

CHAPTER IX

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

Part II: Assessment of the UCEP Interventions during the 1990s

The results and achievements of UCEP interventions are very impressive. In Bangladesh, the model is influencing the government policy to incorporate the principles of the UCEP design and make the linkage between basic education and skill training in the public education system (Chaturvedi, S 1994:112). However, with a dynamic organizational and developmental process, since 1972 till date, UCEP is in its continuous process of development through its component strategies, model of services, organization management, evaluation and the overall process of strategic interventions. But the major developments in its intervention and approach have occurred in the decade of 1990s. In this study, we shall assess and evaluate the impacts of its intervention during the 1990s especially for the urban working children group. Staff development which is also called human resource development (HRD) has an important characteristic of UCEP which was primarily responsible for its excellence in successes compared to other NGOs. Let us discuss this aspect first.

9.1. Assessment of Staff Development/HRD Activities of UCEP

As an important component of UCEP interventions, we have made a general discussion on staff development/human resources development of UCEP earlier (see 8.3.5 in Chapter-VIII). Now, we will make an assessment of those activities:

9.1.1. Growth and Development of the Component:

The process of staff training started at the very beginning of UCEP i.e., in 1972 though the 'Training Cell' was established in 1989 (Hossen, M. S., 1998; 38). In order to enhance professional expertise of a the teachers and other staff of UCEP, the establishment of Training Cell was initiated in October 1989 in collaboration with the International Training and Development Department of the Ramboll and

Hennemann A/S of Denmark ¹. This cell started functioning from 1st October 1990 (UCEP-Bangladesh, 1991: 13). The main objectives of this training cell were as follows:

- a. In order to maintain a continuous process of staff development it will scientifically assess the training needs of the UCEP employees of all levels;
- b. According to the training needs of the organization, it will develop/organize appropriate training courses. If required, this training cell will organize training courses in collaboration with other training institutions.
- c. This cell will maintain a training profile of all UCEP employees.
- d. It will develop appropriate training materials.
- e. This training cell will offer training courses to the employees of other organizations which will help generate income for UCEP” (UCEP-Bangladesh 1991: 13).

Like its other components, UCEP management tried to develop this component and made it potential and appropriate in service. In this process, the organization commissioned a study during the financial years 1991-92 and 1992-93 on the staff development activities.² In 1993-94, the study made the recommendations and the Training Cell took some steps in order to materialize the recommendations. In 1995-96, UCEP also commissioned a local consultancy firm for conducting a feasibility study on converting the Training Cell into an independent and successful business enterprise. However, by these study reports, UCEP took necessary initiatives to modify its staff training component.

9.1.2. A Profile of Training for UCEP Staff:

i) **In-House Training:** In-house training is the major task of the UCEP Training Cell. From the very beginning of the cell, in-house training was started and till June 2000, a total of 5,202 staff of UCEP (i.e., Teachers, Instructors, School Administrators, Assistant School Administrators, Job Placement Officers, Manual Staff, Divisional Coordinators, Accountants, Secretaries, Managers, etc.) were trained under 167 courses (Table 9.1). Within those 10 years, the UCEP Training Cell covered 17,598 training mandays under its in-house training course and at least 2,303 mandays under its external courses. It was found that, more than 58 per cent (i.e., 3,018) staff received in-house training in first five years of the 1990s (i.e., 1990-

¹ A reputed training consultant, named Mr. Jack Haslam, from the said organization accomplished this task.

² The Bangladesh Project Management Institute (BPMI) carried out the study.

95) and the other 42 per cent (i.e., 2,184) received in-house training in 1995-2000. The reason for this was, perhaps, that immediately after establishing the Training Cell, UCEP tried to cover most of its staff under the needful training within the shortest possible time (e.g. in 1990-91, the highest number of staff, i.e., 997 was provided with training. For the same reason about 63 per cent of the courses were offered in the 1990-95 period.

ii) External (In-Country) Training: In addition to the in-house training, the HRD component of UCEP arranged some external training for its staff, in collaboration with other organizations in the country. During the period of 1991-2000 (9 years), a total of 304 staff received external training under 145 courses (Table 9.1). In the 1995-96 to 1999-2000 period 1,566 training man days were completed in this programme by 198 staff of UCEP. Some of the major courses under this training were as follows:

Computer Training of MS Office, Management and Leadership training, Short course on Business Plan Preparation, Financial Analysis and Decision Making, Financial Management, Starting New Business, Child Rights, Strategic Planning, Child Trafficking, Child Labour, Sexual Abuse of Children, Networking, Managing Change, Multiple ways of Teaching and Learning, Training of Trainers, etc. and also 'Technical Skills' and 'Language'.

The participants were selected from different components and divisions, and different levels of staffs (Director to Office Secretary) were selected for the same. However, the major collaborating organizations, where the trainings were provided to the UCEP staff were as follows:

Vocational Teachers' Training Institute (VTII) – Bogra; German Technical Cooperation (GTZ), Bangladesh Rural Advancement Committee (BRAC), Bangladesh German Technical Training Centre (BGTTC), Bangladesh Oxygen Limited (BOL), Bangladesh Academy for Rural Development (BARD), Bangladesh Development Management Centre (BMDC), Association of Development Agencies in Bangladesh (ADAB), Campaign for Primary Education (CAMPE), Micro Industries Development Assistance and Service (MIDAS), Business Advisory and Service Centre (BASC), etc.

Seminars, Workshops, Conferences, etc. organized by these organizations were also included under this programme as part of the training of UCEP staff.

Table 9.1 Profile of Training of UCEP Staff in the 1990s (Percentage in Bracket)

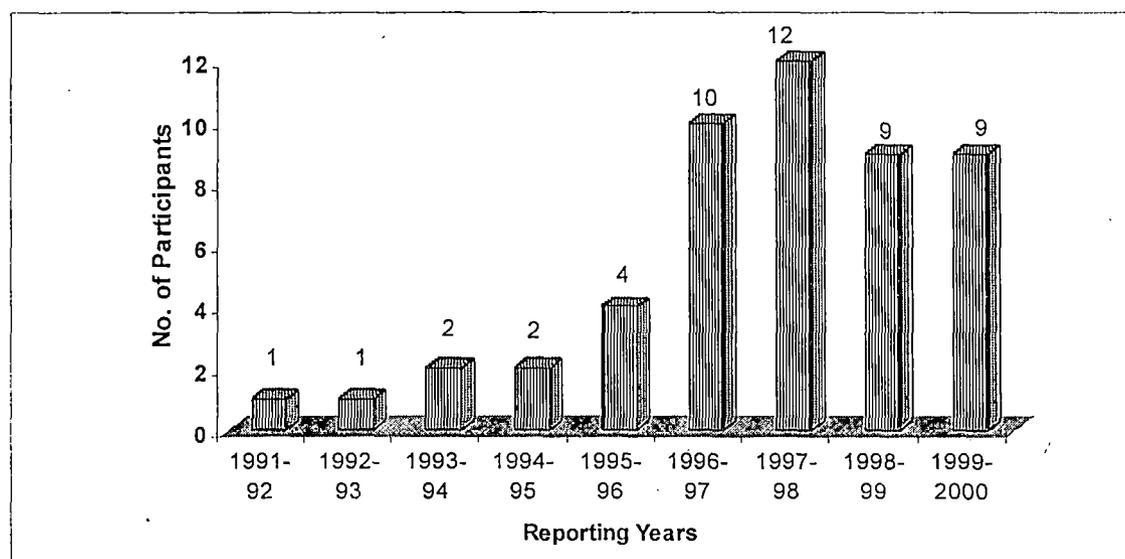
Indicators	1990-95 Total		1995-2000 Total		1990-2000 Total	
	A	B	A	B	A	B
Number of Courses (%)	105 (62.9)	27* (18.6)	62 (37.1)	118 (81.4)	167 (100.0)	145 (in 9 years) (100.0)
Number of Participants	3018 (58.02%)	106* (34.9)	2,184 (41.9)	198 (65.1)	5,202 (100.0)	304 (in 9 years) (100.0)
Number of Mandays	8085*** (45.9%)	737** (32.0)	9,513 (54.1)	1,566 (68.0)	17,598 (100.0)	2,303 (in 7 years) (100.0)

Source: *Annual Reports of UCEP Bangladesh, 1990-91 to 1999-2000*; UCEP Bangladesh, Dhaka.

A: In-house Courses; B: External (In-Country) Courses; * This is the data for 4 years because data for 1990-91 is not available. ** This is the data for 1991-92 and 1993-94, other 3 years' data is not available.

*** 4 years' data as data for 1990-91 is not available.

iii) **Training Abroad:** Under the HRD component, UCEP also took initiatives to provide international trainings to its senior staff and line management. During the 1991-92 to 1999-2000 period, 50 such officers were trained under various courses in several Asian and European countries (Figure 9.1).

Figure 9.1: Trend of Training Abroad of UCEP Staff in the 1990s

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

Some courses were short-termed (e.g. 7 days, 15 days, etc.), some were mid-termed (e.g. 1 month, 2 months, 6 months, etc.) and some were long-termed (e.g. 6 months to 2 years, M. Sc. course, MBA Course, etc.). The courses were designed under the major areas of: Training and Education, Technical Training and Management, Child Rights, Gender Equitable Development, Project Management,

Organizational Management and Fund-Raising, Sustainable Human Development, Research and Planning, Non-formal Primary Education, etc. Besides the regular and special training courses, there were some international and regional workshops and seminars/ conferences where the UCEP officials also took part.

Most of the trainings, seminars, workshops etc. were held in some of the Asian countries, e.g. India, Indonesia, Thailand, Nepal, etc. and the remaining were held in the European countries such as England, Denmark, Belgium, etc. Some of these trainings abroad were financed by UCEP itself, but most of the trainings were financed by the donor partners and by UNICEF, ILO-IPEC, DFID, DANIDA, ODA, etc.³

Figure 9.1 above shows the trend of training abroad of UCEP staff. About 88 per cent of them (i.e., 44) were provided foreign training in the 2nd part of the 1990s (i.e., 1995-2000). The highest number of senior officials (12) took part in those trainings in the middle year of these 5 years (i.e., 1997-98).

9.1.3. Training Evaluation and Follow-up Activities

UCEP also maintained regular evaluations and follow-up activities on its HRD training programmes to keep them modern, need-oriented and effective. These evaluation activities have been continuing since the establishment year (i.e., 1991-92) of the Training Cell. Box 9.1 shows the major training evaluation activities of UCEP HRD Training Cell. Under this evaluation process, the effects and achievements of trainings, especially for the teachers of General Education component and Instructors of Vocational Education component, were evaluated separately in different years. These evaluations were made by both in-house staff and outside professional organizations (e.g. VTTI, BPMI). From 1993-94, UCEP introduced the 'Training Need Assessment' (TNA) method to identify the problems and weaknesses of training at all levels of its staff and develop effective training courses for them. The HRD Training Cell also conducted a "Reaction Level Evaluation" to assess the effectiveness of its trainings as felt by the participants (Box 9.1).

³ See the Acronyms and Abbreviations for full names of these organizations.

Box 9.1: Evaluation and Follow-up Activities by the HRD Training Cell of UCEP in the 1990s

Year	Major Evaluation Activities	Major Follow-up Activities
1991-92	<ul style="list-style-type: none"> Evaluated the performance of DTS Staff who received Pedagogy and Management Training (by VTTI, Bogra) 	A follow-up of most of the trainings was made (by Training Officers).
1992-93	<ul style="list-style-type: none"> A Research Work was undertaken, titled "Evaluation of UCEP Staff Development Activities" (by BPMI) 	Most of the training activities of this year were followed up by the Training Cell.
1993-94	<ul style="list-style-type: none"> Report of the above evaluation study was submitted by BPMI with necessary recommendations Prepared Training Needs Assessment (TNI) of all levels of staff of UCEP 	Training Cell took some steps in order to materialize the Evaluation Study recommendations.
1994-95	<ul style="list-style-type: none"> Prepared TNA of all Teachers of GE, Instructors of TS and all staff of the Head Office and Divisional Offices of UCEP 	Follow-up visits to all the schools in KGS and observed 8 teachers' classroom performances and counseling meeting with necessary feedback to them.
1995-96	<ul style="list-style-type: none"> Training Cell conducted "Reaction Level Evaluation" (the reactions of participants at the end of each course held during this period) 	Follow-up visits to the classes of 27 teachers of GE and 3 instructors of VE (who had received teaching training courses) and counseling meeting for more improvement of them.
1996-97	<ul style="list-style-type: none"> Training Cell conducted "Reaction Level Evaluation" (the reactions of participants at the end of each course held during this period) 	Follow-up visits to the classes of 221 teachers of GE who had attended pedagogic training courses during this period and they were provided with necessary counselling for more improvement.
1997-98	<ul style="list-style-type: none"> Training Cell conducted "Reaction Level Evaluation" (the reactions of participants at the end of each course held during this period) 	Follow-up visits to the classes of 65 teachers of GE who had attended pedagogic training courses during this period and they were provided with necessary counselling for further improvement.
1998-99	<ul style="list-style-type: none"> Developed a new "Performance Evaluation Report" (PER) form and "Job Description" (JD) form to evaluate HRD training activities to each staff 	Followed-up of each training course by an evaluation team to assess the immediate reaction of the participants.

Source: *Annual Reports of UCEP- Bangladesh, 1991-92 to 1998-99*; UCEP-Bangladesh, Dhaka.

On the other hand, the HRD Training cell of UCEP evaluated its activities by direct methods i.e., follow-up on the post-training performances of different levels of staff in their related activities. After follow-up visits the related staff was

provided with necessary counselling for further improvement. These follow-up activities were also a on-going process with the training activities.

This evaluation system helped the whole UCEP as well as its management and administrative systems to adjust to the growth of the programmes and to keep them successful, effective and target-oriented. Thus, the evaluation and follow-up activities became throughout the years of the decade the major guiding motion and secret power of success of the HRD Training cell of UCEP.

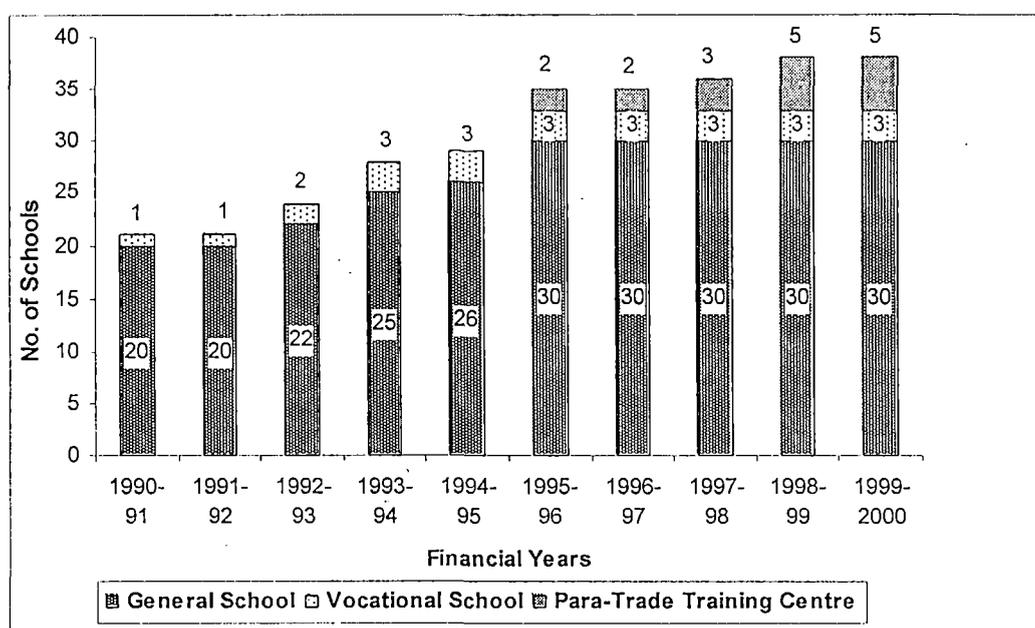
9.2. Assessment of Education and Skill Training Programmes ⁴

9.2.1. Growth of Programmes:

UCEP started its programmes in 1973 in Dhaka with one pilot school of general education (GE). In the decade of 1980, it expanded its programmes in other two cities i.e., Khulna and Rajshahi along with several general education (GE) programmes and one vocational education (VE) programme in Dhaka in 1983. However, in the decade of 1990s UCEP added two new dimensions in its programme – expansion of programmes in Rajshahi city in 1994, and a new programme i.e., para-trade training (PTT) in 1995 in Dhaka and Chittagong. Figure 9.2 shows the trends of growth of UCEP programmes where it becomes clear that the majority of programme expansions happened in the 2nd half of the decade (i.e., July 1995-June 2000).

In 1990-91, however, there were 20 General Schools (GS) in Dhaka, Chittagong and Khulna (12,5, & 3 respectively) and only one vocational training school (VTS) in Dhaka. After five years, in 1995-96, the number of GS expanded from 20 to 30 (14 in Dhaka, 8 in Chittagong, 6 in Khulna and 2 in Rajshahi) and that of VTS expanded from 1 to 3 (the last two being in Chittagong and Khulna). Moreover, two PTT centres also started in Dhaka and Chittagong which created additional opportunity for the UCEP students and other target groups from different NGOs to take skill training in a shorter time of 6 months. At the end of the decade, in 1999-2000, it expanded almost to the double of the 1990-91 figure – that is, 30 GSs and 3 TSs, and 5 PTTCs (3 in Dhaka and one each in Chittagong and Rajshahi). Therefore, UCEP covered all the 4 metro cities of the country with both basic education and skill training for the underprivileged working children.

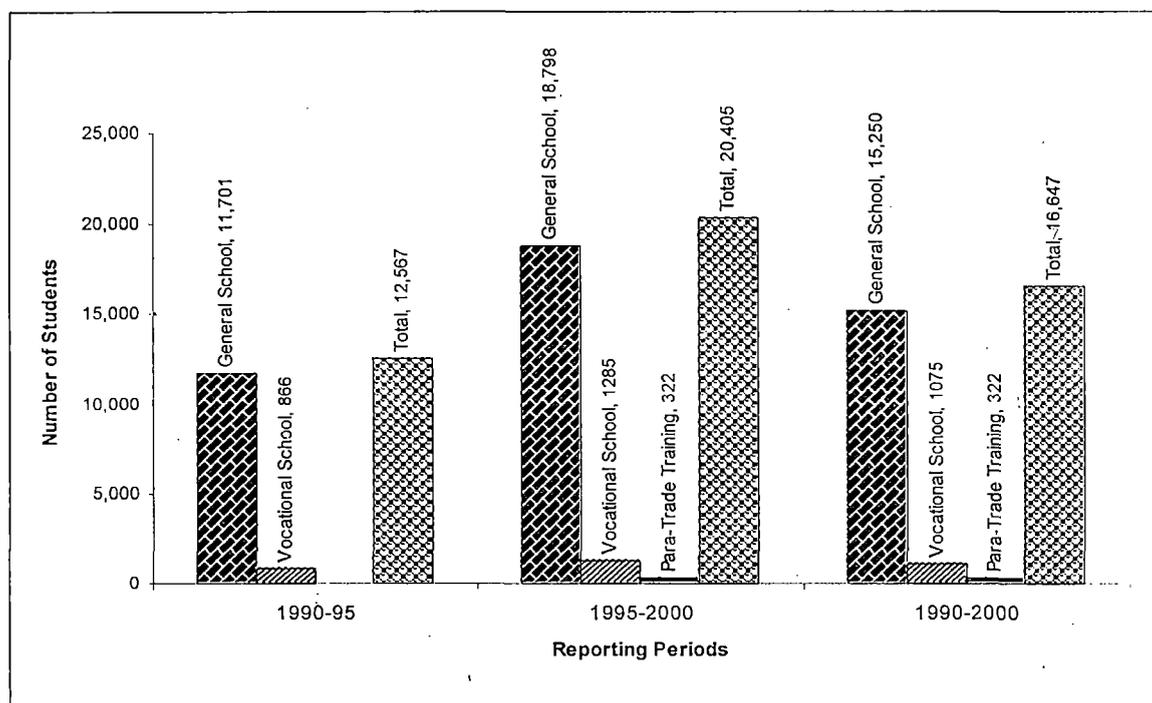
⁴ Unless otherwise mentioned, the sources of data of the figures and tables used under this section are the *Annual Reports of UCEP, 1990-91 to 1999-2000*; UCEP-Bangladesh, Dhaka.

Figure 9.2: Growth of UCEP Programmes in the 1990s

Source: *Annual Reports of UCEP-Bangladesh 1990-91 to 1999-2000*; UCEP, Dhaka.

9.2.2. Enrolment of Students:

The enrolment capacity of UCEP in its different educational programmes has been increased gradually. Figure 9.3 below shows the trend of students' enrolment in UCEP during 1990-2000 with a comparison of two parts of the decade (1990-95 and 1995-2000).

Figure 9.3: Trend of Students' Enrolment (Yearly Average) in UCEP in the 1990s

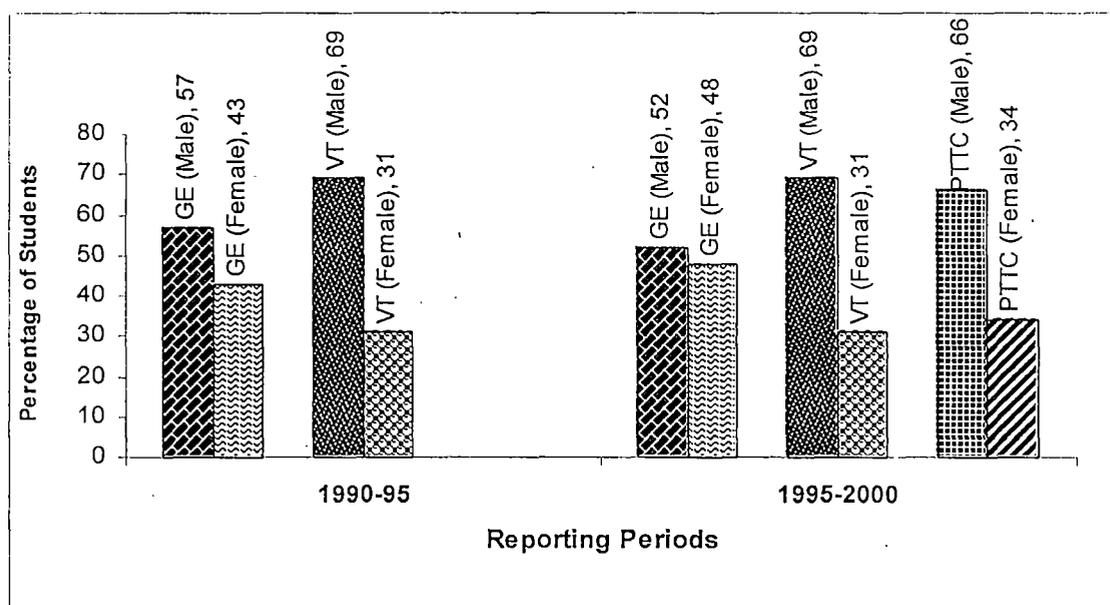
Source: *Annual Reports of UCEP 1990-91 to 1999-2000*; UCEP-Bangladesh, Dhaka.

In the first half of the decade the total number of enrolled (yearly average) students was 12,567 (including GS students 11,701 and TS students 866). Due to the dynamic growth of its programmes and due to strengthening of its linkage activities as well as support services at the community level, in 1995-2000, the figure of total enrolled (yearly average) students rose to 20,405 (including 18,798 students in GSs, 1285 in TSs and 322 in PTTCs) – which was 63.37 per cent higher than that of the 1990-95 figure. As the programmes mostly expanded in 95-2000, the total enrolment (yearly average) also rose in this period.

9.2.3. Gender Ratio of Students:

In search of the gender ratio of UCEP students, it was found that the average gender ratio in 1990-95 (63:37) and in 1995-2000 (62:38) were almost the same (Figure 9.4).

Figure 9.4: Gender Ratio of UCEP Students during the 1990s



Source: *Annual Reports of UCEP 1990-91 to 1999-2000*; UCEP-Bangladesh, Dhaka.

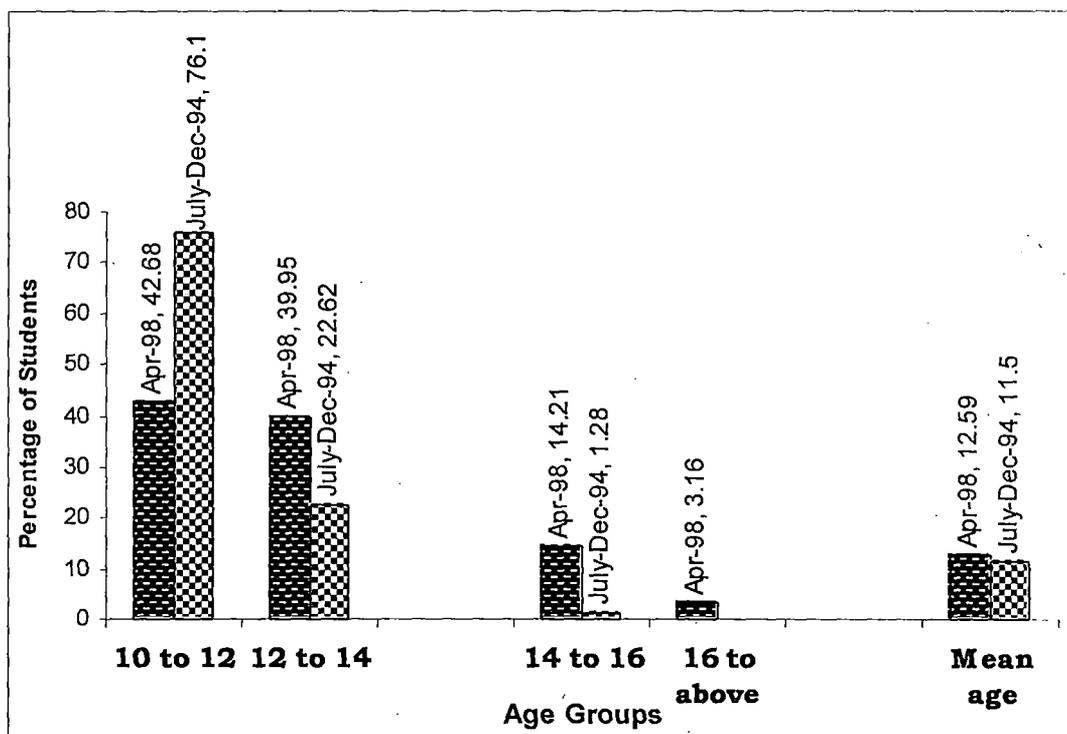
In general education, in comparison with technical education, the gender ratio of GE was comparatively better (57:43 in 1990-95 and 52:48 in 1995-2000). Pursuing a policy of gender equity and to ensure easy access of girls to enrolment, UCEP has changed its admission policy over the years to maintain a 50:50 ratio of boys and girls and to admit girls at a younger age of 10+ in comparison to boys' age of 11+ (UCEP-Bangladesh: 2000, P.11). It has taken some effective measures to achieve the goal. As a result, the average number of girl students in 1995-2000 went up to

48 per cent compared to 1990-95's 43 per cent.⁵ In case of skill training, the girl's ratio was poor both in 1990-95 (e.g. 37%) and in 1995-2000 (e.g. 38%). It might be caused by the shorter needs of skilled female manpower in the Bangladeshi job market due to which UCEP also created less opportunity of skill training for girls both in the TS and PTTC. In skill training, there were 24 trades of which only 8 were for girls. In PTTCs, there were 19 trades and again only 8 were for girls (UCEP-Bangladesh, 2000:30). So the low percentage of girls' enrolment in skill training is consistent with our socio-economic condition.

9.2.4. Age and Occupation Pattern of Students:

Figure 9.5 below shows the age pattern in UCEP students where we may compare the age pattern of two sample years from each half of the 1990s (i.e., 1994 and 1998).

Figure 9.5: Age Pattern of UCEP Students during the 1990s



Source: For 1998: *Creating Miracles for the Working Children*; Zaman & Islam, UCEP, Dhaka 2000: 19 & For 1994: *UCEP to Poverty Alleviation: Education, Skills Training & Employment – A Promising Path*; Mia. A., UCEP, Dhaka, 1995: 57.

⁵ The actual gender ratio of GE in 1990-91 was 57:43 and in 1999-2000 it was almost 50:50 (49.54:50.46%).

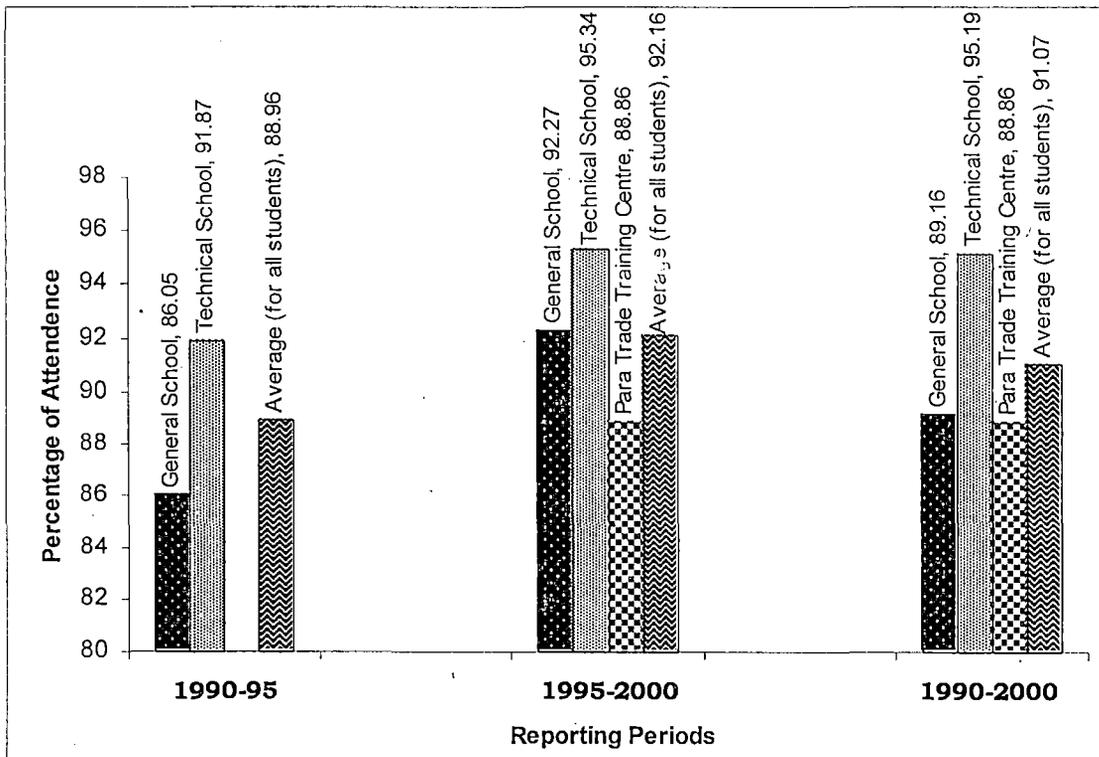
In comparison with the first half, in the second half older children got admission in UCEP at a higher rate. In 1994 the majority of UCEP students (i.e., 76%) had an age of 10+ to 12 years but in 1998 the majority of them i.e., 54 per cent (= 39.95% +14.21%) were in 12+ to 16 years age group. There was no student in the 16+ age group in 1994, but in 1998 there were some students even in the group of 16+ ages. Consequently, the mean age in 1994 was 11.50 years and in 1998 it was 12.59 years. This trend might have been caused by the expansion of UCEP programmes (specially technical education) as well as allowing other NGO students in its educational programmes. The other cause behind it was the increasing of consciousness of the target population (i.e., urban child labourer and their families and their employers) towards getting basic education and skill training.

9.2.5. Attendance of Students:

For its strong follow-up, community motivation, competent teaching staff, and other awareness activities, the attendance rate of UCEP students was generally good. In 1990-95, the average attendance rate was 89 per cent and in the next 5 years of the decade, the rate rose by 3 per cent more (i.e., 92%) [Figure 9.6].

The average attendance rate of the decade of 1990s was 91 per cent. Here it may be noticed that the rate was comparatively higher in Technical Schools (95% in average). The reasons behind it may be: the small group of students who were well-motivated and comparatively brilliant and who were already accustomed to the UCEP education system in general education; special types of facilities enjoyed by technical school students such as transport facility; stipend @ 200 Tk. per month to partially compensate for their lost wage due to diminished working time (Zaman & Islam, 2000:46), older age in average, etc.

Figure 9.6: Trend of Students' Attendance Rate in UCEP during the 1990s

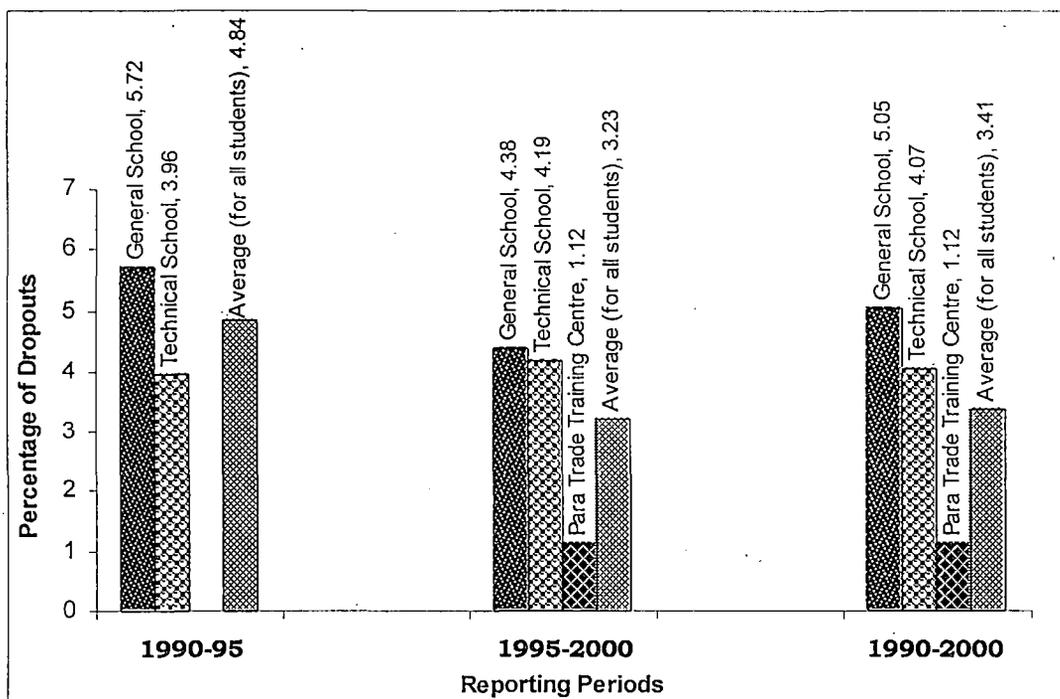


Source: *Annual Reports of UCEP 1990-91 to 1999-2000*; UCEP-Bangladesh, Dhaka.

9.2.6. Dropout of Students:

Figure 9.7 below shows the trend of dropout rate of UCEP students in the 1990s in general and technical schools as well as para-trade training centers:

Figure 9.7: Trend of Dropout Rates of UCEP Students during the 1990s



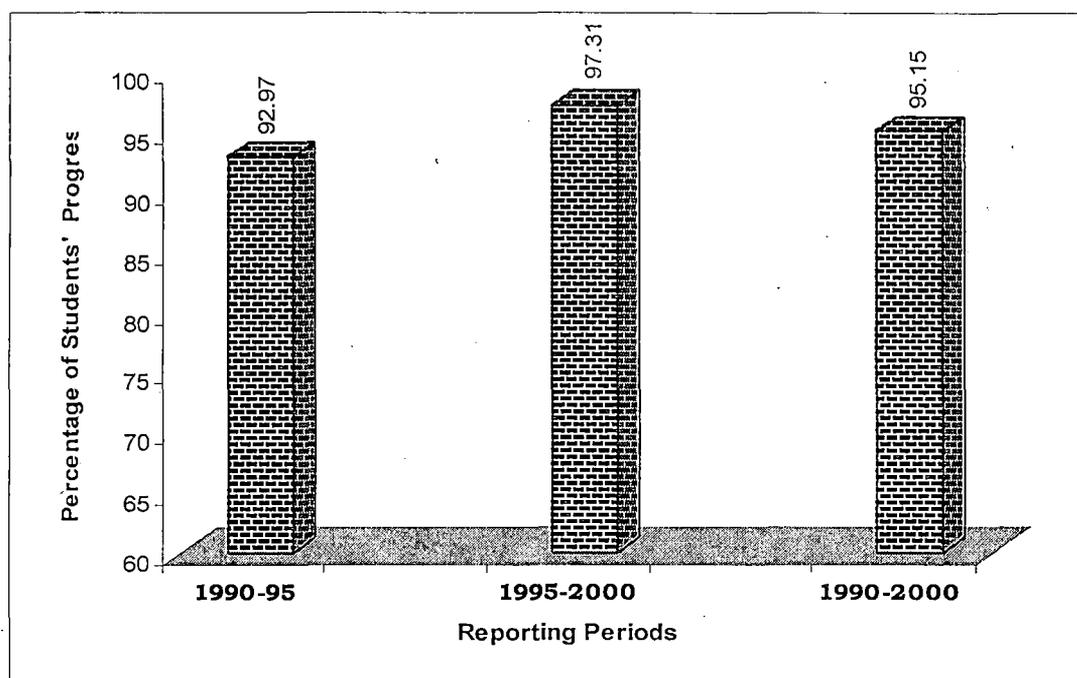
Source: *Annual Reports of UCEP 1990-91 to 1999-2000*; UCEP-Bangladesh, Dhaka.

The average rate of dropout for all students in the 1990s was only 3.41 – which was a great success of the organization considering their target group and the large number of students in different programmes. The common causes of dropout were migration, full-time job, early marriage, etc. The low rate of dropout in TSs and PTTCs were caused by the same reasons of a high attendance rate of students as discussed earlier. However, as compared to the national situation, the dropout rate in UCEP schools is a unique exceptional one and an example for other schools to follow.

9.2.7. Progress of Students in Examination:

Analyzing the trends of students' progress in UCEP schools (specially in GE), it was found that the progress rates were highly satisfactory as can be seen from Figure 9.8 below.

Figure 9.8: Students' Progress in UCEP General Schools during the 1990s



Source: *Annual Reports of UCEP 1990-91 to 1999-2000*; UCEP-Bangladesh, Dhaka.

Like other fields, UCEP also achieved success in increasing the students' progress rate in the second part of the 1990s (i.e., 1995-2000). In this part the average progress rate of GE rose to 97.31 per cent from that of 92.97 in 1990-95. However, the average rate of success of UCEP GE student in the 1990s, was also very high, that is 95.15 per cent. Like GE, both in technical schools and PTTCs, the rate of success was also very high – even above of 98 per cent.

In the year of 1993-94, Bangladesh Technical Education Board (BTEB) evaluated the standard of the UCEP VE Programme and subsequently affiliated 7 trade course of DTS, 2 of CTS and KTS each to the level of National Skill Grade Level-III (NSGL-III) (UCEP-Bangladesh, 1994:2). After that, from 1995-96, the TS students of UCEP had to attend the NSGL-III test of BTEB⁶ every year. From 1995-96 to 1999-2000 there were 246 students of UCEP TSs who attended the test and 211 students (i.e., 86%) came out successfully which was a great achievement of UCEP VE programme. Therefore, the overall progress rate of UCEP students was very good and its trend was also in the line with other improvements in recent years.

9.3. Assessment of Job Opportunity and Employment of UCEP-Graduates

9.3.1. Graduates of UCEP:

At UCEP, graduation means passing Grade-V or Grade-VIII from General Schools (GS), completion of vocational training in different trades from Technical Schools (TS) and completion of technical training from Para-Trade Training Centres (PTTC). In GS & PTTC, graduation takes place twice a year and in TS – according to its course duration (i.e., 6 months to 2 year in different trades).

Table 9.2: Number of Graduates of UCEP during the 1990s

Financial Years	General Education		Vocational Training (%)	Para Trade Training* (%)	Total (%)
	Grade-V (%)	Grade-VIII (%)			
1990-1995	10,968 (47.84)	9,537 (41.60)	2,421 (10.56)	---	22,926 (34.85)
1995-2000	20,305 (47.37)	15,468 (36.09)	5,723 (13.35)	1,366 (3.19)	42,862 (65.15)
1990-2000	31,273 (47.54)	25,005 (38.00)	8,144 (12.38)	1,366 (2.08)	65,788 (100.00)

* Started from 1995-96.

Source: *Annual Reports of UCEP, 1990-91 to 1999-2000*, UCEP-Bangladesh, Dhaka.

⁶ The National Vocational Training under the BTEB structure consists of: a) Basic course; b) National Skill Standard Grade (NSSG) III trade course (semi-skilled); c) NSSG-II trade course (skilled); and d) NSSG-I trade course (highly skilled). BTEB conducts examinations for the courses.

However, Table 9.2 above shows the number of graduates in the two parts of 1990s. From July 1990 to June 1995, there were 22,926 urban working children who graduated from UCEP. Among them, 89.44 per cent were from GSs (47.84% from grade-V and 41.6% from grade-VIII) and 10.56 per cent from TSs. There was no graduate from PTTCs. On the other hand, from July 1995 to June 2000, there were 42,862 children who graduated from UCEP. Among them, 83.46 per cent graduated from GSs (47.37% from grade-V and rest 36.09% from grade-VIII), 13.35 per cent from TSs and 3.19 per cent from PTTCs.

Therefore, in total 65,788 children graduated from UCEP in the 1990s. Most of them (i.e., 85.54%) were from general education and only 14.46 per cent were from its skill training components (12.38% from TSs and 2.08% from PTTCs). These figures are very reasonable as there was a very limited number of TSs and PTTCs with their limited seat capacity in UCEP (see Figure 9.2. & 9.3). Of the total graduates of the 1990s, more than 65 per cent came out from the second part (i.e., 1995-2000) and the rest, about 35 per cent, were from the first part (1990-95). This was because the enrolment rate rose by about 35 per cent in 1995-96 from the 1994-95 rates under UCEP's new admission policy which is continuing till now.

9.3.2. Assessment on UCEP's Interventions for the Employment of Its Graduates:

a) Development of Programmes on Employment Service for its Graduates:

Employment service for the graduates is a comparatively new programme component in UCEP. Before the 1990s, there were no such initiatives. During the last few years of the 1980s, UCEP management felt the need for a supportive service specially for the UCEP technical graduates to facilitate their employment. Moreover, it was revealed in an evaluation of the UCEP vocational training programme in 1990 that, 26 per cent of its graduates were unemployed at that time and the average period of their unemployment was about 65 weeks. Many of these graduates also reported that 'lack of social and economic support to search for employment' was one of the major causes of their unemployment. Considering these factors, UCEP management introduced an "Employment Support Service" programme for its technical school graduates from July 1990 to facilitate their

employment (UCEP-Bangladesh, 1991: 21). To strengthen, systematize and consolidate the Employment Support Service activities, UCEP introduced a new component, named “Job Placement Component” (JPC), in the next year, i.e., in 1991-92. The major objectives of this component were as follows:

- a. To assist suitable employment for the UCEP general school students (who have no specific vocational skills).
- b. To facilitate the process of employment of the UCEP technical school graduates.
- c. To facilitate cooperation and encourage direct participation of the local job market with respect to the UCEP vocational training by establishing a network of the suitable employers.
- d. To facilitate the process of self-employment of the UCEP technical and general school graduates by establishing effective link with appropriate financial and service organizations which help develop small entrepreneurs” (UCEP-Bangladesh, 1999: 42).

Till June 1994, the JPC was a part of vocational education component and during the 1994-95 session, the JPC started its various activities as a separate component. At the same time, it kept close contact and coordination with the General Education and Vocational Education components (UCEP-Bangladesh, 1995: 26). From the session 1998-99, the name of the same programme was changed to “Employment & Field Services” (EFS).

b) Assessment of the Major Activities of JPC/EFS for Employment of UCEP Graduate:

i) Survey of Job Market: To explore job opportunities for UCEP graduates on completion of their education and training, several comprehensive job market survey drives were conducted every year from 1994-95 – as the JPC started its activities as a separate component from this time. Based on these surveys, several numbers of job providing industries/organizations were listed (e.g. 673 in 1999-2000, 291 in 1998-99, 607 in 1997-98) at Dhaka, Chittagong and Khulna throughout the respective years. These drives resulted in some job offers for UCEP graduates and the lists were to provide the basis for follow-up communication for employment of them, as and when necessary.

ii) Observance of Employers' Days/Meetings: JPC/EFS have been conducting this programme regularly since 1994-95 as a part of job placement activities. The JPC or EFS component observed such days, dedicated to the local employers, jointly with general and technical education components – separately in Dhaka, Chittagong and Khulna. Meetings of Employers' Committees were also arranged from time to time in these three cities. The main objectives of these two activities were “further promoting and establishing ‘dynamic linkage’ between the prospective employers and UCEP in regard to job placement of UCEP graduates and motivating them for cooperation with UCEP programmes in terms of sharing the training cost” (UCEP-Bangladesh, 1996: 22). On all of these occasions, UCEP received various important suggestions from the employers and with these suggestions UCEP improved its training and employment promotion strategies. Under this programme, however, in 1999-2000, UCEP contacted 494 industrialists from Dhaka, Chittagong and Khulna to come to and visit the DTS, CTS and KTS and to see the activities of these VE centres and meet the manpower under training, so that they could decide on their requirements and judge for themselves the quality of the workers (UCEP-Bangladesh, 2000: 34).

iii) Job Hunting Days/Weeks: In order to find employment for UCEP general school graduates, several Job Hunting Days were observed by different GS divisions, similarly the TS divisions observed several Job Hunting Weeks in Dhaka, Chittagong, Khulna and Rajshahi. This strategy, as followed from 1994-95, was also observed as a fruitful one in terms of providing job placement and creating job opportunity. For example, in 1996-97, DTS conducted 118 job hunting drives and as a result 288 DTS graduates found employment. Similarly, through extensive job hunting drives, 185 and 325 commitments were collected from potential employers for on-the-job training facilities and job placement of CTS and KTS graduates respectively (UCEP-Bangladesh, 1997: 22).

iv) Job Counselling of the Students/Graduates: Job counseling is a motivational effort of EFS performed throughout the years since 1994. Under the programme, the Job Placement Officers of EFS conducted discussion sessions regularly with different batches of outgoing students and met with their parents and guardians. In these sessions socio-economic and demographic condition of Bangladesh,

employment situation, environment in employment settings, expectation of employers, etc. were discussed with suitable illustrations. This kind of counselling was provided to help them develop proper attitude and realistic expectations about their future employment.

v) *Labour Market Demand and Training Programme Relevance Analysis*: To ensure gainful and sustainable employment with upward mobility for its TE graduates, UCEP adopted this programme under EFS and JPC since 1994-95. All the 3 technical schools took such initiatives for labour market needs analysis so that the employable skill training was imparted in technical schools, modifications were made in the existing trades and new trades were identified for the training programmes resulting from the findings of the analysis. "This activity facilitates the matching of the demand for skills with supply" (Mia, A. 1998: 42). As a result of such analysis different types of need-based training programmes were proposed to be included in the TSs and PTTCs and the UCEP management took necessary decisions regarding technical trainings and para-trade trainings on the basis of it. Ultimately, however, the graduates were benefited by this to match themselves with the labour market demand and being employed.

vi) *Linkage with Employers and Others*: The overall networking and linkage strategy of UCEP especially with the prospective employers and other agencies (NGOs/GOs) resulted in a positive signal specially for providing job placement of its graduates.⁷ Under this communication network and social relationship programme, UCEP organized seminars, meetings, dialogues, agency visits, etc. with the employers, elite groups and other agencies to generate familiarity about UCEP and to create better opportunity of employment for its graduates.

vii) *Making Profiles of Vacant Jobs and Follow-up of the Same*: This was another regular activity of JPC/EFS. Under this initiative, in order to find job vacancies and gather other pertinent information regarding the job market situation, the Job Placement Officers (JPOs) recorded the job vacancies as appearing in the daily newspapers. The informations were used to prepare up-to-date profiles of the vacant positions and afterwards the JPOs made follow-up visits to employ UCEP

⁷ The overall networking relationship of UCEP has been discussed earlier (in 8.5) in Chapter VIII.

graduates to those vacant positions as far as those were suitable for the UCEP graduates (UCEP-Bangladesh, 1998: 23). Over the years, this initiative also resulted in a positive impact on UCEP graduates, even on those who were employed, to find out gainful employment.

viii) Follow-up of Employed Graduates: This initiative created an opportunity of feed-back and continuous evaluation of UCEP's employed graduates. Under this initiative, graduates were followed up by both GS and TS divisions. According to the respective *Annual Reports of 1998-99 and 1999-2000*, a total of 1,492 and 2,640 graduates were followed up. Visits made by the EFS officers confirmed that the employers were satisfied with the overall performance of the UCEP graduates, especially with the latter's positive attitude toward work and organizational rules, indicating a proper socialization they received through UCEP education and training. By this activity, the graduates of UCEP were benefited by at least two ways: to evaluate their job situation by their parent institution, and to have strong self-confidence to get suitable jobs (especially the unemployed graduates) within a short time.

Besides these, UCEP also helped the graduates to be self-employed by different ways, such as: providing them technical advice, creating goodwill in the community in favour of them, creating bank loan opportunity for them, etc. In May 2000, UCEP managed their proposal to be sanctioned by the Arab-Bangladesh Bank for the provision of a 'soft loan' of Tk. 2 million from the Bank for Chittagong Technical School graduates' self-employment (UCEP-Bangladesh, 2000: 9).

9.3.3. Assessment of Employment Status of UCEP Graduates:

a) Status of Securing Jobs by JPC/EFS:

After completion of their training courses from TSs or from PTTCs, the UCEP graduates were provided job placement as said earlier. But among the GS graduates, only a part of them was covered by the JPC/EFS service. Only those who could not be accommodated in the technical schools or para-trade training centres or in other general or technical schools and sought jobs, were partially provided with employment (See Figure 8.3 in Chapter-VIII).

The percentage of job placement by JPC was not recorded (but only the number of graduates) in the respective Annual Reports (AR) of UCEP from 1991-92 to 1993-94.⁸ However, in the first decade of starting vocational education, i.e., during 1983-93 77.33 per cent of the TS graduates got employment (Rahman, M. 1993: 7). In 1990, it was revealed in an evaluation of the UCEP vocational training programme that, 26 per cent of its graduates were unemployed at that time (Rahman, W. 1990: 15). In 1994-95, this rate among the TS graduates rose to 96.4 per cent and among the GS graduates, the rate was 25.28 per cent (as the JPC started its function from 1991-92 for the GS graduates only) [UCEP-Bangladesh, 1996: 6].

From Table 9.3 below we see that during the period from July 1995 to June 2000, JPC/EFS provided 7,827 UCEP graduates with jobs. Among them 1,839 graduates were from GS, 5,343 from TS and 645 from PTTC. The average rate of employment was 13.88 per cent among GS graduates, 93.68 per cent among TS graduates and 81.11 per cent among PTTC graduates.

Table 9.3: Status of Job Placement of Its Graduates by JPC/EFS in UCEP during 1995-2000

Years	GS (%)	TS (%)	PTTC (%)	Total (%)	Male : Female (Average)
1995-96	311 (15.6)	940 (96.5)	63 (82.0)	1,314 (16.8)	57:43
1996-97	531 (17.7)	965 (90.0)	137 (92.6)	1,633 (20.9)	57:43
1997-98	162 (7.5)	1,041 (94.5)	136 (78.2)	1,339 (17.1)	53:47
1998-99	404 (14.7)	1,095 (93.7)	133 (70.4)	1,632 (20.9)	54:46
1999-2000	431 (*)	1,302 (*)	176 (82.4)	1,909 (24.4)	56:44
Total (Average %)	1,839 (13.88)	5,343 (93.68)	645 (81.11)	7,827 (100.00)	55:45

* Percentage of employment was not given in the UCEP Annual Report of 1999-2000

Source: Respective *Annual Reports* of UCEP-Bangladesh, Dhaka.

In another study conducted in 1998 by Dr. Kazi Saleh Ahmed, among 227 general school graduates of Dhaka, Chittagong and Khulna, it was found that 17 per cent were unemployed (20% girls and 13% boys), 36 per cent employed, 26 per cent self-employed, 12 per cent helpers in household work and 8 per cent were students. Though it is said in the study that the employment status of graduates was far better than before (Ahmed, K.S. 1998: 20), still the rate was not satisfactory.

⁸ According to the *UCEP Annual Report 1994-95* (p.4) the number of graduates with job placement in 1991-92, 1992-93 and 1993-94 were 563, 800 and 1,016 respectively.

According to the different *Annual Reports* of UCEP, on an average, 32 per cent of GS graduates were left outside the records of employment. However, the common causes for this phenomenon were as follows:

- Continued general education in grade-VIII in UCEP or were admitted in the other schools;
- Availed themselves of short-duration skill training facilities in other agencies (e.g. in 1996-97);
- Migrated to other place (e.g. in 1998-99);
- Girls got married (e.g. in 1999-2000);
- Opted to waiting for admission in technical schools in the next session (e.g. in 1997-98);
- Did not show interest in wage employment (e.g. in 1995-96);
- Physically unfit or long-term diseases (e.g. in 1999-2000);

In case of technical education (TSs+PTTCs) graduates, the average rate of employment was 87.4 and on an average 12.6 per cent of the graduates was unemployed. The higher rate of employment in Technical School graduates (i.e., 93.68%) during 1995-2000 was caused by the strong JPC/EFS initiatives (as discussed earlier). It may be noted that the same rate was 74 per cent during the late 1980s when there was no such initiative. However, the actual rate of employment (including the non-traced, non-recorded and self-employed graduates) must be higher if all the 65,788 graduates of the 1990s are studied.

b) Type of Works of Employed Graduates:

As it was reported in the different *Annual Reports*, all the *technical school* graduates got employment in various industries and workshops. Their jobs were related to their respective training trades, e.g. electronic assembly, electrical works (motor winding, maintenance), refrigeration and air conditioning, welding, lathe machine operation, garments, sweater knitting, tailoring, spinning, weaving, circular knitting, auto-mechanics, offset printing, carpentry, etc. In a study in 1993, it was found that 31.87 per cent of the TS graduates were employed in tailoring garments followed by 18.68 per cent in electrical, electronics, refrigeration and air-conditioning (EERAC) and 14.29 per cent in textile (spinning). Next, welding and general fitting provided 8.79 per cent followed by other trades: 7.69 per cent in

textile (weaving), 5.49 per cent in printing and 5.47 per cent in carpentry (Rahman, M. M. P. *et al.* 1993: 24). Currently, as the demands of job market has been changed and UCEP technical schools adopted the need-based trades, graduates are getting jobs according to their own training in trades at higher rates.

The graduates of *para-trade training centres* became employed mostly in the informal sectors. The categories of jobs were: house wiring, electrical lighting and decoration, screen printing, embroidery, '*jori-chumki*' fitting, signboard/banner writing, etc.

Graduates of *general schools* were employed in different types of jobs such as: helper (production/machine operation), assistant (office/shop/workshop), small business (vegetables/fruits/fish/grocery), salesperson, trainee (electronic assembly/printing), peon, apprentice (tailoring/technician/workshops), factory worker, etc. (UCEP-Bangladesh, 1999: 33).

c) Duration of Getting Jobs by the TS Graduates:

The activities of the Job Placement Component of UCEP also improved to shortened time to get employment specially among the Technical School graduates. In Dr. Wahidur Rahman's study in 1990, it was found that, during the late 1980s, on an average, it took about 19 weeks for the UCEP TS graduates to get employed (Rahman, W. 1990: 2). Within 3-4 years, this status changed very positively. It was found in a study in 1993 that about 71 per cent of the TS graduates got employment within a month after graduation. Another 23 per cent got the job within 1 month to 6 months (Rahman, M.M.P. *et al.* 1993: 23). In its study in 1993, Bangladesh Project Management Institute (BPMI) also found that, about 72 per cent the TS graduates got employed within 6 months (even 11% got it before passing out from Technical Schools) [BPMI, 1993: 16].

d) On the Job Training (OJT) of the Graduates:

On the Job Training (OJT) is another successful innovation process of UCEP regarding proper skill training and employment of technical school graduates with direct linkage. OJT, however, formally started during 1994-95, specially in Dhaka and Chittagong. Under this programme there is a provision where the school and the industries jointly take part in the total training programme. The

training programme consists of 3-6 months on-the-job training after 1-year institutional training. This programme is referred to as 'cooperative education system through dynamic linkage' and is executed by an "Advisory Council" which consists of industrialists from different sectors and the Manager VE of UCEP (UCEP-Bangladesh, 1995: 28).

Table 9.4 below shows the status of OJT of Chittagong Technical School graduates among the ten batches from the 5th batch to 14th batch (in 1995-96 to 1999-2000). More than 90 per cent TS graduates (i.e., 1,193 nos. out of 1,321) were placed on OJT throughout the years in different local industries after 1-year institutional training at UCEP. Duration of the training was 3-6 months. More than

Table 9.4: On-the-Job Training of CTS Graduates in UCEP during 1995-2000

	1995-96		1996-97		1997-98		1998-99		1999-2000		Total (%)
	Batch 5	B-6	B-7	B-8	B-9	B-10	B-11	B-12	B-13	B-14	
Training Completed	112	131	128	135	138	129	126	132	133	157	1,321 (100.00)
Placed on OJT	106	121	124	128	131	122	115	107	124	115	1,193 (90.31)*
OJT Completed	96	110	107	52	118	48	101	37	121	58	848 (71.08) ñ
Permanently Employed	96	52	101	52	115	48	98	37	48	58	705 (83.14) ñ ñ

* Per cent of Training Completed; ñ Per cent of OJT Placed; ñ ñ Per cent of OJT Completed.

Source: UCEP Annual Report, 1995-96 to 1999-2000; UCEP-Bangladesh, Dhaka.

71 per cent graduates completed OJT successfully and 83.14 per cent of them were permanently employed in their respective industries. Some graduates dropped out from OJT, so they could not complete their training. Self-arranged employment, long distance of industries from their residences, migration, pursuing higher education and marriage of girls were the common causes behind this dropout (i.e., 29% on an average). Some graduates' training continued so they were excluded from the figure of OJT completed (e.g. 55 students of 14th batch).

In Dhaka Technical School, the respective rates were found to be very good, i.e., 100 per cent From 1995-96 to 1997-98, there were 92 graduates (24 in 1995-96, 32 in 1996-97 and 36 in 1997-98), all of them completed their OJT and placed in different industries (e.g. in textile industry).

By this programme, UCEEP kept a close relationship with the employers, the industrial sector and the job market. The graduates were being benefited directly by OJT intervention – though the scope of joining OJT for the DTS and KTS graduates was very limited. Still, the whole UCEP process ensured a gainful and sustainable employment with upward mobility opportunity and therefore, as stated by UNICEF-Dhaka (1999: 14), there was a growing demand among the employers for UCEP technical graduates because of their high level of skills.

9.4. Assessment of the Impact of UCEP Interventions during the 1990s

9.4.1. Impact on the Students and Graduates of UCEP:

i) General Impact of UCEP Education and Skill Training:

Non-formal education and marketable skill training received by the underprivileged and poor urban working children was one of the direct impacts of UCEP intervention. This group got an education which would enable them to meaningfully relate their immediate work and environment to their life and assist them to work in the given environment with more general ability and consciousness. The second group of the working children who reflect the impact are the ones having completed UCEP standard eight over a 4½ years term. This education allowed the children either to take up UCEP technical/para-trade training or to go for further education in regular high schools. The third groups of children were those who have completed UCEP technical education, and earned some employable skills and thereby increased their chances for better earnings and a better way of life (Mia, A. 1995: 35). A total of 65,788 children graduated from UCEP during the 1990s from general and technical schools (see Table 9.2) – who were benefited directly from UCEP. Without UCEP's intervention this group would have remained throughout their life trapped in illiteracy and poverty.

The children also realized this general benefit of UCEP interventions. In the year of 1998, Dr. Kazi Saleh Ahmed studied on the situation of 227 general school graduates of UCEP from Dhaka, Chittagong and Khulna. In the study of Dr. K.S. Ahmed, the overwhelming majority, i.e., 96 per cent of the graduates, opined that the slum children (mostly working children) considered the programme as a

blessing for them. The reasons for considering the programme as a blessing have also been mentioned by them. That UCEP is helping them to get education, free of cost', was the main reason (mentioned by 55%) for considering the UCEP programme as a blessing for the slum children. Both boy and girl graduates identified this as the main reason. The second was: 'UCEP is helping them to stand on their feet' (18%); the third was: 'UCEP is providing opportunity to get education to the working children without reducing their support to the family' (14%). Another important reason mentioned by them was that: 'UCEP programme shows the way for a decent life' (12%) [Ahmed, K. S. 1998: 34-35]. This feeling of slum children, however, is one of the major strengths of UCEP as well as other similar organizations to fulfill their task – that is bringing the street slum and working children to the right track of development and preparing them for a meaningful and prosperous life.

ii) Impact on Employment and Occupation of UCEP Graduates:

One of the major direct impacts of UCEP interventions was to enhance the quality and level of employment and occupation for the UCEP graduates. This was reflected in different studies on the situation analysis of UCEP graduates.

In December 1993, Dr. P. M. Motiur Rahman and others studied on 150 TS graduates in Dhaka and found that more than 77 per cent of them were employed or self-employed (Rahman, M. M. P. 1993: 23). By 1998, the rate of employment increased due to the help of Job Placement component. In their study in June 1998, Anwarul Azim Syed and Associates found that 83.48 per cent (out of 224) of the GS graduates and 98.43 per cent (out of 192) of the TS graduates were employed (Syed & Associates, 1998: 53 & 85).

In another study on 63 employed graduates of Dhaka, Chittagong and Khulna in 1993, Bangladesh Project Management Institute found that more than 71 per cent of them got employment within the shortest possible time i.e., before passing out to within 6 months of passing out. Another 14.29 per cent also got jobs within one year (BPMI, 1993: 16). In their study, Dr. Motiur Rahman *et al.* also found that about 71 per cent employed graduates had got their job 'within a month', 17.24 per cent graduates within 1-3 months, and 6 per cent within 4-6 months (i.e., 94% got employment within 6 months) (Rahman, M. M. P. *et al.* 1993: 23-24). In the BPMI

study, more than 76 per cent of the employed graduates had managed to get their jobs with the help of UCEP (1993: 16).

Children were also benefited by the status of their new occupation. During enrolment, two of the internal studies of UCEP management in 1994 and 1998 found that, about 54 per cent of the students of UCEP were involved as self-employed in different occupations (as wood/garbage collector, hawker, petty trader, day labourer, tiffin carrier, water seller, porter, etc.) [See Table 8.1 in Chapter-VIII]. But after graduation, as BPMI found in 1993, only 5 per cent of the graduates were involved in such occupations and as much as 95 per cent were involved in wage employment such as in the Automobile Workshop, Electronic Shop, Electrical Shop, Garment Factory, Printing and Textile Mills, etc. Even 97 per cent of them were employed as 'regular worker' (BPMI, 93: 17-18). In their study in 1998, Syed and Associates also found that, more than 95 per cent of the general school graduates were employed as industrial workers, making up 79.46 per cent of the total general education graduates (i.e., 224) – though these GS graduates had not attained any industrial skill training at UCEP (1998: 53).

Recently, in 1998, UCEP estimated that the graduates of the organization were employed in more than 1,100 local, national, and multi-national industries, factories and commercial organizations in Dhaka, Chittagong and Khulna cities (Nuruzzaman, M. 1998: 35). Thus, UCEP interventions impacted on the better status of employment (and self-employment) under prestigious condition and sustainability. This was reflected in another tracer study where it was found that 80 per cent of UCEP graduates were fully satisfied on their employment (cited by Nuruzzaman, M. 1998: 35). Service and Solutions International (SSI) also found in 1998 that a significant proportion (i.e., 70%+) of graduates testified that they were either highly satisfied or satisfied with their present jobs – where 95 per cent of them were involved in semi-skilled or skilled type of job functions (cited by UCEP-Bangladesh, 1998: 19).

iii) Impact on Income of UCEP Graduates:

Better and gainful employment and occupational status naturally resulted in higher income in a stable condition. During the enrolment or study time, 80 per cent of the UCEP students had been earning Tk. 400 (as studied by Nuruzzaman, M.

1998 & Zaman & Islam, 2000) or Tk. 450 (UCEP-Bangladesh, 1999: 33 & BPMI, 1993: 19) or below per month while after completion of study; 80 per cent of graduates started earning higher amounts i.e., Tk. 600 and above for general school graduates and Tk. 750 and above for technical school graduates at their very first employment (UCEP-Bangladesh, 1998: 22). It was also found that, the majority of the graduates were able to increase their income by 50 per cent within one year (Nuruzzaman, M. 1998: 35).

In the BPMI study in 1993, it was found that 78 per cent of the graduates earned between Tk. 630 and Tk.1,200 per month while most of them (i.e., 79%) earned Tk. 0-450 before their graduation (BPMI, 1993: 19). In the tracer study of “UCEP’s Technical School Graduates in Chittagong” of SSI in June 1998, it was found that most of the employed graduates had been drawing salaries within the range of Tk. 500 to Tk. 1,500 at their first employment (cited in UCEP-Bangladesh, 1998: 19). However, the above figures are averages only, and the graduates from Electronic, Textile and Carpentry units of Dhaka Technical Schools received salaries of more than Tk. 1,000 per month at the first placement (UCEP-Bangladesh, 1999: 33). So; the higher levels of income of the poor children was one of the major impacts of UCEP intervention in Bangladesh.

iv) Impact on Life-Skills and Personality Development of UCEP Graduates:

By the process of learning general education and skill training, the UCEP graduates were also provided with some important skills by which they were additionally benefited in their personal and professional life. These skills are necessary as human qualities. UCEP schools generally gave special emphasis on socializing such children to the desired norms, on the job setting and on the enlightened social setting, as they do not have such socialization from their own family background.

In their ‘Impact Study’ in 1998, Syed and Associates found that the level of skills of the graduates from general education usually increased. In response to a set of open-ended questions, the graduates from GS responded that they had learnt 7 different types of lessons/skills. Majority of them mentioned ‘self-awareness’ as one of the lessons that they learnt. A good number of them said that literacy, health awareness and discipline were the three important skills that they had acquired (Syed & Associates, 1998: 53).

In search of the change in life skills learnt and applied by the Technical Education graduates of UCEP, the same study found that, among the skills that the TE graduates learnt, 'general knowledge' was the most highlighted. Good behaviour and awareness/cleanliness were the two other major skills that they learnt. Besides, the TS graduates generally appeared to be happy because they could apply their life skills in 'availing of the job opportunities' and also in 'socialization of the self' (Table 9.5).

Table 9.5: Life-Education/Skills Learnt by the Technical Education Graduates of UCEP

Life-Education/ Skills Learnt	No. of Students	Life-Education/Skills Applied in Life	No. of Students
General Knowledge	133	Availing of the Job Opportunities	147
Good Behaviour	71	Socialization of the Self	49
Awareness/Cleanliness	24	Reading Ability	19
Punctuality	14	Self-Discipline	15
		N.I.	45
Total Number of Responses	242	Total Number of Responses	275

Source: Anwarul Azim, Syed and Associates, *A Benchmark and Impact Study of the Socio-Economic Condition of UCEP Students*, Final Report, Dhaka, June, 1998, p. 68.

In their study, Dr. Motiur Rahman and others also found that, 31 per cent of the employers of UCEP TS graduates admitted that UCEP taught good behaviour, honesty, discipline and obedience to their students (1993: 34). These must have brought important changes in the life of those children.

v) Impact on Social Status of UCEP Graduates:

Having all of the above benefits in their changed life, the urban working children and adolescents naturally enjoy a better quality of life and it creates a better social status for them. When asked about their reaction on being employed, as the BPMI study found, 92 per cent of the employed graduates expressed that they found their social and economic position better (BPMI, 1993: 23). In a tracer study of the Khulna Technical School graduates during the 1998-99 session, 84 per cent of the graduates mentioned that because of employment their income as well as expenditure and, to some extent, savings, have increased. Moreover, 53 per cent of them again responded that their social status had improved by UCEP intervention (cited in UCEP-Bangladesh, 1999: 30).

Dr. Motiur Rahman and others also noticed that in case of 60 per cent of graduates, the food consumption and dresses using situation/conditions improved due to their employment (1993: 27). Dr. K.S. Ahmed also found that the repentance of friends of graduates with no education, good family environment, and enhanced social status give evidence of the positive impact of UCEP education on the life style and therefore on the social status of UCEP graduates (Ahmed, K.S. 1998: iv). In another study of 1998, 92 per cent of the employed graduates mentioned that their socio-economic conditions improved by their new employment and higher earnings (cited by Nuruzzaman, M. 1998: 35). Thus, UCEP intervention resulted in better social status of its graduates through different direct and indirect ways.

9.4.2. Impact on the Families of UCEP Graduates:

The families of UCEP graduates were also benefited indirectly as a result of UCEP intervention. The major areas of the benefits were as follows:

i) Impact on Family Income:

Both the rate and share of financial contribution to the families of the UCEP graduates also been increased after the organisation's intervention. It was found that before UCEP intervention, 19 per cent of the employed children bore 100 per cent of the family expenses but after UCEP intervention, many more children, i.e., 30 per cent of the employed children took full responsibility of their family expenses. It was also found that 25 to 50 per cent share of total family expenses were borne by 30 per cent of such children before UCEP intervention – but after UCEP intervention, as much as 70 per cent of the graduates were found to bear 25 to 75 per cent of family expenses (Table 9.6).

Table 9.6: Contribution to Family Maintenance by Students/Graduates before and after UCEP Intervention

Scale of Contribution of Expenses	Before UCEP Intervention* (N = 63)	After UCEP Intervention* (N = 60)
100%	19.05%	30.00%
Approximately 75%	00%	25.00%
Approximately 50%	26.98%	21.67%
Approximately 25%	03.17%	23.33%
Below 25%	03.17%	00%
His/ Her Daily Meal Only	25.40%	00%
No Response	22.23%	00%
Total	100%	100%

*Per cent of employed children

Source: BPMI, *Study on Status of Employment and Self-Employment Opportunity of UCEP Graduates*, Final Report, August 1993, Dhaka, pp. 14 & 20.

In his study in 1998, Dr. Kazi Saleh Ahmed also recognized that the “three indicators: (i) income of the graduates, (ii) income support to the family and (iii) family income of graduates before UCEP and after UCEP educational intervention clearly show that there was a significant increase in the level of all the three indicators” (Ahmed, K.S. 1998: iii).

Syed and Associates also found that both cash and non-cash contributions of GE and TE graduates to their respective families increased significantly. About 96 per cent of TE graduates were found to be contributing to their families. While 82.29 per cent of those TE graduates were contributing cash, 9 per cent of them contributed both cash and non-cash items and the remaining 9 per cent contributed non-cash items only. This indicates that increase of job security and income generally gave rise to increased contribution to one’s own family among the UCEP graduates (Syed & Associates, 1998: 70).

ii) Impact on Housing Status and Living Standard of the Family:

UCEP intervention also impacted on the housing status and living standard of the families of its graduates. Before admission, more than 90 per cent of the children (with their families) lived in slum areas, but after graduation and being employed, only 14 per cent were found to be living in slum areas. Again, 73 per cent of the graduates lived in hired accommodation as against none during pre-UCEP period. Thus, the living arrangements of UCEP graduates as well as their families improved remarkably as a result of UCEP intervention (BPMI, 1993: 24).

Another indicator of improvement in the condition of living is of better amenities/facilities in the family. It was found that about 30 per cent of the UCEP graduates recognized that they lived in good accommodation and 19 per cent of them were able to give education to their children. Some of them had radio (8%), TV (2%) and similar recreational facilities in their house. Even they could save (2%) and did not have any indebtedness (BPMI, 1993: 24). Thus, UCEP intervention contributed positively to the improvement of the living condition of the poor urban families.

Another result of UCEP to the graduates’ families was the lower physical mobility of their residences. In 1998, it was found that the physical mobility of the residences of the GE graduates had decreased to a significant extent as a result of their abilities to solve the problems that usually cause residence mobility. With

financial strength, the literacy status of the families (of GE graduates) also improved as a result of UCEP intervention (Syed & Associates, 1998: 84).

iii) Impact of Some Positive Changes in the Families:

The indirect impact of UCEP is considered in terms of the families who had positive changes in their condition through their exposure to UCEP intervention. The children who participated in UCEP and the UCEP staff who got in contact with their families worked as 'change agents' to influence the lives of family members. They became conscious of the value of children's education, and of their health and wellbeing, etc. – all these having significant bearings on the future of the children as well as of others living in the family (Mia, A. 1995: 36).

In their study, Syed and Associates observed in 1998, that the contributions of the TE graduates to their respective families increased significantly as a result of UCEP interventions. This, in turn, resulted in improved economic indicators with regard to savings, income, and wealth and so on. The more striking feature of this impact was that a good number of these families started saving money with the local NGO cooperative groups (1998: 85).

In Table 9.7 below, indicators show that the family members of the UCEP graduates were benefited. In some cases, the families were extremely benefited while in case of others, the benefits were marginal. However, the trend shows that the family members of UCEP graduates have been benefited from the GS education, though the impact of the education will be more visible after few years.

Table 9.7: Per Cent Distribution of Benefited Guardians by Indicators

Indicators	% of guardians who feel that they are benefited from UCEP GS Education*
Family members now take more interest in income generating activities	14.67
Family income has increased	34.67
Family members are more conscious about health, cleanliness and decent life	45.00
Family members are now more socially conscious	45.00
They are conscious about importance of education	62.00
Within the family the women enjoy more respect	22.33
The families now know where to save money	28.67
Within the community they now enjoy more respect than before	61.67

* Average of three cities: Dhaka, Chittagong and Khulna.

Source: Dr. Kazi Saleh Ahmed, *Study on the Situation of UCEP General School Graduates who are Left out from UCEP Vocational Education*, Final Report, May 1998, p. 47.

In his study in 1998, Dr. K.S. Ahmed also intended to see the impact of UCEP interventions on the life skill of the family members in their day to day activities. Only 9 variables or indicators were selected, such as: safe sources of water for the purposes of drinking, cooking and washing; drinking boiled water; safe place of defecation; etc. The indicators, however, have shown that except for boiled drinking water and washing hands with soap before eating the skills achieved in case of all other items were very high (Table 9.8). The study also viewed that, for families living in slums, generally the indicators gave very low values. The high levels of indicators of life skill of the graduates' family members were surely the

Table 9.8: Percentage of Families Belonging to Each Indicator

Indicator	% of guardians belonging to the Indicator*
Safe source of drinking water	92.00
Safe source of cooking water	79.67
Safe source of washing water	81.67
Use of boiled water for drinking	25.67
Safe place of defecation	74.67
Correct treatment of diarrhoea	97.33
Knowledgeable about Immunization	73.67
Wash hands with soap before eating	26.33
Knowledgeable about the importance of family planning	95.00

* Average of Three Cities: Dhaka, Chittagong and Khulna

Source: Dr. K.S. Ahmed, *Study on the Situation of UCEP General School Graduates who are Left out from UCEP Vocational Education*, Final Report, May 1998, p. 48.

impact of UCEP school education in the life styles of the members of graduates' families (Ahmed, K.S. 1998: 48). In another study on Technical School graduates of Khulna, 51 per cent of the parents stated improvement of their families' medicare and nutrition position (cited by UCEP-Bangladesh, 1999: 30). All these indicate that, UCEP interventions brought some positive changes in the poor urban families who are participating in UCEP programmes. These positive changes also brought a better socio-economic status for those families.

9.4.3. Impact on the Community:

There are also some direct and indirect impacts of UCEP intervention on the urban poor and slum community as well as on the whole society. The major impacts may be identified as:

i) Impact on Awareness of Child Rights and Elimination of Child Labour:

At a broader perspective, one of the major social impacts of UCEP interventions is viewed to be an increased awareness and participation of the community in promoting child rights specially for the disadvantaged children of urban areas. UCEP process also provides all the four clusters of UN Convention on the Rights of the Child (CRC) by following measures:

Survival: Children earn their livelihood and supplement family income while they have schooling/skill training at UCEP.

Protection: Children are protected from unacceptable, hazardous, abusive and restless work conditions.

Development: Children are provided with education and skill training with other support services realizes the potentials of a better life.

Participation: Children are encouraged and allowed to participate in decision-making at the family, school and community levels (Chaudhury, 1998: 20).

By playing its own role, UCEP has been tirelessly working for growing consciousness at different levels in the community in regard to the child rights, specially for the working and underprivileged groups of children in urban areas. As Prof. Mia says, "The process as such complements all other efforts addressed to popularizing and establishing the children's right to education and opportunities for social living free from exploitation" (Mia, A. 1995: 36).

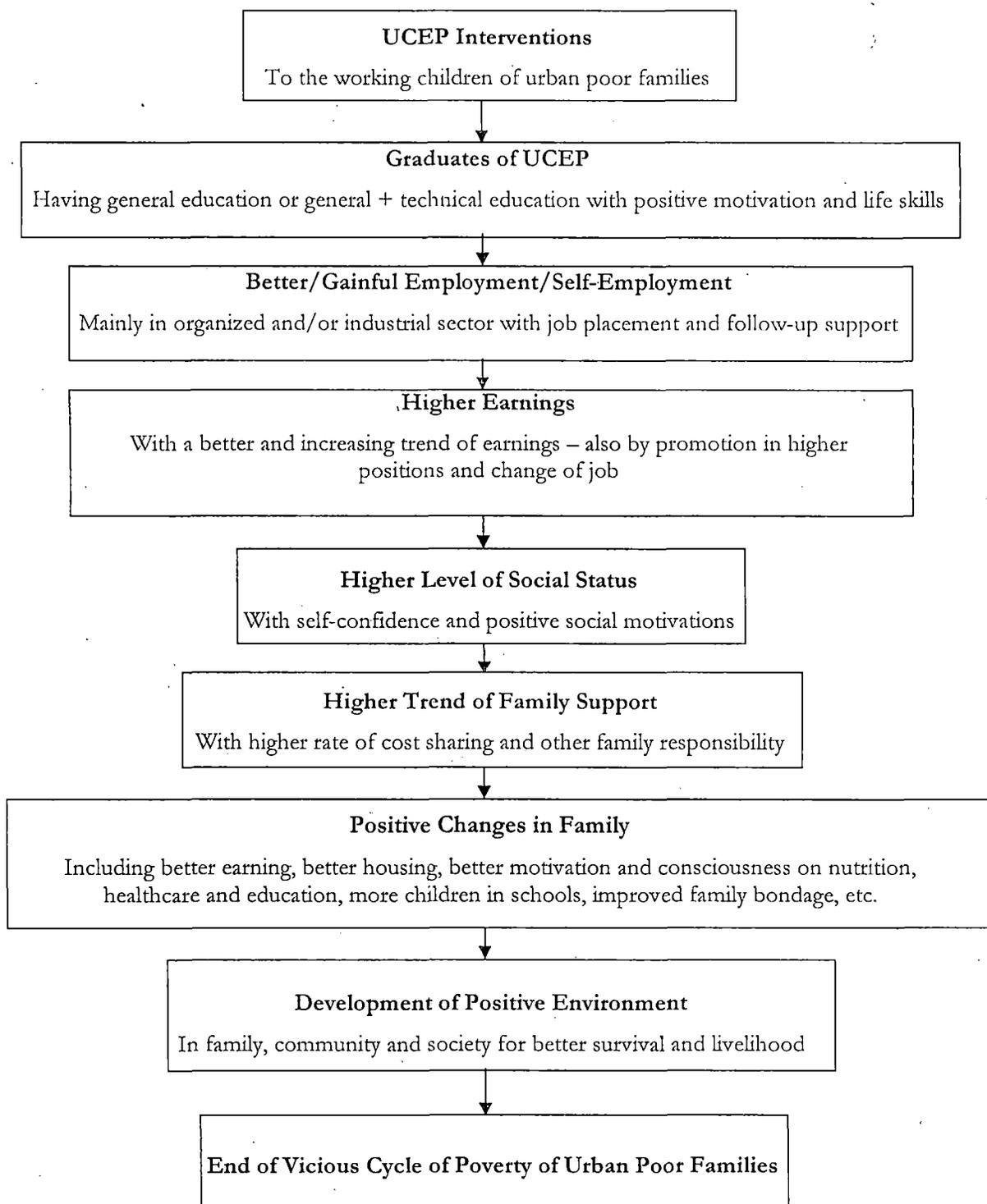
ii) Impact on Prevention of Early Marriage and Parenthood:

Early marriage and early parenthood have been an actual social problem in the national arena, specially among the hardcore poor and slum dwellers in urban areas. UCEP intervention acts as a strong motivational factor in preventing early marriage, specially among the poor urban girls. These girls, as 'change agents' in their families and peer circles, exert an immense influence in preventing early marriage and parenthood. This also contributes to the reduction of infant mortality rate as well as pre-and neo-natal death rates (Zaman & Islam, 2000:42).

iii) Breaking of the Vicious Cycle of Poverty:

Perhaps the greatest impact of UCEP process is the breaking, by its young graduates, of the vicious cycle of poverty. They and their families come out of the perpetual poverty as a result of UCEP interventions (Zaman & Islam, 2000: 41). The process of poverty alleviation by UCEP interventions, however, may be explained briefly by the following figures:

Figure 9.9: UCEP Interventions Breaking the Vicious Cycle of Poverty of Urban Poor Families



Thus, UCEP ultimately addresses the basic problem of poverty as it opens the opportunities for working and underprivileged children to have an upward socio-economic mobility.