopal Saha	Junior Instructor, Mechanical	
5		Md. Sabibur Rahman	Junior Officer, Admin & Accounts	
6		Sumon Biswas	Junior Instructor, Electrical	
7		Nazmul Hasan	Junior Instructor, Civil	
8		Md. Akram Hossain	Computer Demonstrator	
9		Tahsina Akter	Junior Instructor, Physics	
10		Md. Mahadi Hasan	UIST Scholar	
11		Md. Shakibul Islam	UIST Scholar	
12		Nazmul Hasan Nayem	UIST Scholar	
13		Yeasin Ahmed Siam	UIST Scholar	
14		Md. Alamgir Hossain	Instructor	
15		UCEP Training Institute and SED Resource Mobilization	Nazia Afroz	Deputy Manager, Social Enterprise Development

**Table 7 KiK-UCEP Hesamuddin School Staff (31 March 2021)**

Sl. No.	Name	Designation
1.	Md. Abdur Razzaque	Head Teacher
2.	H. M. Mamun	Teacher
3.	Amor Krishna Shaha	Asst. Teacher
4.	Jerin Mridha	Asst. Teacher
5.	Israt Jahan	Teacher
6.	Md. Babul Hossain	Teacher
7.	Md. Rashed Parvez	Asst. Teacher – ICT
8.	Hena Begum	Instructor- CE
9.	Md. Mizanur Rahman	Asst. Instructor - EIM
10.	Naznin Akter	Instructor - SRDW

**Table 8 KiK-UCEP Hesamuddin School Students (31 March 2021)**

Sl. No.	Name	Class / Trade
1.	Rajia Sultana	VII-A/2 <sup>nd</sup>
2.	Sathi Akter	VII-A/ 2 <sup>nd</sup>
3.	Md. Nayem Hossain	Class-VI/1 <sup>st</sup>
4.	Md. Abul Bashar	Class-VI/1 <sup>st</sup>
5.	Md. Jahangir Alom	EIM -Trade
6.	Mehjabin Fariha	EIM - Trade
7.	Maria Akter Sumi	CE- Trade

**Table 9 Industries and Workshops Employers and Apprentices (31 March 2021)**

Workshop and Trade	Place	Employers	Number of Trainees	Model	Apprentices Interviewed
<b>Safi Refrigerator</b> (Refrigeration and Air-condition)	Mirpur	Shohel Ahmed, Proprietor	3	Informal apprenticeship	Nazmul
Sima Fashion Tailors (Tailoring and Dress Making)	Masjid Market, Mirpur	Md. Alamgir, Proprietor,	3	Informal apprenticeship	Tahmina, Nusrat, Ripa
Misami Garments Ltd (Industrial Sewing Operation)	Mirpur	Md Mijanur Rahman, HR Manager	20	Industry based training	Sonia, Sonia-2, Mousumi

**Table 10 Employers' Committee Members (1 April 2021)**

Sl. #	Name & Designation	Organization Name & Address & Contact #	Position in Employers Committee	Nature of Business area
01	<b>Engr. Mohd. Mohabbat Ullah</b> Chairman & Managing Director	<b>NIPPON Group</b> Comilla Garden, 50 New Eskaton Road, Ramna, Dhaka-1000	<b>Chairperson,</b> Employers Committee, <b>Dhaka</b>	<b>Electronics</b>
02	<b>Mr. Mohammad Woheduzzaman</b> GM & Head, Corporate HR	<b>Dekko Group</b> Concord Royal Court, 3rd Floor, House #40, Road-16, Dhanmondi, Dhaka.	<b>Vice Chairperson,</b> Employers Committee, <b>Dhaka</b>	<b>RMG</b>
03	<b>Md. Aatur Rahaman</b> DGM (HR &Admin)	<b>Maf Shoes (Pvt)Ltd.</b> Kalurghat Heavy Industrial Area, Chattogram.	<b>Member,</b> Employers Committee, <b>Chattogram</b>	<b>Leather</b>

04	<b>Md. Hafizur Rahman</b> Senior Manager	<b>Niloy Usmaan Motor Industries Ltd.</b> <b>(Concern of Nitol Niloy Group)</b> A-284-290, BSCIC, Sopura Rajshahi	<b>Member,</b> Employers Committee, <b>Rajshahi</b>	<b>Automobile</b>
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**Table 11 Individual Interviews (1 April 2021)**

	<b>Name</b>	<b>Position</b>	<b>Body/Programme</b>
1.	Parveen Mahmud	Chairperson	UCEP Board of Governors
2.	Abdul Karim	Managing Director	Social Enterprise Development

**Table 12 Regional Managers (6 April 2021)**

<b>SN</b>	<b>Name of Region</b>	<b>Name of Regional Manager</b>
1	Dhaka North	Md. Ashraf Uddin (Acting)
2	Dhaka South	Md. Humayun Kabir
3	Chattogram	Joy Prakash Barua
4	Khulna	Mohammad Kamruzzaman
5	Rajshahi	Shahinul Islam
6	Sylhet	Anowarul Islam (Acting)
7	Gazipur	Md. Shafiqur Rahman
8	Rangpur	Shahinul Islam (Acting)

**Table 13 Reflection Meeting with UCEP Acting Executive Director and Staff (12 May 2021)**

<b>SN</b>	<b>Department/ Component</b>	<b>Name of Employee</b>	<b>Designation</b>
1.	Programme & Innovations	Didarul Anam Chowdhury	UCEP Acting Executive Director
2.	TVET & Skills Development	Md. Abdullah Al Mamun	Deputy Director
3.	Monitoring, Evaluation and Knowledge Management	Sarmin Akter	Deputy Manager
4.	People and Operations	Iqbal Hossain	Director
5.	Finance & Compliance	Nazmun Nahar	Director

**Table 14      Dissemination Discussion Meeting (May 2021)**

	<b>Name</b>	<b>Designation</b>
1.	Kate Sangster	First Secretary (Development Cooperation)
2.	Zara Khair	Senior Program Manager (Development Cooperation)

### Annex V MID TERM REVIEW PROGRAM

Sl.	Date	Time	Events	Mode	Place	Purpose	Participants	Remarks
1.	14 March 2021	1.00 - 1.30pm	Inception meeting	Virtual		Review of and feedback on MTR Plan	Kate Sangster (First Secretary - Development Cooperation and Zara Khair (Senior Program Manager - Development Cooperation)	Discussion based on draft MTR Plan submitted by consultant
2.	23 March	10:00 - 11:00 am	Introductory meeting	Virtual	Microsoft Team	To discuss about the major aspects and methodology of the MTR.	Executive Director, Director (Program & Innovations), Director (People Operations), Director (Finance & Compliance), Deputy Director (Prog.)	Discussion based on MTR Plan shared by consultant after approval by DFAT
3.	29 March	9:30 - 12.00 pm and 2.30 - 3.30 pm	<b>Follow-up meeting with key staff of UCEP Bangladesh</b>	Physical	Board Room (UCEP HO)	To review progress, to discuss proposed changes to Results Framework and to discuss issues raised by the consultant	Executive Director, Director (Prog.) Director (People Operations), Director (Finance) DD (Program) DD (Field Op.) DD Res. Mob.) Program Managers (2), Finance Manager. Dept. Manager (R&D)	Presentation by Director Program followed by group discussion on focused issues.
		12:00 - 1:30 pm	<u>Visit Mirpur Tech. School</u> - Ongoing Training/lab visit - FGD with trainees - Discussion with Head of TS	Physical	Same Campus	Observe and discuss ongoing skill training .	Training Participants, Instructors and Head of Technical School.	Center visit: 50 mins. FGD : 20 mins. Discussion : 20 mins.
		1:30 - 2:30 pm	- Visit UIST (Polytechnic Institute) - Observe projects & activities	Physical	Same campus	To get overview of Polytechnic Institute Observe projects and activities	Meeting with Principal (2 polytechnics) Teacher and available students .	Principal AKKUPI to join virtually
4.	31 March	10:00 - 12:00 pm	<u>Visit Education program:</u> - Study Group - School visit for meeting	Virtual	Muham- madpur, Dhaka	Observe alternative education program at community level, observe UCEP general school.	Meeting with the students, teachers, parents and community members	
		12:00 - 1:00 pm	Visit Tech. Outreach Center	Virtual		Observe ongoing training class, Interact with staff & learner	Meetings with trainees and instructors of the ongoing courses	
		1:15 - 2:30 pm	Visit formal industries	Virtual	Shewra Para Dhaka	Observe activities and get impression from key persons about UCEP activities and performance of the graduates.	Meetings with key persons of formal industry to get their reflection	
			Visit enterprises /workshops (informal sector)		Kalshi, Mirpur		Meetings with the owner, master craft of the enterprise and graduate employees	

5.	1 April	10:00 - 10:45 am	Meeting with UCEP BoG Chairperson.	Virtual	Microsoft Team	Function of BoG Future prospect of partnership with DFAT	Meeting with Ms. Parveen Mahmud, Chairperson, BoG UCEP BD.	To address strategic interest (national priorities and sustainability)
		11:00- 11:45 am	Meeting with MD, SED, UCEP	Virtual	Microsoft Team		Meeting with Mr. Abdul Karim MD, SED, UCEP	
		3:00 – 4:00 pm	Meeting with Employers' Committee members	Virtual	MS Team	To know about their role, feedback and suggestion.	Virtual meeting with four members of UCEP Employer Committee.	
6.	6 April	10.00- 11.4 5 am	Meeting with all Regional Managers of UCEP Bangladesh	Virtual	Microsoft Team	To know about how regions work, and the experiences, challenge and lessons learned.	Virtual meeting with all RMs of UCEP Bangladesh.	Presentations by DD (Field Operation) and by RMs followed by discussion
		12.00- 2.30 pm	Meeting with senior staff on Proposed Results Framework	Virtual	Microsoft Team	To discuss in detail proposed changes to Results Framework	Virtual meeting with Director Program and senior staff	Discussion based on feedback by consultant on proposed revisions
7.	12 May	10.00- 11.30	Reflection meeting	Virtual	Microsoft Team	Share and discuss findings and potential recommendations	Acting Executive Director and key staff	Informal meeting
8.	To be confirmed		Dissemination discussion meeting with DFAT and UCEP	Virtual		Presentation of report highlighting key findings and recommendations Feedback and discussion	Meeting with DFAT First Secretary and Senior Program Manager and with UCEP senior staff	Presentation and discussion based on draft MTR report

## Annex VI UPDATED RESULTS FRAMEWORK WITH RESULTS THROUGH MARCH 2021

(Achievements to date and comments highlighted)

Project Name: Quality Education and Skills for Transformation (QuEST)													
(Duration: Mar'19 - Jun'22)													
PROGRESS FROM MARCH 2019 THROUGH MARCH 2021													
IMPACT	Outcome Indicator	Baseline: 2018	Milestone 1: 2019 (Mar-Dec)	Achievement 1: 2019	Milestone 2: 2020 (Jan-Dec)	Achievement 2: 2020	Milestone 3: 2021 (Jan-Dec)	Achievement 3: Q1 (Jan-Mar2021)	Total Mar'19 - Jun'22	Total Achievement: Mar'19-Mar21	Assumptions	Remarks	Notes on Progress March 2019 - March 2021
Improved socioeconomic opportunities for youth, especially females through market oriented skills for disadvantaged youth contributing to building Bangladesh's skilled workforce, resulting in reduced poverty	4. At least 42,328 <sup>5</sup> persons have come out from poverty through employment of one person of each family through skills training.								42,328		UCEP Bangladesh wanted to demonstrate the contribution of its activities at national level, helping to achieve macro level goals. Thus, these impact indicators will remain intact in this results framework for UCEP to measure the long-term impacts when the project phase		

<sup>5</sup>Number of TVET and SD graduates employed (10,426) times the National Average Household Size of 4.06 (source: BBS, Bangladesh HIES December 2016)

Outcome	Impact Indicator	Baseline: 2018	Milestone 1: 2019 (Mar-Dec)	Achievement 1: 2019	Milestone 2: 2020 (Jan-Dec)	Achievement 2: 2020	Milestone 3: 2021 (Jan-Dec)	Achievement 3: Q1 (Jan-Mar2021)	Total Mar'19 - Jun'22	Total Achievement: Mar19-Mar21	Assumptions	Remarks	Notes on Progress March 2019 - March 2021
Underprivileged youth, especially females, have improved opportunities for higher education and formal employment	1. UCEP Students pass rate in Public Examinations	PEC (Primary Education Completion): 5% within national average <sup>6</sup>  JSC (Junior School Certificate): 9% within national average <sup>7</sup>	PEC: within 5% of national average  JSC: Not applicable	PEC within 6.36% of national average	PEC: within 5% of national average  JSC: within 8% of national average	The PEC and JSC exams in 2020 were not held due to Covid-19 pandemic	PEC: within 5% of national average  JSC: within 7% of national average	PEC and JSC exam will be held in November 2021	PEC: within 5.33% than national average  JSC: within 8% of national average	PEC within 6.36% of national average	Quality education and skills leads to better life opportunities	a. No cohort will appear in PEC& JSC in milestone 1. *b. Based on mid-term review & resource availability, 4 <sup>th</sup> milestone will be decided.	It is not possible to report on the milestone of 2020, because PEC and JSC exam in 2020 were not held due to Covid-19 pandemic
	2. Rate of competency achieved in Bangla language (reading and writing) of Remedial of Literacy and Life Skills (ROLLS) students	Not available  [Endline assessment for ROLLS for 2017 completed; upon availability of the final report, this number will be provided as baseline	At least 8 percentage point improvement than baseline	Overall, 8% improvement in fluency in Bangla language	At least 8 percentage point improvement than baseline	Baseline information has been collected but couldn't collect the End line due to COVID-19 pandemic	At least 8 percentage point improvement than baseline	ROLLS is not continuing from 2021	Average at least 8 percentage point improvement than baseline	8% improvement in fluency in Bangla language above compare to baseline in Mar-Dec 2019			UCEP's R&D Team had planned to assess ROLLS students in 2020 but due to advent of pandemic, in alignment with Government's decision, all school activities were postponed from March 17 to December 2020. So it is not possible to collect end-line

<sup>6</sup>In 2018, the average national pass rate in PEC was 97% while UCEP Bangladesh has achieved 92%.

<sup>7</sup>In 2018, the average national pass rate for JSC was 85% while UCEP Bangladesh achieved 76%.

		for QuEST project]										information, as well as set the comparison for improvement
3. Employment/ apprenticeship/ continuing education rate of UCEP training graduates	a. Employment: 74%  b. Apprenticeship: 11%  c. Continuing Education: 10%	Employment : 74%  Apprenticeship: 14%  Continuing Education: 7%	Employment : 72%  Apprenticeship: 14%  Continuing Education: 8%	Employment: 74%  Apprenticeship: 16%  Continuing Education: 5%	Employment: 67%  Apprenticeship: 6%  Continuing Education: 13%	Employment: 75%  Apprenticeship: 16%  Continuing Education: 4%		Employment: 74.50%  Apprenticeship: 15.50%  Continuing Education: 5%	Employment: 69%  Apprenticeship: 10%  Continuing Education: 10.5%		For example, in milestone 1, out of 100 employable graduates, 74 of them will be placed in formal jobs (who have age of 18 years and above), 14 of them will be placed in Apprenticeship (who have age of below 18 years), 7 of them will continue education and rest 5 persons do not receive any service due to migration and other social issues.	Due to covid-19 crisis, overall job sector is facing a huge challenge. According to an ILO study, in Bangladesh because of COVID-19, 13 million people will lose their job.  For this reason, UCEP has not been able to meet the original targets for employment and apprenticeships but enrolment in continuing education has been higher than the target.
4. Rate of Female participation in education, training and employment	Education: 53%  Skills Training: 42%	Education: 50%,  Skills Training: 45%,	Education: 51%,  Skills Training: 45%,	Education: 50%,  Skills Training: 45%,	Education: 50%,  Skills Training: 37%,	Education: 50%,  Skills Training: 45%,	Education: 48%,  Skills Training: 50%,	Education: 50%,  Skills Training: 45%,	Education: 50%,  Skills Training: 44%,		The female participation for Skills Development and Job Placement programs are set at 45% for both, considering	

		Employment: 44% are female among the total employed	Employment: 45% are female among the total employed	Employment: 42%	Employment: 45% are female among the total employed	Employment: 38%	Employment: 45% are female among the total employed	Employment:	Employment: 45% are female among the total employed	Employment: 40%		the national strategy <sup>8</sup> for increasing female participation in formal TVET institutions, from the present 24% to 40% by 2020.	
	5. Enhanced organizational management system for institutional strengthening and sustainability of UCEP Bangladesh	Not available	M&E frameworks (at the organisation and program level) and risk management (for child protection and financial sustainability goals) are strengthened.	M&E Results Framework developed  After CP policy approved, action plan developed, and risk assessment completed. and CP addressed in the organizational risk assessment register.  Different social enterprise models developed for organizational financial sustainability	Information generated by M&E is used in formal annual processes to assess program performance.	Annual Operational Plan, Student Database, M&E tools developed to roll out	Management are using performance data to make and implement decisions to improve program performance.						To assess programme performance for evidence-based management decision making and improvement, UCEP is initiating to develop the web-based data management system. As the system development is in progress, the achievement of this milestone is delayed.
<b>OUTPUT 1</b>	<b>Output Indicator</b>	<b>Baseline: 2018</b>	<b>Milestone 1: 2019 (Mar-Dec)</b>	<b>Achievement 1: 2019</b>	<b>Milestone 2: 2020 (Jan-Dec)</b>	<b>Achievement 2: 2020</b>	<b>Milestone 3: 2021 (Jan-Dec)</b>	<b>Achievement 3: Q1 (Jan-</b>	<b>Total Mar19 - Jun'22</b>	<b>Total Achievement:</b>	<b>Assumptions</b>	<b>Remarks</b>	<b>Notes on Progress March</b>

<sup>8</sup>National Skills Development Policy (NSDP, 2011) and the National Strategy for Promotion of Gender Equality in TVET in Bangladesh.

								Mar2021)		Mar19- Mar'21			2019 - March 2021
Second chance education provided to hard-to-reach underprivileged children maintaining gender parity.	1.1. Number of students in grade V-VIII & Literacy Remedial program	18,930 (girls: 53%, PWD: 5%, ethnic and others: 2%)	4,758 (girls: 50%, PWDs: 5%, ethnic and others: 2%)	4,775 Girls: 51%, PWD: 5%, Ethnic+: 2%	6,485 (girls: 50%, PWDs: 5%, ethnic and others: 2%)	8,972 Girls: 50%, PWDs: 5%, Ethnic+ 3%	4,204 (girls: 50%, PWDs: 5%, ethnic and others: 2%)	5,284 Girls: 48%, PWDs: 5%, Ethnic+: 3%	Total Beneficiaries: 6,723 (girls: 50%, PWDs: 5%, ethnic and others: 2%)	5,284 Girls: 48%, PWDs: 5%, Ethnic+: 3%	School graduates will perform better in further education, training or employment	No milestone set for Jan-Jun'22. UCEP Bangladesh's education in grade VI (six months' academic duration) ends in June and other educational institutions cannot take new intake in July.	
	1.2. Grade (ROLLS & V-VIII) Completion rate of education program.	93% (girls: 93%)	93% (girls: 93%)	95% Girls: 96%	93% (girls: 93%)	99.62% Girl: 99.63%	93% (girls: 93%)	Grade (V-VIII) completion by Dec 2021 ROLLS is not continuing from 2021	Average 93% (girls: 93%)	97% (Average of 2019 - 2020) Girls: 97%		According to the UCEP Strategic direction, ROLLS will not continue from 2021	
OUTPUT 2	Output Indicator	Baseline: 2018	Milestone 1: 2019 (Mar-Dec)	Achievement 1: 2019	Milestone 2: 2020 (Jan-Dec)	Achievement 2: 2020	Milestone 3: 2021 (Jan-Dec)	Achievement 3: Q1 (Jan-Mar2021)	Total Mar19 - Jun'22	Total Achievement: Mar19-Mar'21	Assumptions	Remarks	Notes on Progress March 2019 - March 2021
Technical and Vocational Skills training provided to youth	2.1. Number of Trainees enrolled in Vocational Skills training courses.	14,080 (Female: 42% from 37% in 2015, PWD: 3%, ethnic and other: 1%)	2,500 (Female: 45%, PWD: 5%, ethnic and others: 2%)	2,626 Female 45% PWD: 3%, ethnic : 2%	5,000 (Female: 45%, PWD: 5%, ethnic and others: 2%)	5,504 F - 37% PWD 3.31% Ethnic 3.58%	4,000 (Female: 45%, PWD: 5%, ethnic and others: 2%)	932 Female 50%, PWD: 2.25%, Ethnic+: 0.85%  (Summative assessment)	Total: 12,000 (Female: 45%, PWD: 5%, ethnic and others: 2%)	9,062 F - 44.03%, PWD 2.85%, Ethnic 2.14%	1. Availability of suitable jobs and apprenticeship in formal sector 2. Willingness	The 4 <sup>th</sup> milestone has 500 trainees who will be provided with 3-months training. After that, job placement activities start which require	

								nt of Q1 will be conducted by April 2021 )			of employer to take female or disabled employees	at least 3 months to complete. Hence target of trainees in skills development is kept lower in the fourth milestone.	
2.2	Percentage of graduates qualified as competent in Skills training courses offered by UCEP	97% (Female: 97%)	96% (Female: 96%)	95.43% Female 95%	96% (Female: 96%)	81%	96% (Female: 96%)	Summative assessment of Q1 will be conducted by April 2021	Average: 96% (Female: 96%)	This result will be calculated by June 2021			From 2020, UCEP Bangladesh is following CBT&A Summative Assessment maintaining BTEB guideline and accredited by BTEB expert through RTO assessment. In this summative assessment system followed by NTVQF aligned with National Skills Level- 1 &2 Competent (C) and Not yet Competent (NYC) is considered which is nationally and Internationally recognized.  For this reason, in 2020, achievement was lower for a more strenuous assessment, but this will improve the quality of the training.
2.3.		2,480	300	385	500	Assessm	420	Assessm	Total:	385		The	BTEB

Number of persons assessed through RPL (Recognition of Prior Learning)	(Female: 30%)	(Female: 32%)	Female 36%	(Female: 35%)	ents were suspended by BTEB due to COVID-19	(Female: 40%)	ent schedules are settled for Mar-Apr 2021	1,320 (Average Female: 36.75%)			awareness about RPL service is very low among the female workers already engaged in different industries which has resulted in lower participation by female in UCEP Bangladesh's RPL service. To improve female participation, this needs lot of awareness raising campaign at national and local level. QuEST project will closely work with BTEB, female workers and relevant industry associations for promoting RPL services among the female workers, to gradually increase female participation from 30%	suspended RPL Assessment during COVID pandemic in 2020, So we could not achieve the milestone of 2020
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												(baseline) to 40%, by 2022.	
	2.4. Percentage of PWD Trainees including ethnic and other excluded groups.	PWD: 3.68%, ethnic and others: 1%	5% trainees of the inclusive VST centres are PWD, 2% ethnic and others	3% trainees of the inclusive VST centres are PWD, 2% ethnic and others	5% trainees of the inclusive VST centres are PWD, 2% ethnic and others	3.31% trainees of the inclusive VST centres are PWD, 3.58% ethnic and others	5% trainees of the inclusive VST centres are PWD, 2% ethnic and others	PWD: 2.25%, ethnic and others: 0.85% till Mar '21	5% trainees of the inclusive VST centres are PWD, 2% ethnic and others	2.85% trainees of the inclusive VST centres are PWD, 2% ethnic and others			
<b>OUTPUT 3</b>	<b>Output Indicator</b>	<b>Baseline: 2018</b>	<b>Milestone 1: 2019 (Mar-Dec)</b>	<b>Achievement 1: 2019</b>	<b>Milestone 2: 2020 (Jan-Dec)</b>	<b>Achievement 2: 2020</b>	<b>Milestone 3: 2021 (Jan-Dec)</b>	<b>Achievement 3: Q1 (Jan-Mar2021)</b>	<b>Total Mar19 - Jun'22</b>	<b>Total Achievement: Mar19-Mar'21</b>	<b>Assumptions</b>	<b>Remarks</b>	<b>Notes on Progress March 2019 - March 2021</b>
Job-placement and apprenticeship services provided to vocational skill training graduates	3.1. Age-appropriate (18 years & above) training completers are employed (self/wage) within 6 months of training.	88% of the age appropriate graduates  (Female: 44%)	90% of the age appropriate graduates  (Female: 45%)	91% age-appropriate graduates placed in decent job Female: 42%	90% of the age appropriate graduates  (Female: 45%)	78% of the age-appropriate graduates Female: 42%	90% of the age appropriate graduates  (Female: 45%)		Average: 90% of the age appropriate graduates  (Female: 45%)	81% Female 47%	1. Employment leads to better income  2. Economic growth remains positive	90% of the age appropriate training graduates will be placed in wage/ self-employment out of total age-appropriate (18 years and above) training completers.	The current Pandemic causes job loss, wage decline, changing workforce demand, increase of migration and increase of marriage. For this reasonless graduates were supported for employment in this situation and it is not possible to achieve this indicator.
	3.2. Under-age (below 18) training graduates engaged in apprenticeships / self-	40% of the under-age training graduates	70% of the under-age training graduates	67% underage graduates engaged in apprenticeship/self-employment	72% of the under-age training graduates  (Female: 56%)	44% of the under-age training graduates	74% of the under-age training graduates  (Female: 56%)		Average: 72.50% of the under-age training graduates	53% Female 41%		1. The under-age (below 18 years) training graduates will be provided apprenticeship support.	The current Pandemic causes job loss, wage decline, changing workforce demand, increase of migration and

employment	(Female: 56%)	(Female: 56%)	Female: 65%	56%)	Female: 38%			(Female: 56%)			2. UCEP Bangladesh will promote the 'Apprenticeship' model as a successful intervention under QuEST project. As such, the milestone targets are kept incrementally higher than its baseline.	increase of marriage. For this reasonless graduates were supported for employment in this situation and it is not possible to achieve this indicator.
3.3. Number of Students/ Trainees received career guidance and % of students admitted in TVET courses	21,490 (Female: 45% and other data not available)	3,333 (Female: 45%, PWD: 5%, ethnic and others: 2%);  At least 75% admitted	3,227 (Female: 38%, PWD: 3%, ethnic and others: 2%); About 77% admitted	6,667 (depends on TVET enrolment target)  (Female: 45%, PWD: 5%, ethnic and others: 2%);  At least 75% admitted	8,983 (Female: 24%, PWD: 4%, ethnic and others: 2%) At least 61% admitted	5,333 (Female: 45%, PWD: 5%, ethnic and others: 2%);  At least 75% admitted		Total: 16,000 (Female: 45%, PWD: 5%, ethnic and others: 2%);  Average: At least 75% admitted	12,210 Female 28% PWD 3% Ethnic 2% admitted 67%		a. Career guidance is provided to prospective youth with information on the potential trades and their job prospects.  b. In the 4 <sup>th</sup> milestone, 667 students will receive career guidance which will start from December 2021 and continues till mid-January 2022.	
3.4. Number of	1,413	200	423 (Female)	250	769 (Female)	200		Total (Max):	1,192 Female			

	employers supporting quality, relevance, effectiveness of TVET and employment in UCEP Bangladesh Programs	(Female: 15%)	(Female 18%)	14%	(Female 20%)	19%	(Female 20%)		250 (Female 20%)	17%			
<b>OUTPUT 4</b>	<b>Output Indicator</b>	<b>Baseline: 2018</b>	<b>Milestone 1: 2019 (Mar-Dec)</b>	<b>Achievement 1: 2019</b>	<b>Milestone 2: 2020 (Jan-Dec)</b>	<b>Achievement 2: 2020</b>	<b>Milestone 3: 2021 (Jan-Dec)</b>	<b>Achievement 3: Q1 (Jan-Mar2021)</b>	<b>Total Mar19 - Jun'22</b>	<b>Total Achievement: Mar19-Mar'21</b>	<b>Assumptions</b>	<b>Remarks</b>	<b>Notes on Progress March 2019 - March 2021</b>
Community members engaged in activities to promote rights to education, training and employment especially of girls/women and disadvantaged groups	4.1. Number of persons attended community mobilization activities.	58,861 (Female 50%)	29,032 (Female 50%)	82,447 Female 51%	27,860 (Female 50%)	28,209 Female 53%	16,000 (Female 50%)	3,336 Female 58%	Total: 74,892 (Female 50%)	113,992 Female 52%	Engagement with community leads to more inclusive participation	a. Community mobilization activities include parents meeting and community meeting. b. UCEP's experience in mobilizing communities and motivating them to participate in general and technical education has proved that to bring 1 person to UCEP's general or technical schools, the program has to reach 4 persons through its	

												community mobilization activities	
	4.2. Based on the new Results based Framework , UCEP would include an output indicator in the 2 <sup>nd</sup> year to measure the effectiveness of the Child Women Rights Advocacy (CWRA) activities.	NA	NA	NA	TBD	We have proposed 3 different indicators and submitted to DFAT in last year and waiting for endorsement as part of the MTR.							
	4.3. Strategic partnerships built (new) and continued at community level	47	5	6 new Partnerships under QuEST project	10	11 new Partnerships under QuEST project	15	12 (01 new Strategic partnership developed) 11 continued from previous year	Total (Max): 15	12		47 partnerships in baseline from the YES4Growth project. Through the QuEST project, 15 more partnerships will be built.	
<b>OUTPUT</b>	<b>Output</b>	<b>Baseline:</b>	<b>Milestone</b>	<b>Achieve</b>	<b>Milestone</b>	<b>Achieve</b>	<b>Milestone</b>	<b>Achieve</b>	<b>Total</b>	<b>Total</b>	<b>Assumptio</b>	<b>Remarks</b>	<b>Notes on</b>

5	Indicator	2018	1: 2019 (Mar-Dec)	ment 1: 2019	2: 2020 (Jan-Dec)	ment 2: 2020	3: 2021 (Jan-Dec)	ment 3: Q1 (Jan-Mar2021)	Mar19 - Jun'22	Achievement: Mar19-Mar'21	ns	Progress March 2019 - March 2021
UCEP Bangladesh has developed and implemented necessary policies	5.1. Strategy and other necessary policy documents developed and implemented.	HR policy, Gender Policy, Child Protection and Safeguard policy, Prevention of Sexual Exploitation and Harassment etc. developed and in practice	<p>a. Communication, Branding &amp; Marketing Strategy developed</p> <p>b. PWD Inclusion Strategy developed, focus of which will be to look at how Disability Inclusion Development (DID) can be integrated in UCEP Bangladesh services.</p> <p>c. Gender Strategy reviewed and revised including Gender Analysis and Theory of Change and M&amp;E Framework for CWRA</p> <p>d. Child Protection</p>	All strategies and policy have been developed and followed	a. Milestones to be agreed by December 2019 once strategies developed	<p>a. Revised according to Strategic direction</p> <p>b. Website relaunched, webinar, social media action</p>	Milestones to be agreed by December 2019 once strategies developed.				UCEP Bangladesh program is attractive for external funding.	According to the original framework, new milestones should be developed after strategy is being formulated. Hence, in the proposed revision, we have included next milestones

			Policy-updated within first 6 months' of project inception.										
5.2. Capacity strengthened for organizational transformation and social enterprise development	5 social enterprises	3 social enterprise models developed	3 social enterprise models developed 1. AKKUPPI 2. Hospitality & Tourism Institute 3. Micro Enterprise (ME)	a. 3 models piloted b. 3 new models developed	a. 2 models piloted 1. AKKU PPI 2. Hospitality & Tourism Institute b. 2 new models developed 1. Sonadanga Resort and Convention Centre, 2. Shaheed Khalek UCEP Textile Institute (SKUTI)	a. 3 models (piloted) evaluated, reviewed and updated b. 3 newly developed models piloted	a. 1 models (piloted) evaluated, reviewed and updated (AKKUPPI) b. 3 newly developed models piloted 1. UOESL 2. ME 3. SKUTI	Total: 6 models developed, piloted and implemented.	2 models developed, piloted and implemented				It was not possible to achieve this indicator due to the sudden advent of COVID 19 pandemic. All the process and procedure was disrupted/ prolonged to establish and roll out the business model.
5.3. Results based M&E system strengthened	a. Project Monitoring Mechanism and Tools used for	a. Knowledge Management Strategy, including Action Plan	Ground work for KM Strategy, RBMEF developed, Student	a. Annual Knowledge Management Action Plan	Knowledge Management concept note	a. Annual Knowledge Management Action Plan developed							a. In 2020, UCEP drafted a Concept note for Knowledge Management Strategy and

<p>ed - Effective system of planning, and knowledge management and learning is in place.</p>	<p>YES4Growth and few other projects</p> <p>b. Monthly Monitoring Mechanism of programme at HO level</p> <p>c. Periodic Review by Internal Audit which includes programmatic issues</p> <p>d. Field visits by HO team including Management</p>	<p>for implementation, developed (development will include review of existing systems; strategy will include principles and processes/tools)</p> <p>b. Result Based M&amp;E Framework (RBMEF) developed (will detail a results based planning and reporting framework for all programs, i.e. Annual Work plans linked to results focused logframes)</p> <p>c. ICT based real time monitoring system developed</p>	<p>database developed</p>	<p>developed and implemented – specific milestone to be agreed by December 2019 once Strategy developed</p> <p>b. All programs develop, implement and report on an Annual Work plan</p> <p>c. ICT based real time monitoring system rolled out, including building staff capability</p>	<p>developed with current state analysis, developed departmental AOP, student database developed and staff capacity building to rolled out</p>	<p>and implemented – specific milestone to be agreed by December 2019 once Strategy developed</p> <p>b. All programs develop, implement and report on an Annual Work plan</p> <p>c. Required amendments to ICT based real time monitoring system to fix “bugs” identified in rollout</p>						<p>conducted a survey to understand the existing situation of knowledge management (Analysis of Organizational Environment). Based on the survey findings, we will develop KM strategy with action plan.</p> <p>Due to COVID-19 pandemic, the workshop to develop the knowledge management strategy could not be arranged. Also the MEKM team faced challenges with appropriate Human Resources in . 2020. Therefore we could not achieve the milestone.</p> <p>c. To develop ICT Based real time monitoring system, UCEP has developed web-based student database system in 2020 and rolled it out. This database will be linked with the real time monitoring system</p>
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## Annex VII PROPOSED REVISED RESULTS FRAMEWORK

(Proposed changes and comments highlighted)

Project Name: Quality Education and Skills for Transformation (QuEST)										
(Duration: Mar'19 - Jun'22)										
PROPOSED REVISED RESULTS FRAMEWORK (from January 2021)										
IMPACT	Impact Indicator	Baseline: 2018	Milestone 1: 2019 (Mar-Dec)	Milestone 2: 2020 (Jan-Dec)	Milestone 3: 2021 (Jan-Dec)	Milestone 4: 2022 (Jan-Jun)	Total Mar'19 - Jun'22	Assumptions	Remarks	Rationale for Changes
Improved socioeconomic opportunities for youth, especially females through market oriented skills for disadvantaged youth contributing to building Bangladesh's skilled workforce, resulting in reduced poverty	4. At least 42,328 <sup>9</sup> persons have come out from poverty through employment of one person of each family through skills training.						42,328	UCEP Bangladesh wanted to demonstrate the contribution of its activities at national level, helping to achieve macro level goals. Thus, these impact indicators will remain intact in this results framework for UCEP to measure the long-term impacts when the project phase ends.		
Outcome	Outcome Indicator	Baseline: 2018	Milestone 1: 2019 (Mar-Dec)	Milestone 2: 2020 (Jan-Dec)	Milestone 3: 2021 (Jan-Dec)	Milestone 4: 2022 (Jan-Jun)	Total Mar'19 - Jun'22	Assumptions	Remarks	Rationale for Changes
Underprivileged youth, especially females, have improved opportunities	1. UCEP Students pass rate in Public Examinations	PEC (Primary Education Completion ): 5% within	PEC: within 5% of national average	PEC: within 5% of national average	PEC: within 5% of national average	0	PEC: within 5.33% than national average	Quality education and skills leads to better life opportunities	a. No cohort will appear in PEC&JSC in milestone 1. *b. Based on mid-term	

<sup>9</sup>Number of TVET and SD graduates employed (10,426) times the National Average Household Size of 4.06 (source: BBS, Bangladesh HIES December 2016)

for higher education and formal employment		national average <sup>10</sup>  JSC (Junior School Certificate): 9% within national average <sup>11</sup>	JSC: Not applicable		JSC: within 7% of national average		JSC: within 8% of national average		review & resource availability, 4 <sup>th</sup> milestone will be decided.	
2. Rate of competency achieved in Bangla language (reading and writing) of Remedial of Literacy and Life Skills (ROLLS) students	Not available  [Endline assessment for ROLLS for 2017 completed; upon availability of the final report, this number will be provided as baseline for QuEST project]	At least 8 percentage point improvement than baseline	At least 8 percentage point improvement than baseline	At least 8 percentage point improvement than baseline	NA.	Average at least 8 percentage point improvement than baseline		According to the UCEP Strategic direction, ROLLS will not continue from 2021		
3. Employment/ apprenticeship/ continuing education rate of UCEP training graduates	Employment: 74%  Apprenticeship: 11%  Continuing Education: 10%	Employment: 74%  Apprenticeship: 14%  Continuing Education: 7%	Employment: 74%  Apprenticeship: 16%  Continuing Education: 5%	Employment: 75%  <b>Proposed: Employment 60%</b>  Apprenticeship: 16%	Employment: 75%  <b>Proposed: Employment 70%</b>  Apprenticeship: 16%	Employment: 74.50%  <b>Proposed: Employment 69.5%</b>  Apprenticeship: 15.50%			Due to COVID 19 Pandemic, risk of job loss, wage decline, changing workforce demand, increase of migration and increase of marriage are higher than previous. In this situation we propose the revised milestones. Due to Covid-19 crisis,	

<sup>10</sup>In 2018, the average national pass rate in PEC was 97% while UCEP Bangladesh has achieved 92%.

<sup>11</sup>In 2018, the average national pass rate for JSC was 85% while UCEP Bangladesh achieved 76%.

				<b>Proposed:</b> Apprenticeship: 10%  Continuing Education: 4%  <b>Proposed:</b> Continue Education: 10%	<b>Proposed:</b> Apprenticeship: 10%  Continuing Education: 4%  <b>Proposed:</b> Continue Education: 10%	<b>Proposed:</b> Apprenticeship: 12.5%  Continuing Education: 5%  <b>Proposed:</b> Continue Education: 8%			overall job sector is facing a huge challenge. According to an ILO study in Bangladesh because of COVID-19, 13 million people will lose their job. Hence, we assume less % of graduates can be placed compared to the previous record/milestones.
4. Rate of Female participation in education, training and employment	Education: 53%  Skills Training: 42%  Employment: 44% are female among the total employed	Education: 50%,  Skills Training: 45%,  Employment: 45% are female among the total employed	Education: 50%,  Skills Training: 45%,  Employment: 45% are female among the total employed	Education: 50%,  Skills Training: 45%,  Employment: 45% are female among the total employed	Employment: 45% are female among the total employed	Education: 50%,  Skills Training: 45%,  Employment: 45% are female among the total employed		The female participation for Skills Development and Job Placement programs are set at 45% for both, considering the national strategy <sup>12</sup> for increasing female participation in formal TVET institutions, from the present 24% to 40% by 2020.	
5. Enhanced organizational management system for institutional strengthening and sustainability of UCEP Bangladesh	Not available	M&E frameworks (at the organisation and program level) and risk management (for child protection and financial	Information generated by M&E is used in formal annual processes to assess program performance.	Management are using performance data to make and implement decisions to improve program performance.	Management are using performance data to make and implement decisions to improve program performance.				

<sup>12</sup>National Skills Development Policy (NSDP, 2011) and the National Strategy for Promotion of Gender Equality in TVET in Bangladesh.

Output 1	Output Indicator	Baseline: 2018	Milestone 1: 2019 (Mar-Dec)	Milestone 2: 2020 (Jan-Dec)	Milestone 3: 2021 (Jan-Dec)	Milestone 4: 2022 (Jan-Jun)	Total Mar'19 - Jun'22	Assumptions	Remarks	Rationale for Changes
Second chance education provided to hard-to-reach underprivileged children maintaining gender parity.	1.1. Number of students in grade V-VIII & Literacy Remedial program	18,930 (girls: 53%, PWD: 5%, ethnic and others: 2%)	4,758 (girls: 50%, PWDs: 5%, ethnic and others: 2%)	6,485 (girls: 50%, PWDs: 5%, ethnic and others: 2%)	4,204 (girls: 50%, PWDs: 5%, ethnic and others: 2%)	0 [Note: Target in milestone 4 will be decided during mid-term review subject to availability of resources and funds.]	Total Beneficiaries: 6,723 (girls: 50%, PWDs: 5%, ethnic and others: 2%)	School graduates will perform better in further education, training or employment	No milestone set for Jan-Jun'22. UCEP Bangladesh's education in grade VI (six months' academic duration) ends in June and other educational institutions cannot take new intake in July.	
	1.2. Grade (ROLLS & V-VIII) Completion rate of education program.	93% (girls: 93%)	93% (girls: 93%)	93% (girls: 93%)	93% (girls: 93%)	0	Average 93% (girls: 93%)			
Output 2	Output Indicator	Baseline: 2018	Milestone 1: 2019 (Mar-Dec)	Milestone 2: 2020 (Jan-Dec)	Milestone 3: 2021 (Jan-Dec)	Milestone 4: 2022 (Jan-Jun)	Total Mar'19 - Jun'22	Assumptions	Remarks	Rationale for Changes
Technical and Vocational Skills training provided to youth	2.1. Number of Trainees enrolled in Vocational Skills training courses.	14,080 (Female: 42% from 37% in 2015, PWD: 3%, ethnic and other: 1%)	2,500 (Female: 45%, PWD: 5%, ethnic and others: 2%)	5,000 (Female: 45%, PWD: 5%, ethnic and others: 2%)	4,000 (Female: 45%, PWD: 5%, ethnic and others: 2%)	500 (Female: 45%, PWD: 5%, ethnic and others: 2%)	Total: 12,000 (Female: 45%, PWD: 5%, ethnic and others: 2%)	1. Availability of suitable jobs and apprenticeship in formal sector 2. Willingness of employer to take female or disabled employees	The 4 <sup>th</sup> milestone has 500 trainees who will be provided with 3-months training. After that, job placement activities start which require at	

									least 3 months to complete. Hence target of trainees in skills development is kept lower in the fourth milestone.	
2.2. Percentage of graduates qualified as competent in Skills training courses offered by UCEP  Proposed: Percentage of trainees (who participated in summative assessment) qualified as competent in Skills training courses offered by UCEP	97% (Female 97%)	96% (Female 96%)	96% (Female 96%)	96% (Female 96%)  Proposed: 81% (Female: 81% of female trainees who participated in summative assessment)	96% (Female 96%)  Proposed: 81% (Female: 81% of female trainees who participated in summative assessment)	Average: 96% (Female 96%)  Proposed: 81.67% (Female: 81% of female trainees who participated in summative assessment)				The indicator name needs to be changed to comply with current practice. From 2020, UCEP is following CBT&A Summative Assessment maintaining BTEB guideline and accredited by BTEB expert through RTO assessment. In this summative assessment system followed by the NTVQF aligned with National Skills Level- 1 &2 Competent (C) and Not yet Competent (NYC) are considered which are nationally and internationally recognized. For this reason, we have proposed the indicator as revised and reset targets for milestones 3 and 4,. Although the percentages are less, this will improve the quality of the training as it is a competitive assessment procedure

	2.3. Number of persons assessed through RPL (Recognition of Prior Learning)	2,480 (Female: 30%)	300 (Female: 32%)	500 (Female: 35%)	420 (Female: 40%) <b>Proposed: 720</b>	100 (Female 40%)	Total: 1,320 (Average Female: 36.75%)			BTEB Suspended RPL assessment during COVID pandemic in 2021. We propose to carry forward (300) for the year 2021. So total number will be 720 instead of 420.
	2.4. Percentage of PWD Trainees including ethnic and other excluded groups.	PWD: 3.68%, ethnic and others: 1%	5% trainees of the inclusive VST centres are PWD, 2% ethnic and others	5% trainees of the inclusive VST centres are PWD, 2% ethnic and others	5% trainees of the inclusive VST centres are PWD, 2% ethnic and others	5% trainees of the inclusive VST centres are PWD, 2% ethnic and others	5% trainees of the inclusive VST centres are PWD, 2% ethnic and others			
<b>Output 3</b>	<b>Output Indicator</b>	<b>Baseline: 2018</b>	<b>Milestone 1: 2019 (Mar-Dec)</b>	<b>Milestone 2: 2020 (Jan-Dec)</b>	<b>Milestone 3: 2021 (Jan-Dec)</b>	<b>Milestone 4: 2022 (Jan-Jun)</b>	<b>Total Mar'19 - Jun'22</b>	<b>Assumptions</b>	<b>Remarks</b>	<b>Rationale for Changes</b>
Job-placement and apprenticeship services provided to vocational skill training graduates	3.1. Age-appropriate (18 years & above) training completers are employed (self/wage) within 6 months of training.	88% of the age appropriate graduates  (Female 44%)	90% of the age appropriate graduates  (Female 45%)	90% of the age appropriate graduates  (Female 45%)	90% of the age appropriate graduates  (Female: 45%) <b>Proposed: 70% of the age appropriate graduates (Female: 50% of the age appropriate female graduates)</b>	90% of the age appropriate graduates  (Female: 45%) <b>Proposed: 80% of the age appropriate graduates (Female: 50% of the age appropriate female graduates)</b>	90% of the age appropriate graduates  (Female: 45%) <b>Proposed: Average: 77% (Female: 50% of the age appropriate female graduates)</b>	1. Employment leads to better income  2. Economic growth remains positive	9% of age appropriate training graduates will be placed in wage/ self employment out of total age-appropriate (18 years and above) training completers.	As the current Pandemic causes job loss, wage decline, changing workforce demand, increase of migration and increase of marriage, placements and apprenticeships are much harder to arrange. In this situation we propose the revised milestones.
	3.2. Under-age (below 18) training graduates engaged in	40% of the under-age training graduates	70% of the under-age training graduates	72% of the under-age training graduates	74% of the under-age training graduates	74% of the under-age training graduates	Average: 72.50% of the under-age training graduates		1. The under-age (below 18 years) training graduates will be provided	As the current Pandemic causes job loss, wage decline, changing workforce demand, increase of migration and

	apprenticeships / self-employment	Female: 56%)	Female: 56%)	Female: 56%)	(Female: 56%) <b>Proposed:</b> 70% of the under-age training graduates  (Male: Female-55:45)	(Female: 56%) <b>Proposed:</b> 72% of the under-age training graduates  (Male: Female-55:45)	(Female: 56%) <b>Proposed:</b> 70.5% of the under-age training graduates  (Male: Female-55:45)		apprenticeship support. 2. UCEP Bangladesh will promote the 'Apprenticeship' model as a successful intervention under QuEST project. As such, the milestone targets are kept incrementally higher than its baseline.	increase of marriage, apprenticeships are much harder to arrange and options for self-employment are more limited. In this situation we propose the revised milestones.
	3.3. Number of Students/ Trainees received career guidance and % of students admitted in TVET courses	21,490  (Female: 45% and other data not available)	3,333  (Female: 45%, PWD: 5%, ethnic and others: 2%);  At least 75% admitted	6,667 (depends on TVET enrolment target)  (Female: 45%, PWD: 5%, ethnic and others: 2%);  At least 75% admitted	5,333  (Female: 45%, PWD: 5%, ethnic and others: 2%);  At least 75% admitted	667  (Female: 45%, PWD: 5%, ethnic and others: 2%);  At least 75% admitted	Total: 16,000  (Female: 45%, PWD: 5%, ethnic and others: 2%);  Average: At least 75% admitted		a. Career guidance is provided to prospective youth with information on the potential trades and their job prospects.  b. In the 4 <sup>th</sup> milestone, 667 students will receive career guidance which will start from December 2021 and continues till mid-January 2022.	

	3.4. Number of employers supporting quality, relevance, effectiveness of TVET and employment in UCEP Bangladesh Programs	1,413 (Female: 15%)	200 (Female 18%)	250 (Female 20%)	200 (Female 20%)	75 (Female 20%)	Total (Max): 250 (Female 20%)			
<b>Output 4</b>	<b>Output Indicator</b>	<b>Baseline: 2018</b>	<b>Milestone 1: 2019 (Mar-Dec)</b>	<b>Milestone 2: 2020 (Jan-Dec)</b>	<b>Milestone 3: 2021 (Jan-Dec)</b>	<b>Milestone 4: 2022 (Jan-Jun)</b>	<b>Total Mar'19 - Jun'22</b>	<b>Assumptions</b>	<b>Remarks</b>	<b>Rationale for Changes</b>
Community members engaged in activities to promote rights to education, training and employment especially of girls/women and disadvantage groups	4.1. Number of persons attended community mobilization activities.	58,861 (Female 50%)	29,032 (Female 50%)	27,860 (Female 50%)	16,000 (Female 50%)	2,000 (Female 50%)	Total: 74,892 (Female 50%)	Engagement with community leads to more inclusive participation	a. Community mobilization activities include parents meeting and community meeting. b. UCEP's experience in mobilizing communities and motivating them to participate in general and technical education has proved that to bring 1 person to UCEP's general or technical schools, the program has to reach 4	

									persons through its community mobilization activities.	
	<p>4.2 Based on the new Results based Framework, UCEP would include an output indicator in the 2<sup>nd</sup> year to measure the effectiveness of the Child Women Rights Advocacy (CWRA) activities.</p> <p><b>Proposed:</b>  a. Percentage of UCEP Bangladesh Staff trained on gender, disability and safe guarding issues.  b. % of UCEP premises including facilities are gender sensitive and inclusive.  c. # of safe guarding policies and mechanisms in place and functional</p>	NA	NA	NA	<p><b>Proposed:</b>  a.20% of Total Staff  Note: As per HR information August 2020 total Staff is 874</p> <p><b>b.</b> Baseline values for the indicator will be set in 2021</p> <p>c. 4 policies [Child Protection Policy, Grievance Management and Whistle Blower Policy, Gender Policy, Strategy on Disability Inclusion]</p>	<p><b>Proposed:</b>  a.10% of Total Staff  Note: As per HR information August 2020 total Staff is 874</p> <p>b. 20% increase from baseline values</p> <p>c. 4 policies are functional</p>				<p>As stated in the original Outcome Indicator, we have proposed three indicators to assess the effectiveness of CRWA activities along with milestones for each year. Considering the available fund, mile-stone - 3 has been set for 2021 (one year) and milestone - 4 for 6 months. For b, baseline values will be set through In-house survey in 2021. For c, the new and revised policies will be circulated at the regional level and regular orientation and training will be organized following the work plan.</p>

	4.3. Strategic partnerships built (new) and continued at community level	47	5	10	15	0	Total (Max): 15		47 partnerships in baseline from the YES4Growth project. Through the QuEST project, 15 more partnerships will be built.	
<b>Output 5</b>	<b>Output Indicator</b>	<b>Baseline: 2018</b>	<b>Milestone 1: 2019 (Mar-Dec)</b>	<b>Milestone 2: 2020 (Jan-Dec)</b>	<b>Milestone 3: 2021 (Jan-Dec)</b>	<b>Milestone 4: 2022 (Jan-Jun)</b>	<b>Total Mar'19 - Jun'22</b>	<b>Assumptions</b>	<b>Remarks</b>	<b>Rationale for Changes</b>
UCEP Bangladesh has developed and implemented necessary policies	5.1. Strategy and other necessary policy documents developed and implemented.	HR policy, Gender Policy, Child Protection and Safeguard policy, Prevention of Sexual Exploitation and Harassment etc. developed and in practice	a. Communication, Branding & Marketing Strategy developed b. PWD Inclusion Strategy developed, focus of which will be to look at how Disability Inclusion Development (DID) can be integrated in UCEP Bangladesh services. c. Gender Strategy reviewed and revised including Gender Analysis and Theory of Change and M&E Framework	a. Milestones to be agreed by December 2019 once strategies developed b. UCEP Bangladesh will develop strategy to explore scopes for increasing number of female in TVET and Job Placement	Milestones to be agreed by December 2019 once strategies developed. <b>Proposed:</b> a.1 Strengthening UCEP Bangladesh's branding position a.2 Capacity developed of the resource for branding, marketing and communication strategy at regional level b. Staff orientation, issues included in the AOP c. Supplementary part of gender	Milestones to be agreed by December 2019 once strategies developed. <b>Proposed:</b> a.1 Developed capacity for HO and regional level resources for branding, marketing and communication a.2 Increase and strengthening UCEP Bangladesh's Brand position b. Staff orientation, included into AOP and action plan c. Staff orientation		UCEP Bangladesh funding is attractive for external funding.	According to the original framework, new milestones were to be agreed in 2019 after the strategies were formulated. In the meantime actions have been taken for the implementation of the strategies and policy..Hence, in this revision, we have proposed milestones for the implementation of the strategies and policy.	

			for CWRA d. Child Protection Policy- updated within first 6 months' of project inception.		policy addressing COVID 19, include into the AOP and action plan  d. Child protection action plan, risk assessment, mitigation plan and implemented	included in AOP and action plans  d. Risk assessment and mitigation plan and implemented				
	5.2. Capacity strengthened for organizational transformation and social enterprise development	5 social enterprises		2 models piloted	<b>Proposed:</b> 2 models piloted	a. 3 models rolled out  b. 3 newly developed models evaluated and reviewed  <b>Proposed</b> a: 3 models rolled out  b.1 newly developed model evaluated and reviewed	Total: 6 models developed, piloted and implemented <b>Proposed:</b> 4 models developed, piloted and implemented 1.A K Khan Private Polytechnic Institute (AKKUPPI) 2.UCEP Overseas Employment Services Limited (UOESL) 3.Shaheed Khalek UCEP Textile Institute (SKUTI) 4.Micro Enterprise( ME)			Due to COVID 19 pandemic, all the processes and procedures were disrupted and/or prolonged to establish and roll out the business models. Thus, UCEP has proposed to change the milestones for 2021 and 2022 to reflect the progress made through 2020.
	5.3. Results based M&E system strengthened -	a. Project Monitoring Mechanism and Tools	a. Knowledge Management Strategy, including	a. Annual Knowledge Management Action Plan	a. Annual Knowledge Management Action Plan	a. Annual Knowledge Management				a. In 2019, UCEP initiated development of the strategy by hiring an external consultant. Due

	<p>Effective system of planning, and knowledge management and learning is in place.</p>	<p>used for YES4Growth and few other projects</p> <p>b. Monthly Monitoring Mechanism of programme at HO level</p>	<p>Action Plan for implementation, developed (development will include review of existing systems; strategy will include principles and processes/ tools)</p> <p>b. Result Based M&amp;E Framework (RBMEF) developed (will detail a results based planning and reporting framework for all programs, i.e. Annual Work plans linked to results focused logframes)</p>	<p>developed and implemented –specific milestone to be agreed by December 2019 once Strategy developed</p> <p>b. All programs develop, implement and report on an Annual Work plan</p>	<p>developed and implemented – specific milestone to be agreed by December 2019 once Strategy developed</p> <p><b>Proposed:</b></p> <p>a. Knowledge Management Strategy, including Action Plan, developed (development will include review of existing systems; strategy will include principles and processes/ tools)</p> <p>b. All programs develop, implement and report on an Annual Work plan</p> <p>c. Required amendments to ICT based real time monitoring system to fix “bugs” identified in rollout</p> <p><b>Proposed:</b></p> <p>c. ICT based real time monitoring system rolled</p>	<p>Action Plan developed and implemented – specific milestone to be agreed by December 2020 once Strategy developed</p> <p><b>Proposed:</b></p> <p>a. Annual Knowledge Management planning process established and followed</p> <p>b. All programs develop, implement and report on an Annual Work plan</p> <p>c. Required amendments to ICT based real time monitoring system to fix “bugs” identified in rollout</p>				<p>to health problems of the consultant it was not possible to develop the strategy.. In 2020 UCEP drafted a concept note for KM strategy but with the sudden advent of the pandemic, it was not possible to arrange workshop to finalize the strategy. UCEP is working to develop the strategy in 2021. Based on the original RF, after developing the KM strategy. Hence in the proposed revision in 2021 we propose to develop the KM strategy and have set milestone accordingly.</p> <p>c. UCEP has started to develop the web-based real time monitoring system and work is in progress. After developing the system, we can recommend for amendments to fix the bugs. Hence, we proposed the revised milestone in 2021</p>
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					out, including building staff capability					
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**Proposed Additional Output for COVID-19 Emergency Response:**

OUTPUT for Emergency Period*	Output Indicator	Baseline: 2018	Milestone 1: 2019 (Mar-Dec)	Baseline value: 2020 (Jan-Dec)	Milestone 3: 2021 (Jan-Dec)		Total Mar'19 - Jun'22	Assumptions	Remarks
					1st 6th Month	2nd 6th Month			
UCEP Program in Emergency (during COVID Pandemic)	6.1 % of underprivileged children & youth received alternative learning/training opportunity			89% (11,643 out of 12,972)	80%	90%			This milestone will depend on output indicator 1.1 & 2.1
	6.2 % of skill training graduates received support for decent employment (retention and reintegration) in emergency.			78 % ( 1,166 out of 1,504)	60%	70%			This milestone will depend on output indicator 3.1
	6.3, % of Children and youth supported for psychosocial intervention from the most vulnerable group			95% (947 out of 994)	90% (295)	90% (295)			This milestone will depend on total number of most vulnerable child and youth reached in the respective year
	6.4 % of staff received emergency responsive Capacity building training (to run special intervention)			91% (756 staff out of 824 staff)	90% ( 393 out of 437)	90% ( 393 out of 437)			Considering the pandemic situation that has been improving, milestone 3 will be targeted for 2021
	6.5 % of students			54% (13,895 out of					Considering the pandemic situation that

	received support from Safety net program			25,806)						has been improving, milestone 3 will be targeted for 2021
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## Annex VIII UCEP POLICIES IN ENGLISH AND BANGLA

Sl. #	Name of the policy/manual/guideline	English Version	Bangla Version
1.	Benevolent Fund Policy	√	×
2.	Child Protection Policy	√	√
3.	Conflict of Interest (COI) Policy	√	√
4.	Financial Manual	√	×
5.	Gender Policy	√	√
6.	Gratuity Fund Trust Deed & Rules	√	×
7.	Grievance Management and Whistle Blower Policy	√	√
8.	Guideline for contractual staff hiring	√	×
9.	Health Safety and Environment Policy	√	×
10.	Income Generation Activity (Fundraising) Policy 2006	√	×
11.	Internal Audit Manual	√	×
12.	Investment Policy for UCEP Funds	√	×
13.	Memorandum and Rules and Regulations of UCEP (Constitution)	√	√
14.	Staff Transfer Guideline	√	√
15.	UCEP Salary Structure and Guideline 2015	√	√
16.	Performance Management System	√	×
17.	Policy on prevention of discrimination, harassment and abuse of authority	√	×
18.	Policy on prevention of fraud and corruption	√	×
19.	Policy on prevention of sexual harassment	√	×
20.	Procurement Policy	√	×
21.	Safety and security guideline for UCEP Staff members	√	×
22.	UCEP Service Rules 2011	√	×
23.	Staff Provident Fund Rules	√	×
24.	Vehicle Usage Guideline	√	×

## **Annex IX DFAT - UCEP PARTNERSHIP STEERING COMMITTEE TERMS OF REFERENCE**

### **Introduction:**

DFAT's funding to UCEP supports their core activities and utilises UCEP's results framework. Under the funding UCEP will deliver additional development results against output 1: Second Chance Education; output 2: Vocational Skills training; output 3: Employment and output 4: Community Engagement. In addition, UCEP's institutional strengthening agenda will be enhanced in DFAT priority areas (gender and disability inclusion) and M&E frameworks will be strengthened. Additional activities to increase UCEP's financial sustainability and market-orientation are also funded under output 5.

### **Objective:**

UCEP's Steering Committee will be highest level of accountability for the investment. This committee will broadly engage on respective organisational strategic priorities to ensure continuing strategic alignment to maximise the value of the partnership for both DFAT and UCEP. This will be an effective and efficient mechanism for a shared understanding between the partners on strategic issues and not dependant on any individual.

The Steering Committee will

- Engage on broader organisational strategic issues/priorities to ensure continuing strategic alignment between the two partners;
- Monitor financial expenditure, program performance against the Results Framework and identify achievements and any challenges;
- Oversee program risks and treatments with a particular focus on Child Protection risks (as this has been identified as a critical risk during the design phase by senior management in both agencies);
- Consider opportunities for joint policy dialogue with the Government of Bangladesh to share UCEP's inclusive skills development model;
- Identify opportunities for DFAT to provide technical assistance to strengthen gender and disability inclusion and M&E;
- Identify opportunities for Public Diplomacy and monitor implementation of these events;
- Identify key issues to be discussed at the DFAT – UCEP Board Meeting and
- Ensure that the consortium is formed between DFAT, DFID and UCEP and they meet on a six monthly (as planned) basis.

### **Membership**

The members of the SC are the DFAT First Secretary, Senior Program Manager and Program Officer and UCEP Executive Director, Senior Management Team and periodically the extended management team to join specific meetings.

### **Duration:**

The SC will meet every six months after submission of the Progress and Annual Reports in July and February respectively.

### **Meetings logistical arrangements:**

The meetings will be arranged by both partners (DFAT and UCEP) on rotational basis. Each partner will be responsible for:

- Set the meeting date;
- Set the venue;
- Develop the agenda in consultation with each other;
- Draft the Minutes, circulate, edit and finalise

**Annex X COLLABORATION WITH GOVERNMENT AND DEVELOPMENT  
PARTNERS AT NATIONAL LEVEL**

<b>Agency</b>	<b>Purpose</b>
a) National Skills Development Authority (NSDA)	<p>The NSDA is the highest-level apex institution of the GoB for Skills Development, headed by the Prime Minister. UCEP Bangladesh worked very closely with the NSDA in reviewing the National Skills Development Policy (NSDP) 2011. UCEP Bangladesh has been accredited by the NSDA and works with the NSDA on various thematic topics i.e.</p> <ul style="list-style-type: none"> <li>• Mainstreaming of Gender in TVET</li> <li>• Training and job placement of People with Disabilities</li> <li>• Promoting apprenticeships and industry-based training</li> <li>• Curricula and module development</li> </ul>
b) Bangladesh Technical Education Board (BTEB), Ministry of Education	<ul style="list-style-type: none"> <li>• UCEP Bangladesh has been accredited by the BTEB as Registered Training Organization (RTO) and Recognition for Prior Learning (RPL) Center</li> <li>• UCEP Bangladesh is working actively in the BTEB committees for the up-gradation of competency standards and assessment tools</li> </ul>
c) The Bureau of Non-Formal Education (BNFE), Ministry of Primary and Mass Education	<ul style="list-style-type: none"> <li>• The BNFE is responsible to provide literacy, basic education and technical training to out of school (never-enrolled or dropped-out) children, youth and adults. The BNFE is now in a process of developing a SWAP.</li> <li>• UCEP Bangladesh is represented in all the working groups and is working closely with the GoB and other stakeholders to give shape to the SWAP.</li> </ul>
d) The National Curriculum and Textbook Board (NCTB), Ministry of Primary and Mass Education	<ul style="list-style-type: none"> <li>• UCEP Bangladesh worked very closely with the NCTB in developing Adolescents Skill Framework for Bangladesh.</li> </ul>
e) The Access to Information (a2i) Programme of the Prime Minister’s Office (PMO)	<ul style="list-style-type: none"> <li>• With a special focus on females and People with Disabilities, UCEP Bangladesh has an MoU with the a2i Programme.</li> <li>• During the Lockdown period (COVID-19), UCEP Bangladesh assists a2i to conduct online classes</li> </ul>
f) The National Child Labour Welfare Committee (NCLWC), Ministry of Labour and Employment (MoLE)	<ul style="list-style-type: none"> <li>• In 2018, UCEP Bangladesh became a member of the NCLWC, which works nationally to eliminate child labour in Bangladesh.</li> </ul>
g) The Department of Women Affairs (DWA), Ministry of Women &	<p>UCEP Bangladesh provides Technical Assistance (TA) to the training institutes under the DWA. As such, UCEP Bangladesh has</p>

Children Affairs (MoWCA)	<ul style="list-style-type: none"> <li>• developed skills training programs, including the curriculum and the teaching learning materials for the trainees of DWA</li> <li>• updated DWA’s training facilities with necessary installations of machine and equipment</li> <li>• provided training and certification to DWA trainees.</li> </ul>
h) The Informal Sector Industry Skills Councils (ISISC)	UCEP Bangladesh is one of the Directors of the ISISC. The ISCs were established by the National Skills Development Council (NSDC) Secretariat following the recommendations of the NSDP.
i) The National Human Resource Development Fund (NHRDF), Ministry of Finance	The Executive Director of UCEP Bangladesh is one of the Directors of the NHRDF which has been set up to support interventions for human resource development in Bangladesh.
j) UCEP Bangladesh is accredited by the:	<ul style="list-style-type: none"> <li>• NGO affairs Bureau</li> <li>• Social welfare department</li> <li>• Small and Medium Enterprise (SME) &amp; special programmes department of Bangladesh Bank</li> <li>• International Organization for Standardization (ISO)</li> </ul>
k) UCEP Bangladesh is member of Sustainable Development Goals (SDG) implementing review committees/task forces under the:	<ul style="list-style-type: none"> <li>• Non-Governmental Organization Affairs Bureau (NGOAB), the PMO</li> <li>• Directorate of Technical Education (DTE), Ministry of Education.</li> <li>• Enrollment in TVET and Labor Market Demand Analysis, Technical and Madrasah Education Division (TMED)</li> <li>• Citizen’s Platform for SDGs in Bangladesh (Centre for Policy Dialogue)</li> </ul>
l) UCEP Bangladesh is member of different development and private sector entities	<ul style="list-style-type: none"> <li>• Member of Bangladesh Employers Federation (BEF)</li> <li>• Member of Child Rights Governance Assembly (CRGA)</li> <li>• Member of Bangladesh Business and Disability Network (BBDN)</li> <li>• Board Member of Campaign for Popular Education (CAMPE)</li> </ul>
J) ELCG and SWG	<ul style="list-style-type: none"> <li>• UCEP Bangladesh played very influential role in the Local Consultative Group (LCG) mechanism. The most recent development, policy documents on “COVID-19 Response Plan for TVET” is the best reflection.</li> <li>• UCEP Bangladesh is a member of Skills Development Working Group (DP SDWG) and contributes to the effective and coordinated implementation of the National Skills Development Policy, skills reform plans and programs through collaboration, joint results targets, and a monitoring framework. The most recent development, policy documents on “Draft NSDA Action Plan” is the best reflection.</li> </ul>

## **Annex XI COLLABORATION WITH PRIVATE SECTOR INDUSTRIES**

UCEP Bangladesh has very strong partnership with different private sector industries. It has established **17 Employer's Committees (including 2000+ formal and 3000+ informal industries)** at regional level through formal partnership with over 3,000 industries and enterprises. The Employer's Committees

- i) provides career counselling to UCEP Bangladesh's students.
- ii) assists UCEP Bangladesh to maintain relevancy of its curriculum through periodic reviews.
- iii) provides scope for industrial linkages and apprenticeships for UCEP Bangladesh's students.
- iv) supports UCEP Bangladesh in assessment and accreditation of its students; and
- v) facilitates decent job placement of UCEP Bangladesh's graduates.

UCEP Bangladesh has set up **3 Sector (RMG, Electrical and Electronics, Hospitality and Tourism) Skills Planning Committees**. More such committees are being set up for thematic guidance. UCEP Bangladesh has also 'Advisory Councils' which provides strategic guidance on macro level issues. UCEP Bangladesh's programme is implemented by the support collaboration and partnerships with of various private sector industries, corporate, banks and other key actors e.g.

- Bangladesh Association of Construction Industry (BACI)
- Bangladesh Engineering Industry Owners Association (BEIOA)
- Association of Export Oriented Shipbuilding Industries of Bangladesh (AEOSIB)
- ISC Tourism & Hospitality
- United Trust
- Citi Foundation
- Standard Chartered Bank (SCB)
- Social Islami Bank Limited (SIBL)
- National Bank Limited (NBL)
- Hong Kong and Shanghai Banking Corporation Limited
- Schneider Electric Foundation, India