

CHAPTER VIII

Assessment of Education and Skill Training Interventions on Urban Working Children in Bangladesh: A Case Study of an NGO (UCEP)

Part I: UCEP and Its Interventions during the 1990s

The Underprivileged Children's Educational Programmes (UCEP)-Bangladesh is a national non-government organization (NGO) which seeks to provide non-formal basic education and vocational/technical training to the working and underprivileged children living in large city areas in Bangladesh, for improving the social and economic condition of such children and their families. The programme operates in all four metropolitan cities of Bangladesh – Dhaka, Chittagong, Khulna and Rajshahi. The target group of UCEP consists specifically of working children of poor families living in urban slums. UCEP students being at around 10 to 11 years of age, the uniqueness of the programme is that UCEP students continue to work while studying part-time. They work to supplement their family income (UCEP, 1996: 1). UCEP's activities include provision of non-formal general education along with employable skill training and employment support services to its target group. The long-term objective of the organization is to alleviate poverty and improve social status of the target group and its families.

We have selected this organization particularly because it is, as far as our knowledge goes, the most experienced organization in the selected field – for the longest period of time, i.e., since 1972. On the other hand, among the very few organizations in Bangladesh that are working especially with education and skill training intervention for the urban working children group, UCEP is the largest, top-most and a unique organization. As Anwarul Azim Syed and Associates cited in their research report, “in practice, an inventory of the comparable organizations revealed that no other NGO working in Bangladesh was compatible with UCEP especially because UCEP tended to deliver a much wider range of services for gainful employment of the poor, unskilled and working children. In this sense,

UCEP appeared to be a unique NGO in Bangladesh” (1998: 78). So, we have taken UCEP as our ‘case’ for an in-depth assessment of its intervention.

UCEP’s current vision is “to be a leading human resource development organization in providing cost-effective non-formal education, marketable skill training and employment promotion for the urban poor working and distressed children and adolescents in Bangladesh” (Zaman and Islam, 2000:11). In brief, the mission of UCEP is “to raise the socio-economic condition of the urban poor to a level that they can effectively participate in national development with enhanced capacity and dignity and fulfilment of their basic rights” (UCEP-Bangladesh, 1999:8).

8.1. Background and Major Features of UCEP

8.1.1. Background of UCEP:

UCEP was founded on the base of the socio-economic condition of the capital city of Bangladesh during the post-liberation period in the early 1970s. Rapid growth of slum households was observed during this time around the large cities specially in Dhaka Metropolitan City. The shifting of people from rural to urban areas was growing fast due to natural hazards like flood, river erosion, etc. and the people were flocking to city areas in search of food and shelter. In these circumstances, late Lindsey Allen Cheyne, a renowned social welfare activist and educationist of New Zealand, who visited Bangladesh to carry out voluntary rehabilitation work after the war of Independence in 1971, founded UCEP in 1972.

The concept of this project was derived from a publication entitled *Our Unfortunate Children as Labourers* by Professor Ahmadullah Mia.¹ The publication was based on a field study on the child labour problem conducted in 1970 in Dhaka city by the Institute of Social Welfare and Research (ISWR) of Dhaka University (Syed & Associates, 1998: 1). According to Prof. A. Mia, “the study described and analyzed the life situation of urban poor children who didn’t have any schooling and instead were engaged in selling physical labour in order to earn a living. The same study suggested some approach and programme outlines aimed at alleviating the deprivation and improving the life situation of the working children.... It was in

¹ Prof. Ahmadullah Mia also played a very important role as the Executive Director of UCEP since 1988 to 1998.

this context that UCEP came into being in order to provide opportunities for schooling of the poor working children in urban locations and thereby to increase their access to better socio-economic opportunities” (1995: 6). However, in response, L. Allen Cheyne established the present Underprivileged Children’s Educational Programme (UCEP) as a foreign non-government organization to help the poor urban children.

UCEP provides the poor working children in various slum areas of the four major cities in Bangladesh with the opportunities to acquire free schooling (in different shifts) and skill development training with job placement support to enhance their scope to get employed gainfully. But it achieved the present status step by step. The first school of UCEP, with an enrollment of 60 students in one shift, opened on a pilot basis in the premises of ISWR of Dhaka University. In 1980, the programme spread out to Chittagong with the opening of two schools with total enrollment of about 350 students in four shifts; and in 1981, UCEP schools opened in Khulna in three shifts with 300 students. In 1994, UCEP schools extended to Rajshahi. The organization started its ‘Technical School’ programme from 1983 in Dhaka.² In 1988, it was recognized as a national NGO under the Voluntary Social Welfare (Registration and Control) Ordinance, 1961. The significant success of the UCEP model has led to replication of this model even outside the country e.g. in Nepal and Indonesia (UCEP-Bangladesh, 1999: 9).

8.1.2. Aims and Objectives of UCEP:

The aim of the programme is to improve the socio-economic life condition of urban poor children and their families by providing them basic education as well as skill training so that they become useful and productive human resources of the society (Ehsan, M.A., 1998: 158).

The specific objectives of UCEP are to:

- “(a) Provide special schooling facilities for the urban working children or street boys and girls who have had no opportunity to attend public school or dropped out in the very early stage of primary education;
- (b) Provide such children with training opportunities to acquire employable technical skills after they have their basic education in UCEP schools;

² Technical School started in Chittagong in 1992 and in Khulna in 1993. The ‘Para-Trade’ (Basic Skill Training) Programme started in Dhaka and Chittagong in 1995 and in Rajshahi in 1999.

- (c) Assist such children to find suitable employment and for that purpose, establish links with potential employers;
- (d) Undertake social work services to ensure cooperation of families and others concerned in promoting education and social rehabilitation of the children;
- (e) Organise and conduct activities in accordance with other agencies in order to contribute to the establishment of the rights of the working children and thereby increase the conditions of human rights fulfilment at a wider scale; and
- (f) Develop appropriate staff and necessary training facilities for staff to fulfil the above activities efficiently and economically” (Mia, A. 1995:13).

The long-term objectives of the project, however, are to rescue the young children from deprivation of child rights and incarceration of exploitation and set them on the right track of life with capability of being established in life honourably. UCEP aims to attain these objectives through planned interventions with education, training and rehabilitation.

8.1.3. Target Group of UCEP:

The target group of UCEP consists of street and working children and adolescents of very poor families living in urban slums and squatter settlements. The major occupational categories of such children and adolescents of 10+ years of age are coolie (porter), domestic servant, petty trader, hotel boy, garbage collector, firewood collector, water seller, shoe shine boy, day labourer, shop keeper, factory worker, rickshaw puller, etc. Most of them were engaged in the non-formal sector with occupations like domestic aid, wood/garbage collector, day labourer, tiffin carrier, water seller, etc. (Table 8.1).

Among the two groups of working children in 1994 and 1998, however, there was no major change in their work pattern. In both the years, the majority of them i.e., about 57 per cent in 1994 and 58 per cent in 1998 were involved in poor self-employment. About 24 per cent, both in 1994 and 1998, were engaged in technical works like factory worker, workshop assistant, tailoring/embroidery, packet maker/florist and carpenter. Only in case of hazardous works, i.e., working as domestic aid, day labourer, garbage collector, rickshaw/cart puller or pusher, porter, there were some variations. Slightly more children were involved in these hazardous works in 1998 (30.67%) than that in 1994 (26.67%). Therefore, the target groups of UCEP for both these years were almost same: underprivileged urban poor children.

Table 8.1: Occupation of UCEP Students in 1994 and 1998

Sl. No.	Occupation of Students	Percentage of Students	
		July-Dec. 1994	April 1998
1.	Domestic Aid	17.89	13.55
2.	Factory Worker	13.71	11.03
3.	Wood Collector	13.44	7.62
4.	Shopkeeper/Assistant	9.23	8.12
5.	Hawker/Vendor	9.32	5.48
6.	Petty Trader	7.13	8.05
7.	Day Labourer	3.56	9.90
8.	Workshop Assistant	2.19	5.18
9.	Tiffin Carrier	3.15	4.17
10.	Tailoring/Embroidery Work	3.89	3.62
11.	Packet Maker/Florist	3.89	3.82
12.	Garbage Collector	3.29	2.24
13.	Water Seller	3.06	2.21
14.	Rickshaw/Cart Puller/Pusher	0.65	3.55
15.	Hotel/Mess Boy	---	2.91
16.	Fish/Vegetable Seller	---	2.52
17.	Coolie (Porter)	1.28	1.22
18.	Ice Cream Seller	---	1.12
19.	Office Peon	0.09	1.01
20.	Carpenter	---	0.30
21.	Others	4.25	2.38
Total		100.00	100.00

Sources: For 1994: Mia. A. (1995). *UCEP Approach to Poverty Alleviation: Education, Skill Training and Employment – A Promising Path*; UCEP Bangladesh, Dhaka, p. 56. And for 1998: Zaman & Islam (2000). *Creating Miracles for the Working Children*; UCEP Bangladesh, Dhaka, p. 18.

8.2. The Organization and the Strategies of UCEP

8.2.1. The Organization of UCEP:

UCEP is a national NGO. It has a well-organized and strong organizational set-up with its dynamic and transparent character. “UCEP Association” with its 29 members, is the supreme body, interacting with the UCEP management through a 7-member elected “Board of Governors”. UCEP Association and Board of Governors take active interest in finalizing strategic issues and plans (Zaman & Islam, 2000:36). A simple line of management, starting from the Director down to the Unit/School Administrators implements the activities. The organization structure of UCEP-Bangladesh, however, can be shown in the Fig. 8.1 where the organogram of UCEP is given.

8.2.2. Strategies of UCEP Operation:

The unique character of UCEP intervention lies in its operational strategies for encouraging school enrollment and retention of the working children and assisting them in getting permanent employment and increased income. The major strategies followed by UCEP are as follows:

i) Special type of education for working children: UCEP offers a special type of basic education for urban working children based on their needs and the reality. Basic education and skill training is tailored to the needs and circumstances of working children, graduating them into the employment market. UCEP also maintains a “child-centred” education system with its non-formal character while following a condensed curriculum based on that of the formal educational system. Lessons are included which relate to the real life situation of poor urban working children. Schools are within proximity of where these working children are concentrated facilitating easy access (Chaturvedi, S. 1994:110). Primary health care of the students, cost-free books and other materials, home-visits and follow-up system by the teachers and in some cases giving stipend to the students (in vocational education) are the major need-based strategies to attract these children and their families to accept this programme.

ii) Learning with earning: Work and schooling at the same time is another important strategy of UCEP. Children can attend school during a shift as the schools operate in three shifts a day (each of 2.5-hour duration), convenient to them without having to affect their employment, so that there is no economic loss to the children attending school (Mia, A. 1995:15).

iii) Shortened school-year: UCEP runs two sessions, each having 135 school days, in one calendar year. Thus it takes only $4\frac{1}{2}$ years to complete grade-VIII instead of 9 years to complete the same grade in regular schools. With little or no school days lost in the session, students are given predesigned lessons. “The lessons are specifically focussed on learning skills, and thus the utilization of shortened school year is optimum” (Mia, A, 1995:16).

iv) Employable skill training: After completion of basic education in general schools, UCEP offers skill training in different trades in its technical schools for the selected students. “With respect to technical training, UCEP adopts

its program to the market needs of skilled and semi-skilled labour. Thus the training is adapted to the Modules of Employable Skills” (Mia, A. 1995:180).

v) Community participation and involvement: In UCEP approach, different communities (parents, employers, local self-government authorities, slum leaders, etc.) participate in its programme activities. “Regular meetings held with parents are a form of effective social mobilisation in gaining their support and interest in their children’s education. It is not only the working child but also the family which has to be brought within the network of social service and interventions, and emphasis is given to this aspect of the programme. Teachers maintain close contact and interaction with children, families and employers” (Chaturvedi, S. 1994: 110). According to Prof. Mia, “UCEP established its school units in areas where not only the working children concentrate but also where the local community offers land, school houses, donations, etc. Local influential and self-government authorities are involved in mobilizing general community support for infrastructure facilities and motivating the parents and employers of the working children for their education” (1995:180).

vi) Linkage between basic education, vocational training and employment is a key UCEP strategy: UCEP makes a strong combination of basic education, vocational training and comparatively permanent and better employment. Technical training is continuously adjusted to the demand of the labour market thus assuring that students acquire employable skills. Skills and vocational training form a central part of the curriculum and students are imparted expertise and skill that is readily absorbed in the labour market. Working children’s motivation for non-formal education is higher when they see clear future prospects – continuing their education further in the school system or skill training that leads to employment (Chaturvedi, S. 1994: 110).

vii) Networking with industry, business, employers and other organizations: In addition to community involvement, UCEP networks with employers in industry, business and other related sectors as a strategy to facilitate its graduates’ access to better employment. As Suvira Chaturvedi mentioned, UCEP “...maintains adequate data on suitable employers and updates labour market information. Private sector industries brought under linkage with UCEP are

gradually accepting the principle of cost sharing of vocational training. In addition, cooperation with various agencies extends to include awareness of the rights of working children” (1994: 111).

viii) **Staff training and well-designed supervisory systems:** Operation of the project by the well-trained, competent staff (teachers, instructors and others) is an important strategy of UCEP. Therefore, training is a cornerstone of the programme, and an essential ongoing activity for both teachers and other staff of the project. According to Prof. A. Mia, “hence human resource development assumes high significance in order that well-trained and highly motivated personnel at all levels are ensured. Due to the difficulty in getting qualified teachers, UCEP develops and implements project-related teacher’s training in consultation with relevant government and non-government agencies” (1995: 18). Teachers provide special assistance and follow-up to slow learners as well as encouragement to bright students for further academic training. Teachers also undertake social interventions and different needful activities. “The emphasis given to teacher training results in a “user”-friendly environment, quality education and the achievement of high attendance and retention rates” (Chaturvedi, S. 1994: 111).

8.3. UCEP’s Interventions in Programmes

UCEP addresses an integrated approach to education for its target group - that is urban poor working/street children who have never been enrolled in or have dropped out of the formal school system. In the initial stage, the approach was, as stated by Prof. Ahmadullah Mia, “to ‘work with children and families’, breaking the vicious cycle of poverty through enlightenment, confidence building and improved ability of the poor to compete in the employment market. The initial thrust, in practice, was on the provision of basic education for the poor children at work without tampering with their earning which was necessary for their survival. Subsequently, services were expanded to include skill training so that the poor children could acquire qualities to earn in the labour market with better chances for upward socio-economic mobility. Thus, human development was the strategy for changing the plight of the poor” (Mia A. 1998: 8).

At present, human resource development (HRD) by using the urban working children is a major thrust of UCEP. "Taking the poor working children as raw materials, UCEP processes them through 4 years³ of basic education and 6 months to 2 years of vocational training, and then puts them through on the job training; and thus UCEP transforms them (children) into a 'product' in the form of semi-skilled/skilled workers easily employable in trade/industry" (Chaudhury, S. 1998a: 20). However, with its model, the organization has overcome the test of time and through the process of trial and error, the model of educational practices by UCEP has been perfected. At present, the UCEP project consists of five major inter-linked components:

- i) General education (GE) programme,
- ii) Vocational education (VE) programme,
- iii) Para-trade training (PTT) programme,
- iv) Employment and field service (EFS) scheme,
- v) Teachers' training and staff development programme.

The conceptual framework of the UCEP model might be more clear from the diagram below (Figure 8.2) where the total UCEP-intervention with its effects is shown.

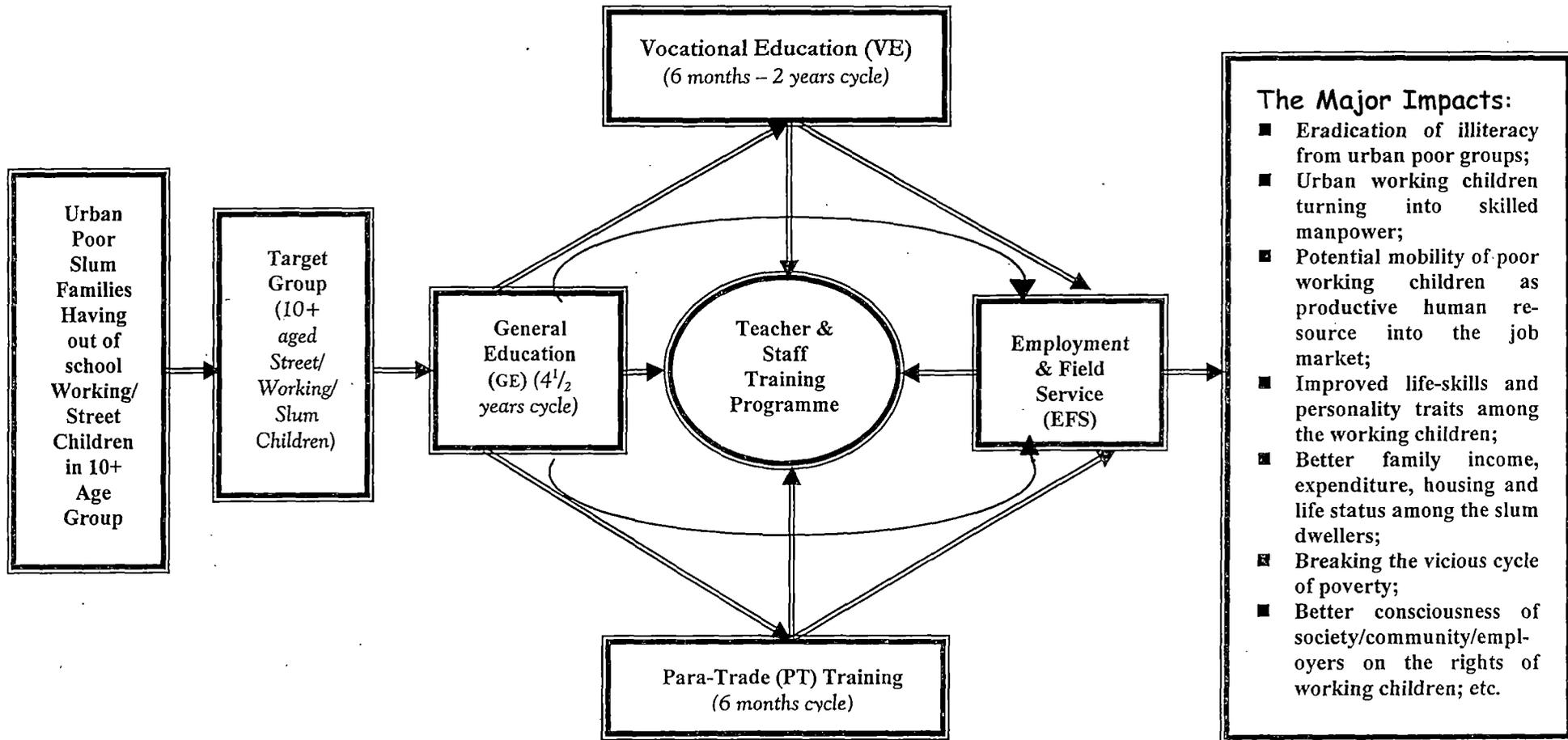
8.3.1. General Education (GE) Programme:

The UCEP general education programme is composed of a 3-year primary education cycle (Grade IP-V) and 1^{1/2}-year lower secondary education cycle (Grade VI-VIII). Therefore, the entire general education programme extends over 4^{1/2}-years.

The GE component consists of 30 General Schools (as on June 2000), out of which 14 are located in the slum areas of Dhaka, 8 in Chittagong, 6 in Khulna and 2 in Rajshahi. A total of 20,946 (in January-June 2000 session) children, out of which 51 per cent were girls attended these general schools (UCEP-Bangladesh, 2000: 13). The present curriculum of UCEP's GE which was developed in the early 1990s was implemented in July 1990. GE programmes are, however, non-formal in character, because the children are allowed to continue working and earning of their

³ At present, basic education is upgraded upto grade VIII for 4^{1/2} years.

Figure 8.2: The UCEP Intervention on the Urban Underprivileged Children and Its General Impacts



- The Major Impacts:**
- Eradication of illiteracy from urban poor groups;
 - Urban working children turning into skilled manpower;
 - Potential mobility of poor working children as productive human resource into the job market;
 - Improved life-skills and personality traits among the working children;
 - Better family income, expenditure, housing and life status among the slum dwellers;
 - Breaking the vicious cycle of poverty;
 - Better consciousness of society/community/employers on the rights of working children; etc.

Source: Prepared by the author with the help of UCEP Annual Report, 1998-99 and 99-2000; UCEP-Bangladesh, Dhaka.

livelihood whilst they attend schools. The schools operate on a three-shift pattern each day. The duration of each shift is two and half hours divided into four lessons and children can attend school during a shift convenient to them without having any adverse effect on their earning. The schools also operate within a shortened school session (only 6 months), thus enabling children to study and at the same time giving them opportunity to work. The schools run two academic sessions, each having 135 school days in one calendar year. Therefore, a child can complete two grades in a year and thus takes a total of four and half years to complete grade VIII – instead of eight years in a public school system for the same grade (Ehsan, M.A. 1999: 160). At UCEP, however, graduation takes place in two grades: V (Primary) and VIII (Lower Secondary) [Zaman & Islam, 2000: 23].

The curriculum of UCEP's GE programme is designed in such a way as to ensure that the students do not require any home reading. Basically it follows the curriculum and textbooks as prescribed by the National Curriculum and Textbook Board (NCTB). The syllabus followed ensures best output in the shortest possible time. The curriculum has been abridged to make it appropriate and manageable within the shortened academic year. UCEP provides all the books and other learning aids to its GE students free of cost. However, the organization reviews its curriculum each year on the basis of feedback provided by the teachers, school administrators and independent observation of the GE programme section.

The GE component has given major thrust to improve the quality of education. The educational management, supervision and monitoring system were further strengthened by introducing comprehensive tools covering all aspects of the general education programme. Emphasis was also given to develop educational materials to make the teaching/learning process more effective (UCEP-Bangladesh, 1998: 1). As an effect of all these efforts, the attendance rate was maintained satisfactorily at 94.23 per cent and the dropout rate was very low, only 3.94 per cent in 1999-2000. The academic success of the students was also highly satisfactory which stood at 97.37 per cent in January-June 2000 (UCEP-Bangladesh, 2000: 13-14).

8.3.2. Vocational Education (VE) Programme:

The Vocational Education (VE) of UCEP students starts after successful completion of its general education. UCEP students, upon graduation in GE, may

bifurcate into two different routes of vocational education available at their doorstep. The first route is through technical schools (TSs). UCEP's VE programme consists of 3 vocational training centres called technical schools, located in Dhaka, Chittagong and Khulna. UCEP started vocational education on a pilot basis in Dhaka in 1976 and on the success of the pilot programme it started the permanent technical school programme in Dhaka (DTS) in 1983, Chittagong (CTS) in 1992 and Khulna (KTS) in 1993. These technical schools offer hand-on vocational training for the urban working children in the fields of Electronics, Repair of Refrigerators and Air Conditioners, Offset Printing, Carpentry, Welding and General Fitting, Auto Repair, Textile etc. (See Table 8.2). There are two shifts in

Table 8.2: UCEP's Vocational Training Schools for Different Trades

School	Units	Trades	Course Duration	Targeted Gender
Dhaka Technical School (DTS)	1. Automobile	1. Automobile	2.0 years	For boys only
	2. Welding and General Fitting	2. Welding & Fabrication	1.5 years	For boys only
		3. Mechanist	1.5 years	For boys only
	3. Electronics, Electrical, Refrigeration & Airconditioning (EERAC)	4. Electronics	1.5 years	For girls only
		5. Electrical	1.5 years	For boys only
		6. Refrigeration and Air-conditioning	1.5 years	For boys only
	4. Printing	7. Offset Printing	1.5 years	For boys only
5. Carpentry	8. Carpentry	1.5 years	For boys only	
6. Tailoring and Garments	9. Garments	0.5 years	For girls only	
	10. Knitting	0.5 years	For girls only	
	11. Finishing of garments	0.5 years	For boys only	
	12. Garments machine maintenance	1.0 years	For boys only	
7. Textile	13. Weaving	1.5 years	For boys only	
	14. Spinning	1.5 years	For boys only	
	15. Knitting	0.5 years	For boys only	
Chittagong Technical School (CTS)	1. Metal	1. Metal	1.5 years	For boys only
	2. Electrical	2. Electrical	1.5 years	For boys only
	3. Garments	3. Tailoring and garments	1.0 years	For girls only
4. Garments		0.5 years	For girls only	
Khulna Technical School (KTS)	1. Metal	1. Metal	1.5 years	For boys only
	2. Electrical	2. Electrical	1.5 years	For boys only
	3. Traditional Tailoring	3. Tailoring and Embroidery	1.0 years	For girls only
		4. Tailoring & Garments	1.0 years	For girls only
		5. Garments	0.5 years	For girls only
Total : 03	13	24	(0.5 – 2.0 years)	16 for boys 8 for girls

Source: Prepared by the author with the help of (i) UCEP Annual Report 1998-99 & 1999-2000, UCEP-Bangladesh, Dhaka 2000, pp. 24 & 50; & (ii) Zaman & Islam (2000): *Creating Miracles for the Working Children*; p. 27.

every school per day, each of 3.5 hours duration and children can attend in any shift convenient to them without having any major effect on their earning. In three technical schools, there are 24 trades; 15 trades under seven units in DTS, 4 trades under 3 units in CTS and 5 trades under three units in KTS. According to *1999-2000 Annual Report* of UCEP-Bangladesh, there were 1,461 students in 3 technical schools, 48 per cent of them were girls and the overall attendance rate was 96 per cent while the dropout rate was only 2.88 per cent (UCEP-Bangladesh, 2000: 23).

According to Prof. Ahmadullah Mia, “the major thrust of UCEP activities is vocational training and will continue to be so in the foreseeable future in view of the growing demand for skilled and semi-skilled manpower resource of the country” (1998b: 40). All vocational training courses are oriented to the needs of the local labour market. This programme also has been accredited by the Bangladesh Technical Education Board (BTEB) and allows the graduates to take part in the examinations conducted by the Board (Mia, A. 1998b: 40). A total of 55 graduates from the technical schools appeared in the National Skills Standard – III (NSS-III) test of January-December 1998, conducted by the BTEB. Actual tests were held in February 1999 and 52 graduates (i.e., 95%) came out successful (UCEP-Bangladesh, 1999: 25) and it reflects the standards or quality of UCEP technical educational intervention.

8.3.3. Para-Trade Training (PTT) Programme:

Para-trade training (PTT) is the second option to the UCEP’s GE graduates. PTT programme is an innovative, and cost-effective vocational training intervention of UCEP that allows urban working children to acquire basic skills in simple trades in a very short span of time, i.e. only 6 months. Advantages of PTT are manifold, e.g. low initial investment, low operating expenses, and higher chances of self-employment (UCEP-Bangladesh, 1999: 29). This programme is a new one in the developing process of UCEP intervention. The existing capacity of UCEP vocational training schools seemed insufficient to accommodate the students completing UCEP general schools programme and desired skill training. Considering the need for expanded skill training opportunities and at a lower cost, UCEP has introduced a short-term skill training programme which requires a minimum of equipment but can provide marketable skills (Mia, A. 1997: 7).

UCEP launched its first Para-Trade Training Centres (PTTC) in 1995 in Dhaka and Chittagong as a 'model' programme supported by ILO/IPEC. These two PTTCs were merged in the mainstream of UCEP's VE starting from August 1997. The third one was started in 1998 at Mohammadpur, Dhaka. In 1998-99, two more PTTCs were established at Postogola, Dhaka and in Rajshahi to create opportunities for a greater number of UCEP's GE graduates. At present, i.e., in 2001, there are 5 PTTCs, 3 in Dhaka and one each in Chittagong and Rajshahi. Each of the centres runs two shifts a day. PTTCs offer 8 trades for its 6-month training course. These are: Electrical, Embroidery, Signboard and Banner Writing, Screen Printing, Tailoring, Wood Curving, Motor Mechanics, and Leather Crafts. In the 1999-2000 session, 579 trainees were enrolled in these 5 PTTCs and 34 per cent of them were girls. The attendance rate was 94.47 per cent and the dropout rate was 1.00 per cent (UCEP-Bangladesh, 2000: 29).

8.3.4. Employment and Field Service (EFS) Programme:

According to the goal-oriented programme of UCEP, after the passing out of the students from general schools, technical schools or para-trade training centres, UCEP goes for providing jobs and arranging self-employment of such graduates through its Employment and Field Services (EFS) programme. As the key indicator of success of UCEP, EFS arranges 'on-the-job training' and 'job placement' for its graduates. "The modus operandi of EFS includes: labour market survey, linkage with employers, observance of employers' day, organization of job hunting days/weeks and follow-up visits to the employers and graduates" (UCEP-Bangladesh, 1999: 32). This programme started from July 1991 named 'Job Placement Component'. However, the specific activities of this programme are as follows (UCEP-Bangladesh, 2000: 33):

- (a) Conducting surveys on the job markets;
- (b) Establishing linkages with the employers;
- (c) Assisting UCEP-trained graduates to get appropriate jobs;
- (d) Observance of employers' day;
- (e) Organization of the job hunting days/weeks;
- (f) Arranging on-the-job-training for its graduates;
- (g) Follow-up visits to the employers and the graduates.

During the year 1999-2000, a total of 1,909 graduates were placed in various industries, workshops and other production units or organizations. Out of them, 431 graduates were from general schools, 1,302 from technical schools and 176 from para-trade training centres. The overall ratio of employed boys and girls was 56:44 (UCEP-Bangladesh, 2000: 34). The rate of 'Job Placement' in the 1998-99 session, however, was 93.70 per cent for TS graduates, 70.40 for PTTCs graduates and 14.70 for GS graduates.

8.3.5. Teachers' Training and Staff Development Programme:

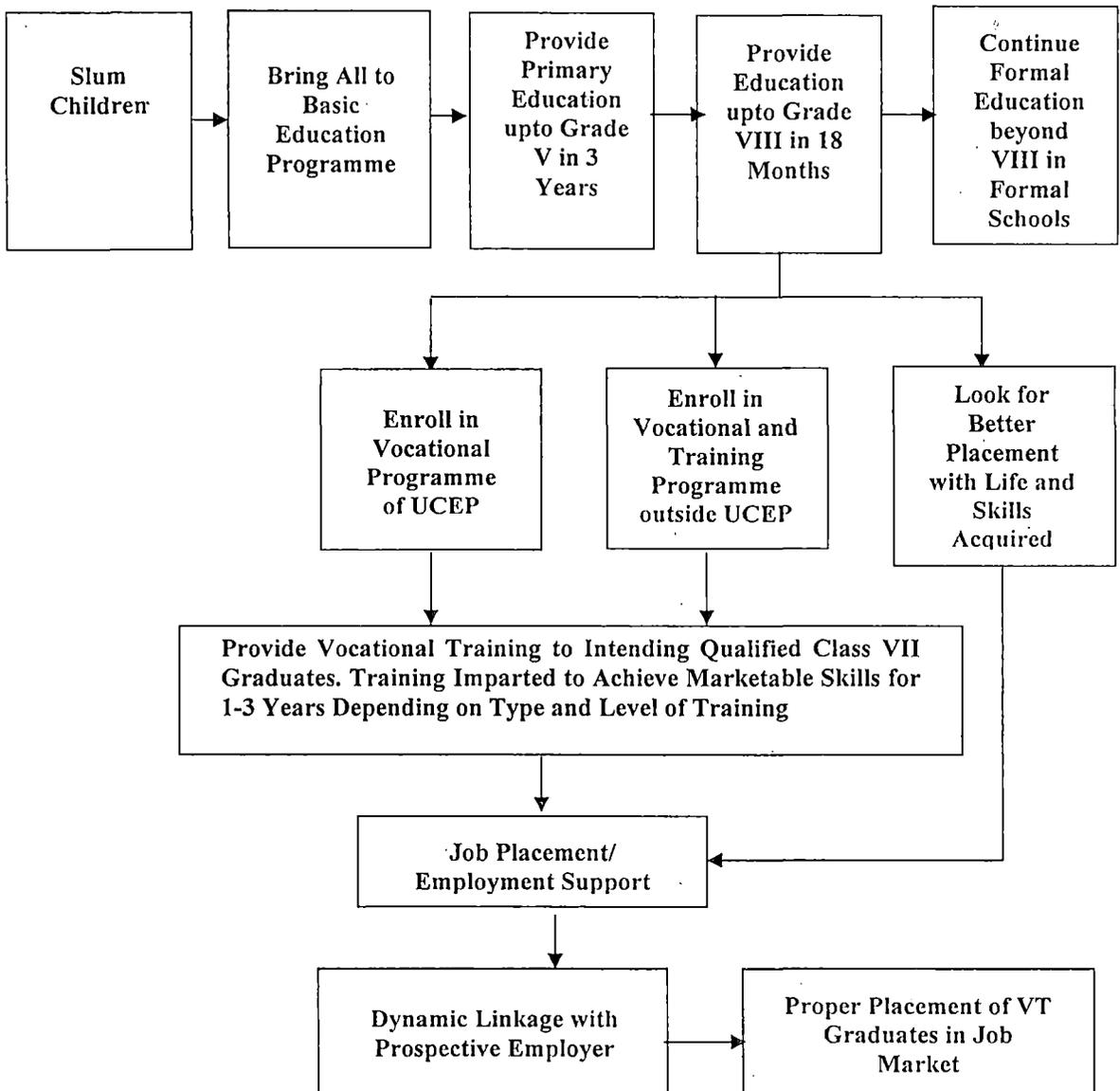
The training of teachers, instructors and the support staff is an integral and on-going programme of UCEP. Based on systematic training needs analysis, the staff at all levels received elaborate sectoral skills and project-related training on regular basis throughout the life of the project. Teachers and the supervisory staff of the project unit and higher levels in the line of management are the most important categories of personnel in implementing the programmes. After recruitment of personnel, the organization offers needful training to them as it considers that people are its best resources and best advertisements. However, on-the-job training for the staff begins with orientation training immediately following the recruitment. Since UCEP has peculiar requirements to work with its special target groups, training is specifically tailored to such requirements. In addition to pedagogy, teachers are given training on the life situation of the working children and their families, their individual and environmental limitations, alternative approaches to education suitable for the poor working children, techniques of monitoring and evaluation of progress of learning, development and proper use of teaching materials appropriate for the target group, and accountability to UCEP management as well as other concerned groups. The supervisory staff are generally trained on the above, but in addition, on the need and importance of supervision, human relations and leadership, planning and budgeting, monitoring and evaluation procedures and reporting, etc (Mia, A. 1995: 21&23).

Nowadays, however, human resource development (HRD) is being a very important component of UCEP intervention. HRD determined the competencies that are most crucial for effective job performance and consequently those needs were satisfied through the activities of 'In-house Training', 'Training in Other Institutions', 'Training Abroad', 'Earning Revenue from HRD', 'Training Evaluation' etc. But the priority is given two in-house training as usual. A positive

relationship between the trainers and learners maximized the benefits out of these trainings. In 1999-2000, a total of 9 training courses⁴ in 8 batches covering 754 participants and 2,322 training days were conducted (UCEP-Bangladesh, 2000: 40). A new modular training in “Job Market Survey” was launched from 1998-99 for UCEP’s job placement officers. Besides this, “Induction Training” for new employees was also introduced (UCEP-Bangladesh, 1999: 36).

However, the conceptual framework of UCEP model and inter-link among the components may be clearer from the following figure (Figure 8.3).

Figure 8.3: The Conceptual Framework and Inter-link among the Components of UCEP

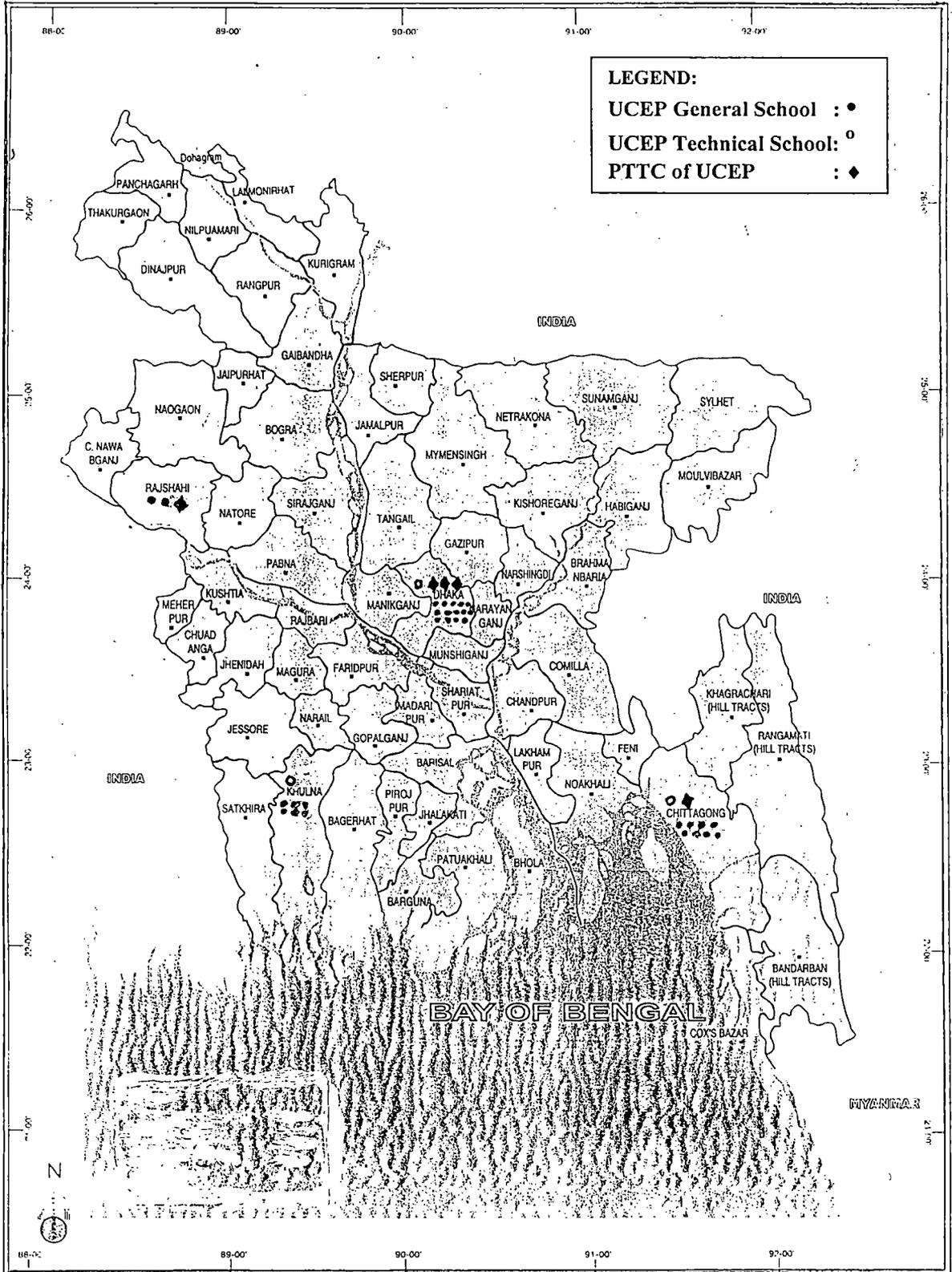


Source: *Study on the Situation of UCEP General School Graduates Who Are Left –out from UCAP Vocational Education*; Final Report, Kaji Saleh Ahmed, Dhaka, 1998:3.

⁴ The title of these courses were: 1. Teacher’s Basic Course, 2. Curriculum Development, 3. Training on EFI System, 4. Child Rights, 5. Team Building and Leadership, 6. Mobilizing Resources, 7. Safety Management, 8. Managing People and 9. Kinesiology.

The location of the organization with its branches is shown in the Map 8.1. below:

Map 8.1: Location of UCEP Programmes in Bangladesh during the Late 1990s.



Based on -
Source: Annual Report of UCEP, 1999-2000; UCEP-Bangladesh, Dhaka.

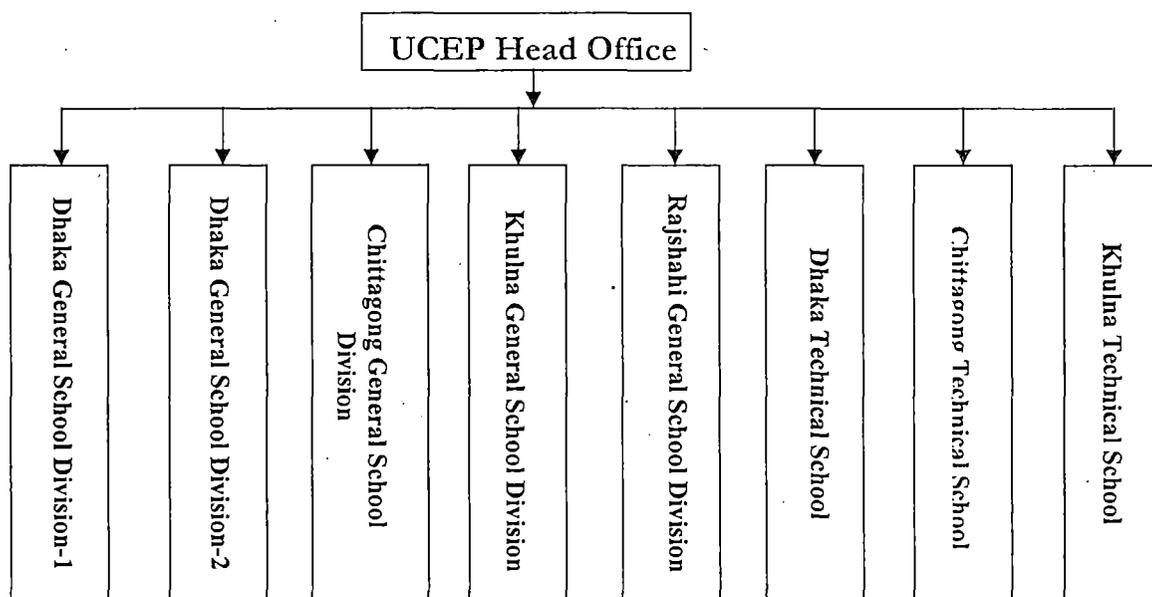
8.4. Administration, Management, Monitoring and Evaluation of UCEP

8.4.1. Administration and Management:

In the operational level of UCEP administration, 'Executive Director' (ED) is the chief. There are two 'Deputy Directors' (DD) – one for 'Programme' and the other for 'Corporate Affairs' – under the ED. There are two 'Managers' under DD for programme, one is for 'General Education' and the other is for 'Vocational Education'. Three other Managers are directed by DD-Corporate Affairs: Manager-Finance and Accounts, Manager-Administration and Personnel, and Manager-Human Resource Development. The Managers, who are directly controlled by the DDs and the ED, are mainly responsible for implementation, management and supervision of all programme activities of the concerned department. Different subordinate officers and staffs assist them in different stages (See the Organogram of UCEP in Figure 8.1).

Geographically, UCEP is divided into 8 divisions. Each division is headed by a Divisional Coordinator. The administrative divisions are shown in Figure 8.4 below:

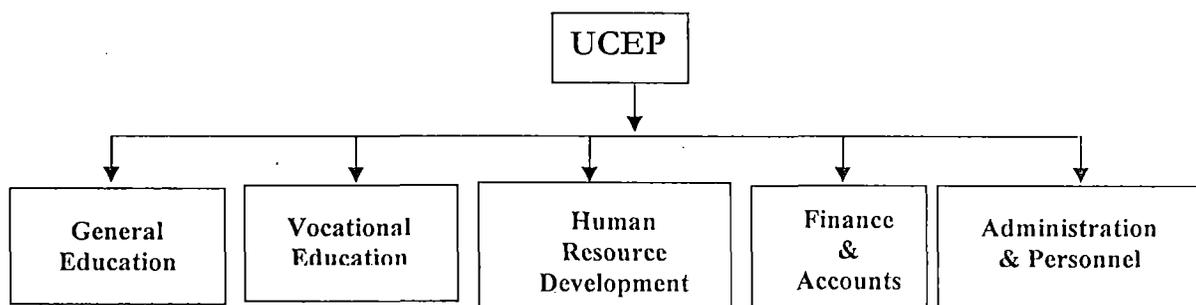
Figure 8.4: The Administrative Divisions of UCEP-Bangladesh in Late 1990s



Source: *Creating Miracles for the Working Children*; Zaman & Islam, June 2000: 38.

On the other hand, functionally UCEP is divided into the following major components each headed by a 'Component Manager' as shown in the following Figure 8.5 :

Figure 8.5: Programme Components of UCEP-Bangladesh in Late 1990s



Source: Zaman & Islam, Ibid, p.39.

With this organizational and administrative set-up, UCEP management practices the concept of decentralization and transparency by ensuring the participation of the members of staff in every major decision (Zaman & Islam, 2000: 36). According to Prof. Ahmadullah Mia, "a participatory approach is followed so as to ensure the involvement of the units in physical target setting, budgeting, and following up the implementation of the program with a built-in-monitoring system. The approach establishes a proper feedback system in both upward and downward directions. The top management is responsible for overall planning and supervision of the program, financial monitoring, improving the quality of staff through various staff development activities, improving the quality of the programme and for initiating development activities" (Mia, A. 1995: 26). Therefore, UCEP provides equal opportunity with a fair deal to its staff and in return, the staff render a highly dedicated and professional service to the organization. The organization and the management system, however, may be assessed through its major regular activities. These are as follows:

i) **Recruitment and Manpower:** Recruitment of the senior staff for its management, and teaching-instructional and menial staff is one of the major activities of UCEP management. With the growing trend of the organization and expansion of activities, the need of new recruitment for different components and administrative divisions has also grown up gradually throughout the 1990s. UCEP management performed this duty successfully according to its recruitment policy. Personnel were recruited in two dimensions:

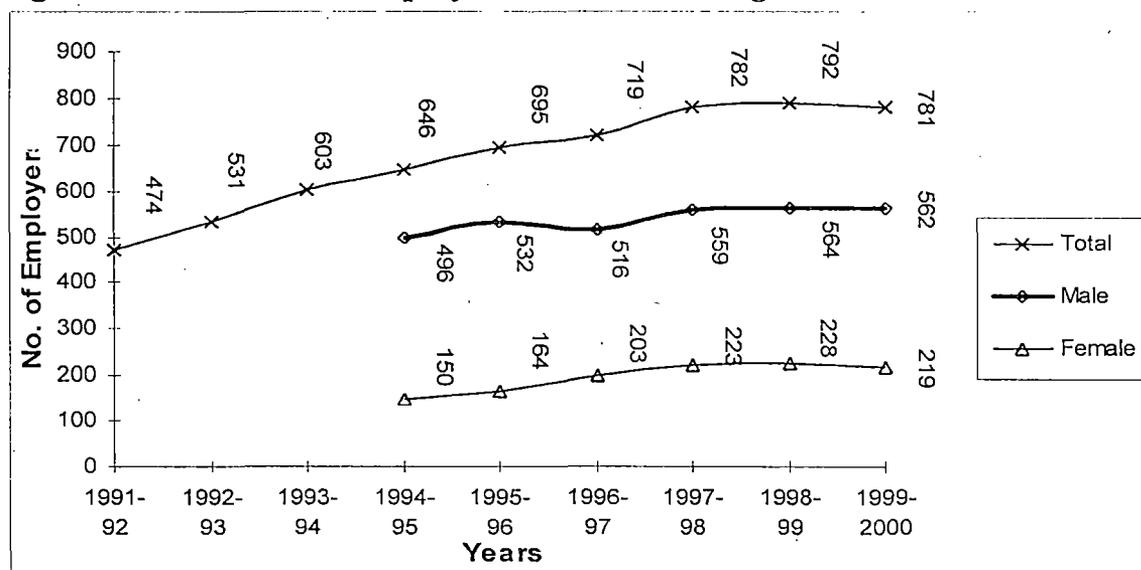
a) *Recruitment against the existing vacancies*: As some posts were vacated either “due to their unsatisfactory performance and/or lack of sufficient commitment to their responsibilities” (UCEP-Bangladesh, 1996: 29), or by the resignation of personnel for their own interests.

b) *Recruitment against the newly created posts*: As the programmes were expanded, new administrative divisions were created and new components were developed for better intervention of the organization.

Under these two dimensions, UCEP recruited its personnel in every year of the 1990s. For example, in 1999-2000, a total of 58 personnel were recruited. Out of them 5 were senior staff in the ranks of Deputy Director and Manager and the rest were teaching, instructional and administrative staff for different components (UCEP-Bangladesh, 2000: 42).

Figure 8.6 below shows the staff strength of UCEP throughout the 1990s. In 1991-92, UCEP had a total of 478 employees. According to the growth of the project, more and more staff were needed and the number of employees increased rapidly from 1991 to 1998. In the middle of the decade, i.e., in 1994-95, this figure increased by more than 35 per cent (i.e., 168) over the 1991-92 figure and the total number of staff were 646. In 1997-98, the figure increased to 782, adding 63.6 per cent (i.e., 304) new employees since 1991-92. From July 1998 to June 2000, however, the number of employees was found to be more or less, in a stable

Figure 8.6: Number of Employees in UCEP during the 1990s ⁵



Source: *Annual Reports of UCEP Bangladesh, 1991-92 to 1999-2000*; UCEP, Dhaka.

⁵ The sources of data for the figures and tables of this section are the relevant *Annual Reports* of UCEP (i.e. from 1990-91 to 1999-2000).

position – in fact, it decreased slightly. In 1999-2000, the increasing of employment was found to be declining (i.e., from 792 in 1998-99 to 781 in 1999-2000). A low rate of new recruitment and a comparatively higher rate of resignation of staff were the two main reasons behind it ⁶.

Figure 8.6 also shows the male-female division among the employees. It may be mentioned that, in the middle of the 1990s (in 1995-96), UCEP management emphasized to reduce gender gaps in its recruitment and in total manpower. From then, it continued its preference for female candidates to increase the number of female employees at all levels (UCEP-Bangladesh, 1996: 29). Before that time (i.e., in 1994-95) only 23.22 per cent (i.e., 150) of the employees were female. According to its new recruitment policy, UCEP tried to improve the situation and in 1995-96, out of its newly recruited staff, 54 per cent were females. By this way, however, UCEP increased its female staff to 28.23 per cent in 1996-97. This trend declined in 1999-2000 (i.e., to 219 from 228 of 1998-99).

ii) Board Meeting, Association Meeting and Management Meetings:

These three types of meetings are the main pillars of the UCEP administrative and decision-making system. These are periodical routine meetings also. On an average, 10 meetings of UCEP Board of Governors were held in every year throughout the 1990s. The Board acted a very responsible and important role, remained informed of the UCEP activities and provided necessary support and guidance to the management. In these Board meetings, in addition to routine matters, other important issues raised from time to time were also resolved. For proper guidance and contribution to the organization, in necessary situation, the Board of Governors formed different committees consisting of Board Members, Association Members and Component Heads of UCEP in order to increase the effectiveness of the Board in performing its role, particularly in giving a closer look into the policy and critical management matters (e.g. in 1996-97) [UCEP-Bangladesh, 1997: 30].

Annual General Meetings were also held in each years in the 1990s with the members of UCEP-Association. These meetings generally applauded the performance of UCEP management during the relevant reported period and

⁶ Another important cause behind it was that UCEP management decided not to recruit huge staff with a view to reducing the overall programme costs (UCEP-Bangladesh, 1996: 29).

suggested necessary measures for further improvement. In some financial years, e.g. in 1992-93 and 1998-99, Extra-Ordinary General Meetings and Quarterly General Meetings (e.g. in 1999-2000) were also held in emergency situations for the same purpose.

Management Meetings were also held in weekly or fortnightly basis among the senior management team members throughout the 1990s. These meetings critically reviewed the performance of different components, divisions and administrative departments on a short-term basis (e.g. of the past week or fortnight) and examined the plan of work for the next period. In addition, administrative, financial and other issues were freely discussed for a collective decision in the most democratic way (UCEP-Bangladesh, 2000: 43).

iii) Construction Work, Programme Planning, Facing Obstacles and Other Activities: Construction work is one of the regular activities of UCEP management. Extension of divisional offices, schools or training centres, renovation and treatment of old buildings, reconstruction of boundary walls and damaged school buildings are the common functions of construction work. These construction works were held in all 8 divisions of UCEP and in its head office in Dhaka. It may be recalled that all the six general school units of Chittagong division were destroyed by a heavy cyclone on 30th April, 1991 and UCEP management reconstructed all those schools (with the help of UCEP Donors) in the 1991-92 and 1992-93 financial years.

Programme planning and 'Project Proposal' (PP) development is another important responsibility of UCEP management. 'UCEP Strategic Planning for 1996-2001' started in 1991-92 and after completion of it UCEP management submitted a Strategic Development Plan (SDP) 1996-2006 and Project Proposal in March 1996 to the donors. According to the review of SDP and suggestion of the donors, a 3-year Project Proposal was developed for 1997-99 and submitted to them. However, UCEP management developed PPs and SDPs one after another from time to time and submitted them for approval to the donors.

UCEP management has to face a lot of hurdles, obstacles or constraints in course of the growth of its programmes. The major obstacles faced by UCEP management in the 1990s were (UCEP-Bangladesh: 1994: 11; 1997: 31; & 1998: 31):

- a) Problem of receipt of textbooks from the Government;
- b) Shortage of female students specially in Technical Schools and high gender imbalance in them;
- c) Unfavourable employment situation and unemployment of graduates;
- d) High trend of quitting of job among the staff and shortage of trained manpower in terms of new recruitments;
- e) Low trend of earnings from HRD training service due to non-availability of hostel facilities of its own and therefore, inadequate number of participants; and
- f) Damage of school buildings by cyclone; etc.

The management faced these problems and took effective measures like communication and linkage with government and other similar organizations and ensured cooperation, negotiation and discussion with employers, leaders of labour unions and potential job seekers etc. However, some problems were solved by the management's measures but some were not as the roots of these problems lie deep in our society (e.g. low rate of girls' participation due to early marriage, insecurity feeling of the street children to join schools, girls to stay at home in order to look after the younger siblings, full time works, etc.). In some cases, UCEP was trying to adopt new strategies to face the obstacles.

Besides, UCEP management performed many other important roles for the successful operation of its programme. The election and selection process for the Board of Governors and for the UCEP Association members on regular basis are two of them. In 1992, it observed its 20th Anniversary and in 1997, the organization observed its 'Silver Jubilee'. In the year of 1997-98, UCEP formed 'UCEP Welfare Trust' with the "main objective of establishing a fund to help the distressed children in order to improve and enhance their standard of living" (UCEP-Bangladesh, 1998: 28). In the same year, UCEP introduced two other important events, viz., (i) New Salary Structure and (ii) New Organogram. In the new salary scale, salary in lower positions was increased on an average by 16 per cent and at higher positions by 7 per cent. In the new organogram, some posts were re-designed, a few new posts were newly created and some others were abolished, keeping the number of overall positions the same (UCEP-Bangladesh, 1998: 28).

8.4.2. Monitoring and Evaluation Practices:

Throughout the decade of the 1990s, UCEP developed a strong 'Monitoring/ Reporting, Follow-up and Evaluation' system. As M. A. Ehsan studied, "the process of monitoring and evaluation is relatively simple and follows the principle of upward monitoring in which various important reports completed at one level are abridged before being finally moved to a higher level within the organization" (1999: 162).

According to Prof. A. Mía (1995: 27), the process of reporting/ monitoring on all important activities related to the project starts in the schools of general education and vocational training. At different levels of the management these unit-level reports are compiled and abridged and ultimately the reports are sent to the Board of Governors and the Donors. A Management Information System (MIS) provides for generation of data at the school level, which are the primary basis for reporting, monitoring, follow-up and evaluation. Monthly reports from schools include informations on the following:

- Number of the students enrolled (with gender ratio);
- Number of dropped out students;
- Number of students continuing;
- Students' attendance rate;
- Number of students requiring follow-up attention and social work assistance;
- Students' pass/success rate; and
- Number of parent-guardian meetings, etc.

In addition, the Divisional Coordinators send similar monthly reports of their divisional activities including monthly financial reports to the Head Office. Besides the monthly reporting, there are quarterly, half-yearly, and yearly reporting systems. The Divisional Coordinators send quarterly report to the Head Office and these reports are compiled and abridged as a UCEP report. It is then sent to the Board of Governors, the Donors and related Government departments of the GOB (Mía, A. 1995: 27; and Ehsan, M.A. 1999: 162).

As a part of the developing process of this monitoring system, a chain of continuous monitoring system known as "Chain Monitoring" was introduced in 1990-91 in addition to the routine supervision and monitoring process. A

comparative analysis of the programme performance of the 1990-91 fiscal year as compared to that of its preceding year, indicates a positive impact of that 'Chain Monitoring System' (UCEP-Bangladesh, 1991: 7). This "Chain Monitoring", however, was further strengthened during the year 1991-92. In the same year, UCEP introduced a "long-term monitoring system" by introducing a new "dBase computer program" where all relevant informations of all individual students are preserved (UCEP-Bangladesh, 1992: 8)⁷. Thus, both qualitative and quantitative aspects of the General School and Technical School activities were regularly monitored through the MIS and 'Chain Monitoring System'. Special efforts were made by immediate supervisors to monitor the social work activities at the field level. Qualitative aspects of education in terms of academic competency of the students were monitored through direct classroom supervision by the programme staff on random basis (e.g. in 1994-95, 1995-96, etc.).

Teachers' follow-up measures on students' performance, particularly for those having special difficulty in adjusting to the schooling, showing a tendency to dropout or having learning problems are very crucial for having the desired impact of the programme. The teachers have to visit the employers and parents, and have to undertake social work with them and with the students concerned in order to help them (students) to cope with the difficulties. Follow-up measures for the technical school graduates in particular include assisting them in getting proper employment or job placement (Mia, A. 1995: 27).

UCEP also undertakes routine evaluation in order to assess its performance and also to determine the new courses of action. This gives a continuous feedback to the relevant managers of different levels of the programme. Besides the routine evaluation, periodical evaluation of impact and efficiency of the project is done by external experts who conduct such evaluation independent of UCEP management.

As Professor Mia studied, the important indicators used in the evaluation of programme usually are as follows (Mia, A. 1995: 29-30) :

- a. Number of working children enrolled in the programme who receive literacy and learning skills;

⁷ This monitoring system helped to monitor/analyze a 4-point data base. See the details in *UCEP Annual Report, 1991-92*, p. 8.

- b. Number of students graduated in grade V and grade VIII;
- c. Rate of the children's school attendance;
- d. Number of students who received vocational training from the UCEP Technical Schools;
- e. Number of graduates who found better employment offer after receiving general and vocational (including para-trade) training in UCEP;
- f. Number of General School and Technical School leavers who have been self-employed;
- g. Cost involved in running the programmes (all general and technical schools, and para-trade training centres);
- h. Percentage of students retained in the programme over a long period of time;
- i. Number of UCEP students who found themselves capable of moving into public schools for higher education;
- j. Number of indirect beneficiaries of the UCEP programmes, such as the parents and family members of the UCEP students.

Visits of the representatives of donors at some regular intervals provide some evaluative information, which are helpful for the management. All these processes of monitoring, follow-up and evaluation were followed in the 1990s. These monitoring and evaluation systems played a very important and helpful role behind the success of the UCEP.

8.4.3. Research and Studies:

Conduct of research activities is another important function of UCEP management which helps the whole programme to keep it as a need-based, target-oriented, successful and effective one. UCEP emphasized on research studies during the early 1990s and it was found that the organization undertook at least 36 studies in the 1990s. Most of the research works were carried out by external experts or by external research and evaluation firms (e.g. MIDAS, BPMI, DPC, etc)⁸. Some of them were conducted jointly by Government organizations and UCEP (e.g. NGO Affairs Bureau and UCEP undertook a Feasibility Study in 1992-93). Again some of the studies were conducted by senior officers of relevant programme components of UCEP. However, in the year 1998-99, UCEP launched

⁸ See Acronyms and Abbreviations for full names of these organizations.

its own research cell drawing members of staff from all the components (UCEP-Bangladesh, 1999: 30).

Table 8.3: Research and Studies Carried out by UCEP during the 1990s

Broad Areas of Research/Studies	Number of Research/Studies		
	1990-95	1995-2000	Total (%)
Review, Evaluation and Development of Curriculum/Courses	02	02	04 (11.11)
Development of Teaching Methods	02	00	02 (5.56)
Professional and Social Profile of Staff	02	00	02 (5.56)
Socio-economic Profile of Students and their Families	01	01	02 (5.56)
Programme Efficacy and Impact Study	01	01	02 (5.56)
Achievement Test of UCEP Students	02	01	03 (8.33)
Feasibility Study of Support Services for Students/Graduates	04	01	05 (13.89)
Status and Possibility of Employment of UCEP Graduates	02	00	02 (5.56)
Teaching out of Technical School Graduates	01	02	03 (8.33)
Evaluation, Assessment and Review of Programme Components	06	02	08 (22.22)
Comparative Assessment on Similar Programmes of Different Organizations (GO + NGO)	00	03	03 (8.33)
Total (%)	23 (64)	13 (36)	36 (100)

Source: Prepared by the author from the *Annual Report of UCEP-Bangladesh*, 1990-91 to 1999-2000, Dhaka.

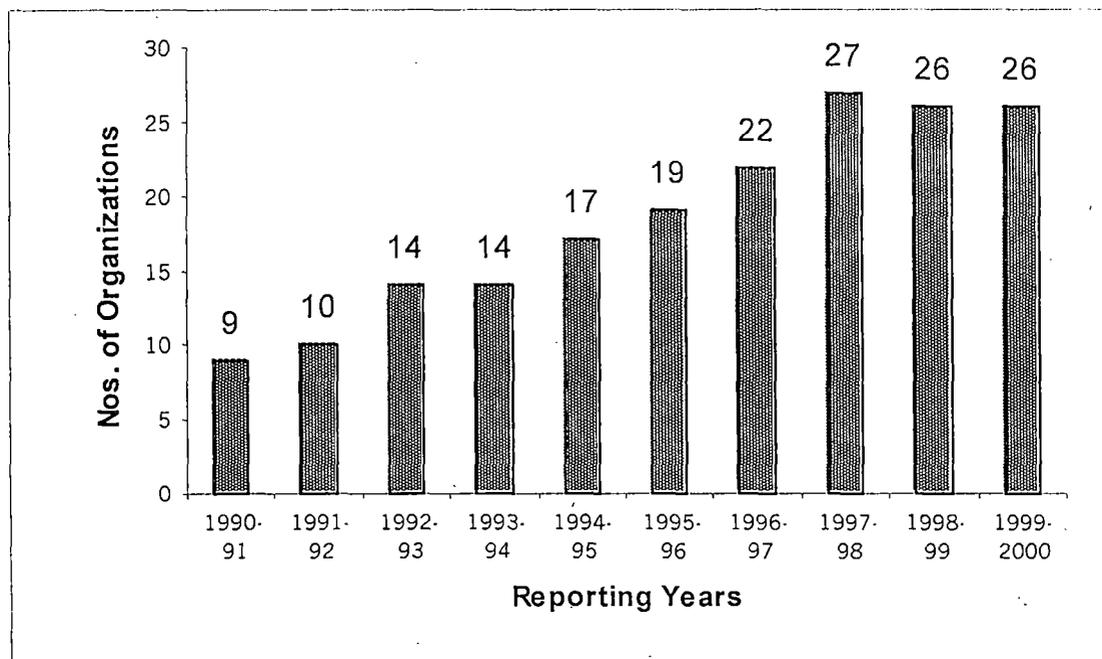
Table 8.3 above shows the short profile on research and studies in UCEP in the 1990s. Out of the total 36 studies, the majority i.e., 64 per cent of the studies were undertaken during the early 5 years (i.e., 1990-95) of the 1990s. The highest number (i.e. 8 nos. or 22%) of researches were conducted on 'Evaluation, Assessment and Review of Different Programme Components'. The second highest number of studies (5 nos. or 14%) were conducted on the broad area of 'Feasibility of Support Services for Student/Graduates'. The next largest area of research was 'Review, Evaluation and Development of Curriculum and Courses (4 studies or 11%)'. UCEP also undertook studies on 'Comparative Assessment on Similar Programmes of Different Organizations'. A total of 3 'Tracer Study' and 3 'Achievement Test' studies were also conducted during the 1990s (Table 8.3). These studies played a very important role in the continuous evaluation, assessment and follow-up processes of UCEP and also in the decision-making, programme development, programme modification, and administrative processes.

8.5. UCEP's Networking Relationship with other Organizations

UCEP developed a strong and dynamic linkage and networking relationship with different governmental and non-governmental national and international (as well as local) agencies or organizations – as one of its development strategies. Initially, there were very few organizations involved in its related field, so the scope of network was very limited. Now-a-days, this scope is much wider as there are several organizations who are working with non-formal education of the urban poor and distress children. Accordingly, UCEP's networking relationship developed gradually from the early nineties.

The component of linkage and networking strengthened mainly from the mid-nineties and its trend was more or less stable during last three years (1997-2000). Figure 8.7 below shows this trend of UCEP in the 1990s.

Figure 8.7: Trends of Networking Relationship of UCEP with Different Organizations in the 1990s



Source: Prepared from Table 8.4.

On account of its networking relationship, it was found that the organization made linkage and networking with 62 organizations (19 NGOs, 12 UN agencies/INGOs etc. and 31 governmental organizations) during the decade of 1990s (see Table 8.4 below).

Table 8.4: UCEP's Networking with Other Organizations during the 1990s

Reporting Years	NGOs		UN Agencies, INGOs & BGMEA		No. of GOs ♦	Total
	Names*	Nos.	Names*	Nos.		
1990-91	BSAF, World Vision	02	ILO, UNICEF	02	05	09
1991-92	BSAF, World Vision	02	ILO, Radda Barnen, UNICEF	03	05	10
1992-93	BSAF, World Vision	02	CIDA (Canada), IFCW, ILO, Red Barnet (Denmark), UNICEF	05	07	14
1993-94	BSAF, World Vision	02	ILO, SCF (Sweden), SCW (Canada), UNICEF	04	08	14
1994-95	BAFED, BRAC, BSAF, CAMPE, DAM, GSS, World Vision	07	BGMEA, ILO/IPEC, UNICEF	03	07	17
1995-96	AB, ASK, BRAC, BSAF, CONCERN, DAM, GSS, Proshika, Surovi, World Vision	10	ILO/IPEC, TDH (Switzerland), UNICEF	03	06	19
1996-97	AB, ANSP, ASK, BRAC, BSAF, DAM, GSS, IHDC, Maitree Parishad, World Vision	10	CDF, ILO/IPEC, SCAW (Canada), TDH (Switzerland), UNICEF	05	07	22
1997-98	AB, ADAB, AMWS, ASK, BRAC, BSAF, CAMPE, CONCERN, DAM, GSS, Nari Moitree, Proshika, Surovi, World Vision	14	BGMEA, ILO/IPEC, TDH (Switzerland), UNICEF	04	09	27
1998-99	AB, ADAB, AMWS, ASK, BRAC, BSAF, BSKT, CAMPE, DAM, GSS, Nari-Moitree, Proshika, Surovi	13	BGMEA, ILO/IPEC, TDH (Switzerland), UNICEF	04	09	26
1999-2000	AB, ADAB, AMWS, ASK, BRAC, BSAF, CAMPE, CONCERN, DAM, GSS, Nari-Moitree, Proshika, Surovi	13	BGMEA, ILO/IPEC, TDH (Switzerland), UNICEF	04	09	26
Total	19		12		31	62

Source: UCEP Annual Report, 1990-91 to 1999-2000, UCEP-Bangladesh, Dhaka.

* See Acronyms for the full names of the organizations.

♦ GOs: Different Ministries, Departments & City Corporations of GOB.

In search of the nature of relationship, excluding the financial relationship (direct funds, grants etc.), it was found that, the major areas of networking relationship were as follows:

a) With Government Organizations (GOs):

- Getting approval of projects, registration, support, cooperation and sympathy of concerned ministries, and departments of the governments;

- Getting lands for schools as grants/donation (specially from different city corporations)⁹;
- Getting books for primary education free of cost from National Test Book Board ;
- Sharing experiences on non-formal education for urban poor children, specially working children;
- Participating in seminars, workshops, meetings and policy-making technical committees on the related issues;
- Participating in implementing the related government projects (e.g. 'Hard-to-Reach project');
- Creating greater opportunity/environment to improve Government's role for the welfare and development of UCEP's target group and its families;
- GO-NGO better cooperation; etc.

b) With Non-Government Organizations (NGOs):

- Promoting literacy and non-formal education among the urban distressed children;
- Sharing of experiences in non-formal education and skill training programmes, and visit to each other's programme activities;
- Participation in discussion forums and awareness building;
- Organizing seminars and workshops on related issues;
- Cooperation in curriculum and teaching material-related issues;
- Getting healthcare support for UCEP students (specially from World Vision);
- Providing technical support to other related NGOs;
- Getting enrolment of other NGO graduates in UCEP's general and technical schools in case of similar target group (e.g. 43.67% in Technical schools and 40.9% in PTTC's new enrolled students in 1997-98 were from other NGOs)¹⁰;
- Training of other NGO personnel on basic education, motivation, follow-up, child rights, safety management, etc.
- Coordination of NFPE intervention in urban areas;
- Cost sharing for specific programmes; etc.

⁹ It may be noted that UCEP till date has not had to purchase any land as all of it has come from grants.

¹⁰ UCEP has special MOU for this linkage with DAM, BRAC, ASK, GSS, AB, PROSHIKA, etc.

c) With UN Agencies, INGOs, BGMEA etc:

- Getting funds for specific programmes (e.g. para-trade training and technical training programmes for HTR group and ex-garment factory working girls);
- Support/cooperation in organizing/participating seminars, workshops and in other child rights awareness activities;
- Sharing experience and technical support, etc.;
- Providing skill training to the ex-garment girl workers, etc.

d) With Employers, Business and Professional Groups, Guardians and Community Members:

- Facilitating its graduates access to better employment (specially in industries, business, small factories and other sectors),¹¹ and observing employers' day for the purpose;
- Cost sharing of vocational training with private sector industries as UCEP provides need-based skill training and trained graduates (Chaturvedi, S. 1994: 111);
- Generating goodwill and a sense of partnership regarding UCEP graduates through arranging seminars, dialogues, etc. in different cities;
- Getting different facilities from professional groups for the students¹²;
- Generating special training for its students;
- Ensuring better awareness, participation and involvement in UCEP intervention of the guardians and community members through its "Advisory Council" and "Employers' Committee";
- Getting community support, cooperation and help to generate successful schooling programme, etc.

In addition to these general networking relations, UCEP has a specific linkage relationship in its vocational education system. It has been working in a 'Cooperative Vocational Education' System through "Dynamic Linkage" – where training schools and industry participate in the total training programme. The participation of the local employers and industrialists is ensured through 'dynamic linkage' with UCEP. "Advisory Council" and "Employers Committee" are formed by the local employers and industrialists and shop floor supervisors and engineers. Employers meetings, seminars, workshops, employers' day etc. are being organized

¹¹ UCEP maintains adequate data on suitable employees and updates labour market information.

¹² e.g. Rotary Club of Dhaka city and SCAW-Canada gave 260 'Sleeping Kits' to UCEP students in 1996-97 and in 1999-2000; Lions Club of Dhaka and Chittagong sponsored 'Eyesight Testing' of 2,500 UCEP students.

from time to time and the feedbacks through such meetings are properly considered in order that the training programme is truly a demand-led intervention continuously adjusting to the specific employment needs of the local industry. According to Prof. A. Mia, this training programme has been able to make a positive impact on the awareness and attitude of employers and industrialists. As such, they are offering their shop floors as training venue for arranging on-the-job training (OJT) for the UCEP Vocational Education trainees after completion of the institutional training. Some employers are coming forward to share the cost of training programme through financial assistance, e.g., sponsorships of trainees, scholarships, etc., as they realize that the training is to their benefit (Mia, A. 1998b: 41).