

Project Progress Report
July - December 2006
Project Phase V



UCEP - Bangladesh

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Project Progress Report

July - December 2006

Project Phase V

1. Introduction

UCEP-Bangladesh has made all out efforts to achieve all the set targets for the reporting period successfully for expediting its movement towards protecting child rights. UCEP has incorporated innovative activities and ideas in its approach in the passage of time to meet the demands of social and market situation. Effectiveness of UCEP Human Resource Development Model and its contribution to the national development has been recognized and appreciated by the Directorate of Primary Education, World Bank and many other national and international organizations. Directorate of Primary Education came in partnership with UCEP for implementing a special program for reaching out of school children which is a replication of UCEP model of education. UCEP has established a very strong linkage with the GoB, industrialists and philanthropists for exploring UCEP model and attaining a reasonable level of financial sustainability in future.

The **General Education Component** had an enrolment of 22,613 students in its 32 schools. The student attendance was 95.34% while the dropout was only 3.41%. The girls to boys ratio in the schools stood at 51:49. During the period 2,549 students completed primary education (grade V) and another 2,086 completed the lower secondary grade (grade VIII).

The **Vocational Education Component** imparted technical education and para-trade training to 3,547 students in its 5 technical schools and 8 para-trade centers including 722 (boy 368 and girl 354) students for para-trades during reporting period. Out of them 847 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 93.9% and 2.48% respectively, while the ratio of girls to boys was 36:64. The attendance and dropout rates of the para-trade students were also quite remarkable being 96.17% and 0.14% respectively while the ratio between girls and boys was 49:51.

Regarding the **employment of UCEP graduates**, a total of 1,298 graduates (97% of the technical and 72% of the job seekers of 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 47:53.

UCEP SME Credit Program for its graduates is contributing effectively for self-employment and entrepreneurship development. During the period a total of 102 UCEP graduates received loan from UCEP SME Credit Program amounting Taka 3,435,000.00 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 1049 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 176 new students (67 girls and 109 boys) got admitted in SSC (vocational) during the period.

During the period the project activities were evaluated by the donor partners and DFID to assess UCEP's contribution towards its output and objective. The review teams also agreed with the progress and contribution of UCEP to the national development.

The draft project document for project phase vi was prepared with the participation of UCEP personnel and stakeholders and forwarded to the DPs in December 2006.

UCEP is confident in achieving all its output and immediate objective by the end of this project phase and also hopeful to step onto future with the support of development partners and other stakeholders those who are contributing to make the promise of UCEP a success.

2. Results Achieved during the reporting period

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

General Education Component had an enrollment of 22,613 students in its 32 general schools during the period July - December 2006 of whom 1,145 were street children and children with mild and moderate disabilities (Annex - A). Most of the NGOs those are working in the urban areas have motivational campaign and awareness activities in the communities which resulting the changes in attitude of the communities towards education, health & hygiene, woman empowerment and child rights. UCEP organization has earned huge reputation in the urban communities where working children are concentrated for the effectiveness of its programs. Communities can see the changes that UCEP made in the lives of the working children through its approach towards human resource development for uplifting the socio-economic condition of the urban poor. Flexible school timing helps them to utilize the less busy hours of the working children in schools without hampering the normal earnings of the family. As a result the children are getting parental support to continue education and making good results in the class examinations. It appears from the reports of the component that the quality of education is improving day by day. The student attendance in the schools was 95.34% while the dropout was only 3.41%. 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.

Successes

- ❑ Community motivation towards girls' education was very effective as a result rate of early marriage is decreasing day by day.
- ❑ Participation of child council members in the decision-making process regarding teaching learning process and co-curricular activities has been found very fruitful.
- ❑ Children have potential and they are very good motivator. Children council members contributing very effectively to motivate the de-motivated parents and students and to maintain good attendance rate in the classes.
- ❑ UCEP schools won prizes in cultural and art competitions organized in four divisional cities either by district administration or NGOs.

Lessons Learnt

- Children can make their own decision if they get support and encouragement of the adults.
- Working Children are aware of their rights and they do not hesitate to express their honest opinion on implementation of CRC. They need a platform to raise their demand towards articulating their rights.
- Improvement of the education method and approach is essential with the passage of time to meet the demand of the society and market.
- Integrated general and vocational education yields better results compared to general or vocational education isolated from each other.

- Community participation in the schooling activities is very important for improving the quality of education.

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 2,549 students completed primary education (grade V) and another 2,086 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 obtaining more than 60% marks.

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).

Poverty Reduction Strategy Papers emphasize on vocational education considering its necessity for the development of the nation. Huge population can become a useful resource for the nation if they can be transformed in the power through hands on skills training. UCEP realized the reality at the beginning stage of its operation and so the vocational education included in the programs with a mission to protect the child rights and to eliminate child labor gradually from the country. 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 1,709 GS graduates students had access to technical schools for having job oriented skills training on different trades. Total enrollment in 5 technical schools was 2,825 students including 247 students in SSC (Vocational) course. The attendance was 93.9% while the dropout was only 2.48%. The boys to girls ratio in technical schools stood at 64:36 (Annex - B).

UCEP also imparts life oriented skills training through 8 para-trade training (six months course) centres. UCEP incorporated para-trade skills considering the demand of community for technical education and better job placement of the students. During the reporting period para-trade centres had an enrollment of 722 students of which 354 were girls and 368 were boys. The student attendance in the para-trade centres was 96.17% while the dropout was only 0.14%. The boys to girls ratio in para-trade centers stood at 51:49 (Annex - B).

Successes

- ❑ The technical schools increased its capacity at a level that all the general schools graduates will get the opportunity of technical education. It helped UCEP to overcome a long term sad back that is deprivation from technical education due to limited capacity.
- ❑ Opening of two new technical schools in Dhaka and in Rajshahi created opportunity for general school graduates to have technical training and make the UCEP commitment true to the community.
- ❑ Students' motivation towards technical education and higher education increasing.

Lessons Learnt

- Girls also can do better in the male oriented technical trades and jobs. So, girls can be offered technical training without gender bias.
- 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.

Outcome

During the reporting period, a total of 847 students graduated from 05 technical schools and 721 students graduated from 08 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, Refrigeration and Air Conditioning, Automobile, Textile and Mechanical Units were hired for employment by established and well-known organizations before graduation.

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.

The EFS Section maintains a dynamic linkage with present and potential employers through its field offices in Dhaka, Chittagong, Khulna and Rajshahi to ensure employment of UCEP graduates. Searching for gender sensitive new employers, holding dialogues with them, updating the existing list of good employers and developing employers' database were the main focus of EFS Section during the reporting period. UCEP provides employment support to its graduates to ensure gainful employment. Most of the industries in Bangladesh are now using the modern machineries for maximum return. But UCEP can not changes its equipments with the changes happening in the job market. As such, for ensuring effective training EFS section has been arranging industrial attachment training for those trade where machineries can not be replaced frequently for huge involvement of money. Demand of skilled manpower is not increasing much as the growth of industrial sector has not been significant in recent times. In spite of so many constraints the progress of EFS Section was found very satisfactory.

Successes

- ❑ Interdivision shifting of UCEP graduates for trade based employment.
- ❑ Strengthen Overseas Employment Scheme.
- ❑ SME Credit support for self-employment of gradates.
- ❑ Negotiation with employers for gainful employment in most of the cases were very fruitful.
- ❑ Employment of female graduates in male dominated trades improved significantly.

Lessons Learnt

- Overseas employment market might be an alternative to the stagnant local job market and so need to be strengthened.
- Training on SME and SME Credit support might help the learners for self-employment and creation of job for future gradates.
- Employers motivation and Advocacy activities are required for mass socio-cultural change to create job opportunity in different trade irrespective of gender.

Outcome

During the reporting period, a total of 781 technical graduates and 517 para-trade graduates were provided jobs by EFS Section in technical jobs. Salaries/wages of the para-trade graduates and technical graduates were raised by 240% and 250% respectively against the target of 80% (Annex - C).

Output 4 of Project Document

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

UCEP always gives priority on classroom environment and school environment as UCEP believes that without a congenial education atmosphere, quality education can not be ensured. UCEP learnt from its long experience in education that co-curricular activities are very helpful to motivate those children who are deprived of their basic rights and have no opportunity or scope to play with sports materials. These underprivileged children consider UCEP schools as their second home as they get motherly care and a very favorable education environment in the school.

UCEP Children's Councils are now actively participating in all the children related discussion sessions, workshops and seminars at home and abroad. Members of the councils are involved in the social work and contributing in building community awareness on CRC and also to make the irregular students regular in school. UCEP management is very keen to ensure gender sensitive physical facilities e.g. 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.

Successes

- ❑ Children's council members are getting invitations to participate in workshops, seminars and discussion sessions related with CRC at regional, national and international level.
- ❑ Children's council members maintaining School Library and encouraging students in developing reading habits
- ❑ Ensuring maximum use of library books
- ❑ Achievements of 'performing art group' in national and local competitions in dance, music, recitation and drama
- ❑ Girls are playing a very important role in the development works at school level.

Lessons learnt

- Co-curricular activities are very important to make the students regular, attentive to lessons and in developing self-confidence. Students should be encouraged to participate in co-curricular activities.
- 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. Library books need to be updated to meet the needs of the students.
- All children have talents and what they need is proper guidance and nursing. Children who have talents and special qualities should be identified and guided properly.
- Children's voice for implementation of child rights is very important. Children's opinion is very important regarding any decision related with children. Their participation in decision making process must be ensured.

Outcome

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

Output 5 of Project Document

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

UCEP is sensitizing the civil society and government of Bangladesh to the need and rights of working / underprivileged children through its activities and success. We can see in the PRSP that BoG has given emphasis on integrating general and vocational education as a mean of poverty reduction. Directorate of Primary and Mass education also came forward and approached to UCEP for a pragmatic proposal for the project **Reaching Out of School Children** (ROSC). Accordingly UCEP submitted a proposal which was highly appreciated and an agreement was signed between UCEP and Shishu Kallyan Trust under Directorate of Primary and Mass Education to implement a skills development project on a pilot basis. It is clear that UCEP maintains good liaison with all the stakeholders to explore the Model of UCEP education and the replication of this model. High officials of GoB, NGO personnel and national and international distinguished persons frequently visit UCEP to see how UCEP is making a difficult task possible. During the period schools and divisional offices arranged community meetings, parents/guardians meetings and elites meeting 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.

Successes

- Signing of agreement with Shishu Kallyan Trust Skill under the Directorate of Primary and Mass Education on 14th July 2006..The Executive Director presented a paper on “UCEP Model and Activities” in the Regional Conference on “Education, Training and Knowledge Economy in South Asia” at New Delhi held on 14-15 September 2006 on invitation by the World Bank.

Lessons Learnt

- UCEP’s presence should be encouraged and ensured in Seminars, Workshops and Dialogue Meetings held at the regional, national and international level.
- Community mobilization is very important to protect and promote child rights and implementation of CRC.
- Advocacy and Communication need to be strengthened for the wider replication of the UCEP model.

Outcome

- GoB recognized UCEP model as an effective model for working children
- Bangladesh Govt is giving a portion of required primary text books free of cost.
- World Bank also recognized UCEP approach towards human resource development.
- Two (2) quarterly bulletins are being published from Dhaka and Chittagong titled Kochikontho and Banchita Shaishob respectively.

Output 6 of Project Document

UCEP's institutional capacity is increased.

Professional development of the UCEP staff, expediting the fundraising activities for generating income and ensuring the monitoring and evaluation of the programs were the main activities of the Directorate of Corporate Affairs to achieve the set targets for the period. It is clear from the retention rate in the senior management positions (100%) that corporate culture is in practice in the organization and the institutional capacity increased.

Human Resource Management Component conducted and arranged in-house training, external training in country and training abroad in accordance with the training needs assessment for professional development of the field level and management staff. During the reporting period 79 field staff received training on ie Teachers Basic Training, Teaching Mathematics, orientation on SME Credit Program etc. conducted by UCEP HRM Component.

22 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 Integration Human rights in development Programming and Financial Management and Good Governance. School Administrators, Employment and Field Service Officer and Program Officers were sent abroad for training on NGO Management and Child Labor (Annex - D).

Fundraising Component successfully started the construction work of Cheyne Tower, a commercial project on Segunbagicha land. SME credit program and sponsorship programs were strengthened. PKSf was approached for loan to expand the SME Credit program which is in progress. Monitoring and supervision of program activities were ensured by the components to achieve the targets qualitatively.

Successes

- 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.
- Commercial project on Segunbagicha land was inaugurated.
- George a Subsidiary Walmart, Pearl Fashion Institute agreed to support UCEP program in the following manner.
 - 20-40 UCEP students will be employed in their factories
 - A production line will be dedicated to UCEP
 - A portion of profit from dedicated production line will be given to UCEP
 - Interested for a joint venture on Garments factory and Training Institute at Kashimpur

Lessons Learnt

- Professional development of staff members is very important for qualitative improvement of the programs.
- Stable management and favorable cooperation from BoG are very important for successful implementation of the project.

Outcome

UCEP management has the capability to implement the project and to prepare project documents and other policy papers without external support. UCEP management has earned that institutional capacity to manage expansion of programs qualitatively. 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.

3. Unplanned Achievements (special positive developments)

Inauguration of UCEP Rajshahi Technical School (RTS)

- Inauguration of UCEP Rajshahi Technical School was held on 25 July 2006
- Country Representative of DFID Bangladesh Mr. David Wood formally inaugurated RTS
- Special supplements on the occasion were brought out by the Prothom Alo and the Daily Star

UCEP Participates SDC 35 Years Celebration Program

- UCEP-Bangladesh participated in the 3-day program (8-10 Nov) organized jointly by Swiss Embassy and Swiss-Bangla Business Forum in observance of 35-years of friendship between Bangladesh and Switzerland at Bangladesh-China Friendship Conference Center
- UCEP participated in the seminar on 'Bangladesh on Road to Progress– Swiss Contributions to Development' on 9 November 2006

Approach Road at Ambagan School

- The construction of approach road to Ambagan General and Technical School, Chittagong was started from 30 November by the Chittagong City Corporation.
- The road has been named as "L.A Cheyne Sarak" in honor of the UCEP founder.

UCEP Participates in the Gallery Walk at BRAC Center

- UCEP projected its program through banner, posters, leaflets and other display materials at the conference held at BRAC center from 3-5 December 2006.

Foundation Laying Ceremony of the UCEP Tower

- Foundation laying ceremony of UCEP Tower on Segunbagicha land was held on 19 December 2006.
- The Chairperson of UCEP BoG Mr. M. Sirajul Islam laid the foundation stone.

World Bank Country Office Donation to UCEP

- World Bank Dhaka Office donated 78 used computers to UCEP on 02 August 2006.

New IT Centers in all General and Technical School Divisions

- IT Centers have been opened for students in all Technical Schools and one General School in each General Schools Division

4. Funds utilized

(in Taka '000) – Provisional
July – December 2006

(Provisional)

4.1 Funds Utilized (in '000 Taka) for the period July-December 2006

Particulars	Amount in '000 Taka
Fund carried forward/ (receivable) as per audit report as on 30.06.2006	(274)
<i>Fund received for the period July –December 2006</i>	
From Development Partners:-	
DANIDA	36,672
RNE	-
SDC	16,843
*DFID	26,325
Save The Children S-D	468
Others (Miscellaneous Income)	3,141
Fund available	83,175
Less: Actual Expenses	94,891
Balance remaining with UCEP	(11,716)
Budget for the period (July - December 2006)	99,127
Less: Actual Expenses	94,891
Budget Variance	4,236

In addition to the DPs funds UCEP received the following amount during the period July – December 2006 for other projects:

DFID (for extension and up-gradation of
UCEP Technical Education Program)

(in '000 Taka)
30,339
30,339

Provisional**4.2 Income and Expenditure Statement***For the period July – December 2006*(AMOUNT IN
'000)

PARTICULARS	BUDGET Taka	ACTUAL Taka	VARIANCE (Excess)/Short Taka
<u>INCOME:</u>			
DONATION PAYABLE FOR THE LAST YEAR	-	(274)	274
DONATION	99,127	80,308	18,819
MISCELLANEOUS INCOME	-	3,141	(3,141)
<i>TOTAL INCOME</i>	<i>99,127</i>	<i>83,175</i>	<i>15,952</i>
<u>EXPENDITURE:</u>			
CAPITAL EXPENSES	3,096	822	2,274
SALARIES AND EMOLUMENTS			
- Programs	67,074	67,590	(516)
- Administration	4,694	4,898	(204)
EDUCATION AND SOCIAL EXPENSES	15,617	12,504	3,113
OFFICE EXPENSES	3,955	3,993	(38)
PROPERTY & BUILDING MAINTENANCE	2,578	3,668	(1,090)
HRM/TRAINING	1,416	980	436
DEVELOPMENT ACTIVITIES	597	306	291
MONITORING, RESEARCH & EVALUATION	100	130	(30)
<i>TOTAL EXPENDITURE</i>	<i>99,127</i>	<i>94,891</i>	<i>4,236</i>
<i>EXCESS OF INCOME OVER EXPENDITURE</i>		<i>(11,716)</i>	

**5. Planned Results for the
Period
January-June 2007**

PLANED ACTIVITIES

FOR THE PERIOD January - June 2007

Activities	Months					
	J a n	F e b	M a r	A p r	M a y	J u n
1. Enroll 22,200 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 Annex E).	■					
2. Offering marketable technical education to all general school graduates (details in Annex E).	■	■	■	■	■	■
3. Offering marketable para-trade training to 720 working/underprivileged children (details in Annex 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	■	■	■			

Activities	Months					
	J a n	F e b	M a r	A p r	M a y	J u n
within UCEP.						
16. Join and support efforts of different agencies to demand enforcement of children's rights (child labor and CRC, disability)						
17. Organize Cultural Program at national level with the participation of Performance Art Groups of GE and VE divisions						
17. Launch promotional activities to protect child rights in the society.						
18. Provide training to teaching staff for professional development (details in Annex E).						
19. Prepare draft of new project document for the period 2007-2010 (three years) involving all stakeholders and send it to DPs.						

6. Emerging and Potential Problems which can Hinder Project Implementation

UCEP is not expecting any potential problems which can hinder project implementation as the project document for the period July 2004 – June 2007 was been designed considering the problems which can affect smooth implementation of the project. In the urban communities UCEP is the only beacon of hope and so UCEP does not expect any social and political threat in implementation process. Slow industrial growth might affect the employment of UCEP technical graduates in future.

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 has taken initiatives to broaden its employment area within the country through interdivision employment.

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.

8. Other Relevant Remarks/Comments

During the reporting period some new initiatives were taken to strengthen UCEP Multipurpose Cooperative Society for all stakeholders, Overseas Employment Scheme and fundraising activities. UCEP is dynamic in nature and so can think ahead about the changes in the market. UCEP has very rich human resources, huge physical resources and very strong community support. UCEP has the courage to face the problem and so hopeful to step into future days with new initiatives and innovative ideas for further development of the programs.

Annexes

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Annex – A

Quantitative Progress and Achievements as Per Project Document in the Session July-December 2006

General education

Activities with Targets (as per project document)	Achievement in Jul-Dec 2006		
	Boy	Girl	Total
21,660 students enrolled in 32 GS	11,119	11,494	22,613
217 street children/ children with mild disabilities enrolled in each session	677	468	1,145
50% are girls	Girl 51: Boy 49		
3,581 new students admitted	1,540	1,468	3,008
Minimum attendance 90%	94.13	94.76	95.34
Maximum dropout 5%	3.58	3.25	3.41
2,218 students graduated from Grade-V in each session	1,180	1,369	2,549
2,108 students graduated from Grade-VIII in each session	1,032	1,054	2,086
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 Jul-Dec 2006
34,458 follow-up/field visits made in each session	35,259
3,768 classroom teaching supervisions made in each session	3,722
32 parents/guardians meetings held in each session at school level	39
64 community meeting held in each session at field level	65

Annex – B

Quantitative Progress and Achievements as Per Project Document in the Session July-December 2006

Technical Schools

Activities with Targets (as per project document)	Achievement in Jul-Dec 2006		
	Boy	Girl	Total
1,760 students enrolled in each session	1,811	1,014	2,825
936 new students admitted	978	731	1,709
834 students graduated	466	381	847
Minimum attendance 95%	93.62	94.0	93.9
Maximum dropout 3%	2.87	1.78	2.48
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 Jul-Dec 2006
1,128 follow-up/field visits made in each session	1,187
214 classroom teaching supervision made in each session	460
13 parents/guardians meeting held in each session I	17

Para-trade Training Centres

Activities with Targets (as per project document)	Achievement		
	Boy	Girl	Total
720 students enrolled in each session	368	354	722
720 new students admitted	368	354	722
698 students graduated	367	354	721
Minimum attendance 95%	94.48	98	96.17
Maximum dropout 3%	0.27	Nil	0.14
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 Jul-Dec 2006
540 follow-up/field visits made in each session	399
108 classroom teaching supervision made in each session	205
9 parents/guardians meeting held in each session at school level	9

Annex - C

Quantitative Progress and Achievements as Per Project Document in the Session July-December 2006

Employment of Graduates

Particulars	Target of Job seekers			Achievement		
	Boy	Girl	Total	Boy	Girl	Total
Technical School Graduates	443	364	807	440	341	781
Para-trade Graduates	370	345	715	252	265	517
Total	813	709	1522	692	606	1298

Employment Support Activities:

Particulars	Target	Achievement
Contact with new employers	25 employers	30 employers
Employers committee meeting	06	08
Advisory Council meetings	03	
Job hunting days	40 days	40 days
Contact gender sensitive employers during job market survey	120 employers	120 employers
Potential gender sensitive employers listed	155 employers	120 employers
Prepare profile of vacant jobs	720 jobs	750
Follow-up on profile of vacant jobs	108	110
Study tour for the graduates to industries	13	13

Annex – D

Quantitative Progress and Achievements as Per Project Document in the Session July-December 2006

Human Resource Development

1. Training:

Sl. #	Name of the Course	No. of Participants		Level of Participants
		Target	Achieved	
A. IN-HOUSE TRAINING				
01	Teachers Basic Training	25	20	Assistant Teachers and Teachers
02	Teaching Mathematics	50	53	Assistant Teachers and Teachers
03	Orientation on SME Credit Program	10	06	Coordinator, Assistant Coordinator and EFSO
Total		85	79	

The Table below shows the scenario of external training (In-country), which organized by the component.

Sl #	Name of the Course	No. of Participants	Level of Participants
B. EXTERNAL (in country)			
1.	Machine Embroidery	1	Instructor
2.	Mainstreaming Education for Children with Disabilities	5	Teachers
3.	Income Tax & VAT	3	Divisional Accountant
4.	Child Lead Organization	2	HRO AHRO
5.	Certificate Course on English Language	1	UA
6.	Course on HIV & AIDS	1	UA
7.	Office Management & General Administration	1	Prog. Assistant
8.	MS Office Application	8	EFSO, ESO
Total		22	

- *Target was fixed on the basis of UCEP's regular budget allocation and participants were nominated for their job- related training.*

Abroad Training:

Sl #	Name of the Course	Achieved	Level of Participants
C	ABROAD TRAINING	11	
1.	Regional Conference on Education, Training and Knowledge Economy in South Asia, India	01	Executive Director
2.	Integrating Human Rights in Development Programming, Denmark	01	Director (CA)
3.	Financial Management and Good Governance, Denmark	01	Manager (F&A)
4.	NGO Management India	07	PO(VE), SA,EFSO
5.	Child Labor, Thailand	01	PO(EFS)

2. Staff Recruitment

HRM Component has been involved for recruitment of staff. During the reporting period, the component employed a total of 147 staff members in different position. The vacancies were created due to promotion/ resignation and to undertake new project.

Sl. #	Category of Staff	Total	M	F
1.	Divisional Coordinator, TS & GS	04	04	-
2.	Assistant Unit Administrator	18	16	02
3.	Instructor	05	04	01
4.	Assistant Instructor	66	50	16
5.	Teacher	01	01	-
6.	Assistant Teacher	28	13	15
7.	ESO	08	08	-
8.	Civil Engineer	01	01	-
9.	Divisional Accountant	02	02	-
10.	Monitoring Officer, LCS	01	01	-
11.	Procurement Officer	02	02	-
12.	Program Assistant	02	01	01
13.	Store Assistant	01	01	-
14.	Cleaner	08	04	04
	Total	147	108	39

Planned Results for the Session January – June 2007

a) General Education (Jan-Jun 07)

Particulars	Target
Students Enrolment	22,744
Number of Boys	11,039
Number of Girls	11,705
No. of street children and children with disabilities	227
Students new Admission	3,260
Minimum Attendance Rate (%)	90
Maximum Dropout Rate (%)	05
No. of Graduates at Grade-V	2,459
No. of Graduates at Grade-VIII	2,045
No. of Field Visit/Follow-up	34,746
No. of Classroom Supervision	3,768
Exchange meeting with community, civil society organizations to demand education from Government	64
No. of Meeting with children's councils	64
Consultative meetings with stakeholders in collaboration with other agencies	32

b) Technical Schools (Jan-Jun 07)

Particulars	Target
Student Enrolment	3,660
Gender Ratio (Male: Female) in Enrolment	64:36
Students New Admission	1,800
Minimum Attendance	95%
Maximum Dropout	3%
No. of graduates	1,465
No. of Field Visit/ Follow-up	1150
No. of Classroom Supervision	286
No. of Meeting with children's councils	26
Consultative meetings with stakeholders in collaboration with other agencies	5

c) Para-Trade Training Centers (Jan-Jun 07)

Particulars	Target
Student Enrolment	720
Gender Ratio (Male: Female) in Enrolment	53:47
Students New Admission	720
Minimum Attendance	95%
Maximum Dropout	3%
No. of Graduates	698
Field Visit/ Follow-up	564
Classroom Supervision	132
Meetings with children's councils	27

d) Target of Graduates to be Employed (Jan-Jun 07)

Particulars	Target		
	Boy	Girl	Total
Technical school Graduates	400	325	725
Para-trade Graduates	316	303	619
Total	716	628	1344

e) Human Resource Management Component (Jan-Jun 07)

Name of Activities	Time
Subject Related Training	January-May
Instructor Basic Training	February- April
Integrated Approaches of Teaching	March-May
Training on CRC/Child Psychology	March-May
Training on Effective Social Work	March-May
Training on labor Law/ Industrial Law	April-June
Gender & Development	March-June
Training Need Analysis	April-May
Need based training to other institutes	January-June
Prepare/ Review Training Material	January-June
Abroad Training	January-June
Training Follow up	January-June
Staff Recruitment	January-June