

Project Progress Report

Jan - June 2006
Project Phase V



UCEP - Bangladesh

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Project Progress Report

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Project Phase V

1. Introduction

UCEP has completed the second year of its project phase V achieving all the set targets of activities toward its objective of "Urban working/ underprivileged children (boys and girls) are employed in gainful professions". UCEP follows an effective model of human resource development. The Directorate of Primary Education has recently come forward to work with UCEP for the education of the children of Shishu Kallyan Trust. During the reporting period a Memorandum of Understanding was signed between UCEP and Shishu Kallyan Trust (SKT) for implementing a pilot project on Integrated General and Vocational Education. The cost of the project is Tk. 13.4 million. Nationwide implementation of the UCEP model depends on the successful implementation of the pilot project which will be operational from January 2007. The work of making the physical infrastructure has already started. Besides this new program UCEP continued its mainstream programs.

The **General Education Component** had an enrolment of 22,484 students in its 32 schools. The student attendance was 94.01% while the dropout was only 3.36%. The girls to boys ratio in the schools stood at 51:49. During the period 2,555 students completed primary education (grade V) and another 1,937 completed the lower secondary grade (grade VIII).

The **Vocational Education Component** imparted technical education and para-trade training to 2,762 students in its 3 technical schools and 9 para-trade centers including 247 (boy 151 and girl 96) students for SSC (vocational) during reporting period. Out of them 858 students graduated from the technical schools and 721 from the para-trade training centers. Remaining students have been promoted to higher semesters. The attendance and dropout rates at the technical schools were 96.91% and 2.66% respectively, while the ratio of girls to boys was 34:66. The attendance and dropout rates of the para-trade students were also quite remarkable being 95.28 and 0.82% respectively while the ratio between girls and boys was 45:55.

Regarding the **employment of UCEP graduates**, a total of 1,656 graduates (100% of GE job seekers, 90% of the technical and 80%

of the para-trade graduates) were provided jobs in different organizations, industries, workshops and production units by the **Employment and Field Service Section**. The ratio of the employed girls to boys was 45:55.

Students Sponsorship program was strengthened further. During the period UCEP collected 423 sponsors for general school students which is higher than the previous session by 123.

UCEP SME Credit Program for its graduates is contributing effectively for self-employment and entrepreneurship development. During the period a total of 91 UCEP graduates received loan from UCEP SME Credit Program amounting Taka 2,470,000.00 under this program. Recovery of the loan is very satisfactory.

“UCEP Multipurpose Cooperative Society” for all its stakeholders started functioning from March 2006 after having registration from the competent authority. A total of 800 UCEP staff, graduates and other stakeholders took membership of the society. This society will contribute to the sustainability of the programs.

SSC (Vocational) courses were introduced in Chittagong and Khulna Technical Schools during the period. A total of 180 new students got admitted during the period.

2. Results Achieved during the reporting period

Output 1

Improved non-formal general education (up to grade VIII) is available for working children (boys and girls)

General Education Component had an enrollment of 22,484 students in its 32 general schools during the period January-June 2006 of whom 885 were street children and children with mild and moderate disabilities (Annex - A). Urban communities have a very strong motivation for child education and so in spite of poverty they take care of their children and follow-up their progress. As a result the quality of education is improving day by day. Moreover, observing the change in the economical status of the UCEP graduates, parents and guardians could realize that UCEP Model of Human Resource Development is the only hope they have for a bright future to their children. As such they send their dependants to school everyday without making any distinction between boys and girls. The student attendance in the schools was 94.01% while the dropout was only 3.36%. The girls to boys ratio in general schools stood at 51:49 (Annex - A). It is stated in the project document that by the end of the phase a total of 13,000 students will complete grade V, 12,000 students will complete grade VIII including 5500 with pre-vocational education. The progress is in line with the document.

Success

- ❑ Successful implementation of pre-vocational curriculum took place from grade VI to VIII. A total of 4067 students completed grade VIII with pre-vocational education.
- ❑ Community motivation towards girls' education was very effective as a result girls' dropout rate is decreasing and attendance rate is increasing.
- ❑ Participation of child council members in the decision-making process regarding education and co-curricular activities has been very fruitful.
- ❑ UCEP schools won surf excel prize competing with the best schools of Dhaka and Khulna

Outcome

Improved non-formal general education (up to grade VIII) was made available for working children (boys and girls) at UCEP General Schools and as a result a total of 2,555 students completed primary education (grade V) and another 1,937 completed 4.5 years basic course (grade VIII) of UCEP during the reporting period. It appeared from the examination results that most of the students promoted to higher classes obtained more than 60% marks.

Lesson Learnt

- It is very difficult to find jobs for general graduates within an acceptable salary range.
- Most UCEP students are not willing to end their education life at grade VIII. They like to continue their education for a better future.
- Integrated general and vocational education yields better results compared to general or vocational education isolated from each other.
- Community awareness is very important for improving the quality of education.

Output 2 of Project Document

Urban working/underprivileged children (boys and girls) with non-formal general education have access to quality vocational education (para-trade centers and technical schools).

In the present days vocational education is very important for stepping into the job market with a respectable salary/wage package. UCEP is working to change the lot of the working children and contribute to the gradual elimination of child labor from Bangladesh by implementing a very effective model of Human Resource Development. UCEP model of HRD is very effective because it addresses three important components of HRD i.e basic education, skills training and employment support very efficiently to build the future of underprivileged children. During the period a total of 1128 (53% of GS graduates) students had access to technical schools for having job oriented skills training on different trades. Total enrollment in 3 technical schools was 2033 students including 247 students of SSC (Vocational) course. The attendance was 96.91% while the dropout was only 2.66%. The boys to girls ratio in technical schools stood at 66:34 (Annex - B).

UCEP also imparts hands on skills training through 9 para-trade training (six months course) centres. Students who come from extreme poor family usually show interest for short duration skills training to get a job within the shortest possible time. During the reporting period para-trade centres had an enrollment of 729 students of which 331 were girls and 398 were boys. The student attendance in the schools was 95.28% while the dropout was only 0.82%. The boys to girls ratio in para-trade centers stood at 55:45 (Annex - B).

Success

- ❑ The capacity of technical schools was expanded to include more students.
- ❑ Preparations were completed to open two new technical schools in Dhaka and Rajshahi created opportunity for more general school graduates to have technical training.
- ❑ Introduction of SSC (Vocational) in two more schools created scope for the bright students for continuing education.

Outcome

During the reporting period, a total of 858 students graduated from 03 technical schools and 721 students graduated from 09 para-trade centers of UCEP. Rate of technical education completion was 99% and repetition rate was nil. Most of the students of Electrical and Electronics, Automobile, Textile and Mechanical Units were hired for employment by established and well-known organizations before graduation.

Lesson Learnt

- Job market demand for skills training is changing. Employers are demanding very skilled manpower to meet the changing situation.
- Skills training is bringing effective change in the lives of the working children
- Underprivileged children are aware of their rights and responsibilities and have very positive attitude towards skills oriented jobs.
- Performance of the girl graduates in the skills oriented training is very good.

Output 3 of Project Document

Graduates of General Schools, Para-trade Centers and Technical Schools sought linkages with prospective and gender-sensitive employers or (self) employment promoters with the involvement of EFS Section.

UCEP provides employment support to its graduates to ensure gainful employment. The Employment and Field Service (EFS) Section established linkages between the graduates and the prospective and gender sensitive employers for gainful employment. EFS Section maintains a dynamic linkage with present and potential employers through its field offices in Dhaka, Chittagong, Khulna and Rajshahi and looks for gender sensitive new employers to update the existing list of potential employers. In this connection EFS Section organized 9 employers meetings, 3 advisory council meetings and job market surveys. In Bangladesh IT and telecommunication are the growing sectors at present and most of the employment is in these two sectors. Demand of skilled manpower in other sectors is not increasing much as the growth of industrial sector has not been significant in recent times. Under these circumstances the progress of EFS Section was found very satisfactory.

Success

- ❑ UCEP attracted more gender sensitive employers for employment of UCEP graduates.
- ❑ Very strong linkages were established with the employers of different sectors through employers committees and advisory councils.
- ❑ Negotiation with employers for gainful employment in most of the cases were very fruitful.
- ❑ Employment of female graduates in male dominated trades improved significantly.
- ❑ The scheme for employment abroad was strengthened as a new avenue for employment.

Outcome

During the reporting period, a total of 414 general school graduates, 485 para-trade graduates and 757 technical graduates were provided jobs by EFS Section in general and technical jobs. Salaries/wages of the general graduates, para-trade graduates and technical graduates were raised by 230%, 242% and 249% respectively against the target of 80% (Annex - C).

Lesson Learnt

- Overseas employment market might be an alternative to the stagnant local job market.
- Most of the employers are reluctant to employ females. A mass socio-cultural change is required to become successful in providing jobs in different trade irrespective of gender.

Output 4 of Project Document

Child and adolescent girls-friendly learning environment (physical and social) exists in UCEP schools.

Child friendly environment is the pre condition for ensuring quality education. UCEP imparts education to the children who are deprived of their rights and have no chance to have basic education. These underprivileged children treat the school as their second home and expect motherly care and a very favorable education environment in the school. Assessing the need of the children UCEP formed Children's Councils in all schools to help them raise their voice in favor of their rights and to participate actively in the schooling activities. All schools of UCEP formed performing art groups to enable students to develop their talents. UCEP management is also very keen to ensure gender sensitive physical facilities eg sanitation, sports materials, library and reading corners. It was found from the supervision and observation reports that students are very satisfied with the school environment.

Success

- ❑ Ensuring active participation of children's council members in decision making process and school development works
- ❑ Establishment of Library room in all schools with available children's books
- ❑ Ensuring maximum use of library books
- ❑ Achievements of 'performing art group' in national and local competitions on dance, music, recitation and drama
- ❑ Girl leadership in different events

Outcome

During the reporting period, all general schools, technical schools and para-trade training centers organized children's council meeting quarterly. Council members maintain meeting procedures and keep the records at their office. More than 80% students use sports materials and library books for physical and mental development. Members of Performance Art Groups participated in most of national and local competitions and earned prizes with their thrilling performances in music, dance, recitation and acting.

Lesson learnt

- Co-curricular activities are very important to make the students regular, attentive to lesson and to develop self-confidence.
- Children are very eager to play and read books to develop their knowledge. They do not need prodding for reading books if materials are available.
- All children have talents and what they need is proper guidance and nursing.
- Children are capable of expressing themselves clearly and distinctly and their leadership quality is very impressive.
- Children's voice for implementation of child rights is very important. Children's opinion is very important regarding any decision related with children.

Output 5 of Project Document

Government of Bangladesh ((MOE/DNFE/BTEB) is more sensitized to the needs and rights of working/underprivileged children.

UCEP maintains good liaison with GoB, NGOs and civil society organizations to sensitize them to the needs and rights of underprivileged children. Ministry of Primary and Mass Education, Directorate of Non Formal Education and Bangladesh Technical Education Board were found very cooperative regarding replication of UCEP model and introduction of SSC (Vocational) program in Chittagong and Khulna. High officials of GoB, NGO personnel and national and international distinguished persons frequently visit UCEP to know how UCEP is making a difficult task possible. During the period schools and divisional offices arranged child congresses, consultative meetings with other NGOs and stakeholders to demand rights to education and other basic rights from the government. Community meetings, parents/guardians meetings and elites meeting were arranged with the participation of children's council members to mobilize the community for implementation of child policy. Divisions published quarterly bulletins to promote and protect child rights and to encourage children to raise their voice in favor of CRC.

Success

- Skill Development Project for Reaching Out of School Children (ROSC) under the Directorate of Primary Education. UCEP will implement this project on a pilot basis from January 2007. UCEP is going to introduce Integrated General and Vocational Education in this pilot project and on successful implementation of the project the same model will be followed nationwide for ROSC.
- The Executive Director presented a paper on "Safety Nets to Safety Ropes" in the Regional Workshop on "Social Protection" at Sri Lanka held on 17 – 19 May 2006 on invitation by the World Bank.
- UCEP and CRSS have been nominated by the Govt for AGFUND International Prize for Pioneering Development Projects.

Outcome

- GOB recognized UCEP model and made a contract with UCEP for implementation of a project for Reaching Out of School Children under Ministry of Primary and Mass Education
- Bangladesh Govt agreed to give primary books to UCEP and are giving a portion of required primary text books.
- World Bank invited UCEP for presenting UCEP model in the regional workshop on "Social Protection" held in Sri Lanka.
- 02 quarterly bulletins are being published from Dhaka and Chittagong titled Kochikontho and Banchita Shaishob respectively.
- Children of Chittagong city submitted a memorandum to the Divisional Commissioner for implementation of CRC.

Lesson Learnt

- Rights based approach is very important to protect and promote child rights and implementation of CRC.
- Advocacy and Communication need to be strengthened for replication of UCEP model widely.

Output 6 of Project Document

UCEP's institutional capacity is increased.

Provide training for professional development of the UCEP staff, explore fundraising activities for generating income and monitoring and evaluation of the programs to keep the senior management updated about progress of the programs are very important to increase the institutional capacity. Directorate of Corporate Affairs harmonized all these activities efficiently to achieve the set targets for the period. It is found from the HR report that retention rate in the senior management positions was 100% in this project phase which is a very good sign of corporate culture practice in the organization.

Human Resource Management Component arranged in-house training and external training (in country and abroad) for professional development of the field level and management staff. During the reporting period 162 field staff received training on teaching methodology, social work, child participation, financial management and entrepreneurship development conducted by UCEP HRM Component.

25 teaching staff and head office staff were sent to other organizations for training as per need assessment reports. Members of senior management team were also sent abroad for training on Leadership in Management and Leadership. One school administrator and one Employment and Field Service Officer were sent abroad for training on modern techniques of teaching (Annex - D).

Fundraising Component has taken a lot of initiatives which include commercial project on segunbagicha land, strengthening SME credit program and sponsorship programs. Monitoring and supervision of program activities were ensured by the components to achieve the targets qualitatively.

Success

- SMT's involvement in program management and decision making activities enhanced significantly.
- BOG members were very supportive on the empowerment of SMT in program management and decision making process.
- All new teaching staff were provided basic training for professional development.
- Commercial project on Segunbagicha land was approved.
- UCEP multipurpose cooperative society for all stakeholders was started.

Outcome

UCEP management is capable of completing all the planned activities and to prepare project document and other policy papers without external support. Computerized MIS system integrated all offices providing regular and updated information to the management for decision-making. Income from local sources increased above 5% in the last session.

Lesson Learnt

- Professional development of staff members is very important for qualitative improvement of the programs.
- Stable management is very important for successful implementation of the project.

3. Unplanned Achievements (special positive developments)

Expansion and upgrading of existing technical schools

Capacity of the Chittagong, Khulna and Dhaka technical schools was increased to enroll more GS graduates with the additional grant from DFID.

Establishment of a new Technical School in Rajshahi

General graduates of Rajshahi General Schools were deprived of technical training as there was no technical school in Rajshahi. A new technical school was established in Rajshahi with DFID additional grant during the session. Technical school started functioning from July 2006.

UCEP Multipurpose Cooperative society

UCEP Multipurpose Cooperative Society for all stakeholders started functioning from March 2006. During the period 800 staff members and students took membership of the society.

Donation of TM International (BD)

The Managing Director of TM International (BD) donated 8 computers and 08 mobile phones to UCEP Chittagong Division to introduce IT center and for easier inter unit communication.

Sponsorship of 30 students by HSBC

HSBC Bank sponsored 30 general schools students for one year. Mr. Steve Banner, Chief Executive Officer of Bangladesh HSBC handed over the sponsorship money to the Executive Director of UCEP Bangladesh.

Students Achievements

- Taslima Akter, a student of Class II, Dhaka was awarded a prize in a national art competition organized by Bangladesh National Commission for UNESCO (BNCU)
- UCEP School no.1 Dhaka General Schools Division-I secured 3rd position in the final round event of the Surf Excel Inter-School Creativity Contest. UCEP Schools No. 2 and 4 obtained the Champion and the Runners-up positions respectively in the UCEP Khulna Division, while in Dhaka School No.1 of Dhaka General Schools Division-I obtained 1st runner up position at regional level.
- The Cultural Squad of School no.02 CGSD won the 1st prize in the open cultural competition organized by the Chittagong City Corporation on 14 April 2006
- Sirajul Islam, a physically challenged student of Class III, Chittagong won the 1st and 2nd prize in two separate sports events organized by the Center for Disables Concern (CDC) on 11 March 2006.
- 54 students of class VIII of Segunbagicha School participated in a research study titled "Improving English Language Skills" under visiting professor Dr. David Peter from March to May 2006.
- Delawar Hussain a student of DTS-I was selected by the Bangladesh Tennis Federation to take part in the Junior Davis Cup Tournament held in Malaysia from 02 May to 07 May 2006.

4. Funds utilized

**(in Taka '000) – Provisional
July 2005 – June 2006**

4.1 Funds Utilized (in '000 Taka) for the period January-June 2006

Particulars	Amount in '000 Taka
Fund carried forward/ (receivable) as per audit report as on 30.06.2006	884
4.2 Fund received for the period July 2005 -June 2006	
From Development Partners:-	
DANIDA	73,716
RNE	33,383
SDC	26,725
*DFID	52,917
Save The Children S-D	1,870
Others (Miscellaneous Income)	6,318
Fund available	195,813
Less: Actual Expenses	190,391
Balance remaining with UCEP	5,422
Budget for the period (July 2005 - June 2006)	191,521
Less: Actual Expenses	190,391
Budget Variance	1,130

In addition to the DPs funds UCEP received the following amount during the period July 2005 - June 2006 for other projects:

	(in '000 Taka)
DFID (for extension and up-gradation of UCEP Technical Education Program)	<u>58,928</u>
	<u>58,928</u>

Provisional

4.3 Income and Expenditure Statement

For the period July 2005 - June 2006

(AMOUNT IN
'000)

PARTICULARS	BUDGET Taka	ACTUAL Taka	VARIANCE (Excess)/Short Taka
<u>INCOME:</u>			
DONATION PAYABLE FOR THE LAST YEAR	-	884	(884)
DONATION	191,521	188,611	2,910
MISCELLANEOUS INCOME	-	6,318	6,318
<i>TOTAL INCOME</i>	<i>191,521</i>	<i>195,813</i>	<i>(4,292)</i>
<u>EXPENDITURE:</u>			
CAPITAL EXPENSES	16,266	16,264	2
SALARIES AND EMOLUMENTS			
- Programs	119,670	117,308	2,362
- Administration	7,931	8,811	(880)
EDUCATION AND SOCIAL EXPENSES	29,238	27,994	1,244
OFFICE EXPENSES	7,034	7,720	(686)
PROPERTY & BUILDING MAINTENANCE	6,932	7,625	(693)
HRM/TRAINING	3,000	3,226	(226)
DEVELOPMENT ACTIVITIES	1,300	1,398	(98)
MONITORING, RESEARCH & EVALUATION	150	45	105
<i>TOTAL EXPENDITURE</i>	<i>191,521</i>	<i>190,391</i>	<i>1,130</i>
<i>EXCESS OF INCOME OVER EXPENDITURE</i>		<i>5,422</i>	

5. Planned Results for the Period (July-December 2006)

Plan of Action

For the Period July – December 2006

Activities	Months					
	J u l	A u g	S e p	O c t	N o v	D e c
1. Enroll 22,020 working/underprivileged children for non-formal general education including disadvantaged /street children and children with mild and moderate disabilities students in 32 general schools (details in Annexure – E)						
2. Offering marketable technical education to all general school graduates (details at annexure – E)						
3. Offering marketable para-trade training to 720 working/underprivileged children (details at annexure – E)						
4. Maintain relationship with potential employers and job promotional agents and include 25 new potential employers. Update employment database						
5. Organize trade/area wise 8 nos. employers committee meetings in four divisions						
6. Organize 3 Advisory Council meetings at division level						
7. Observe 40 job-hunting days involving the prospective graduates in respective trades for employment						
8. Conduct job market survey to contact with at least 120 new gender sensitive employers.						
9. Prepare list of 150 potential gender sensitive employers for future employment						
10. Prepare profile of 720 vacant jobs from newspaper advertisements						
11. Follow-up on 108 vacant jobs according to profile.						
12. Observe employer's day twice in the session						
13. Arrange 13 study tour for the graduates to potential formal/informal industries relevant to the skill development trades						
14. Arrange 92 Children's council meetings in all schools and ensure involvement of Children's Council members in further development of teaching, reading and other materials.						
15. Arrange Cultural shows and street dramas by Performing Art Groups within UCEP.						
16. Join and support efforts of different agencies to demand enforcement of children's rights (child labor and CRC, disability)						

Activities	Months					
	J u l	A u g	S e p	O c t	N o v	D e c
17. Launch promotional activities to protect child rights in the society.						
18. Provide training for professional development (details in Annexure – E).						
19. Prepare a new project document for the period 2007-2011 (five years) involving all stakeholders.						

6. Emerging and Potential Problems which can Hinder Project Implementation

UCEP project for the period July 2004 – June 2007 was been designed considering the problems which can affect smooth implementation of the project. Model of UCEP HRD is widely accepted for its correct approach and transparent program activities. This project is socially sustainable and so do not expect any social and political threat in implementation. The political situation that is worsening day by day can hamper some schooling days. The most potential problem UCEP is likely to face may come from the volatile situation in the garments sector. Every session a good number of graduates are being employed in the garments sector according to skills they learn from UCEP. If unrest in the garments sector continues, the employment of UCEP graduates will be seriously affected. Industrial growth is slow which also might affect the employment of UCEP technical graduates.

7. Suggested Actions to meet the Problems

UCEP has taken initiatives to broaden its employment area and accordingly employment abroad scheme was given priority to provide UCEP graduates in the other countries of Southeast Asia and in the Middle East.

UCEP graduates have earned the reputation of being a very disciplined workforce in the industrial sectors which can be a motivational factor for the employers to recruit skilled workers from UCEP.

Besides, UCEP is thinking of strengthening UCEP SME Credit Program for UCEP graduates to encourage self-employment. We expect our donor partners will stand beside UCEP with self-employment support to help its graduates.

8. Other Relevant Remarks/Comments

During the reporting period some new initiatives were taken to meet the demand of the programs eg UCEP Multipurpose Cooperative Society for all stakeholders, further strengthening Employment Abroad Program and fundraising activities. UCEP is dynamic in nature and so always thinks for the future needs of the community and market and accordingly redesigns the program activities. All staff of UCEP made sincere efforts to achieve the planned activities within the given time frame. Decentralization of authority was further reviewed to ensure timely and transparent management decisions and ensuring a congenial environment throughout the establishment. We hope to step into future days with new initiatives and innovative ideas for further development of the programs.

Annex - A

Quantitative Progress and Achievements as Per Project Document in the Session January-June 2006

General education

Activities with Targets (as per project document)	Achievement in Jan-Jun 2006		
	Boy	Girl	Total
21,660 students enrolled in 32 GS	11,026	11,458	22,484
217 street children/ children with mild disabilities enrolled in each session	559	326	885
50% are girls	Girl 51: Boy 49		
3,581 new students admitted	1,564	1,625	3,189
Minimum attendance 90%	93.12	94.87	94.01
Maximum dropout 5%	3.4	3.32	3.36
2,218 students graduated from Grade-V in each session	1,305	1,250	2555
2,108 students graduated from Grade-VIII in each session	982	955	1937
60 meetings with Child Council Members held in each session	Achieved		
25 Consultative Meeting with stakeholders held in each session in collaboration with other agencies	Achieved		
30 Cultural Shows/Street Dramas organized in a year	Achieved		

Social Work Activities

Activities with Targets (Target numbers set by UCEP)	Achievement in Jan-Jun 2006
33,708 follow-up/field visits made in each session	30,351
3,804 classroom teaching supervisions made in each session	3,472
32 parents/guardians meetings held in each session at school level	40
64 community meeting held in each session at field level	71

Annex - B**Quantitative Progress and Achievements as Per Project Document in the Session January-June 2006****Technical Schools**

Activities with Targets (as per project document)	Achievement in Jan-Jun 2006		
	Boy	Girl	Total
1,760 students enrolled in each session	1,348	685	2,033
936 new students admitted	650	478	1,128
870 students graduated	471	387	858
Minimum attendance 95%	96.93	97.0	96.91
Maximum dropout 3%	2.97	2.04	2.66
26 meetings with Child Council members held in each session	Achieved		
15 Consultative Meetings with stakeholders held in each session in collaboration with other agencies	Achieved		
3 Exchange meeting with community, civil society organizations to demand education from Government	Achieved		

Social Work Activities

Activities with Targets (Target numbers set by UCEP)	Achievement in Jan -Jun 2006
1,128 follow-up/field visits made in each session	811
214 classroom teaching supervision made in each session	338
13 parents/guardians meeting held in each session at school level	13

Para-trade Training Centres

Activities with Targets (as per project document)	Achievement		
	Boy	Girl	Total
720 students enrolled in each session	398	331	729
720 new students admitted	398	331	729
698 students graduated	392	329	721
Minimum attendance 95%	94.9	96.0	95.28
Maximum dropout 3%	1.51	Nil	0.82
9 meetings with Child Council members held in each session	Achieved		
4 Consultative Meetings with stakeholders held in each session in collaboration with other agencies	Achieved		
3 Exchange Meetings with community, civil society organizations to demand education from Government	Achieved		

Social Work Activities

Activities with Targets (Target numbers set by UCEP)	Achievement in Jan – Jun 2006
540 follow-up/field visits made in each session	540
108 classroom teaching supervision made in each session	344
9 parents/guardians meeting held in each session at school level	10

Quantitative Progress and Achievements as Per Project Document in the Session January-June 2006

Annex - C

Employment of Graduates

Particulars	Target of Job seekers			Achievement		
	Boy	Girl	Total	Boy	Girl	Total
General School Graduates	180	120	300	243	171	414
Technical School Graduates	486	364	850	420	337	757
Para-trade Graduates	390	260	650	243	242	485
Total	1056	744	1800	906	750	1656

Employment Support Activities:

Particulars	Target	Achievement
Contact with new employers	25 employers	25 employers
Employers committee meeting	06	06
Advisory Council meetings	03	03
Job hunting days	40 days	40 days
Contact gender sensitive employers during job market survey	120 employers	123 employers
Potential gender sensitive employers listed	155 employers	157 employers
Prepare profile of vacant jobs	720 jobs	726 jobs
Follow-up on profile of vacant jobs	108	113
Study tour for the graduates to industries	13	13

Quantitative Progress and Achievements as Per Project Document in the Session January-June 2006

Human Resource Development

a. In-house Training

Sl. #	Name of the Course	No. of Participants		Participants
		Target	Achieved	
01	Instructor Basic Training	20	20	School Administrator, Unit Administrator, Procurement Officer, Center in-charge, Employment & Field Service Officer, Employment Support Officer, Asst Unit Administrator, Instructor, Teacher
02	Integrated Approach of Teaching	25	17	
03	Effective Social Work	25	20	
04	Problem Solving and Decision Making	-	39	
05	CRC/ Child Participation	25	41	
06	Entrepreneurship Development	20	16	
07	Financial Management	10	09	
Total		125	162	

b. External Training (in country)

Sl. #	Name of the Course	No.	Participants
1.	Children Become Advocates of their own, Save the Children Australia	1	HRO (T & D)
2.	Inclusive Education, FIVDB	1	ASA
3.	CNC Machine Control, Operation & Practice, BITAC	1	Instructor
4.	EDM & wire cut, BITAC	1	Instructor
5.	Financial Management & Standard Accounting Procedures, CDP	2	Instructor
6.	Cross Learning Visit on Child Participation, SCSD	2	ASA, Teacher
7.	Islamic Education and Women Literacy, UNESCO	2	SA, Student
8.	Knowledge Management Workshop, SCSD	2	ASA
9.	Inventory Control and Store Management, Rapport Bangladesh	2	Procurement Officer, Store Assistant, DTS-I
10.	Productivity Management in Engineering Industries, BUET	3	AUA, Instructor
11.	Report Writing and Analytical Skill, SCSD	1	SA
12.	Training on Embroidery Work, Terakota, Dhaka	1	Instructor
13.	Pipe Fitting and Sanitary Works, MAWTS	1	Instructor
14.	Leadership and Negotiation, Centre for Governance, DU	3	HRO (T&D), ESOs
15.	Training on Dressmaking, Sharif Training Centre, Mirpur	1	Instructor
16.	Programmable Logic Control, TICI	1	UA
Total		25	

b. External Training (abroad)

Sl. #	Name of the Course	No.	Participants
1	Leadership in Senior Management, Nepal	03	Director (P), Manager (GE& A&M)
2	Motivational Leadership, Nepal	04	Director (CA), Manager (FR, F&A, VE)
3	Cross Learning Visit, India	21	Manager (HRM) and LCS Staff
4	Modern Techniques for Teaching, India	02	SA, EFSO
Total		30	

Planned Results for the Session July – December 2006

a) General Education

Particulars	Target
Students Enrolment	22,519
Number of Boys	10,964
Number of Girls	11,555
No. of street children and children with disabilities	225
Students new Admission	3,014
Minimum Attendance Rate (%)	90
Maximum Dropout Rate (%)	5
No. of Graduates at Grade-V	2480
No. of Graduates at Grade-VIII	2057
No. of Field Visit/Follow-up	34,458
No. of Classroom Supervision	3,768
Exchange meeting with community, civil society organizations to demand education from Government	5
No. of Meeting with children's councils	64
Consultative meetings with stakeholders in collaboration with other agencies	32

b) Technical Schools

Particulars	Target
Student Enrolment	2744
Gender Ratio (Male: Female) in Enrolment	65:35
Students New Admission	1832
Minimum Attendance	95%
Maximum Dropout	3%
No. of graduates	912
No. of Field Visit/ Follow-up	1150
No. of Classroom Supervision	286
No. of Meeting with children's councils	10
Consultative meetings with stakeholders in collaboration with other agencies	5

c) Para-Trade Training Centers

Particulars	Target
Student Enrolment	720
Gender Ratio (Male: Female) in Enrolment	50:50
Students New Admission	720
Minimum Attendance	95%
Maximum Dropout	3%
No. of Graduates	698
Field Visit/ Follow-up	540
Classroom Supervision	108
Meetings with children's councils	18

d) Target of Graduates to be Employed

Particulars	Target		
	Boy	Girl	Total
General School Graduates	-	-	-
Technical school Graduates	443	364	807
Para-trade Graduates	370	345	715
Total	813	709	1522

e) Human Resource Management Component

Name of Activities	Time Frame
Subject Related Training	July
Teacher Basic Training	July-August
Integrated Approaches of Teaching	August-September
Training on CRC/Child Psychology	September
Training on Effective Social Work	August
Training on labor Law/ Industrial Law	September
Training on TNA/Per Evaluation	November
Training Need Analysis	November-December
Need based training to other institutes	July - December
Prepare/ Review Training Material	July-December
Abroad Training	July-December
Training Follow up	July-December
Staff Recruitment	July-December