



PROGRAMME DOCUMENT

<p>Programme Title: Scaling up of Apprenticeship and Transferable Skills</p>	<p>Recipient Organizations (ROs): UNICEF</p>
<p>Programme Contact: Name and Title: Veera Mendonca, UNICEF Bangladesh Deputy Representative</p> <p>Address: BSL Office Complex, 1 Minto Rd, Dhaka, 1000, Bangladesh Telephone: +8809604107002; ext=7002 E-mail: vmendonca@unicef.org</p>	<p>Specific partners of the programme:</p> <ul style="list-style-type: none"> ▪ BRAC ▪ a2i ▪ ILO ▪ NCTB ▪ Directorate of Secondary and Higher Education (DSHE) <p>UNICEF Gen-U Programme Partner(s):</p> <p>Government:</p> <ul style="list-style-type: none"> ▪ Ministry of Education ▪ National Curriculum and Textbook Board (NCTB), ▪ Directorate of Secondary and Higher Education, ▪ Directorate of Madrasa Education, ▪ Directorate of Technical Education, ▪ Secondary Education Development Programme (SEDP) ▪ a2i <p>UN agencies:</p> <ul style="list-style-type: none"> ▪ UNESCO ▪ UNDP ▪ ILO <p>Financial Institutions:</p> <ul style="list-style-type: none"> ▪ World Bank ▪ ADB <p>CSOs:</p> <ul style="list-style-type: none"> ▪ BRAC <p>Private Sector: Industry associations</p> <ul style="list-style-type: none"> ▪ Presidents of 15 industry associations representing more than 500 national businesses



Programme Country:

Bangladesh

Programme Location (provinces or priority areas):

Bangladesh (national project)

Programme Description: *A sentence/short paragraph describing the programme's scope and focus.*

The Netherlands' contribution will be utilized to urgently adapt proven solutions for COVID-19 response and scale them to prepare 1 million young people with skills, competencies and attitudes that will help them to cope and flourish in the new normal.

The proposed programme will build on the skill-based curriculum contextualizing and scaling up online and offline courses focusing on high demand skills including digital and technological skills to prepare young people for the work in the current and post COVID-19 world.¹

Total Cost of the Programme
USD 1,112,051

Breakdown of Total Funded Cost by RO:

Name of RUNOs	Gen U funding (USD)
UNICEF	1,112,359
TOTAL	1,112,359

Other sources of funding as applicable:

For **Outcome 1**, major additional funding will come from the Government for implementation. UNICEF will be providing the design and orientation support including the evidence generation component.

For **Outcome 2**, efforts will be made to leverage resources from private sector and other partners.

Estimated No. of Beneficiaries

Indicative numbers	Direct	Indirect
Women (18-24)	1,500	
Girls (10-17)	500,000	1.8 M
Men (18-24)	1,500	
Boys (10-17)	500,000	1.6 M
TOTAL	1,003,000	3.4 M

Outcome 1: 1 million youth (50 per cent girls) aged 15-17 years will be reached with transferable skills course through secondary education system.

Outcome 2: Three thousand marginalized young people of aged 18 to 24 years (50 per cent women) will be reached in one year through online and offline platforms for skill development and job linkages, leading to the scale-up. This is to achieve the GenU target of 1 million new apprenticeships

Start Date:

01/08/2020

End Date:

31/07/2021

Total duration (in months):

12 months

¹ Creativity and innovation, critical thinking, adaptability, leadership including digital and technology skills



and entrepreneurs and 10 million young people with transferable skills by 2024.

OUTCOMES to which the programme contributes.

Outcome 1: Young people have acquired highly demanded transferable skills through their educational institutions.

Outcome 2: Young people are trained and linked with employment through scalable and adapted solutions on apprenticeship and entrepreneurship in the new normal context.

Recipient Organization

[UNICEF]

Name of Representative

Name of Agency:

Date & Seal:



Veera Mendonca
Deputy Representative
UNICEF, Bangladesh

22.07.2020

Government of [Country]

Name of Representative

Name of Agency/Ministry

Signature

Name of Agency

Date & Seal

Global Team Director

Signature: _____

Date: _____



I. Overview of GenU in the country

Generation Unlimited (GenU) in Bangladesh, launched in February 2019, is a Government led, public-private sector driven multi-stakeholder platform established to catalyze progress on quality education, youth skills, employability and employment for young people (aged 10-24). Its National Steering Committee is chaired by the former Chief of SDG Affairs Coordinator from the Prime Minister's Office and Special Envoy of Climate Vulnerable Forum Presidency, Md. Abul Kalam Azad. The Committee is comprised of key senior representatives from multiple Ministries, Representatives of UN agencies, Presidents of 15 industry associations representing more than 500 national businesses, representatives from Civil Society Organizations (CSOs) and youth representatives. Furthermore, there is a GenU Foundation Partners group namely, a2i, BRAC, ILO, UNDP, World Bank and UNICEF, which under the stewardship of the Chair of the National Steering Committee has been the driving force of GenU strategic development, including identifying seven targets to support the skills and employability of more than 17 million young people by 2024. The Honorable Prime Minister Sheikh Hasina has made skills and employability for young people a priority agenda for the country. This has been demonstrated with recent increase in 2020-21 budget for secondary education and technical skills, both experiencing growth of over 12 per cent compared to the previous year's allocation (now at USD 3.896 billion and USD 981.6 million respectively).

Young people in the 15-24 age group constitute 20 per cent of the total population of Bangladesh and every year an additional two million young people join the workforce. However, 85-90 per cent of this group lack the essential education or skills that match the needs of the labour market. The mismatch in skills are leading to high unemployment and underemployment rates as well as economic inactivity among the youth. 27 per cent of the total youth population is not in education, employment and training (majority of which are young women). The COVID-19 pandemic has heavily impacted the country's economy and labour markets. According to recent World Bank projections, Bangladesh's GDP growth will decelerate by 3 per cent in FY2020 and poverty is set to increase substantially in absence of mitigation measures. Furthermore, a recent study conducted by a2i reveals that a total of 29 million jobs will disappear by 2021 primarily from the Small and Medium Enterprises (SMEs) and informal sector where 90 per cent of young people are employed. However, it is predicted that emerging sectors such as pharmaceuticals, healthcare services, ICT and e-commerce, agro-food and processing and, creative media will generate 3.9 million new job opportunities by 2021. Against this context, the GenU Foundation Partners group has revised and aligned the GenU targets with the new COVID-19 setting. A clear plan has been laid out to integrate the targets within the Government Annual Performance targets and the UN-GoB COVID-19 Socio- Economic Response and Recovery Framework (SERF).

A critical development to support the Government's prioritization of GenU in Bangladesh was a demographic analysis looking at recent demographic trends and future predictions. This highlighted the finite period of demographic dividend which the country has left and has helped stress the urgency around investments needed across the GenU focus areas resulting in establishment of seven targets to support more than 17 million new young people with opportunities on youth skills and employability by 2024. These include:

1. Enhancing skills training for at least 5 million migrant workers;
2. Establishing 500,000 digital entrepreneurs, including at least 100,000 rural digital entrepreneurs;



3. Creating 1 million new apprenticeship opportunities across both formal and informal sectors;
4. Reaching at least 1 million underserved youth from Madrasah education and ethnic groups with skills training linked with IGAs
5. Reaching 150,000 with emerging skills training in the context of the Fourth Industrial Revolution;
6. Introducing pre-vocational skills course and trade course in mainstream education by 2024 to reach at least 10 million learners;
7. Developing skills training for mid-level management to reach 200,000.

II. Situational Analysis:

- a. **Outcome 1:** Young people have acquired highly demanded transferable skills through their educational institutions.

There is proven evidence on the importance of foundational skills in later work outcomes.² The probability of having a decent job nearly doubles for individuals with strong reading skills³ while there is also strong evidence on the impact of transferable skills, such as communication skills, problem solving, critical thinking, decision making and self-control, to improve workforce productivity and outcomes.⁴ According to a recent study in Bangladesh, less than 10 per cent of students thought that their school, formal or informal, was providing the skills needed to obtain a good job and perform tasks in the workplace.⁵ Correspondingly, 85 per cent of workers indicated that the skills they are using in jobs were not taught in their school.

To investigate the degree of breadth of skills in education systems, an initial scan of 102 countries conducted by Brookings Institute showed that 55 per cent of the curriculum documents and 40 per cent of the vision and mission statements mentioned skills. In addition, around 12 per cent of the countries cited progression of these skills across multiple age groups and subjects. Mexico, South Africa, Kenya, and the Philippines are some of the countries identified that are working to develop students' 21st century skills within the formal school system. This includes shifting from content and memorization to enabling skills, moving from traditional pedagogies to interactive methods and modelling of skills, and delivery through enriched learning environments rather than creating new 'skills' courses or subjects.⁶

The National Curriculum and Textbook Board (NCTB) is currently developing a comprehensive competency and skill-based curriculum from pre-primary to Grade XII enabling integration of transferable skills, such as adaptability, flexibility, digital, coding and technology skills, creativity and innovation, critical thinking, emotional intelligence, and leadership skills into the mainstream education system. UNICEF, as a GenU stakeholder, is closely working with NCTB to mobilize and coordinate with technical partners and young people to contribute to the development of this curriculum. Key achievements include the development of the NCTB-led National Transferable Skill Framework and its integration into the curriculum, including considerable engagement of young people in the process. The COVID-19 pandemic has now increased the relevance of transferable skills. Industries in Bangladesh are fast-tracking digital

² Hanushek and Woessmann, 2015; UNESCO, 2016; Valerio et al., 2016

³ UNESCO, 2016

⁴ Lippman et al., 2015

⁵ JIN & UNICEF, December 2017

⁶ Brookings, 2017



transformations to stay relevant in the post COVID-19 world and ensure resilience to future outbreaks or disruptions. A focus on transferable and digital skills will enable youth to adapt to the dynamic post COVID-19 labour market as technology is being embraced by industries of all sizes.

It is to be noted that the skillset and its elements will shape and strengthen the teaching learning process/pedagogy, training process, activities, practice and assessment of learning and training to support acquisition of skills. Hence, the new curriculum is an important reform in the pedagogy and assessment process to achieve the competencies defined by the curriculum. Due to COVID-19, the introduction of the new curriculum is now shifted from 2021 to January 2022. It was further decided that the reforms will be field-tested and disseminated within the mainstream education system throughout 2021. Considering the above decision, the proposed programme will support the design, contextualization and implementation of courses in the 2021 academic year based on the newly developed skill-based curriculum.

The focus of this intervention will be the students of Grade IX and X. The intervention will achieve several important outcomes that will result in the scale up and mainstreaming of transferable skills in the education system:

- First, this will create orientation and capacity among all education stakeholders including students and teachers to understand the new pedagogical approaches that support skill acquisitions.
- Second, the experiences and evidence will guide NCTB to adopt the skill-based approach more practically and effectively with a prepared ground.
- Third, the courses, with necessary revision based on testing, will be adopted as pedagogy for the relevant grades under the new curriculum implementation. The courses will be designed focusing on skills which are in high demand in a COVID-19 and post COVID-19 world.⁷ The infrastructure and capacity that the Government has gained through COVID-19 remote learning initiatives is now embedded in its COVID-19 Education Response and Recovery Plan⁸, setting a robust foundation for e-learning to be sustained as part of mainstream education.
- Finally, the intervention will support young people in acquiring high demand transferable skills, through their educational institutions.

- b. **Outcome 2:** Young people are trained and linked with employment through scalable and adapted solutions on apprenticeship and entrepreneurship in the new normal context.

Bangladesh is a populous (estimated 163 million people in 2016) and young country, with 31 per cent of the population under 15 in 2012.⁹ The number of school-aged children is large, with approximately 39 million children between 6 and 17 years of age in 2018.¹⁰ To fully take advantage of the demographic dividend, the country needs to translate the gains in primary education to increase skill levels for adolescents

⁷ Creativity and innovation, critical thinking, adaptability, leadership including digital and technology skills

⁸ Government's COVID-19 Response and Recovery Plan. MOPME web site link below:

<https://mopme.gov.bd/site/notices/9fca7342-6a60-49a5-9eb8-500d15c51904/COVID-19-Response-and-Recovery-Plan-of-Ministry-of-Primary-and-Mass-Education>

⁹ World Bank, 2014

¹⁰ Extrapolating from the 2011 census data. Caution should be observed with the use of precise figures, due to issues using age-data from the census, where a large degree of 'rounding' of ages was observed.



in facilitating their transition to the labour force. The net enrolment rate in secondary education in Bangladesh is 69.38 per cent (74.68 per cent for girls and 64.47 per cent for boys) and the dropout rate is 37.62 per cent (40.19 per cent for girls and 36.01 per cent for boys in 2018). Almost 40 per cent of secondary school aged children are out of school, and this is higher for girls. 27 per cent of the youth population, 15-24 years of age, are not in education, employment or training (NEET). The uptake of TVET is low, with slightly more than 1 million students enrolled in 2018, only a quarter girls.¹¹ While there is greater gender parity in enrolment in primary and secondary education, the picture is very different for TVET.

The secondary education system is not preparing adolescents and young people for the world of work. As per a study¹² done in 2017, below 10 per cent of students indicated that their school, formally or informally, provides the skills they think are useful in finding a good job and performing tasks at the workplace. On the other hand, 85 per cent of workers responded that the skills they are using in jobs are not taught in school. Bangladesh's workforce is expected to reach 76 million people in 2025. Every year more than 2 million young people are entering the work force and 80 per cent are employed by the informal sector mostly as unskilled labourers. This comprises many out of school adolescents who do not have options/ alternative pathways to be prepared for the job market. Consequently, these adolescents are often involved in hazardous low paying jobs, sometime with no pay. They are vulnerable to various forms of abuse including child marriage and often the worst forms of child labour, drug addiction and physical and psychological violence. As Bangladesh is experiencing a demographic dividend which will continue up to 2040 or beyond, without adequate engagement of the youth (10-24 years), the national goal to achieve middle income country status by 2021 and developed country status by 2041 will be a challenge.

The focus on Outcome 2 will be to accelerate and scale up evidence-based solutions on apprenticeship and entrepreneurship in both formal and informal sectors to enhance the employability of the most disadvantaged and marginalized young people in a COVID-19 and post COVID-19 context. The Alternative Learning Programme (ALP), a partnership between BRAC, UNICEF and ILO is a proven apprenticeship model designed for the most marginalized out-of-school young people, bringing them back into the learning ladder, linking them to employment opportunities, and enabling them to become resilient, productive and active citizens. The ALP model will be applied in the programme and merges theoretical (on trades), foundational and transferable skills (digital skills, life skills, financial literacy skills etc.), with on-the-job competency-based training by a Master Craft Person (MCP) through a six-month apprenticeship. All training is standardized and linked to the National Technical and Vocational Qualification Framework (NTVQF), and learners will be able to obtain certification and enter pathways for further learning and skilling. Data shows multiple positive socio-economic impacts of this intervention, especially on girls and women. A randomized control trial conducted by BRAC reveals that on-the-job training increases labor market participation of the participants by 22.6 per cent, total time devoted to earning activities by 59 per cent, as well as the earnings by 44 per cent. It increases both self and wage-based employment. Participants' savings increased by 7.5 times, per day per capita food expenditure increased by about 9 per cent, and early marriage decreased by 62 per cent. A cost benefit analysis was

¹¹ BANBEIS, 2018

¹² JJN & UNICEF 2017



also done assuming that benefits will last for 10-15 years. Benefit cost ratios are significant, ranging from 2.75 to 4.42. ALP is applied in different settings in the formal and informal sectors by Government and CSOs and in strong partnership with the private sector, especially to provide youth with livelihood opportunities.

GenU Bangladesh partners have conducted extensive consultations with all relevant stakeholders, including private and public sectors, the UN, CSOs and most importantly youth themselves, and have developed a comprehensive strategy and time bound action plan to reach the GenU target of 1 million new apprenticeships by 2024. This includes a repurposing of proven solutions in consultation with young people, so they are relevant for the current context and account for job losses in certain sectors, and job creation in others. The partners have identified the following actions to improve and adapt the ALP programme:

- a. Target new and emerging sectors and trades with strong focus on high demand transferable skills. This will help address the job crisis as new opportunities will be created in the emerging sectors (i.e. pharmaceutical, healthcare services, ICT and e-commerce, agro-food and processing, creative media) which will require rapid retooling and development of skills.
- b. Embed entrepreneurship training in the package to promote self-employment, which in the long run, can create new job opportunities. This is also aligned with the GenU Bangladesh target for creating digital entrepreneurs and will be linked with the recent development and launch of an entrepreneurship training course by the Bangladesh Technical Education Board (BETB), Ministry of Education.
- c. Digitize courses to minimize duration and face-to-face interaction, providing more opportunity to personalize learning and enable more flexibility for the most marginalized young people so that they can manage their learning time and adhere to social distancing guidelines. This adaptation can leverage policy buy-in, resources and infrastructure from the existing remote learning initiative.
- d. Revise implementation modalities considering the post COVID-19 context in line with prominent and emerging industry sectors, necessary educational qualifications and socio-economic condition of learners. This will include integration of platforms and technical improvements and access to financial services, coaching, mentoring and networking for young people.

III. Programme Strategy

- a) **Outcome 1:** Young people acquire highly demand-driven transferable skills through their educational institutions.

The support will enable NCTB and Directorate of Secondary and Higher Education (DSHE) of Ministry of Education to design, contextualize and conduct a system-wide test of pedagogical intervention through courses in mainstream education to prepare young people, especially students of Grade IX and X, with relevant and important transferable skills to face the challenges of the 21st century and in the new normal context. As this will be a system-wide field test through the education system, all Grade IX and X students will be covered across the country.

This initiative will ensure at least 1 million students attend and benefit from the courses. The support will specifically focus on designing and contextualizing the courses, developing a



dissemination package for teachers, education staff and students including developing a master trainer group consisting members from NCTB secondary wing, training division of DSHE and faculty members from Teacher Training Colleges and generating evidence from the implementation through a research component. With the system-wide implementation, over 1,000 education staff, and more than 25,000 teachers and stakeholders need to be trained or oriented. As part of orientation and training for education staff and one teacher per school, DSHE will cover these numbers using government funds. DSHE will also conduct a campaign for students and parents using education infrastructure, both physical and virtual (education portals of government), and this project will support development of the campaign and materials. The dissemination will be done by government. A continuous implementation and monitoring support will be established and supported by the Government through its Secondary Education Development Programme (SEDP), which is also supported by the World Bank and ADB. UNICEF and UNESCO are also part of the SEDP development consortium. Dutch funds will be a critical catalytic component to influence the process of integration of skills in a meaningful way that will go to scale through mainstreaming in education system. It should be highlighted that other donors' contribution will also be leveraged from the regular education programme to complement parts of the proposed activities. Hence, additional funds will be required and are being sought from Government and other partners to deliver the full results of the result framework as well as to ensure mainstreaming and scaling up in next five years.

NCTB and DSHE will be the lead to design and implement the courses, one for Grade IX and another for Grade X students as these will be incorporated with their academic calendar for 2021. As a Foundational Partner of GenU, UNICEF is closely working with these two agencies to provide technical support for curriculum reform and implementation while the World Bank is also supporting through SEDP. UNICEF will take the lead, in collaboration with GenU partners and external stakeholders including the private sector and young people to work closely with NCTB and DSHE to implement the interventions. A technical working group will be formed under the NCTB with relevant experts to design and contextualize courses and develop the dissemination package. The Training Division and Teachers Training Colleges of DSHE will take the responsibility to disseminate the courses and provide training to the staff and teachers to implement the courses at schools. As the Ministry of Education has already decided to include this as part of academic learning for 2021, DSHE will ensure this inclusion with necessary arrangement so that all schools embed these courses into their academic planning and implement throughout the year. In collaboration with UNICEF, the Monitoring and Evaluation (M&E) Division of DSHE will monitor the implementation. Additionally, implementation research will be deployed to work with NCTB and M&E Division of DSHE to generate evidence from the one-year implementation. The findings of the research will influence the scale up through mainstreaming and shaping effective integration of transferable skills.

Active consultations and engagement among the private sector, skills sub-sector and young people while drafting the curriculum framework has resulted in a mandatory subject on livelihoods. Building on strong foundational skills, this covers transferable, digital, entrepreneurial and job-specific skills. The engagement with the private sector, including industry associations, industrial skill councils, trade bodies, leading business influencers of the skills sub-sector, and young people will continue as the courses are contextualized and scaled up, enabling stronger private sector linkages, improved career guidance and professional internships to help smooth the transition from schools to future work.

The **key outputs under the outcome** are:



Output 1.1: Courses developed following newly drafted curriculum framework and prioritized skills in high demand for secondary education aged children.

Output 1.2: Teachers, education staff and students are aware and prepared to implement the courses.

Output 1.3: Students have participated in the courses as part of their academic work.

Output 1.4: Evidence generated to continue, scale and improve skills acquisition of young people.

Output	Statements	Timeline
Output 1.1	Courses developed following newly drafted curriculum framework and prioritized skills in high demand for secondary education aged children.	December 2020
Output 1.2	Teachers, education staff and students are aware and prepared to implement the courses.	November 2020 to January 2021
Output 1.3	Students have participated in the courses as part of their academic work	January to December 2021
Output 1.4	Evidences generated to continue, scale and improve skills acquisition of young people.	March 2022 (as the final round data collection will be done after the academic year.)

NB. The activities will continue as part of academic work beyond the project period but deliverables under project fund will be completed within project period. The key activities under each output are derived in the result framework attached in annex.

Target: The initiative will reach at least one million students in the 2021 academic year and the courses will be institutionalized within the secondary education system to gradually cover all secondary education students in Bangladesh.

b) Outcome 2: Young people are trained and linked with livelihood opportunities through scalable solutions on apprenticeship and entrepreneurship in a ‘new normal’ COVID-19 context.

The support will enable the GenU partners to repurpose an evidence-based solution through the private and public sector and will also work with key bottlenecks and barriers of eco-system to facilitate and accelerate scaling up. This programme will support this adaptation and contextualization process that will also feed into the revision of draft national strategy and action plan for scaling up the apprenticeship programme. While the scaling up plan covers the whole country and majority of outputs, this project will contribute to the field testing of the adapted intervention in selected geographical locations to cover 3,000 young people with a focus on the most marginalized and vulnerable to inform national scale up. It will cover both formal and informal settings and direct engagement of private and public sectors to observe the system readiness for scaling up as well as effectiveness and sustainability of the intervention. Additional resources will also be leveraged from multiple partners including private sector throughout the adaptation, testing, and scale up/implementation process.

BRAC as direct implementer, a2i as facilitator of implementation within the Government and private sector including employers’ associations, industrial skill councils, trade bodies, big industries etc.,



will take the lead in this exercise. Both BRAC and a2i will form a technical working group engaging public and private sector and most importantly the young people to conduct the exercise. ILO and UNICEF will provide technical support to standardize the intervention and implementation modalities along with digitalization component, bringing equity focus, evidence generation from the testing, and revisiting national strategy and action plan for scale up. The adaptation and accelerated scale-up of the solution will be industry-led and Government facilitated with defined roles and responsibilities of multiple actors and will build on the comprehensive strategy and time-bound action plan developed by GenU partners. The initial Dutch funding will play a key catalytic contribution to adapt the ALP solution and implement it at scale through public and private sectors. This will be complemented by leveraging resources from all relevant partners including the public and private sectors, CSOs, and development partners.

The **key outputs under the outcome 2** are:

Output 2.1: Apprenticeship and entrepreneurship solutions adapted to COVID-19 context and evolving labour markets.

Output 2.2: Revised and agreed strategies and timebound action plan considering eco-system (i.e. policy and legal frame, infrastructure, platform, data, network, incentive, mindset and perception etc.) for scaling up solutions are in place.

Output 2.3: Apprenticeship and entrepreneurship eco-system prepared to scale up evidence - based solutions.

Output 2.4: Young people completed training through adapted solutions in formal and informal settings by public and private sectors and linked with livelihood opportunities.

Output 2.5: Evidence generated to continue and strengthen the solutions and support scale up.

Outputs	Statements	Timeline
Output 2.1	Apprenticeship and entrepreneurship solutions adapted to COVID19 context and evolving labour market.	December 2020
Output 2.2	Revised and agreed strategies and timebound action plan considering eco-system (i.e. policy and legal frame, infrastructure, platform, data, network, incentive, mindset and perception etc.) for scaling up solutions are in place.	March 2021
Output 2.3	Apprenticeship and entrepreneurship eco system is prepared to scale up evidence - based solutions.	September 2020 to March 2021
Output 2.4	Young people completed training through adapted solutions in formal and informal settings by public and private sectors and linked with livelihood opportunities.	April 2021 to September 2021
Output 2.5	Evidence generated to continue and strengthen the solutions and support scale up.	December 2021

NB. The activities will continue as part of academic work beyond the project period but deliverables under project fund will be completed within project period.

The key activities under each output are derived in the result framework attached in annex.

Target: Initially 3,000 young people in one year, after which the solution will be institutionalized to achieve the overall GenU five year target of apprenticeship¹³ for 1 million young people and

¹³ Reference is made to target 3 of GenU



entrepreneurship¹⁴ for 500,000 young people in both formal and informal sectors in five years (by 2024).

IV. Accountability:

UNICEF is the convener of the programme and is such overall accountable. In its role, UNICEF will be coordinating the actions of the different partners and be the grant manager.

Related to **Outcome 1**, the National Curriculum and Textbook Board (NCTB) is currently developing a comprehensive competency and skill-based curriculum from pre-primary to Grade XII enabling integration of transferable skills, such as adaptability, flexibility, digital, coding and technology skills, creativity and innovation, critical thinking, emotional intelligence, and leadership skills into the mainstream education system. UNICEF is closely working with NCTB to mobilize and coordinate with technical partners and young people to contribute to the development of this curriculum. Key achievements include the development of the NCTB-led National Transferable Skill Framework and integration into the curriculum, including through engagement of young people from different parts of the country.

As NCTB is the mandated agency for government to design and develop curriculum and teaching learning approach including materials while DSHE is the agency responsible for implementation of secondary and higher education. These two agencies will be the lead to design and implement the courses proposed under this project. Among the foundational partners of GenU, UNICEF is closely working with these two agencies to provide technical support for curriculum reform and implementation while World Bank is also supporting through SEDP. As Ministry of Education has already decided to include this as part of academic learning for 2021, DSHE will ensure this inclusion with necessary arrangement so that all schools embed these courses into their academic planning and implement throughout the year

The work will be directly implemented by the Ministry of Education through the mainstream secondary education system and hence the ultimate reach is expected to be all secondary education students. The implementation cost will be borne mostly by Government along with development partners associated with SEDP, such as the World Bank and ADB. UNICEF is providing technical support and the funding from the Dutch funding will be used to contextualize and advance the skill courses, the platform and the dissemination of the courses among teachers and students.

As per **Outcome 2**, BRAC as direct implementer, a2i as facilitator of implementation within the Government and private sectors will take lead of the adaptation and implementation exercise. Both BRAC and a2i will form a technical working group engaging public and private sectors and most importantly young people to conduct the exercise. ILO and UNICEF will provide technical support to standardize the intervention and implementation modalities along with digitalization of the component, bringing an equity focus, and evidence generation from the testing and revisiting national strategy and action plan for scale up.

The following **key partners** will be on board:

- **Outcome 1:** National Curriculum and Textbook Board (NCTB), Directorate of Secondary and Higher Education, Ministry of Education: the support will also come from Directorate of Madrasa

¹⁴ Reference is made to target 2 of GenU



Education, Directorate of Technical Education, Secondary Education Development Programme (SEDP) supported by World Bank, ADB, UNESCO and UNICEF, Ministry of Education, a2i, UNICEF in collaboration with GenU partners.

- **Outcome 2:** BRAC, a2i, ILO and UNICEF: the support will also come from industry associations, trade bodies, industrial skills council, Government sector corporations, individual industries, the Cabinet Division and CSOs.

As per concrete programmatic accountabilities per partners, please refer to Matrix results.

V. Recipient organization(s) and implementing partners and the modality of engagement:

UNICEF, which currently coordinates GenU in Bangladesh, supports the Government and other actors in Bangladesh to ensure every child fully enjoys her or his right to survival, development, protection, participation and equitable chance in life.

The current Government of Bangladesh-UNICEF programme of cooperation covers the period of 2016 to 2020 and is in sync with the Government's 7th Five-Year Plan. UNICEF supports the Government and other actors in Bangladesh to ensure every child fully enjoys her or his right to survival, development, protection, participation and equitable chance in life. UNICEF pursues a life cycle approach addressing major issues in each stage of child development with special emphasis on prevention.

2019 achievements contributed to include:

- Reduction in infant mortality rate from 58 per 1,000 live births in 2013 to 40 in 2019.
- Reduction in stunting under five years of age from 42 per cent in 2013 to 28 per cent in 2019.
- Increase in primary school attendance rate from 73 per cent in 2013 to 86 per cent in 2019.
- 97.5 per cent of households having access to the improved sources of drinking water in 2019.
- Increase in access to latrines from 77 per cent in 2013 to 84.6 per cent in 2019.
- Increase in proportion of children whose births are registered from 37 per cent in 2013 to 56 per cent in 2019.

Using innovative approaches, UNICEF supports the Government of Bangladesh in improving social service delivery through integrated information management systems, strengthening real-time monitoring for decision making and transparency, developing e-learning platforms for better learning outcomes and digitally engaging youth and adolescents to create demand for better services, skills development and employability.

In February 2019, UNICEF Bangladesh launched the GenU to support progress on youth skills and employability. The approach was launched through a group of Foundation Partners including ILO, BRAC and Government of Bangladesh. A common strategy to address evidence generation, scaling equitable services and to stimulate partnerships and participation of youth has been agreed. A National Steering Committee has also been established which will support the national roll out of GenU. This is chaired by government and attended by 15 industry sectors as well as youth representatives.



VI. Partnerships:

In recognition of substantial existing activity and investment on youth skills and employability in Bangladesh, the GenU approach is seeking to convene actors under a coordinated common strategy to scale effective good practices, strengthening linkages between the skills, education and private sectors and removing policy bottlenecks. A national GenU Steering Committee, chaired by government, is overseeing the execution of this strategy. To help position GenU Bangladesh as a multi-stakeholder platform, an active visionary group of the steering committee members have coalesced together as the group of foundation partners and are actively working together to shape and accelerate the GenU roll-out. The Foundation Partners group includes a2i (Access 2 Information – a Government initiative), BRAC, ILO Bangladesh, UNDP Bangladesh, World Bank, UNICEF and is now being expanded to include MCCI (Metropolitan Chamber of Commerce & Industry, Dhaka) and FBCCI (The Federation of Bangladesh Chambers of Commerce & Industry).

The Foundation Partners are now working towards repurposing GenU targets considering the impact of COVID-19 in education, skills and jobs in Bangladesh. These programme ideas are based on the outcome of the exercise of Foundation Partners to prioritized targets and actions in COVID-19 context. Later the concept note was shared among the Foundation Partners to finalize the note and endorse the responsibilities of multiple agencies to implement the project.

GenU Bangladesh partners have conducted extensive consultations with all relevant stakeholders including private and public sectors, UN (ILO, UNDP, UNICEF), CSOs and youth themselves, and have developed a comprehensive strategy and timebound action plan to reach the GenU - 1 million apprenticeship target. The plan detailed out apprenticeship targets by year for formal and informal sector reviewing existing opportunities through industry association, trade bodies, industrial skills council, government sector corporations, individual industries, Government and CSOs (more particularly for informal sector). This includes a repurposing of proven solutions in consultation with young people, so they are relevant for the current context and account for job losses in certain sectors, and job creation in others such as pharmaceuticals, healthcare services, ICT and e-commerce, agro-food and processing and creative media.

Outcome 1:

Partners	Objectives	Engagement Area
NCTB	<ul style="list-style-type: none"> To embed transferable skills into national curriculum, pedagogy and materials To build the capacity of the Government system to design and deliver pedagogy and courses that support skill acquisition for young people To mainstream and scale up skill-based education nationally for all secondary education aged children. 	<ul style="list-style-type: none"> Using existing partnership and work on curriculum reform with NCTB to channelize technical support. Build on existing policy options, plan and timing to integrate soft skills.
DSHE	<ul style="list-style-type: none"> To implement skill courses by Government implementation mechanism Leverage existing resources and structure for a system wide test implementation. Build understanding and capacity of existing implementation structure to influence future scale up 	<ul style="list-style-type: none"> Using existing partnership and work on pedagogical reform with DSHE to channel technical and capacity building support. Build on existing policy options, plan, timing and



	<ul style="list-style-type: none"> Engage young people in the design, implementation and monitoring. 	comparative advantage to integrate soft skills
a2i – ICT Division	<ul style="list-style-type: none"> To leverage innovation and technology platform, reputation and influence of a2i on ministries and policy makers of Government to influence policy decision and institutionalization of interventions. To remove some of the key bottlenecks of skills and employment eco-system using evidence based and influences of a2i’s work. To facilitate implementation by Government structure and system that support scale up through mainstreaming and institutionalization. 	<ul style="list-style-type: none"> Leading GenU Bangladesh on behalf of Government Using existing partnership and working modalities
BRAC	<ul style="list-style-type: none"> To leverage long field experiences and equity focus in intervention. To leverage expertise and evidences including voice of most marginalized group Expertise on social mobilization and reality in innovation to standardized interventions To ensure that voice of most marginalized and vulnerable youths is heard. 	<ul style="list-style-type: none"> GenU Foundation Partners Using existing long-term partnership on education and skills Alignment of organization vision and missions
ILO	<ul style="list-style-type: none"> To leverage technical expertise on skills and employment and quality standard in intervention. To mobilize private sectors, Employer’s association, Industrial skill Councils, trade bodies to contribute To bring compliance and standard as well as policy alignment. 	<ul style="list-style-type: none"> GenU Foundation Partners Mandate for skills and employment UN-UN cooperation Using existing relationship and partnership

Outcome 2:

Partner	Objective	Engagement Area
Government of Bangladesh	<ul style="list-style-type: none"> Support on delivery of pre-election manifesto Strengthen regulatory and policy landscapes for YS&E Strengthen education provision, competencies/ skills and opportunity 	<ul style="list-style-type: none"> Engagement Government as Chair and participant in the GenU Bangladesh Steering Committee Develop and engage on a national YS&E Strengthen current government supported functions on YS&E
Private Sector Industry Associations	<ul style="list-style-type: none"> Consult on challenges prioritising youth for employment Engage private sector as part of GenU strategy 	<ul style="list-style-type: none"> Bi-later meetings with heads of agencies (ILO & UNICEF) Sharing and publication of research findings with



	<ul style="list-style-type: none"> • Mobilise resources and opportunities on YS&E • Stimulate private sector prioritising youth employment schemes and support. 	<p>launch events (TBC), translating the research findings into meaningful messages and dissemination in social media</p> <ul style="list-style-type: none"> • National consultation on research findings and on YS&E more broadly • Series of Opinion Pieces by Business leaders to be secured with current media partners / possible round-table series. • Industry association and bi-lateral partnerships with public communications elements such as human-interest stories, co-branded communications materials, opinion editorials. Creation of certification / stamp of approval scheme (ownership – TBC) for employer’s organisation with good communications visibility
Adolescents aged 15-24 in Bangladesh	<ul style="list-style-type: none"> • Consult on challenges around skills and employability in context of job strategy • Share valuable resources about skills / employability support available to youth • Capture voices of youth for advocacy with and engagement of both government and private sector 	<ul style="list-style-type: none"> • Regular canvassing of opinion, challenges and experiences through online / offline channels (Facebook, U-Report) • Integration with UNICEF Gen Parliament initiative • Creation of Gen U Bangladesh Microsite • Inspirational video messages from youth
Civil Society	<ul style="list-style-type: none"> • Increase engagement of good practices on youth skills programming • Identify scale-able programmes to contribute to the GenU overall targets 	<ul style="list-style-type: none"> • Raise awareness with CSOs through media coverage / invitations to consultation sessions, policy dialogues, roundtable discussions



VII. Sustainability:

The Government of Bangladesh and the National Steering Committee has been fully engaged in the design, planning and implementation of the already existing GenU initiatives. This will continue through this project implementation, with an increased focus on accelerating the process of integrating the educational technologies to meet remote learning system demands and the overall delivery of teachers' education. All activities carried out are done under the leadership of Government counterparts and consultation and endorsement on the National Steering Committee. GenU is part of a long term, Government endorsed strategy that will allow adolescent to access the quality education and right skills needed to ensure their employability and employment. The implementing partners will be the same as the ones involved in the design of GenU strategy and action plan, and the proposed programmes are part of the overall longer-term GenU agenda in Bangladesh.

The unique needs of girls and boys, young women and men, including those from minority groups, will be considered throughout the planning, implementation, monitoring and evaluation of the action. Data disaggregation will be ensured during collection and reporting, including sex, age and disability dimensions.

UNICEF promotes youth engagement to ensure improved sustainability for the services. This is through ongoing consultations that ensure their active participation. Modalities will be adapted considering the COVID-19 physical distancing preventive measures and movement restrictions, such as ensuring online modalities including Zoom and Whatsapp, together with social media engagement are put in place.

The pandemic has now increased the relevance of transferable skills. Industries in Bangladesh are fast-tracking digital transformations to stay relevant in a post COVID-19 world and ensure resilience to future outbreaks or disruptions. A focus on transferable and digital skills will enable youth to adapt to the dynamic labour market post COVID19 as technology is being embraced by every industry, whether on a small or large scale. The proposed programme will build on the skill-based curriculum to contextualize and scale up courses (online and offline) on skills which are in high demand in a COVID-19 and post COVID-19 world.

The engagement with the private sector, including industry associations, industrial skill councils, trade bodies, leading business influencers of the skills sub-sector, and young people will continue as the courses are contextualized and scaled up, enabling stronger private sector linkages, improved career guidance and professional internships to help smooth the transition from school to work.

The initial Dutch funding will be a catalytic contribution to adapt the ALP solution and implement it at scale through public and private sectors. This will be complemented by leveraging resources from all partners including the public and private sectors, CSOs, and development partners. It is important to note that sustained funding for longer term is necessary to scale up ALP and achieve the target.

VIII. Risk Management (Table 2): *This will not be made publicly available.*

Please see Table 2 below.

IX. Programme Results Matrix (Table 1):

Please see Table 1



X. Monitoring & evaluation:

Monitoring and evaluation will be conducted collaboratively between UNICEF and implementing partners throughout the life cycle of the project. Field visits will be conducted by UNICEF to monitor the situation on the ground as well as the implementation and effectiveness of projects where applicable. However, with the current movement restrictions imposed to reduce transmission of COVID-19, initial programme monitoring has switched to a remote modality. Staff of other partners will monitor to ensure they are operating in line with their alternative programming modalities and ensuring adequate safety precautions. This implementation-level monitoring ensures that constraints and problems are flagged to partners for immediate action.

Programme monitoring results also feed into programmatic visits, which are designed to gauge the progress in achieving the results of the project. Programmatic visits, as well as regular and ad-hoc partner meetings, are used to identify and resolve bottlenecks, as well as emerging best practices and innovations, which then feed into improving the overall programme.

NCTB will review the existing courses, materials and mapping of skills and competencies from the curriculum framework. BRAC and a2i will be responsible for reviewing the existing solutions and conducting a mapping report on the issues, content, approaches to be adapted or digitalized. These activities will be done at a first stage to serve as baseline. Similarly, they will provide progress report on the main activities to ensure effectiveness of programme management, the achievement of the GenU initiative's objectives and targets and the sustainability of benefits provided through the interventions are undertaken. As part of the programme activities, BRAC and a2i will identify key bottlenecks from the strategy document and will develop an action plan engaging relevant actors through consultation.

The Monitoring and Evaluation Division of DSHE will monitor the implementation and with UNICEF support, implementation research will be deployed in collaboration with NCTB and M&E division of DSHE to generate evidence from the one-year implementation. The finding of the research will influence the scale up through mainstreaming and shape effective integration of transferable skills.

UNICEF will review progress/monitoring findings bi-annually with all the implementing partners to consolidate and prepare an action plan reflecting on progress and challenges. Besides, there will be individual review with partners to facilitate activities and process to accomplish the result. The consolidated report will be shared with GenU partners and discussed among Foundation Partners to leverage expertise, network or any other resources to facilitate the accomplishment.

Programmatic visits also make up one pillar of the Harmonized Approach to Cash Transfers (HACT) framework to manage and mitigate risks in partnerships and transfers of funds. Based on the assessed financial risk level, assurance activities are planned over the course of the partnership implementation. Thus, the frequency of assurance activities depends on the risk level of a partner. Assurance activities encompass programmatic visits, spot checks and financial audits, which are executed by UNICEF staff and third-party audit/accounting firms to assess the programmatic performance and financial conduct of partners. Results of spot checks and scheduled audits are used to obtain assurance, adjust partnership management strategies and to structure capacity development support addressing identified capacity gaps.

UNICEF will provide a detailed narrative and financial reports, covering results against agreed targets, difficulties encountered, and changes introduced.



XI. Innovation and Scalability:

The intervention will be focused on Grade IX and X students, ultimately scaling to national level. As the courses will be a pedagogical intervention to support skill acquisition for young people and considered as part of academic intervention under curriculum, the whole intervention will bring several important outcomes that strongly influence the scale up and mainstreaming of transferable skills in the education system, using an innovative approach able to deliver high quality programming.

First, this will create orientation and capacity among all education stakeholders including students and teachers to understand the new pedagogical approaches that support skill acquisitions and is coming under new curriculum.

Second, the experiences and evidences will guide NCTB to adopt the skill-based approach more practically and effectively with a prepared ground and third, the courses, with necessary revision based on test, will be adopted as pedagogy for the relevant grades under new curriculum implementation. The courses will be designed focusing on skills which are in high demand in a COVID and post-COVID world. The infrastructure and capacity that the Government has gained through COVID-19 remote learning initiatives is now embedded in its COVID-19 Education Response and Recovery Plan and has established a robust foundation for e-learning to be sustained as part of mainstream education. The programme will tap into recent innovative approaches to adapt to the new situation and deliver high quality results.

The adapted and strengthened ALP solution will also be tested within eco-system based on a national scale-up strategies and action plan to inform the effectiveness of the intervention further and also to support the scale up that planned under GenU target. There will be collective actions by the GenU partners to remove key bottlenecks and barriers including policy intervention to smoothen the apprenticeship and entrepreneurship eco-system so that both private and public sector engage meaningfully from a mutually benefitting perspective to scale up the interventions. That will make the intervention sustainable. Moreover, the evidences that will be generated through this project will also support to create pathways of success to facilitate scale up in a sustainable way.

This will all lead to achieving the ultimate outcome of enabling young people to better cope and adapt to the rapidly evolving COVID-19 economy by enhancing their skills development and employability through educational institutions and alternative learning pathways.

XII. Knowledge management:

Efforts will be made to promote knowledge exchange of learning on how young people are acquiring demand-driven transferrable skills through mainstream education and in their transition from schools to apprenticeships and entrepreneurships. The proposal embeds distinct components on a) evidences generated to continue, scale and improve skills acquisition of young people; b) evidences generated to continue and improve the solutions and support scale up. This will contribute to the wider body of knowledge to better inform the programmes and policies of the GenU Bangladesh Foundation Partners as well as work in other countries and regions by GenU partners.

A Knowledge Management officer will also be recruited to document and manage the evidence generation pieces throughout the intervention years.



XIII. Communication and visibility:

All communication and visibility will be in line with GenU branding guidelines and GenU’s global communication and visibility plan and implemented by UNICEF and engaged Recipient Organisations to ensure the visibility of the GenU Initiative.

Objectives:

- Support advocacy on education, youth skills and employability (YS&E) in Bangladesh;
- Raise awareness of the GenU approach, stakeholders and strategy;
- Develop and communicate high quality resources which support the GenU approach in Bangladesh;
- Provide recognition to achievement of strategic objectives;
- Provide recognition to partner stakeholders that come on board with the overall GenU strategy;
- Continue to engage and consult with youth on the GenU strategy;
- Stimulate mainstream awareness of the importance of youth skills and employability in Bangladesh.

The communications plan specific to this programme is stated below:

Outcome	Methodology/Objectives	Implementation Strategy / Activities	Dedicated Capacities
Outcome 1: Young people acquired highly demand-driven transferable skills through their educational institutions.	<ul style="list-style-type: none"> • Consult on challenges around skills and employability in context of job strategy • Capture voices of youth for advocacy with and engagement of both government and private sector • Use virtual platforms to promote the campaign for orienting students, teachers and parents on inclusion of transferable skills in the new curriculum and ensuring their participation / enrolment on the training course 	<ul style="list-style-type: none"> • Opinion polls on U-Report reading the initiative • Online roundtables with youth journalists, Generation Parliament members and relevant experts and leaders • News reports by youth journalists • Social media campaign to popularize the initiative • Support strengthen the education portal • Support to develop video guides on the training course 	<ul style="list-style-type: none"> • U-Report messaging platform, UNICEF Facebook • Youth journalists, Bangladesh Generation Parliament • Issue experts and opinion leaders • LTA with videographers
Outcome 2: Young people are trained and linked with livelihood opportunities through scalable solutions on	<ul style="list-style-type: none"> • Raise awareness on scalable initiative and interventions, and the importance of education and youth skills and 	<ul style="list-style-type: none"> • Through social media campaigns and web stories • Through main-stream event-based media coverage across 	<ul style="list-style-type: none"> • UNICEF social media platforms and website • Newspapers and portals, TV channels,



<p>apprenticeship and entrepreneurship in a 'new normal' COVID-19 context.</p>	<p>employability including engagement of private sectors in the initiative</p>	<p>various channels (print and online)</p> <ul style="list-style-type: none"> • Ambassador endorsements (e.g. UNICEF Youth Ambassador, GWAs) • Through engagement with civil society and media • Through policy dialogues/round tables with CSOs and issue experts • Preparing policy briefs 	<p>related social media platforms</p> <ul style="list-style-type: none"> • UNICEF celebrities • Partner newspapers and issue experts
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TABLE 1 – RESULTS MATRIX

Result	Baseline	Target	MoV (timeframe)	Data Source	Lead Organization
Outcome 1: Young people acquire highly demand-driven transferable skills through their educational institutions.					
Output 1.1: Courses developed following newly drafted curriculum framework and highly demand-driven skills prioritized for secondary education aged children					
1.1.1 Number of courses developed following newly developed curriculum framework and highly demand skills prioritized.	0	2 (each for grade IX & X)	Course documents (November 2020).	Secondary Wing	NCTB
1.1.2 Course dissemination package developed with necessary materials and guidelines.	0	1	Dissemination package (November 2020).	Secondary wing	NCTB
Output 1.2: Teachers, education staffs and students are aware and ready to implement the courses.					
1.2.1 Number of master trainers trained.	0	60	Training completion report (December 2020).	Training Division	DSHE
1.2.2 Number of education officials oriented.	0	500	Orientation completion report (January 2021)	Training Division	DSHE
1.2.3 Campaign conducted for students and parents	0	1	Campaign report (December 2020 - January 2021)	Training Division and a2i	DSHE, NCTB, a2i
Output 1.3: Students have participated in the courses as part of their academic work.					
1.3.1 Number of students enrolled in courses.	0	1 Million	Enrolment documents (February 2021).	Schools	DSHE
1.3.2 Number of promotional activities implemented to encourage students and teachers' engagement and continuation in the courses.	0	2	Activity report (February - July 2021).	Schools	DSHE, NCTB, a2i



Result	Baseline	Target	MoV (timeframe)	Data Source	Lead Organization
Output 1.4: Evidences generated to continue and improve skills acquisition of young people.					
1.4.1 Implementation research designed, and baseline study conducted to generate evidences.	0	1	Research design and baseline report. (Design- by November 2020); (Baseline study - by March 2021).	Secondary wing, NCTB and Training Division, DSHE	UNICEF, DSHE, NCTB
Outcome 2: Young people are trained and linked with livelihood opportunities through scalable solutions on apprenticeship and entrepreneurship in 'a new normal' COVID-19 context.					
Output 2.1: Apprenticeship and entrepreneurship solutions adapted and strengthened to COVID-19 context and evolving labour market.					
2.1.1 Number of apprenticeship and entrepreneurship solutions adapted engaging stakeholders including young people and ready for implementation.	0	1	Course package (December 2020).	Progress report	BRAC & a2i
Output 2.2: Agreed strategies and timebound action plan considering eco-system for scaling up solutions are in place					
2.2.1 Existing draft strategy and action plan to scale up apprenticeship is revised considering adopted solution and new normal context.	0	1	Revised scale up strategy and action plan (February 2021).	Progress report	a2i
2.2.2 Number of consultations conducted with wider group of stakeholders including young people for finalization.	0	5	Consultation reports (February 2021).	Progress report	a2i
Output 2.3: Apprenticeship and entrepreneurship eco system are prepared for scale up and evidence -based solutions.					
2.3.1 Time-bound action plan (up to July 2021) developed addressing prioritized bottlenecks from the strategy document engaging relevant actors.	0	1 action plan	Time-bound action plan with roles and responsibilities (March 2021).	Progress report	BRAC & a2i
2.3.2 Number of actions implemented by July 2021.	0	4 actions	Evidences of results produced for actions. (March - July 2021)	Monitoring report	a2i, BRAC, ILO, UNICEF
Output 2.4: Young people completed training through adapted solutions in formal and informal settings by public and private sectors and linked with					



Result	Baseline	Target	MoV (timeframe)	Data Source	Lead Organization
livelihood opportunities.					
2.4.1 Implementation plan developed considering diverse context and geographical locations in formal and informal settings by public and private sectors.	0	1	Agreed implementation plan (December 2020).	Progress report	BRAC & a2i
2.4.2 Number of young people enrolled and continuing training through adapted solution as per plan.	0	3,000	Attendance and completion record (Enrolment by February and continuation up to July 2021).	Progress report	BRAC & a2i
Output 2.5: Evidences generated to continue and strengthen the solutions and support scale up					
2.5.1 Implementation research designed, and baseline study conducted to generate evidences to support scale up.	0	1	Research design and baseline report (March 2021).	Progress report	UNICEF & ILO



TABLE 2 - PROGRAMME RISK MANAGEMENT MATRIX

Risks	Risk Level: Very high High Medium Low (Likelihood x Impact)	Likelihood: Almost Certain - 5 Likely - 4 Possible - 3 Unlikely - 2 Rare - 1	Impact: Extreme - 5 Major - 4 Moderate - 3 Minor - 2 Insignificant - 1	Mitigating measures	Responsible Unit/Person
Lack of support from the Government or Foundation Partners.	Low	1	3	UNICEF has engaged with the Government and partners through all the GenU design process and has seek clearance of the concept note for the Dutch support beforehand.	UNICEF
Lack of sustained funding.	Medium	3	3	UNICEF and partners will advocate to ensure sustained funding for longer term is available including the public and private sectors, CSOs, and development partners, necessary to scale up ALP and achieve the targets.	UNICEF and partners
Implementing partners face implementing challenges due to COVID-19 related prevention measures.	Low	3	2	The COVID-19 pandemic may have effect on the implementation of the programme and services may be interrupted. However, more has been learned about the virus and preventive measures to put in place, and agencies, including UNICEF, are defining new modalities including digital platforms to continue programming. Similarly, UNICEF takes evidence-based advocacy to minimize the suspension and will encourage remote/alternative modalities to meet the needs to youth to the greatest possible extent.	<ul style="list-style-type: none"> ▪ BRAC ▪ A2i ▪ ILO ▪ NCTB ▪ DSHE ▪ UNICEF



<p>The COVID-19 and its resultant lockdown impact on the lives of adolescents.</p>	<p>Medium</p>	<p>3</p>	<p>3</p>	<p>The COVID-19 pandemic impacts the lives of adolescents, increasing their vulnerability to all kinds of protection risks including violence as well as psychosocial distress. UNICEF has shifted its adolescent engagement programme and supported the development of a mobile apps for Adolescent Club Members, delivering messaging on preventing harmful practices such as child marriage during COVID-19. UNICEF has also supported the Ministry of Women and Children Affairs to host virtual Adolescent Clubs and has provided virtual training to 50 Child Rights Facilitators to ensure case management and referrals for the most vulnerable adolescents.</p>	<p>UNICEF and partners</p>
<p>Youth engagement in the implementation of the project could be hampered due to parents' reluctance to allow adolescents, especially girls, to attend activities.</p>	<p>Medium</p>	<p>3</p>	<p>3</p>	<p>Since the very early stage of the programme design, UNICEF GenU Bangladesh foundational partners have conducted extensive consultations with all relevant stakeholders including youth themselves and have developed a comprehensive strategy and time-bound action plan to reach the 1 million apprenticeship target. Engagement with young people in drafting curriculum framework resulted in integration of skills into curriculum with a mandatory subject on livelihood that covers skills for transition to work like transferable skills, entrepreneurship, career planning, skills for productivity and future skills. The engagement will continue throughout the project implementation,</p>	<p>UNICEF and partners</p>



				reassuring parents on the safety and benefits of their children while joining the programme.	
Operational environment affected by natural disasters in several parts of Bangladesh (like cyclone, earthquake, floods).	Medium	3	3	UNICEF has developed an Emergency Preparedness and Response Plan with the aim of strengthening its preparedness for natural disasters.	UNICEF and partners
Assumptions:					
<ul style="list-style-type: none"> ✓ An improvement of Government and foundational partners engagement will facilitate the implementation of the action. ✓ The importance of the programme will be enhanced as the pandemic has now increased the relevance of transferable skills. The programme will build on the skill-based curriculum to contextualize and scale up courses (online and offline) on skills which are on high demand in a COVID-19 and post COVID-19 world. ✓ Online platforms will be supported, infrastructure and robustness will be granted. ✓ The engagement with the private sector, including industry associations, industrial skill councils, trade bodies, leading business influencers of the skills sub-sector, and young people will continue as the courses are contextualized and scaled up, enabling stronger private sector linkages, improved career guidance and professional internships to help smooth the transition from school to work. 					

The risk-management methodology is depicted below, where the risk level is measured as the product of Likelihood and Consequence.



Likelihood	Occurrence	Frequency
Very Likely	The event is expected to occur in most circumstances	Twice a month or more frequently
Likely	The event will probably occur in most circumstances	Once every two months or more frequently
Possibly	The event might occur at some time	Once a year or more frequently
Unlikely	The event could occur at some time	Once every three years or more frequently
Rare	The event may occur in exceptional circumstances	Once every seven years or more frequently

Consequence	Result
Extreme	An event leading to massive or irreparable damage or disruption
Major	An event leading to critical damage or disruption
Moderate	An event leading to serious damage or disruption
Minor	An event leading to some degree of damage or disruption
Insignificant	An event leading to limited damage or disruption

	Consequences				
Likelihood	Insignificant (1)	Minor (2)	Moderate (3)	Major (4)	Extreme (5)
Very likely (5)	Medium (5)	High (10)	High (15)	Very High (20)	Very High (25)
Likely (4)	Medium (4)	Medium (8)	High (12)	High (16)	Very High (20)
Possible (3)	Low (3)	Medium (6)	High (9)	High (12)	High (15)
Unlikely (2)	Low (2)	Low (4)	Medium (6)	Medium (8)	High (10)
Rare (1)	Low (1)	Low (3)	Medium (3)	Medium (4)	High (5)

Level of risk	Result
Very High	Immediate action required by executive management. Mitigation activities/treatment options are mandatory to reduce likelihood and/or consequence. Risk cannot be accepted unless this occurs.
High	Immediate action required by senior/ executive management. Mitigation activities/treatment options are mandatory to reduce likelihood and/or consequence. Monitoring strategy to be implemented by Risk Owner.
Medium	Senior Management attention required. Mitigation activities/ treatment options are undertaken to reduce likelihood and/or consequence. Monitoring strategy to be implemented by Risk Owner.
Low	Management attention required. Specified ownership of risk. Mitigation activities/treatment options are recommended to reduce likelihood and/or consequence. Implementation of monitoring strategy by risk owner is recommended.



← Consequences →

	Insignificant	Minor	Moderate	Major	Extreme
Almost Certain	Medium	High	High	Very High	Very High
Likely	Medium	Medium	High	High	Very High
Possible	Low	Medium	High	High	High
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Medium	Medium	High

↑ Likelihood ↓



TABLE 3 : BUDGET

Recipient organization to use budget format that makes most sense for them. In addition, the budget by UNDG category is required.

Table 3 B – BUDGET BY UNDG CATEGORY – this is required; see excel document attached.

https://unicef.sharepoint.com/:x:/t/BGD-RM/ETVkQLw_JMpFjAC_zJgITMEBDERioMrDVVg4PU2YtDDKOW?e=GY6E2h

