

Project Progress Report

January – June 2007

Project Phase V



UCEP - Bangladesh

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Project Progress Report

January – June 2007

Project Phase V

1. Introduction

UCEP is dynamic in its nature and so always tries to incorporate new thoughts and ideas for expediting its success towards eliminating child labor. January – June 2007 was the last session of project phase v and UCEP-Bangladesh has made all out efforts to achieve all the set targets of the reporting period as well as phase v successfully. There is no hesitation to say that UCEP is the only objective organization that can envision a society having no working children. UCEP maintains a very good relationship 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 23,081 students in its 32 schools. The student attendance was 95.34% while the dropout was only 3.34%. The girls to boys ratio in the schools stood at 51:49. During the period 2,516 students completed primary education (grade V) and another 2,077 completed the lower secondary grade (grade VIII).

The **Vocational Education Component** imparted technical education and para-trade training to 4,505 students in its 5 technical schools and 8 para-trade centers including 720 (boy 367 and girl 353) students for para-trades during reporting period. Out of them 1,467 students graduated from the technical schools and 717 from the para-trade training centers. Remaining students have been promoted to higher semesters. The attendance and dropout rates at the technical schools were 94.99% and 3.04% respectively, while the ratio of girls to boys was 37:63. The attendance and dropout rates of the para-trade students were also quite remarkable being 96.10% and 0.42% 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 is introduced for UCEP's graduates in order to encouraging self-employment and entrepreneurship development. During the period a total of 80 UCEP graduates

received loan from UCEP SME Credit Program amounting Taka 3,810,000.00 under this program. Recovery of the loan is very satisfactory.

“UCEP Multipurpose Cooperative Society” for all stakeholders started functioning from March 2006 after having registration from the competent authority. A total of 1316 UCEP staff, graduates and other stakeholders took membership of the society of which 815 are associate members. This society will contribute to the sustainability of the programs.

66 students of UCEP Mirpur Technical Schools Division took part in SSC (Vocational) final examination held in March 2007. A total of 59 students (25 girls and 34 boys) passed SSC (vocational) having good grades.

The draft project document for project phase vi was reviewed by an external consultant and forwarded to the DPs in February 2007.

UCEP is successful in implementing its phase v as UCEP achieved its immediate objective with intensity, direction and persistence in efforts. We hope that the development partners will remain with us in future to achieve the development of UCEP that states “Child rights promotion, protection and good governance enhanced in Bangladesh”.

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 23,081 students in its 32 general schools during the period January – June 2007 of whom 1,140 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 3.34%. 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 2,516 students completed primary education (grade V) and another 2,077 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 1,879 GS graduates students had access to technical schools for having job oriented skills training on different trades. Total enrollment in 5 technical schools was 3,785 students including 413 students in SSC (Vocational) course. The attendance was 94.99% while the dropout was only 3.04%. The boys to girls ratio in technical schools stood at 63:37 (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 720 students of which 353 were girls and 367 were boys. The student attendance in the para-trade centres was 96.10% while the dropout was only 0.42%. 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 1,467 students graduated from 05 technical schools and 717 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 graduates.
- ❑ 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 graduates.
- 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 732 technical graduates and 406 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 2006 -June 2007

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 2006 -June 2007</i>	
From Development Partners:-	
DANIDA	73,344
RNE	33,934
SDC	29,543
*DFID	177,650
Save The Children S-D	1,412
Others (Miscellaneous Income)	10,991
Fund available	326,600
Less: Actual Expenses	315,535
Balance remaining with UCEP	11,065
Budget for the period (July 2006 – June 2007)	315,554
Less: Actual Expenses	315,535
Budget Variance	19

In addition to the DPs funds UCEP received the following amount during the period July 2006 -June 2007 for other projects:

	(in '000 Taka)
Plan International	5,632
Manushen Janno	8,516
SKT	7,642
Total	<u>21,791</u>

Provisional4.2 *Income and Expenditure Statement**For the period July 2006 – June 2007*(AMOUNT IN
'000)

PARTICULARS	BUDGET Taka	ACTUAL Taka	VARIANCE (Excess)/Short Taka
<u>INCOME:</u>			
DONATION PAYABLE FOR THE LAST YEAR	-	(274)	274
DONATION	315,554	315,883	(329)
MISCELLANEOUS INCOME	-	10,991	(10,991)
<i>TOTAL INCOME</i>	315,554	326,600	(11,046)
<u>EXPENDITURE:</u>			
CAPITAL EXPENSES	126,253	124,438	1,815
SALARIES AND EMOLUMENTS			
- Programs	131,175	129,002	2,173
- Administration	8,302	9,408	(1,106)
EDUCATION AND SOCIAL EXPENSES	29,775	31,101	(1,326)
OFFICE EXPENSES	8,216	8,992	(776)
PROPERTY & BUILDING MAINTENANCE	7,333	7,869	(536)
HRM/TRAINING	3,000	3,254	(254)
DEVELOPMENT ACTIVITIES	1,400	1,366	34
MONITORING, RESEARCH & EVALUATION	100	105	(5)
<i>TOTAL EXPENDITURE</i>	315,554	315,535	19
<i>EXCESS OF INCOME OVER EXPENDITURE</i>		(11,065)	

**5. Planned Results for the
Period
July-November 2007**

UCEP-Bangladesh

Action Plan (Time Frame of Activities)

Period: July – November 2007

Activities	Year 2007					Remarks
	Months					
	Jul	Aug	Sep	Oct	Nov	
1. Admit underprivileged children for integrated general and vocational education (IGVE) in feeder schools.						
2. Develop and introduce IGVE curriculum from Grade I.						
3. Develop and introduce IGVE teaching aids/materials.						
4. Involve teachers who are skilled on participatory approach of teaching and learning.						
5. Strengthen Child Council activities in all schools for development of the programs.						
6. Update code of conduct for the children.						
7. Continue offering market oriented technical education to all Grade VIII graduates and similar target group.						
8. Review and update curricula of technical education.						
9. Organize industrial attachments/visits before completing the course.						
10. Strengthen performing art groups.						
11. Support the graduates of technical schools to start their own business enterprises or approach favorable employers for wage employment.						
12. Strengthen relationship with potential employers and job promotional agents at home and abroad.						
13. Organize Advisory Council meetings.						
14. Organize Employers' Committee meetings.						
15. Expand regional coverage of the Employers Committees.						
16. Strengthen job-hunting days involving the prospective graduates.						
17. Conduct job market surveys.						

Activities	Year 2007					Remarks
	Months					
	Jul	Aug	Sep	Oct	Nov	
18. Update/prepare profiles of potential gender sensitive employers.						
19. Prepare profiles of vacant jobs from newspaper advertisements.						
20. Strengthen follow-up on profiles of vacant jobs.						
21. Organize coordination meetings between employers committees and advisory councils.						
22. Prepare children through mock interviews for job hunting.						
23. Disseminate documented information of UCEP successes /lessons learned/ innovations to MoPME/DSS/ MoLE/BTEB/ DTE.						
24. Strengthen networking and linkage with MoPME, DSS, BMET, DTE, BTEB, Ministry of Expatriates Welfare and Overseas Employment, recruiting agencies and with organizations those provide legal, health and their support to children.						
25. Ensure participation and mutual support (in relation to organizations like UNICEF, ILO, CAMPE, BSAF, DAM, CWA, Global March, etc) for enforcement of child rights.						
26. Establish and operate Human Rights and Good Governance Section to address HR issues, CR issues and Gender issues etc.						
27. Ensure children's participation in policy/decision making at national and international forums on child rights						
28. Develop new policies and review and update existing policies and manuals.						
29. Provide training to staff for professional development.						
30. Provide Internet connection to all Divisional Offices, Directorates, Components and Sections.						
31. Utilize UCEP resources for commercial purposes and generate revenue.						
32. Strengthen sponsorship programs both locally and internationally.						

6. Emerging and Potential Problems which can Hinder Project Implementation

UCEP does not expect any potential problems other than political instability and in time funding that can hinder project implementation as UCEP is a socially sustainable program. UCEP is the only beacon of hope to the urban working children who does not have any access to education. UCEP believes that the community leaders, political leaders, philanthropists and other professionals are the stakeholders of UCEP and so didn't ever receive any social and political threat in implementation process. Slow industrial growth and stable job market might affect the employment of UCEP technical graduates in future.

7. Suggested Actions to meet the Problems

Strengthening employment abroad scheme will broaden the job market for UCEP graduates.

Motivate the graduates for developing their interest towards interdivision employment.

Strengthening Small and Medium Enterprises Credit Program to encourage self-employment of UCEP graduates.

UCEP graduates are skilled, well mannered and disciplined workforce for the industrial sectors which is a motivational factor for the employers to recruit UCEP graduates whenever they needed.

8. Other Relevant Remarks/Comments

During the reporting period UCEP Multipurpose Cooperative Society for all stakeholders, Overseas Employment Scheme and Fundraising activities were strengthen further to meet the challenge of the time. UCEP has proven institutional capacity to move forwards and for implementing the program successfully. 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 January-June 2007

General education

Activities with Targets (as per project document)	Achievement in Jan-Jun 2007		
	Boy	Girl	Total
21,660 students enrolled in 32 GS	11,353	11,728	23,081
217 street children/ children with mild disabilities enrolled in each session	669	471	1,140
50% are girls	Girl 51: Boy 49		
3,581 new students admitted	1,710	1,697	3,407
Minimum attendance 90%	94.54	96.10	95.34
Maximum dropout 5%	3.14	3.54	3.34
2,218 students graduated from Grade-V in each session	1,215	1,301	2,516
2,108 students graduated from Grade-VIII in each session	1,040	1,037	2,077
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 2007
34,458 follow-up/field visits made in each session	36,184
3,768 classroom teaching supervisions made in each session	3,770
32 parents/guardians meetings held in each session at school level	33
64 community meeting held in each session at field level	66

Annex – B

Quantitative Progress and Achievements as Per Project Document in the Session January-June 2007

Technical Schools

Activities with Targets (as per project document)	Achievement in Jan-Jun 2007		
	Boy	Girl	Total
1,760 students enrolled in each session	2,390	1,395	3,785
936 new students admitted	1,099	780	1,879
834 students graduated	868	599	1,467
Minimum attendance 95%	94.48	95.88	94.99
Maximum dropout 3%	2.64	3.73	3.04
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 2007
1,128 follow-up/field visits made in each session	1,543
214 classroom teaching supervision made in each session	478
13 parents/guardians meeting held in each session I	19

Para-trade Training Centres

Activities with Targets (as per project document)	Achievement		
	Boy	Girl	Total
720 students enrolled in each session	367	353	720
720 new students admitted	367	353	720
698 students graduated	364	353	717
Minimum attendance 95%	95.12	97.10	96.10
Maximum dropout 3%	0.82	-	0.42
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 2007
540 follow-up/field visits made in each session	459
108 classroom teaching supervision made in each session	398
9 parents/guardians meeting held in each session at school level	10

Annex - C

Quantitative Progress and Achievements as Per Project Document in the Session January-June 2007

Employment of Graduates

Particulars	Target of Job seekers			Achievement		
	Boy	Girl	Total	Boy	Girl	Total
Technical School Graduates	425	340	765	419	313	732
Para-trade Graduates	239	233	472	206	200	406
Total	664	573	1,237	625	513	1,138

Employment Support Activities:

Particulars	Target	Achievement
Contact with new employers	25 employers	24
Employers committee meeting	06	07
Advisory Council meetings	03	03
Job hunting days	40 days	40
Contact gender sensitive employers during job market survey	120 employers	118
Potential gender sensitive employers listed	155 employers	100
Prepare profile of vacant jobs	720 jobs	720
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 January-June 2007

1. Expected results achieved during the reporting period (January – June 2007)

Sl. #	Name of the Course	No. of Participants		Level of Participants
		Target	Achieved	
A	IN-HOUSE TRAINING	88	103	
01	Instructors Basic Training	25	34	Assistant Instructors, Instructors
02	Teaching Mathematics	25	31	Assistant Teachers and Teachers
03	CRC	25	25	AUA, Assistant Teacher Instructor
03	Filing System and Record Keeping	13	13	Secretary, Program / MIS Assistant

In-house Training:

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
		Target	Achieved	
B	EXTERNAL (in country)		18	
1.	MS Office Application		8	EFSO, ESO
2.	Capacity Building on Financial Issues and Strengthening Account System		1	Divisional Accountant
3.	LFAGIM (Logical Framework Approach and Global Impact Monitoring)		1	PO (VE)
4.	Group Facilitation		3	Divisional Coordinator
5.	Knowledge Management		2	ASA
6.	Accounting Information for Management Planning and Control		3	Divisional Accountant

- 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	No. of Participants		Level of Participants
		Target	Achieved	
C	ABROAD TRAINING		11	
	NGO Management, India		06	Accounts Officer, Divisional Coordinator, Internal Audit Officer, Employment and Field Services Officer, Unit Administrator
	Gender Equity, Denmark		01	Director Programs
	CRC, India		01	EFSO
	Computerized Numerical Control Taiwan		01	DPO (VE),
	Study Tour, South Africa		02	Executive Director, Director Programs

Follow up of training:

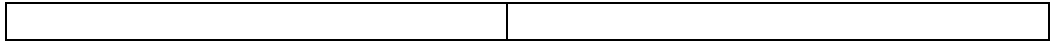
2. Staff Recruitment

HRM Component has been involved for recruitment of staff. During the reporting period, the component employed a total of 88 staff members in different position. The vacancies were created due to promotion/ resignation and undertook new project of the following categories:

Sl. #	Category of Staff	Total	M	F
1.	Divisional Coordinator, TS & GS	06	05	01
2.	Program Officer (VE)	01	01	-
3.	School Administrator	05	04	01
4.	Unit Administrator	01	01	-
5.	Assistant Unit Administrator	01	01	-
6.	Assistant School Administrator	01	01	-
7.	Instructor	08	07	01
8.	Assistant Instructor	17	12	05
9.	Assistant Teacher	40	23	17
10.	Junior Accountant	02	01	01
11.	School Incharge	01	01	-
12.	Assistant Coordinator (SME)	03	03	-
13.	Credit Officer (SME)	02	02	-
	Total	88	62	26

3. Planned Results not achieved / reached and reason why the targets were not met:

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Planned Results for the Session July-December 2007

a) Integrated General and Vocational Education (Jul-Dec 07)

Particulars	Target
Students Enrolment	24,190
Number of Boys	11,905
Number of Girls	12,285
No. of street children and children with disabilities	242
Students new Admission	4238
Minimum Attendance Rate (%)	90%
Maximum Dropout Rate (%)	5%
No. of Graduates at Grade-V	2600
No. of Graduates at Grade-VIII	2334
No. of Field Visit/Follow-up	38292
No. of Classroom Supervision	4368
Exchange meeting with community, civil society organizations to demand education from Government	78
No. of Meeting with children's councils	106
Consultative meetings with stakeholders in collaboration with other agencies	47

b) Technical Schools (Jul-Dec 07)

Particulars	Target
Student Enrolment	
Gender Ratio (Male: Female) in Enrolment	
Students New Admission	
Minimum Attendance	
Maximum Dropout	
No. of graduates	
No. of Field Visit/ Follow-up	
No. of Classroom Supervision	
No. of Meeting with children's councils	
Consultative meetings with stakeholders in collaboration with other agencies	

d) Target of Graduates to be Employed (Jul-Dec 07)

Particulars	Target		
	Boy	Girl	Total
Technical school Graduates			
Para-trade Graduates			
Total			

e) Human Resource Management Component (Jul-Dec 07)

Name of Activities	Time
Subject Related Training	July-November
Teachers Basic Training	August
Training on CRC/Child Psychology	August-November
Training on Effective Social Work	July- October
Training Need Analysis	November-December
Need based training to other institutes	July – December
Prepare/ Review Training Material	July-December
Training Follow up	September-November
Staff Recruitment	July-December