



Since 1972

Annual Report 2013



A young man with dark hair, wearing a bright yellow hard hat and a dark blue work shirt over a yellow t-shirt, is smiling warmly at the camera. He is holding a metal tool, possibly a wrench or a similar fastener, in his hands. The background is a blurred industrial or workshop environment with various metal parts and machinery. The overall tone is positive and professional.

Annual Report

January to December - 2013

A close-up photograph of a young boy with dark hair, wearing a blue school uniform, smiling broadly. He is holding a red crayon and drawing on a piece of paper. The background is softly blurred, showing a desk and other papers.

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Acronyms

BDT	Bangladeshi Taka
BTEB	Bangladesh Technical Education Board
CBTA	Competency Based Technical Assessment
CRC	Convention on the Rights of the Child
CSE	Credit for Self Employment
CWRA	Child and Woman Rights Advocacy
CER	Communication and External Relation
DFID	Department for International Development
ED	Executive Director
EIA	English in Action
EKN	Embassy of the Kingdom of the Netherlands
ERP	Enterprise Resource Planning
ESS	Employment Support Services
GMS	Grievances Management System
HR	Human Resources
IED	Institute of Education and Development
IGVE	Integrated General & Vocational Education
IT	Information Technology
JSC	Junior School Certificate
MDF	Management for Development Foundation
MER	Monitoring, Evaluation and Research
NCTB	National Curriculum and Textbook Board
NUFFIC	Netherlands organization for International Co-operation in Higher Education
PEC	Primary Education Completion
PKSF	Palli Karma-Sahayak Foundation
RTO	Registered Training organization
RWA	Respectful Workplace Advisor
SCI	Save the Children International
SRHR	Sexual and Reproductive Health and Rights
SSC	Secondary School Certificate
TE	Technical Education
TVET	Technical and Vocational Education and Training
UCEP	Underprivileged Children's Educational Program

Executive Summary

Since 1972 UCEP Bangladesh has been a major driving force in realizing the rights of Bangladesh's underprivileged children. Our programs are built on years of involvements with needs of disadvantaged children at the core, underpinned by the country's constantly changing socio-economic context.

Currently, we have Technical Education (TE) program, which is our flagship intervention that offers formal technical education up to SSC (Vocational) as well as vocational skill training courses. This core program is bolstered by Integrated General and Vocational Education (IGVE) program where we bring excluded children back to school and provide them with Grade II to VIII education in four and half years through a combination of formal and non-formal approaches. For students completing TE, we offer Employment Support Services to help them find jobs or settle down with self-employment. All our program activities are supported and cross-cut by UCEP's child and woman rights advocacy approach that constantly strive to

make community and other stakeholders aware and cooperative in bringing children, especially girls, back to school and improving their employability.

The year 2013 saw continuing success in bringing the targeted number of children, with gender parity, enrolled into IGVE schools, providing vocational skill training to more than the targeted number of children under Technical Education, securing jobs for about 90.8% of our graduates within six months of course completion, and also assisting a good number of graduates towards self-employment.

This report encapsulates the year's accomplishments and the challenges faced. It is based on regular monitoring data as well as the analyses made during the 2013 Retreat. We believe this report, prepared through a participatory process, can serve multiple purposes. In addition to being a good piece of documentation, this reflections-based report is expected to help plan better for the coming years not only for UCEP but also for other organizations that are working in education and skill development.



UCEP Programs

2013 at a Glance

Total students in 2013	48,205
Total Integrated General & Vocational Education Schools	53
Total Technical Education Schools	10
Total number of teachers/instructors	1,290 (36% Female)
Total number of non-teaching staff	570 (15% Female)
Number of districts	8 (Dhaka, Chittagong, Rajshahi, Sylhet, Barisal, Khulna, Rangpur, Gazipur)

Integrated General and Vocational Education (IGVE)

	Target	Achievement		Total
		Boy	Girl	
Number of students enrolled	41,800	21,315	20,755	42,070
Attendance rate (%)	90%	90.2%	90.3%	90.3%
Dropout rate (%)	5%	4.8%	5%	4.94%
No. of IGVE graduates (VIII)	8,550	4,401	4,198	8,599

Technical Education (TE)

	Target	Achievement		Total
		Boy	Girl	
Number of students enrolled	5,700	3,706	2,429	6,135
Attendance rate (%)	95%	96.2	97.62%	96.7%
Dropout rate (%)	3%	1.3%	1.8%	1.5%
No. of graduates	5,740	3,431	2,409	5,840

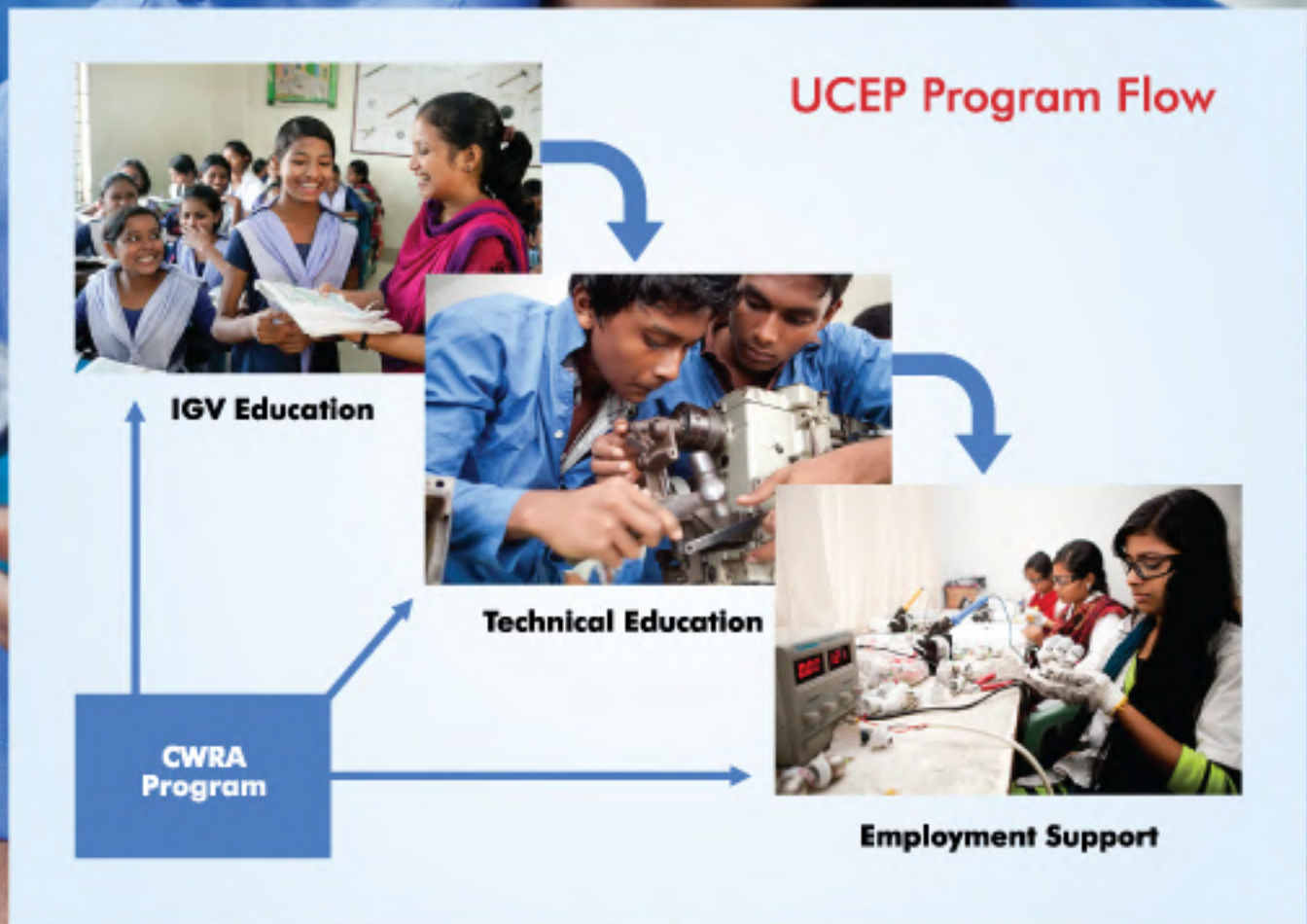
Employment Support Services (ESS)

	Target	Achievement		Total
		Male	Female	
Number of employed graduates	4,500	2,783	1,809	4,592
Self	360	41	229	270

Child and Woman Rights Advocacy (CWRA)

	Target	Achievements
Implemented advocacy program	24 PNGOs in 10 districts.	24 PNGOs in 10 districts.
Community people made aware on child rights issues through child advocates in the targeted areas	90,000	102,716
Children are sent back to schools through child advocates in the target areas	18,000	24,321
Community people made aware about woman rights, health issues and others	90,000	105,148

Program Accomplishment & Challenges



Integrated General & Vocational Education (IGVE)

In 2013, IGVE program served 42,070 students through 53 IGVE schools in 8 districts that went beyond our initial target. The boys and girls ratio stood at 51:49.

The year started with annual review of the curriculum where teachers and school administrators had been consulted. It was revealed that the new textbooks introduced in 2013 by the Government¹ posed certain level of difficulty for the teachers as no relevant training were provided. Therefore a need was felt for a curriculum review and Training. In 2013, UCEP provided training to 536 teachers on teaching Mathematics, Sciences, Arts & Crafts, Physical Education, preparing Creative & Multiple Choice Questions and Social Works.

Historically, UCEP started its IGVE program with a non-formal approach when the drop-out rate in primary education was high. Over the years the rate declined across all 8 districts where UCEP works. Many, if not all parents are now serious about their children passing the Primary Education Completion (PEC) and Junior School Certificate (JSC) exams. Many employers these days also look for people with PEC or JSC qualification along with UCEP's skill training. Consequently, UCEP has introduced full-year (in place of its previous half year accelerated model) in grade V and VIII. Therefore, the approach is now twin-track i.e. both formal and non-formal blend in different grades.

In 2013, from UCEP 9,367 students attended the PEC and another 1,122 students sat for the JSC examination. As to PEC, 93.86% student passed whereas it was 94.12% for JSC. Despite high interest of appearing in JSC exam, we were able to support most of the students, not all. The reasons behind this exclusion had to do with resource constraint in running a full-year program, registration fee and teachers' capacity building to cope with text book changes. However, in 2014 UCEP has planned to increase the number of all students to appear for JSC. Mention should be made that all students got support for the PEC.

The twin-track approach to PEC and JSC understandably poses some new challenges for the

program to overcome. For instance, orientation for teachers, allocating one full year to grade V and VIII, and demanding more time from students many of whom must earn to live and so forth. Nevertheless, sincere efforts are in place to understand how better this 'accelerated' model of completing 8 years education in 4.5 years can now be adjusted with 2 full years dedicated to only 2 grades and keeping 2.5 years to complete the rest. The initial response was to enroll children at higher than Grade I which however adds to the challenge of finding the right number of children for this program. Therefore, UCEP is now trying to determine the most suitable approach in reaching out to the drop-out students. At the same time, through building partnership, we are focusing more on accommodating PEC/JSC graduates from other schools which serve underprivileged children, and offer them vocational skill training courses.

UCEP always welcomes children with disability and in 2013 a total of 955 of them attended UCEP's education program. Despite sincere efforts by teachers and administrators in ensuring an inclusive atmosphere, gaps are still there as to creating more disability friendly school infrastructure and sensitizing teachers and fellow students. In the near future, UCEP may consider forging partnership with organizations promoting inclusive education in order to make its education program more inclusive.



1. National Curriculum and Textbook Board (NCTB)

In addition to teachers' capacity development on academic subjects, there were also training programs on other issues including training on Convention on the Rights of the Child (CRC). We have observed significant changes brought about by the training on CRC. For example, many schools practicing capital punishments have moved away from such unacceptable approach of dealing with children.

In 2013, the need to provide more subject-based teachers' training was felt. It should be mentioned that partnership with English in Action project proved highly beneficial in building teachers' capacity to teach English. Given this, UCEP is keen to explore potential partnership with other projects/organizations for technical and financial collaboration.

Making NCTB books available for UCEP students on time was another challenge in 2013. In many cases, UCEP had to photocopy the books to cater to the needs as NCTB provides textbooks once a year and UCEP's grades are usually planned for 6 months. Moreover, it is often difficult to forecast the exact number of students to get enrolled. On top of that, as storage of books is prohibited as per government rules, that is not an option as well. Nonetheless, UCEP has been in discussion with NCTB to avert such situation in 2014.

The Sexual and Reproductive Health and Rights (SRHR) piloting continued in 2013. The year is ending with magnificent news about getting fund from Nuffic to expand the SRHR piloting in all 63 schools as well as to introduce 'Counseling' as a trade under Technical Education program. Nuffic is Netherlands organization for international cooperation in higher education. The project, led by UCEP, aims to develop capacity within UCEP in the areas of SRHR, gender and emotional wellbeing that would include promoting awareness, advocating and encouraging counselling related services to improve the sector. Institute of Education and Development (IED) of BRAC University is a national partner in this project. Moreover, MDF has become a Dutch provider to support this endeavor along with RutgersWPF and Institute of Gender Studies (IGS) of Radboud University and CREA (India).

As to IGVE, the drop-out rate still remains low although the last five year's data showing an increasing trend.



The reasons of drop-out include in-country migration, moving to formal schools, limited scopes to visit absent students' homes due to political unrest etc. The following table recapitulates the scenario:

Drop-out rate

Year 2009	3.09
Year 2010	3.3
Year 2011	2.76
Year 2012	3.60
Year 2013	4.94

In order to meet our target, we sometimes had to relax some of our criteria for enrollment. However, we need to look into this matter critically and make future plans

accordingly including what model/approach to follow. Our approach/model should be long term, built on both macro and micro analyses. We are concentrating on how we can introduce flexible criteria to allow more children to join UCEP education program and still maintain our focus i.e. serving the most marginalized. We are also considering as to how our target and selection can be improved through establishing more schools in areas with higher concentration of excluded children. From 2014 onwards we wish to revisit our approach and opt for merging, closing down or opening some schools whichever is required in an area.

Throughout 2013, a range of extra-curricular activities took place in the schools that helped children hone their creative qualities and acquire useful soft skills. Moreover, such activities made the schools a fun place for children.



Technical Education (TE)

Technical Education, considered to be our flagship program, offers a range of 26 trade options as well as S.S.C² vocational education for certain number of children. With 10 technical schools in 8 districts, UCEP is a well-reputed technical education provider among the target community and employers.

In 2013, a total of 6,135 students benefitted from the TE program that exceeded the initial target by 8%. Likewise, the total number of graduates from TE was also higher than the original target. However, TE could not reach the target as to gender parity (girls' participation only about 40%). The IGVE schools, established as 'feeder school' for the Technical Schools, produced more graduates than some TE schools could accommodate in some areas. However, on the other hand, in some areas students outside IGVE schools had to be enrolled to fill up vacant seats. There are geographical variations in terms of demand for TE. In the geographical locations with more industries and employers, demand for TE is higher than the locations that don't have abundant employment scopes.

Many children are now opting for S.S.C vocational than going for trade courses. This offers a new opportunity for UCEP. However, this brings to the fore a new question: whether S.S.C vocational compromises with any of the skill development given its intense focus on theory and examinations, which may not necessarily test the skill acquisition adequately. Consequently, the whole effort concentrated on achieving excellence in technical education might not always be materialized through increasing tendency to study in S.S.C vocational stream. This in the long-run might bring UCEP education under scrutiny by the employers. Efforts are underway to find an answer to ensuring quality in S.S.C vocational education as well as ensuring more financing to support this program.

Like the previous two years, in 2013 UCEP schools (Mirpur, Kalurghat, Khulna and Rajshahi) secured the first four places, out of 1,801 technical schools/institutes run by the government, private sector and NGOs in Bangladesh, in the S.S.C. examination result. Out of 10 technical schools, UCEP now runs S.S.C. vocational education in 5. Prior to 2013, we had S.S.C. Vocational in four locations. Based on the demand for and also the success of UCEP in S.S.C. Vocational have encouraged UCEP to start S.S.C. in its fifth school (in Sylhet) in the year 2013.

In 2013, TE program was able to open six new trades which were: electrician, sewing machine mechanics, tailoring and dress making, plumbing and beautician.



The drop-out rate in Technical Education remained low and the major causes for drop out were students getting full-time jobs, early marriage and in country migration.



During the latter part of 2013, a study was commissioned to understand the market demand that would help determine UCEP's future selection of trades. The study was completed in December 2013 and would be disseminated during 2014. The study is expected to influence our plan of revisiting the trade options towards making them more market-oriented.

In 2013, Bangladesh Technical Education Board (BTEB) approved UCEP's technical schools as 'assessment center'. This is indeed encouraging as the strength of our technical schools is recognized.

It should be mentioned that the Competency Based Technical Assessment (CBTA) appears to be the need of the hour. This once again intensifies our focus on achieving excellence in our program that could equip children with excellent life-building skills. Thankfully, in 2013, UCEP's instructors have received training and certification from the BTEB on CBTA.

We strongly feel it is essential to enhance training capacity of the instructors. Some initiatives had been taken through the TVET³ project of Save the Children International, funded by European Union. If such training initiatives continue, it would certainly benefit the programs. However, along with capacity development, there are needs of upgrading training equipment. In 2013, a mapping was conducted to identify as to which trade and schools needed to upgrade equipment. Total upgrading calls for major financial assistance. Besides, prior to total upgrading, the trade analysis would be taken into consideration to invest in the right trade.

Employment Support Services (ESS)

ESS helps UCEP training course graduates find jobs. The rate of employment continues to remain quite high (90.8%) like the previous years in line with annual targets. For a fresh graduate, the median salary reached to 6,000 taka⁴/month which is 500 taka higher than the previous year.

ESS's affiliation with different employers has consistently benefited students with 95% of UCEP graduates getting jobs within 6 months of graduation. Such partnership, in fact, benefits UCEP in numerous ways e.g. apprenticeship opportunities for UCEP student, and having industry-experienced resource personnel for training and upgrading curricula.

Given such strong linkages, UCEP plans to approach some of these organizations for sponsoring students'

3. Technical and Vocational Education and Training

4. About 78 USD considering 1 USD = 78 Taka (BDT)



Education. ESS can certainly harness the benefits from such long term partnership. Since the well trained and disciplined UCEP graduates are able to substantially contribute as skilled workforce, many employers have expressed keen interest to invest in UCEP programs.

Nonetheless, the Technical Education graduates often struggle getting employed primarily due to their age and stunted growth as many suffer from malnutrition. Often employers adhering to national and international compliance policies refuse to employ underage UCEP graduates. As a result, some students remain unemployed till they turn 18 despite having graduation much earlier. UCEP did try to arrange apprenticeship for such students, however there are more needs than opportunities in term of apprenticeship. Given this scenario, the issue of apprenticeship is likely to be on the advocacy agenda in 2014 and beyond.

UCEP manages program across 8 districts that are diverse and vary in terms of student inflow and job opportunity. Therefore, ESS often helps graduates find jobs in districts other than their own. While such attempts are made, migration of graduates poses challenges to ESS as to extending quality support and tracking the impacts of UCEP on their lives. Recently a tracer study has been taken up to understand the Situation of students graduating five years ago. Another study explores as to how much and under what condition the graduates have diverged from their original trades once employed.

In order to keep the graduates in their own trade, the job/career counseling services should perhaps be revisited. Prior to joining a trade, the children and their parents should be adequately briefed in order for them to make an informed choice. This would ensure right investment in right place.

ESS deals with a highly dynamic sector with people from diverse background that calls for continual capacity development of the team. In 2013, a number of capacity building initiatives had been undertaken for better results. However, given the unrests in the readymade garment industry and the political arena, especially in the latter part of the year, it was challenging to arrange jobs for all the graduates. On top of that, some industries are not adequately gender sensitive resulting in UCEP girls' limited choices in receiving vocational skill training. This is one dimension where our woman rights advocacy needs to be strengthened for better impact.

Child and Woman Rights Advocacy (CWRA)

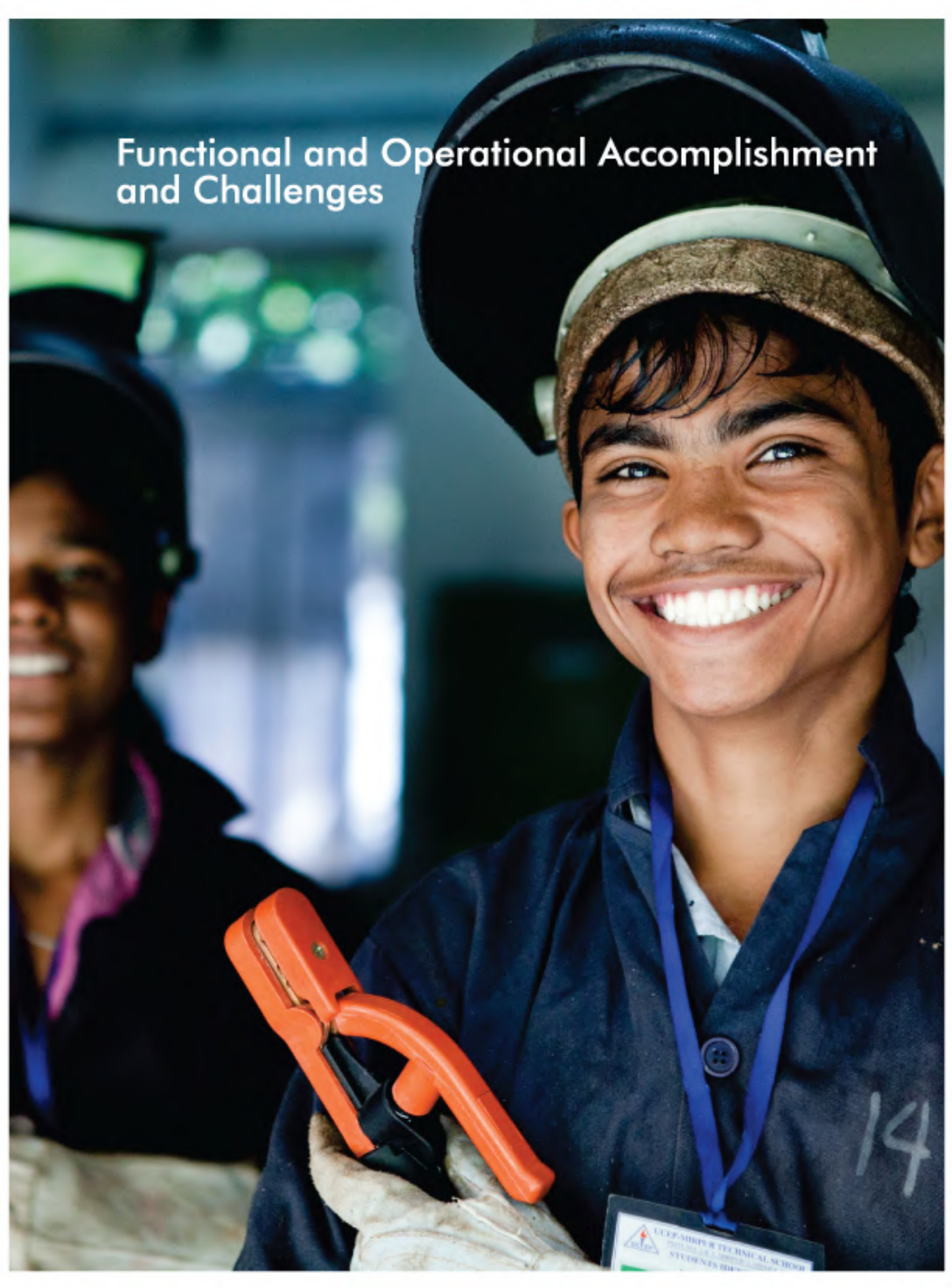
Child and Woman Rights Advocacy (CWRA) had been implemented to make community people aware on child and woman rights issues. In 2012-13, through 24 partner NGOs, the first phase of CWRA was completed in 10 districts where UCEP had no prior intervention. Again in 2014-15, the second phase gets underway in 15 new districts with 30 new NGOs.

CWRA was found to be an effective approach in making community and other stakeholders aware and assistive to children's, especially girl's education and skills development. However, the program had been implemented in the districts where there were no UCEP education and skills development programs. This didn't allow the highest benefit from the advocacy works. Therefore in 2013 an initiative was taken to start the CRWA in the areas where UCEP has schools.

As a result, a process has been initiated to better align CWRA with the organization's mainstream programs and introduce the program in UCEP's 8 working districts, possibly through direct implementation. Provided this process works out, CWRA will certainly complement the mainstream program of UCEP from 2014. This was also recommended during the reviews conducted by both EKN and DFID in 2012 and 2013.



Functional and Operational Accomplishment and Challenges



In addition to successfully carrying out all regular functional and operational tasks in 2013, many new initiatives had been taken up that we expect would contribute to our overall efficiency and effectiveness as an organization.

For example, as part of technological acceleration, during 2013, introduction of ERP (Enterprise Resource Planning) was a major highlight. This integrated software is likely to contribute in many areas including the following:

- I. Managing growth
- II. Increasing efficiency
- III. Improving reporting
- IV. Improving compliances
- V. Improving coordination
- VI. Managing project smoothly

During 2014 UCEP wishes to focus on the scaling up of its culture, capacity, infrastructure and institutional support structure to match the overall technological acceleration in the organization.

Likewise, IT infrastructure improvements had taken place in 2013 e.g. internet connectivity ensured in all 64 offices, wireless internet facilities in some places along with users having access to better/portable computers. However, plenty of outdated computers are still in use and efforts are underway to replace them phase by phase.

In 2013, HR department stepped into its 2nd year and by now showing the appropriateness to have a separate HR department. Hiring cycle time, ensuring compliances, adding new things to the HR system (e.g. Grievance Management System, salary survey, etc.) are highlights of the new department.

Introduction of Grievance Management System (GMS) has been a groundbreaking effort in improving the work environment in UCEP Bangladesh. As part of the system, Respectful Workplace Advisor (RWA) and Mediators were elected and then trained by external expert. The entire management team also got orientation on GMS.

The internal audit findings received adequate attention for further follow up.

Budget controls got better with closer monitoring, regular orientations, regular meetings, using of budget monitoring tools, providing analysis and feedback. Budget holders' now have a much better understanding and having more tools to prepare, track and report budget may substantially change the budget management scenario in 2014.

Additionally, some cost minimization initiatives were taken up such as: sensitive use of technology and utility, minimum use of paper for printing and other work, and digitizing various procedures.

Throughout 2013, a number of well-managed, cost-efficient events took place including the Retreat 2013. Moreover, maintenance of all 63 offices, and providing constant support to 1,860 staff itself was a huge task.

Monitoring, Evaluation and Research (MER)

Round the year the MER conducted regular monitoring and evaluation related work including facilitation of the external evaluation reports done in 2013. However, in 2014, the MER activities would be further intensified e.g. an M&E strategy with specific guidelines and a matrix of indicator checklists will be prepared for overall monitoring in 2014.

Apart from monitoring and evaluation, the MER was involved in carrying out the following studies:

1. An Assessment was carried out on job market demands and effectiveness of the existing trades of UCEP technical schools
2. A Tracer study of UCEP Graduate was initiated to assess the present socio-economic situation of the employed UCEP graduates. Data collection took place in 2013 and the report will be prepared in 2014.
3. A survey was conducted to understand the situation and challenges faced by the 'self-employed' UCEP graduates.
4. An assessment took place on the effectiveness of special English program in terms of salary and better job for UCEP graduates.
5. A study took place to understand the feasibility of introducing leather trades in Gazipur.
6. An assessment took place on the transport support provided to students. It tried to find out

the relation between UCEP provided transport and the attendance and enrollment of students.

7. An assessment took place to understand effectiveness of 'evening course' attempted in 2013 as an innovation to increase the access of children and youth to technical education.



Business Development

In 2013, Business Development (BD) department was created to develop different business models that would lead to strategic business arrangements towards ensuring sustainability for UCEP program. Given its nascent stage, the role of BD department was typically to identify new business opportunities- like new markets, new partnerships with other businesses, new ways to reach existing markets, or new product or service offerings to better meet the needs of existing markets - and then going out and using those opportunities to bring in more revenue. In 2013, the department was also busy in managing some of the existing income generating activities e.g. the UCEP Cheyne Tower, UCEP-BMET Hotel Management and Catering Training Institute, UCEP Automobile Service Center and UCEP Printing Press.

Internal Audit

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The internal audit generally reviews the records whether they are properly maintained, whether the assets of the enterprise are adequately safeguarded and the policies and procedures laid down by the management are complied with. In addition, they also detect things like irregularities and fraud, and suggest specific remedial measure to the authority upon verifying independently.

Internal Audit team works towards ensuring the compliance of UCEP Head office, Regional Offices, UCEP income generating activities under financial and operational activities. It also conducts a system audit on the Procurement, HR and Financial issues. The findings and recommendations of the internal audit impact positively towards achievement of organizational goal as well as ensure governance to the donors and other stakeholders.

In 2013, Internal Audit conducted 43 audit including the audit of 20 cost centers of UCEP and 23 partner NGOs. All the reports had been shared with the Finance and Accounts Committee comprised of members from UCEP Board of Governors. In addition, the management team took various actions based on the audit findings.



UCEP Visuals



Management Team from UCEP Retreat 2013 at CCDB Hope Center, Barolpara, Savar, Dhaka



The honorable Vice Chancellor of Dhaka University joined the UCEP Association members and staff at the event to honor the children who did remarkably well in S.S.C vocational examination of 2013 under BTEB.



25th Annual General Meeting of UCEP Association on 28 December 2013



Mr. Zaki Hasan (sixth from left) has joined UCEP Bangladesh as the Executive Director on October 1, 2013. The new ED at the welcome event with the outgoing ED Brig. Gen. Aftab Uddin Ahmad (Retd.) (fourth from left) and members of UCEP Association.



A donor consortium meeting where the key members of UCEP and members of the donor consortium participate to review progress and discuss learning for making continuous improvements of UCEP programs.



Mrs. Ella de Voogd, First Secretary (Education), Mr. Lambert Grijns, Director, DSO and Ms. Mushfiqaa Z. Sattar, Advisor-SRHR Gender of the Embassy of the Kingdom of the Netherlands to Bangladesh (EKN) visited UCEP-Hesamuddin Ahmed School, Mohammadpur Dhaka on 11 March 2013.



Bangladesh Women in Technology BWIT and UCEP celebrated Girls in ICT Day in Bangladesh at UCEP Mirpur Technical School, Dhaka on 25 April 2013 with the participation of UCEP girl students. Ms. Luna Shamsuddoha, President BWIT and Member, UCEP Board of Governors was present as the Chair on the occasion.



The Rt. Hon. Baroness Warsi, Minister of State, Foreign and Commonwealth Office, UK visited UCEP-Hafiz Mazumdar Sylhet Technical School on 19 February 2013. His Excellency Mr. Robert Winnington Gibson CMG, British High Commissioner to Bangladesh, Ms. Fahmida Shabnam, Education Advisor, DFID Bangladesh were present among others.

Focus In 2014



The 2014 has already begun with a lot of excitement and promises. There are many opportunities to explore and many challenges to address. We have decided to proceed with a yearly 'Business Goal' approach or in other word 'Key Performance Indicator' for each of the departments. Each department has prepared its business goals which will drive our program implementation throughout the year.

The focus on a performance-driven culture would also be in focus for the year 2014 and beyond. The business goals serve as the reference for setting the performance target for individuals. Now, linking performance to aspects such as salary and benefit, staff development and other measures would be one of the biggest organization-wise changes in 2014.



Integrated General
and Vocational Education
IGVE

Our IGVE (Integrated General and Vocational Education) program has set its focus on improving child selection, academic planning and monitoring in schools.

The issue of building capacity of teachers will be among the key focuses. There are also plans for putting more emphasis on classroom environment as well as on extra-curricular activities. IGVE program is also planning to try ICT-aided education for enhancing the student-focused learning experiences in the classrooms.



Technical Education
TE

Technical Education, regularly faced with huge demand from communities to accommodate more children, will focus on the ways it can do more with less – i.e. reducing per child cost to increase intake in technical education program. This will also be tagged with innovations e.g. outreach model to serve areas where there the demand is high but UCEP has no prior interventions and replication of innovations e.g. evening courses. TE will keep working on improving capacity of its instructors and in making its skills development as demand-driven.



Employment Support
Services
ESS

Employment Support Services will work on an apprenticeship model in 2014. Their main focus will remain on ensuring employment of UCEP graduates preferably with better salary. Moreover, finding suitable employment in compliant industries will also remain a priority. The earlier efforts for self-employment will gear toward entrepreneurship development. 2014 will also conceptualize and build staff capacity around this prospect.



Child and Woman
Rights Advocacy
CWRA

Child & Woman Rights Advocacy is likely to gain momentum during 2014 with the new plan to be implemented in UCEP program locations. This will also bring in new challenges and thus developing guidelines, building capacity and improving inter-program coordination will remain a key focus in 2014.

2014 will also focus on strengthening our Monitoring Evaluation Research and Internal Audit function. This will call for revisiting the way the departments work, building staff capacity, improving the way we function in response to the finding from MER and Internal Audit. Risk-based auditing will be added as a new approach to our already existing internal auditing process.

As part of developing and facilitating a performance-driven culture in UCEP, relevant HR processes, structures (including salary structure), buy-in by employees and developing capacity will be addressed. Necessary revision as to HR policies and procedures will also take place towards improving efficiency and effectiveness.

Full launch of ERP (Enterprise Resource Planning) will take place throughout 2014. With a workforce of

1,931 staff and having offices/schools in 64 locations, it is indeed a mammoth task to roll-out the ERP process. ERP will surely be a new experience for many of the staff members. Therefore, creating acceptance of ERP among the staff and building their capacity to optimally exploit ERP will remain a key 2014 priority.

UCEP does well in managing its large budget. In 2014 the total budget will exceed 131 Million BDT. In order to better manage our budget, we wish to develop budget monitoring tools, conduct training on budget management and ensure regular monitoring and tracking of the progress through enhanced reporting and especially by using ERP system. More delegation of

authority is likely to take place in 2014 to ensure that we are able to contribute more in UCEP's future growth.

UCEP's continuous challenge is to mobilize resources for its work. Long-term dependency on a handful of major donors has put sustainability of UCEP's programs in question. Therefore, 2014 will focus more on finding ways to become more sustainable. Likewise, efforts will be spent towards increasing efficiency and reducing cost without quality-compromise. Moreover, our resource mobilization effort including fund raising, earning and partnerships will be diversified.



Partners in Development

UCEP is greatly indebted to its donors and partners for which we are able to serve the underprivileged children in Bangladesh. The key donors through a donor-consortium model have continued their support in 2013. They are: Department for International Development (DFID), Embassy of the Kingdom of the Netherlands (EKN) and Save the Children International. Besides, UCEP received support in

various forms from different for-profit and not-for-profit projects and organizations.

In 2014, major efforts would be spent to seek further support from other organizations. Fund raising events and campaigns would be launched built on the fantastic work UCEP had been doing for many years in giving underprivileged children a better and secure life.



Save the Children



Kingdom of the Netherlands

Financial Statements



UCEP Bangladesh
PARASH-Touching Underprivileged Children to Gold
Balance Sheet
As of December 31, 2013

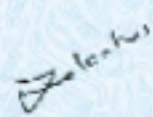
Particulars	31-12-2013	31-12-2012
Assets:		
Fixed Assets	627,208,886	664,670,641
Current Assets:	512,383,916	290,551,766
Cash and Bank Balances	391,882,360	29,385,421
Accounts Receivable	105,205,906	117,577,581
Stock Items	4,316,444	5,357,051
Other Assets	10,979,206	3,701,184
Receivable from Donors		134,530,529
Total Assets	<u>1,139,592,802</u>	<u>955,222,407</u>
 Fund and Liabilities		
Fund:	1,061,049,189	864,807,354
Unutilized Fund	143,630,766	2,392,500
UCEP Own Fund	54,127,783	41,911,754
UCEP Development Fund	236,081,754	155,832,459
Fixed Assets Fund	627,208,886	664,670,641
Current Liabilities and Provisions	78,543,613	90,415,053
Total Fund & Liabilities	<u>1,139,592,802</u>	<u>955,222,407</u>



Chairperson
Board of Governors
UCEP Bangladesh




Member
Board of Governors
UCEP Bangladesh



Executive Director
UCEP Bangladesh

Dated: Dhaka, February 18, 2014

Subject to our separate report of even date.



(A. WAHAB & CO.)
CHARTERED ACCOUNTANTS
NURUL WAHAB, FCA

UCEP Bangladesh
PARASH-Touching Underprivileged Children to Gold
Statement of Income and Expenditure
For the year ended December 31, 2013


Particulars	31-12-2013	31-12-2012
Grant Income	1,170,310,855	983,298,379
Membership Fee	12,000	17,000
Other Income	92,453,324	138,075,970
Total Income	<u>1,262,776,179</u>	<u>1,121,391,349</u>
Expenditure:		
Salary and Emoluments	831,056,088	734,012,825
Education and Social Expenses	119,621,301	104,238,160
Office Expenses	30,152,583	25,378,691
Property and Building Maintenances	28,731,634	21,473,632
Training Expenses	13,249,221	5,212,062
Development Expenses	7,496,369	4,141,058
Monitoring, Research and Evaluation	2,966,937	—
Service Charges from Donors	73,955,105	23,445,950
Depreciation (Annexure-A)	63,081,617	65,396,001
Total Expenditure	<u>1,170,310,855</u>	<u>983,298,379</u>
Excess of income over expenditure Transferred to:	<u>92,465,324</u>	<u>138,092,970</u>
UCEP Own Fund	<u>12,216,029</u>	<u>12,101,746</u>
UCEP Development Fund	<u>80,249,295</u>	<u>125,991,224</u>
Total	<u>1,262,776,179</u>	<u>1,121,391,349</u>



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(A. WAHAB & CO.)
CHARTERED ACCOUNTANTS
NURUL WAHAB, FCA

UCEP Bangladesh
 PARASH-Touching Underprivileged Children to Gold
 Statement of Receipts and Payments Accounts
 For the year ended December 31, 2013

Particulars	31-12-2013	31-12-2012
Opening Balance:	29,385,421	170,881,468
Cash in Hand	51,745	281,950
Cash at Bank	29,333,676	170,599,518
Receipts		
Foreign Donations	1,447,260,292	778,186,891
Received from:		
TVET Project	-	28,896,246
Work 2 Learn Project (DTS-I)	-	1,220,695
Work 2 Learn Advanced Project (GTS)	-	903,238
ILO Project	891,148	1,043,050
BARCIK and SAP Project	-	300,000
Continuing Technical Fund	-	360,000
Cheyne Tower Project	-	594,000
SUSTAIN Project	-	2,727,060
UNICEF and BEHTRUWC Project	-	4,577,898
CAMPEE	-	23,620
Sponsorship from AKIJ Group	-	1,600,000
Bank Interest on Foreign Donations	2,784,869	129,082
FDR Encashment	-	13,985,397
Sundry Receipts	125,683,260	79,889,766
Total Receipts	1,576,619,569	914,436,943
Total	1,606,004,990	1,085,318,411
Payments:		
Operational Expenses:	887,205,009	813,340,219
Salary and Emoluments	684,986,964	652,896,616
Educational and Social Expenses	119,621,301	104,238,160
Office Expenses	30,152,583	25,378,691
Property and Building Maintenance	28,731,634	21,473,632
Training Expenses	13,249,221	5,212,062
Development Expenses	7,496,369	4,141,058
Monitoring, Research and Evaluation	2,966,937	-
Capital Expenditure	25,619,862	53,865,472

Particulars	31-12-2013	31-12-2012
Other Payments:	301,297,759	188,727,299
Provident Fund	118,700,000	-
Tax and VAT	-	4,039,982
Security Deposits	4,486,329	7,297,552
Gratuity Fund	64,400,000	-
Provision For Expenses	-	89,500,380
Own Fund Expenses	1,784,000	4,200,000
Advance against House Rent	608,000	500,000
University	1,320,000	27,732,792
ILO Project	-	731,477
TVET Project	-	12,821,573
UNICEF BEHRTUWC Project	-	3,179,866
Sustain Project	-	577,350
Service Charge	73,955,105	23,445,950
Work 2 Learn Project (DTS-I)	-	1,618,648
Work 2 Learn advanced Project (GTS)	400,000	2,285,101
BARCIK & SAP Project	-	446,185
Advance Deposit & Prepayment (Security Deposit)	2,600,000	-
Advanced for Land	3,505,000	-
Continuing Technical Fund	-	2,058,420
Cheyne Tower	5,708,060	1,418,309
BMET	18,430,770	6,873,714
UCEP- Branding Project	3,600,000	-
Advance to BD (for Event)	1,800,495	-
Closing Balance:	391,882,360	29,385,421
Cash in Hand	61,458	51,745
Cash at Bank	391,820,902	29,333,676
	1,606,004,990	1,085,318,411

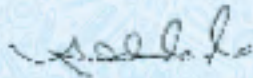

 Chairperson
 Board of Governors
 UCEP Bangladesh


 Member
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 UCEP Bangladesh


 Executive Director
 UCEP Bangladesh

Dated: Dhaka, February 18, 2014

Subject to our separate report of even date.


 (A. WAHAB & CO.)
 CHARTERED ACCOUNTANTS
 NURUL WAHAB, FCA

Areas of Operation of UCEP Bangladesh





UCEP Bangladesh

www.ucepbd.org

UCEP Technical Schools

UCEP-Mirpur Technical School Dhaka

UCEP Mirpur Region
Plot # 2 & 3, Mirpur-2, Dhaka-1216
Tel: 880-2-9000948, 9008715
Email:
mohammed.hossain4@ucepbd.org

UCEP-Mohsin Khulna Technical School, Khulna

UCEP Khulna Region
Holding # 7, Junction Road, Balkali
Boyra, Khulna, Tel: 880-41-761121
E-mail: mohitul.hasan@ucepbd.org

UCEP-Hafiz Majumdar Sylhet Technical School

UCEP Sylhet Region
Regional Complex
Bateswar, Khadim Nagar, Sylhet
Tel: 880-821-2670390
Email: abul.azad2@ucepbd.org

UCEP-Jatrabari Technical School, Dhaka

UCEP Jatrabari Region
Matuail, Shyampur, Dhaka-1362
Tel: 880-2-7543696
Email: santara.islam@ucepbd.org

UCEP-Rajshahi Technical School Rajshahi

UCEP Rajshahi Region
Santoshpur Poba, Rajshahi-6210
Tel: 880-721-861349
Email: gopal.mazumder@ucepbd.org

UCEP-Gazipur Technical School

UCEP Gazipur Region
Regional Complex
North Shalna, Gazipur Sadar
Gazipur-1706
Tel: 880-2-9204998
Email: kazi.yousuf@ucepbd.org

UCEP-Ambagan Technical School, Chittagong

UCEP Ambagan Region
Flora Pass Road, Ambagan,
Chittagong
Tel: 880-31-659509
Email: ashraf.uddin@ucepbd.org

UCEP-Barisal Technical School Barisal

UCEP Barisal Region
Regional Complex
Kashipur, Barisal
Tel: 880-431-2176303
Email: sm.hossain@ucepbd.org

UCEP-Rangpur Technical School

UCEP Rangpur Region
Regional Complex
Taluk Dharmadas, Rangpur
Tel: 880-521-55647
Email: shameem.ahsan@ucepbd.org

A. K. Khan-UCEP Kalurghat Technical School, Chittagong

UCEP Kalurghat Region
WASA Road, Mohora, Kalurghat,
Chittagong
Tel: 880-31-670829,
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UCEP Bangladesh

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