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Effectiveness of Ucep Curriculum in Achievement of its Objectives: A Study on Ucep Schools within Rajshahi Metropolitan Area

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University of Rajshahi

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**EFFECTIVENESS OF UCEP CURRICULUM IN
ACHIEVEMENT OF ITS OBJECTIVES: A STUDY
ON UCEP SCHOOLS WITHIN RAJSHAHI
METROPOLITAN AREA**



Ph.D Dissertation

Researcher

Most. Aleya Ferdousi
Session: 2011-2012

**Institute of Education and Research
University of Rajshahi**

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Supervisor

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Most. Aleya Ferdousi

*A Dissertation Submitted to the Institute of Education and Research (IER),
University of Rajshahi, Bangladesh in Partial Fulfillment of the
Requirements for the Degree of*

***Doctor of Philosophy
in
Education***

**Institute of Education and Research
University of Rajshahi**

April 2016

Certificate

This is to certify that the dissertation entitled ***“EFFECTIVENESS OF UCEP CURRICULUM IN ACHIEVEMENT OF ITS OBJECTIVES: A STUDY ON UCEP SCHOOLS WITHIN RAJSHAHI METROPOLITAN AREA”*** is an original work accomplished by Most. Aleya Ferdousi, a Ph.D Fellow in Education of the session 2011-2012 at the Institute of Education and Research (IER), University of Rajshahi, Bangladesh. The findings and views expressed in this dissertation are originated from both primary and secondary data and entirely her contribution. She has prepared this dissertation under my supervision and guidance. The dissertation has not been submitted anywhere else for any purposes e.g. any degree or diploma or publication.

I have gone through the draft dissertation thoroughly and found it satisfactory for submission. The dissertation is therefore recommended and forwarded to the University of Rajshahi through Institute of Education and Research for necessary formalities leading to its acceptance in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education.

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Declaration

I hereby declare that the dissertation entitled ***“EFFECTIVENESS OF UCEP CURRICULUM IN ACHIEVEMENT OF ITS OBJECTIVES: A STUDY ON UCEP SCHOOLS WITHIN RAJSHAHI METROPOLITAN AREA”*** has been prepared by me. It is an original work carried out by me taking advices and suggestions from my honorable supervisor. I myself take all the responsibilities for all comments, statements and opinions articulated in the dissertation. The dissertation or any part of it has not been submitted partially or fully to any academic institution or university in pursuing any degree or diploma.

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Rajshahi
April, 2016

Most. Aleya Ferdousi

Abstract

UCEP, Underprivileged Children's Educational Program is working for the underprivileged urban children of Bangladesh, to turn them into human resources through providing education and vocational training in different trades. UCEP Schools possessed few but unique characteristics such as education, learn and work for these underprivileged children from the very beginning. UCEP was established in 1972 as a non-government organization. Initially UCEP worked with the concept of "community schools" to provide alternative schooling opportunity to the poor working children living in slums or on the streets of Dhaka city. During the period from 1972 to 2011, UCEP extended its support services to more than 1, 87,490 poor urban working children who enrolled as student in UCEP educational system.

This research work has done to find out the effectiveness of UCEP curriculum in achievement of its objectives, which is an evaluative and analytical in nature. Data have been collected through social survey & case study methods and respondents were selected through simple random basis. There were six categories of respondents; present final year students of UCEP IGV and Technical Schools of Rajshahi, former students passed from different UCEP schools within Rajshahi metropolitan area who were appointed in different job sectors in different areas of Bangladesh, teachers of the UCEP IGV and technical schools situated within the Rajshahi metropolitan area, the guardians of UCEP students and also the employers who have employed students passed from UCEP. Empirical data have been collected from all six types of above mentioned respondents mainly through face to face interview with a six structured questionnaires. The questionnaire was pre-tested before finalizing.

Underprivileged children are not like usual students and schools for them are not also alike other formal schools. UCEP curriculum is designed to make them attentive in lesson through in-house teaching-learning process as well as training to enter into job market or to be self-employed after finishing their curriculum. For this, UCEP runs a number of programs, as Integrated General and Vocational Education (IGVE), Technical Education (TE) and Employment Support Services (ESS) for students. The mission of these programs is to raise the socio-economic condition of the urban poor to a level which will enable them to effectively participate in national development with

enhanced capacity and dignity and fulfillment of their basic rights. The target group of UCEP Bangladesh consists of working children of poor families living in urban slums. The major categories of such children are domestic servants, vendor/hawkers, factory workers, shop assistants, fire wood collectors or rag pickers, porters and day laborers. Its education policy is popularly known as integrated approach to education and employment hereby.

It was found that about 76 percent students had a good relationship and adaptability with their school. From this study we also found that UCEP curriculum was easy to understand to almost all the students. The data also supports that UCEP students could easily understand the curriculum and there was a strong relationship between the types of education and the understanding level of their curriculum. Guardians found satisfied with UCEP education and training. To achieve guardians support and satisfaction, UCEP arranged regular guardians' meeting for exchange of views which enabled creating a close relationship with school and parents. UCEP always claims that it has a good relationship between students and teachers. According to about 94 percent students, there was a strong relationship between them.

There were 60.7 percent male and 39.3 percent female among the respondents. Another important thing was that 79.3 percent students came from unitary family. It was found that former students' residential structure became better than current students. In this study, result shows that most of the family's monthly income ranged from six thousands Taka to ten thousands Taka. Thirty percent families' monthly income was three thousands Taka to six thousands Taka.

UCEP follows the national curriculum and textbooks as prescribed by the National Curriculum and Text Book Board. It abridged the National Curriculum with basics of technical education including computer literacy from grade 1 and lessons on social norms and values. The students complete grade VIII in 4 years which is followed by a six months pre-tech education as a preparation for entering into the technical schools. Upon completion of general education grade VIII, students enter into technical schools or para-trade training centers to receive technical education. It provides hands-on technical training on 17 trades. The para-trade training of UCEP is an innovative, cost-effective vocational intervention that allows working children to acquire basic skills in non-conventional trades within six months. UCEP students get support services after passing out from its technical schools for apprenticeship or on the job training and appropriate employment through its Employment & Support Services (ESS). It was found that ex-students (respondents) worked in thirteen different types of organizations.

Twenty percent organizations were clinic, whereas, welding covered 15 percent, garments factory and machine production factory covered 10 percent. The rest of the organizations were of other types. During the survey it was found that fifteen UCEP graduates were working in a single manufacturing factory where the total working forces were about sixty. Amongst the employers, 45 percent appointed UCEP graduates in their factories/organizations due to the skillfulness of graduates in their own field which attracted the employers. Another 15 percent employers were satisfied with both the skill and attentiveness achieved by UCEP graduates.

The monthly salary provided by the employers to their employees was quite different in relation to experience and nature of job. Fifty percent employers replied that the salary of UCEP graduates who worked in their factory ranged from 5000 to 7000 Taka per month. Another 20 percent employers provided 3000 to 5000 Taka per month, 15 percent earned equal or less than 3000 Taka, 10 percent earned 7000 to 9000 Taka and 5 percent earned more than 9000 Taka per month. The correlation between types of work and salary was found significant. It is important to note that difference prevails between the UCEP graduates and other than UCEP graduates in connection with performing duties. According to the employers, UCEP graduates deserved higher job responsibilities than other workers.

As government is providing primary education to all, it is time to think about its curriculum to change. Almost all types of students have opinion on its expansion both in higher education and creating job opportunities. Though UCEP policy and programs are not formulated to enter in this sector but as it has proved itself as a skilled manpower provider, it may take in consideration this opinion in coming future to provide employment opportunities for its students.

From the above discussion it is found that all types of respondents expressed their positive opinion on effectiveness of UCEP curriculum for getting job in the competitive job market. It was also found that UCEP graduates enjoyed more salary than other workers as well as employers' sympathy and well-wishes. We found correlation exists between types of work executed by the graduates and salary paid for. Employers were in view that UCEP graduates have more job responsibility than other workers and they have obtained little special distinctiveness compared to other workers. Most of the employers, guardians and teachers agreed on the extent of application of academic knowledge of UCEP graduates and UCEP curriculum played a positive role to create productive human resources from its inception.

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Abbreviations and Acronyms

<i>ACD</i>	<i>Association of Community Development</i>
<i>BBS</i>	<i>Bangladesh Bureau of Statistics</i>
BISE	Board of Intermediate and Secondary Education
BMEB	Bangladesh Madrasah Education Board
BRAC	Bangladesh Rural Advancement Committee
BTEB	Bangladesh Technical Education Board
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BIDS	Bangladesh Institute of Development Studies
CDW	Child Domestic Worker
CRC	Convention on the Rights of the Child
CWRA	Child and Woman Right Advocacy
DFID	Department for International Development
EFA	Education for All
EFS	Employment and Field Services
ESS	Employment Support Services
FFC	Families for Children
FGD	Focus Group Discussion
ICT	Information and Communication Technology
<i>IGVE</i>	<i>Integrated General and Vocational Education</i>
<i>ILO</i>	<i>International Labor Organization</i>
<i>IPEC</i>	<i>International Program on the Elimination of Child Labor</i>
<i>LGED</i>	<i>Local Government Engineering Department</i>
<i>OCFT</i>	Office of Child Labor, Forced Labor and Human Trafficking
NCTB	National Curriculum and Textbook Board
MAWTS	Mirpur Agricultural Workshop and Training School
MoPME	Ministry of Primary and Mass Education

MoE	Ministry of Education
NGO	Non-Governmental Organization
PT	Para-Trade Training
ROSC	Reaching Out of School Children
SHR	Skilled Human Resources
SME	Small and Medium Entrepreneur
TE	Technical Education
TTC	Technical Training Center
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Program
UNICEF	United Nations International Children's Educational Fund
UNESCO	United Nations <i>Educational, Scientific and Cultural Organization</i>
<i>UCEP</i>	<i>Underprivileged Children's Educational Program</i>
UPE	Universal Primary Education
WFCL	Worst Form of Child Labor

Chapter One

Introduction

1.1 Prelude

Children are the future of a nation. Those who are children today will lead the nation in future. To let them grow as the future leaders of the country they must be nourished with proper education, environment and culture. Unless it the children will grow as the burden of the nation instead of being human resources. Education plays an immense role to be good citizen by flourishing children's physical and mental state. As education is the backbone of a nation, no nation can stand firm with honor without it. So, education has an important role for development and socialization of a child.

In 2012, the rate of enrollment at primary school was 96.7 percent which was increased from 87.2 percent in 2005 (BANBEIS, 2012). Increasing the rate of enrollment is a continuous process. It is also important to ensure the enrollment rate in following years. But in that year, the dropout rate was 26.2 percent which was of great concern and identified as an impediment on the way of progress of Bangladesh in achieving millennium development goal (BANBEIS, 2012). Poverty seems to be the prime cause of such high dropout rate.

Bangladesh is one of the developing countries in the world. The progress of social development indexes in Bangladesh is admiring, as the reduction of maternal and infant mortality rate, the expansion of education and the empowerment of women have been able to draw the attention of other countries. But, about 25.6 percent population of Bangladesh is living under the poverty line (ProthomAlo, 2014). On the other hand, 35 percent population of Bangladesh is children (World Bank, 2013). So, a huge number of children of Bangladesh live under the poverty line. To meet the minimum human demands, most of those children are engaged in different income generating activities as a result, most of them are also deprived of education. Struggling to survive in such tender age these children are falling beyond all development activities. Having no sound environment many of them are being addicted by drugs and involved in crimes as well.

Due to these inconveniences, the latent potential of a bright future reduces to nothing at the very beginning of their life.

Bangladesh is one of the countries that committed to implement the decisions taken by UNICEF under the International Children Rights Act. A number of government and non-government initiatives are stepping forward to turn the deprived children into human resources. Programs like Pothookoli, Thikana etc. are being patronized by Bangladesh government to develop the socio-economic condition of these underprivileged children living in urban area.

Various innovative strategies are being tried out in many countries in the Asian region to provide education to these out-to-reach underprivileged children. Thailand has a unique mobile school project in the slums of Bangkok, run by the Bangkok Metropolitan Administration. A large number of children in the slums cannot be enrolled in school due to not having necessary documents. The mobile school provides primary education which is the same as that of regular schools. Non-formal education is also given to children between the ages of 8 and 15 along with school lunch, free uniforms and educational aids. Like this, in Malaysia, UNESCO has an on-the-job training program under the educational innovations scheme. This scheme started with 120 parking attendants who were given 8 to 16 hours a week practical training after work in subjects like basic electrical work, building and construction, refrigeration and air-conditioning work, drafting and steno-typing etc. (Burra, 1989).

‘Helping Hands Welfare Association Baltistan’ is a non-profit, non-governmental organization in Pakistan set up in April 1991, under the voluntary social welfare agencies. It works in empowering marginalized communities aiming to supports women peasants, children and vulnerable groups, to achieve standards of life for integrity and come into main stream by development projects (Gamechangers, 2013). *Bruce Peru* is another example of such organization, which works at the grass root level in Peru. It goes where there is more number of labors. They enroll them to provide basic school needs. They hold community meetings in every month with children and their parents and discuss the issues pertaining to the education and find way of holistic development (Bruceperu, 2011). *Peter Ustinov* foundation through its varios innovative initiatives makes school attendance possible for children in Brazil. The boys and girls get all

necessary prerequisites they need to get a job after completion of school by which they can earn their and their family's living. In addition to mental furtherance, the school also cares for their physical development. Each child receives a meal and is medically attended also (peterustinov, 2013).

UCEP, Underprivileged Children's Educational Program, one of the non-government organizations is working to change the deprived urban children to human resources providing them education and training. It provides education & training to the term at the same time to the street children. UCEP was established on 1972 at the Dhaka University premises. The target group of UCEP is those underprivileged children who are aged from ten years to seventeen years but engaged in physical labor. Due to pro-people activities and humanitarian initiatives, UCEP attracted attention to many national and international bodies to support it. Now, UCEP has established fifty two general & vocational schools at 8 major cities of Bangladesh that are nourishing working children with Integrated General and Vocational Education (IGVE) to turn them into human resources through improving their working skill. Apart from this program it has five Integrated General and Vocational schools and one Technical school are being functioned in Rajshahi.

1.2 Statement of the Study

The total population of Bangladesh is 160,452,686 (BBS, 2016). It's under 5 years population is 1,72,17,829 and 7,04,46,497 is under 19 years old (Live Population of the world, 2016). According to the existing law, citizen under eighteen years of age are treated as children in Bangladesh (The Child Act, 2013). From early nineties, through enormous triumph, adult literacy rate reached to 65 percent (UNICEF, 2012). According to the UNICEF survey, published in 2012 the primary school net enrollment was 86 percent for male and 93 percent for female. It is also important that the survival rate to last primary grade was 80 percent for both sexes as mentioned in that survey. Orphan school attendance was another significant finding of that report. The report revealed that the orphan school attendance ratio was 84 percent which was significantly higher among the South Asian countries (UNICEF, 2012).

According to Save the Children, about 7 million children live under the poverty line (save the children, 2013). Due to poverty, a significant number of children are bound to work and earn money for their family. Child labor is a common phenomenon in

Bangladesh both in rural and urban areas though the purpose and return varies from one place to another. About 10 percent children between the ages of 5 to 14 were absolutely in work force and about 7 percent children between 7 to 14 years old attended school side by side worked for earning (OCFT, 2011). About 1.5 million children live in urban areas, mostly in the four metropolitan cities as Dhaka, Chittagong, Rajshahi and Khulna (BBS, 2002-2003). According to UNICEF survey 28 percent people live in urban area in Bangladesh (UNICEF, 2012). Many of them are engaged in varieties of income generating activities like domestic servant though they live in slums under most unhygienic environment.

Child as domestic servant is very common in urban areas of Bangladesh. The total number of child domestic workers was 420,000 in 2006 in Bangladesh (UNICEF, 2006). The majority of them are aged between 12 and 17 years old. But children aged of 5 or 6 years can also be found to work in different shops even in heavy industries. A survey of child domestic workers found that 38 percent of total child labor was between the ages of 11 to 13 years old and nearly 24 percent of them were between 5 to 10 years old Bangladesh (UNICEF, 2006). The survey says that 83 percent of total child labor is female. They work in grocery, cleaning the drain, taking the garbage to roadside bins, washing the car and girls have to iron the cloths, receive phone calls and serve the guests. Boys are also found working in different jobs like, street vendors, rickshaw-pulling, automobile repair, welding, brick-breaking, book binding etc.

Constitution of Bangladesh states that “the State shall adopt effective measures for the purpose of establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law” (Article 17, Constitution of Bangladesh, 1972). Under the Compulsory Primary Education Act of 1990, the government of Bangladesh has declared primary education obligatory in the country. But a huge number of children in Bangladesh are engaged in income generating activities instead of going to school. It is found from different studies that illiteracy and poverty is interrelated. The conception and way to alleviate poverty scholars and development institutions are continuously developing, and with these, a notion about the role of education in alleviating poverty is found as a basic element (Zakharia, 2006). Few researchers observed that a higher rate of school enrolment

in a more developed village where better facilities were available (Ahmed & Quasem, 1991). To improve the school enrollment rate government of Bangladesh has taken various steps like primary stipend, social security program, food for work etc. As families often face costs in sending children to school, the government offers primary stipends (UNICEF, 2009). But it had little effect on educational inequalities too (Al-Samarrai, 2009) and an assessment of the impact of that program during 2000 to 2006 suggests that it had negligible impacts on school enrolments or on household expenditures (Baulch, 2010). He proposed that the most probable reasons for its ineffectiveness to have a stronger impact were the lack of geographical targeting and limited coverage. He also found another reasons like, the small amount and declining real value of the stipend (Cameron, 2010). It is found that the time allocated for schooling is input for education, which could otherwise be used for market work or home production, and, hence, time spent on schooling represents for income or gains to the household for working children families. Therefore parents take into consideration the direct cost as well as the opportunity cost of enrolling a child in school. A child will be sent to work if the cost of schooling is higher than the benefit (Khanam & Rahman, 2013).

In Bangladesh, some children are found working in very hazardous jobs and sometimes they have to work more than 48 hours per week. At the age of 5 to 6, children have right to go to school and to live in their family environment but a number of urban children are bounded to involve themselves in jobs to meet their basic human needs. Sometimes some criminal gangs engage the street children in unethical activities like; drug, arms cadre, smuggling etc. as well as begging beyond their parent's knowledge. Bangladesh is trying to stop childtrafficking. Children from different segments of society, mostly deprived, become easily victims of internal and international trafficking.

Bangladesh is one of the countries that committed to implement the decisions taken by UNICEF for the betterment of children under the convention of International Children Rights Act. The Convention on the Rights of Child was adopted and opened for signature, ratification and accession by the United Nations' General Assembly resolution 44/25 of 20 November 1989. It entered into force 2 September 1990, in accordance with article 49 (UNICEF, 2014). It is the first instrument to include the full range of human rights, including civil, cultural, economic, political and social rights for children.

To help them from the growing abuse and exploitation of children worldwide, in 2000 the United Nations General Assembly adopted two Optional Protocols to the Convention to increase the protection of children from involvement in armed conflicts and from sexual exploitation: the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography, adopted and opened for signature, ratification and accession by General Assembly resolution A/RES/54/263 of 25 May 2000, entry into force on 18 January 2002; and the Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict, adopted and opened for signature, ratification and accession by General Assembly resolution A/RES/54/263 of 25 May 2000, entry into force 12 February 2002 (UNICEF, 2014). It defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged its member countries to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18. This convention covers all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis. Before adopting any law countries will look after the best interests of children. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers. Every member governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems, as well as levels of funding for these services. Governments are then obliged to take all necessary steps to ensure that the minimum standards set by the convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and reach their potential. In some instances, this may involve changing existing laws or creating new ones. Such legislative changes are not imposed, but come about through the same process by which any law is created or reformed

within a country. Article 41 of the convention points out that when a country already has higher legal standards than those seen in the convention, the higher standards always prevail. Governments should respect the rights and responsibilities of families to direct and guide their children. It ensures children have the right to live. Governments should ensure that children survive and develop healthily. Every child has the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing. This convention also ensures that children have the right to meet together and to join groups and organizations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others. Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are so many effective ways to teach discipline to children that help them to know about expectations of family as well as society from them. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to government to review these laws in light of the Convention. Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language. Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives. Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this. All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries to achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way –

without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable. Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention. The government should protect children from work that is dangerous or might harm their health or their education. While the Convention protects children from harmful and exploitative work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out in a family farm or business, the tasks they do be safe and suited to their level of development and comply with national labor laws. Children's work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play. The government should take all measures possible to make sure that children are not abducted, sold or trafficked. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography. Children should be protected from any activity that takes advantage of them or could harm their welfare and development. Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

To ensure education, creating job opportunity and create skilled manpower a number of government and non-governmental organizations are working with these underprivileged children living in urban area. UCEP is working with these children to

enhance their educational background as well as skill development for betterment of these destitute children as they can rise up their socio-economic condition. According to BIDS there are 20,426 street children in Rajshahi Metropolitan City, who work just for their sheer existence (BIDS, 2005). Like in other metropolitan cities UCEP started its activities at Rajshahi for the welfare of the working children since 1st January 1994.

From the very beginning UCEP Schools possessed few but unique characteristics such as education, work and learn. It is interesting to know that students of this school continue to work and earn while they attend school. UCEP schools run 3 shifts a day, each of 3 hours duration having 4 lessons per day. It allows a child to choose a convenient shift in consultation with his/her parents/employer/guardian; so that financial loss for the children due to attending school is not regarded by their family as a prohibitive one. As the intension of UCEP school is not provide higher education or other certificate education but to prepare a student with education, learn and to be eligible to face working life challenges. So, it provides shortened academic year. UCEP runs two academic sessions in a calendar year, each of six months, having 120 schooling days per session. In practical term, this means, a child can complete 2 grades in a given year enabling him/her to complete grade VIII in 4½ years, including six months' of pre-technical schooling after completing Grade-VIII.

It is also important to note that UCEP schools basically follow the NCTB curriculum both at primary and lower secondary level. However, the curriculum has been abridged in a careful manner so that it remains comparable with that of national mainstream curriculum. The curriculum consists of Bangla (mother tongue), English, Mathematics, Vocational, Social Environment and Hygiene. UCEP schools have responsible teacher community. Every UCEP school-teacher is indeed a social worker motivating the target group, raising social awareness in the community and deriving community support. This finally results in high attendance and low dropout rates. UCEP teachers are being trained in how to motivate others and to make them familiar with rest of the society. In this process they start their activities among the children during the pre-admission period in order to ensure the adjustment of the children with the school environment. Throughout the school program, UCEP teachers maintain close contact with the families and employers of the students and with the community through regular visits and

meetings. As a measure to prevent student's tendency to dropout and keeping the attendance rate high, UCEP teachers conduct home visit and follow up when a student remain absent for two or three consecutive days.

UCEP schools are good with spacious well-built classrooms, separate toilet facilities for girls and class room size. Each school has a welcoming, healthy, and clean environment and a regular supply of safe drinking water. All children are protected from harms, violence and abuses. A classroom-based approach requiring completion of all educational work at the school and not expecting homework from the children is another innovational feature of the curriculum.

1.2.1 Educational System of Bangladesh

The present education system of Bangladesh may be broadly divided into three major stages, viz. primary, secondary and tertiary education. Primary level institutions impart primary education basically. Junior secondary/secondary and higher secondary level institutions impart secondary education. Degree pass, degree honors, masters and other higher-level institutions or equivalent section of other related institutions impart tertiary education. The education system is operationally categorized into two streams: primary education (Grade I-V) managed by the Ministry of Primary and Mass Education (MoPME)) and the other system is the post-primary education which covers all other levels from junior secondary to higher education under the administration of the Ministry of Education (MoE). The post-primary stream of education is further classified into four types in terms of curriculum: general education, madrasah education, technical-vocational education and professional education.

1. General Education

a) Primary Education

The first level of education is comprised of 5 years of formal schooling (Class / Grades I - V). Education, at this stage, normally begins at 6+ years of age up to 11 years. Primary education is generally imparted in primary schools. Nevertheless, other types of institutions like kindergartens and junior sections attached to English medium schools are also imparting it.

b) Secondary Education

The second level of education is comprised of 7 (3+2+2) years of formal schooling. The first 3 years (grades VI-VIII) is referred to as junior secondary; the next 2 years (Grades IX -X) is secondary while the last 2 years (Grades XI - XII) is called higher secondary. There is diversification of courses after three years of schooling in junior secondary level. Vocational and technical courses are offered in vocational and trade institute/schools. Moreover, there are high schools where SSC (Vocational) courses have been introduced.

In secondary education, there are three streams of courses such as, Humanities, Science and Business Education, which start at class IX, where the students are free to choose their course(s) of studies. High schools are managed either by government or private individuals or organizations. Most of the privately managed secondary schools provide co-education. However, there are many single sex institutions in secondary level education. The academic program terminates at the end of class X when students are to appear at the public examination called S.S.C. (Secondary School Certificate). The Boards of Intermediate and Secondary Educations (BISE) conduct the S.S.C. examination. There are seven such Boards at different places in Bangladesh namely: Dhaka, Rajshahi, Jessore, Comilla, Chittagong, Sylhet, and Barisal. The secondary education is designed to prepare the students to enter into the higher secondary stage. In higher secondary stage, the course is of two-year duration (XI - XII) which is being offered by Intermediate Colleges or by intermediate section of degree or honors/masters colleges.

c) Tertiary Education

i) College

The third stage of education is comprised of 2-6 years of formal schooling. The minimum requirement for admission to higher education is the higher secondary certificate (H.S.C). HSC holders are qualified to enroll in 3-years degree pass courses while for honours, they may enroll in 4-year bachelors' degree honours courses in degree level colleges or in the universities. After successful completion of a pass/honours bachelors' degree course, one can enroll in the master's degree course.

Master degree courses are of one year for honours bachelor degree holders and 2 years for pass bachelor degree holders. For those aspiring to take up M.Phil and Ph.D courses in selected disciplines or areas of specialization, the duration is of 2 years for M.Phil and 3-4 years for Ph.D after completion of master's degree. Higher education is being offered in the universities and post HSC level colleges and institutes of diversified studies in professional, technical, technological and other special types of education.

ii) University

There are 73 universities in Bangladesh. Out of these, 21 universities are in the public sector, while the other 52 are in the private sector. Out of 21 public sector universities, 19 universities provide regular classroom instruction facilities and services. Bangladesh Open University (BOU) conducts non-campus distance education programs especially in the field of teacher education and offers Bachelor of Education (B.Ed) and Master of Education (M.Ed) degrees. BOU conducts 18 formal courses and 19 non-formal courses. Bangladesh National University mainly functions as an affiliating university for degree and post-graduate degree level education at different colleges and institutions in different field of studies. But in case of fine arts this university also offers Pre-Degree BFA(Bachelor of Fine Art) Course (which is equivalent to HSC). After successful completion of the specified courses, it conducts final examinations and awards degree, diplomas and certificates to the successful candidates. The degrees are B.A., B.S.S., B.Sc., B.Com. (Pass & Honours) BFA (Pass), M.A., M.Sc., M.S.S, M.Com. and MFA. Moreover, this university also offers LL.B., and other degrees. Bangladesh National University offers part-time training to university teachers.

There is only one medical university namely, "Bangabandhu Sheikh Mujib Medical University", like other public universities, offers courses on a different system where FCPS Degree is offered in the disciplines of medical education; diploma courses are offered in 12 disciplines. MD degree in 15 subjects and MS courses on 8 subjects are also offered.

2. Madrasah Education

The old scheme of madrasah education was introduced in 1780 with the establishment of Calcutta Madrasah. In madrasah education, one can learn Islamic religious education

along with the general education as complementary to each other in the system of education. The madrasah education system has been continuing with some modifications according to the demand of the time, and many madrasahs grew up in this sub-continent. The government has been providing government grants to the teachers and employees of the non-government madrasahs like other non-government education institutions (schools and colleges). There are five levels in the madrasah education system, namely:

a. Primary Level or Ebtedayee Education

This is equivalent to primary level of general education. The first level of madrasah education is comprised of 5 years of schooling (Grades I - V). Normally, the children of 6 years of age begin in class I and finishes class V at the age of 11 years. Ebtedayee education is imparted in independent ebtedayee madrasahs and ebtedayee sections of dhakhil, alim, fazil and kamil madrasahs. It is also imparted in some of the private quami - kharizi madrasahs.

b. Secondary Level

The secondary level of madrasah education is comprised of 7 (5+2) years of formal schooling. It takes five years in dhakhil stage (S.S.C. level) from grade VI - X while the last 2 years in alim (higher secondary) stage. Dhakhil level education is imparted in dhakhil madrasahs and in dhakhil level of alim, fazil and kamil madrasahs. Alim is equivalent to higher secondary certificate education imparted to alim madrasahs and in alim level of fazil and kamil madrasahs.

There are diversification of courses after three years of schooling in secondary level of education from grade IX of dhakhil stage and grade XI of alim stage. There are streams of courses such as humanities, science and business education, where students are free to choose their courses of studies. Private individuals or private bodies manage all madrasahs of this level. Most of these madrasahs provide co-education. However, there are some single gender madrasahs in this level of madrasah education. There are two public examinations namely; dhakhil and alim after the completion of 10 years of schooling and twelve years of education, respectively. The Bangladesh Madrasah Education Board (BMEB) provides these two certificates.

c. Tertiary Level

This level is comprised of 4 (2+2) years of formal education. The minimum requirement for admission to higher level of madrasah education is the alim (equivalent to HSC) certificates. Alim pass students are qualified to enroll in 2-years fazil education. This level of education is imparted in fazil madrasah and in fazil level of kamil madrasahs. After successful completion of fazil degree one can enroll in 2-years kamil level education. There are four streams of courses in kamil level education; streams are hadis, tafsir, fiqh and adab. Bangladesh Madrasah Education Board conducts these two fazil and kamil examinations and award certificates. After successful completion of the specified courses one can appear these examinations.

Out of the total kamil the government manages madrasahs only three madrasahs and others are managed by either individual or by private bodies. However, there are few girls' madrasah for girl students.

The Bangladesh Madrasah Education Board has the following functions as regard to madrasah education: grants affiliations to different levels of madrasahs from ebtedayee to kamil; prescribes syllabi and curricula; conducts public examinations (dhakhil to kamil) and scholarship examinations. Besides the public system of madrasah education there are a good number of private madrasahs for the Muslim students, namely: hafizia, qiratia, quami and nizamia. Most of these madrasahs are residential. These types of madrasah are sometimes called kharizia as these are beyond the purview of the general system of education. Recently, these quami madrasahs have been organized under the umbrella of a private board known as 'Befaqul Madaris or Quami Madrasah Board which constitutes curricula and syllabi of quami madrasahs, conducts examinations and awards certificates and degrees.

3. Technical -Vocational

For the students whose interest is not strictly academic may find technical-vocational programs more interesting and more valuable for their future. Government tries to ensure that the course curriculum should be relevant to students' interest and aspirations while at the same time it should address the needs of the job market.

a) Primary Level

There is no technical-vocational institution in primary level of education. Accordingly, technical-vocational education in Bangladesh is designed in three phases under two major levels of secondary and tertiary level of education.

b) Secondary Level

Vocational courses start from secondary level. The certificate courses prepare skilled workers in different vocations starting from ninth grade after completion of three years of schooling in secondary school. At this level the courses are diversified in different vocations spread over 1 to 2 years duration. Recently, 2 years duration vocational courses have been introduced at the higher secondary level in government managed vocational training institute (renamed as Technical School & College). Diploma courses prepare the diploma engineers at the polytechnic institutes. This course spread over 4 years duration after passing the secondary school certification examination. There is a technical education board called Bangladesh Technical Education Board (BTEB), which grants affiliation to the technical institutes. It conducts examinations of the students completing different courses in different vocational and technical education, and awards certificates to the successful candidates.

4. Professional Education

The College of Textile Technology and College of Leather Technology offer four -years degree courses in Textile Engineering and Leather Technology respectively after completing Higher Secondary Education. The minimum requirement to be admitted to teachers training colleges (TTCs) for Bachelor of Education, Bachelor of Physical Education in Physical Education College is graduation degree. Generally, in-service teachers undertake this professional training course along with some unemployed graduates. Professional education also imparted in Medical Colleges, Dental Colleges, Nursing College, Homeopathic Colleges, Law Colleges etc. The above mentioned information is presented in the following table:

Table 1.1
Education System of Bangladesh

THE PRESENT EDUCATIONAL STRUCTURE OF BANGLADESH																					
Age	Grade																				
26+																					
25+	XX					Ph. D(Engr)		Ph.D(Medical)													
24+	XIX			Ph. D	PostMBBS Dipl						Ph. D (Education)										
23+	XVIII			M.Phil	M.Phil(Medical)																
22+	XVII	MA/MSc/MCom/MSS/MBA			LLM	M B B S BDS	MSc(Engr)		MSc.(Agr)			MBA	M.Ed & M A(Edn)	MFA	MA(LSc)						
21+	XVI	Bachelor (Hons)	Masters (Prel)		LLB(Hons)		BSc.Eng BSc.Agr BSc.Text BSc.Leath		BSc.Eng	BSc (Tech.Edn)	BBA	B.Ed Dip.Ed & BP ED			Dip.(LSc)	Kami					
20+	XV		Bachelor (Pass)						Diploma (Engineering)				BFA		Diploma in Nursing		Fazil				
19+	XIV																				
18+	XIII																				
17+	XII	Secondary	Examination				HSC		Diploma in Comm		HSC Voc, C in Ag	C in Edu.	Pre-Degree BFA		Alim						
16+	XI		HIGHER SECONDARY EDUCATION																		
e15+	X		Examination				SSC									TRADE Certificate/ SSC Vocational		ARTISAN COURSE e.g. CERAMICS			Dakhil
14+	IX		SECONDARY EDUCATION																		
13+	VIII		JUNIOR SECONDARY EDUCATION																		
12+	VII																				
11+	VI																				
10+	V	PRIMARY EDUCATION														Ebtedayee					
9+	IV																				
8+	III																				
7+	II																				
6+	I																				
5+	PRE-PRIMARY EDUCATION																				
4+																					
3+																					

Source: BANBEIS: 2013

1.2.2 Historical Background of UCEP

Underprivileged Children's Educational Programs (UCEP) - Bangladesh is originated during the independence year 1971. Mr. Lindsay Allan Cheyne (1931-1986) (The Cheyne family website, 2014) a New Zealander philanthropic came to Bangladesh on a British relief mission in 1970 to run a mother and child health clinic for the tornado hit distressed families in the south-eastern part of the country. Chyene had just completed establishing the clinic when the 1971 war of independence broke out and Bangladesh was born.

Along with his relief operation duties, Cheyne worked with the Directorate of Social Welfare in planning an educational program for the underprivileged, homeless, poor children (Evolution of UCEP, 2013). Cheyne tried to find out a sponsor. The Danish government responded to the appeal of Mr. Cheyne and extended generous financial assistance to launch a 3-year project. The government of Bangladesh provided a building for the program.

UCEP was created in 1972 as an International Non Government Organization (About UCEP, 2013). Initially UCEP worked with the concept of "community schools" to provide alternative schooling opportunity to the poor working children living in slums or on the streets of the cities. The initial project experience was very positive in terms of the results of schooling and the response of the poor working children and street children to the special schooling arrangement. The concept of "non-formal education" has been gradually grounded in UCEP as a useful approach to improving the condition of the poor out-of-school children who are considered to be an 'especially disadvantaged group'.

In order to make UCEP approach more useful and effective, skills training opportunities were added to UCEP's general education in 1983 with the establishment of one Technical School in Dhaka. By that time UCEP's general education program had been expanded to the Chittagong and Khulna cities. UCEP was reorganized in 1988 and got itself registered as a national NGO under the Voluntary Social Welfare (Registration and Control) Ordinance, 1961 (Evolution of UCEP, 2013).

Beginning in 1972 UCEP has been able to progress steadily. By now it has grown into an established NGO having 53 general schools and 10 Technical schools located in Dhaka, Chittagong, Khulna, Rajshahi, Sylhet, Barisal and Rangpur Division and Gazipur District.

During the period from 1972 to 2011, UCEP extended its support services to more than 1,87,490 poor urban working children who enrolled as student in UCEP education system. Out of them 47,215 students completed technical education at UCEP technical schools and para-trade centers. The major fields, where UCEP trained hands are working, include automobile (repair, operation and maintenance), garments making, electronics (assembling and repair), printing and packaging, electrical, air conditioning and refrigeration (installation, repair and maintenance), textile (spinning, weaving and knitting), aid to nurse etc.

At present, a total of 45,000 children (Evolution of UCEP, 2013) are pursuing Integrated General and Vocational Education at the UCEP Integrated General and Vocational Schools and Technical Schools. Now the following table will give us an overall yearly development view of UCEP and its programs from the beginning

1.2.2.1 Institutional Development of UCEP by Year

Table 1.2
Institutional Development of UCEP by Year

Year	Description
1972	Establishment of UCEP as an International NGO by Lindsay Allan Cheyne.
1973	First school, with an enrollment of 60 students in one shift, opens on pilot basis in the premises of the Institute of Social Welfare and Research, University of Dhaka
1974	A hostel for 100 working children is established.
1980	Program spreads out to Chittagong with the opening of two schools with a total enrollment of about 350 students in four shifts.
1981	Khulna UCEP school opens with 300 students in three shifts.
1982	Official opening of UCEP-Nepal to which UCEP ‘Torch of Knowledge’ is relayed from Dhaka.
1983	UCEP technical school opens in Dhaka.

1988	Reorganized as a National NGO under the Voluntary Social Welfare Ordinance, 1961.
1989	Establishment of a Training Cell for in-service training of staff.
1991	Job placement of UCEP schools graduates formally starts.
1992	UCEP technical school starts in Chittagong.
1993	UCEP observes its 20 th anniversary and opens technical school in Khulna.
1994	General school program extended to Rajshahi.
1995	Para-trade (Basic Skills Training) program starts in Dhaka and Chittagong.
1996	UCEP receives Runner-up ESCAP HRD Award for 1995.
1997	Basic education program for hard-to-reach children starts with the support of 'Directorate of Non Formal Education, GoB & UNICEF'.
1998	UCEP receives runner-up ESCAP HRD Award for 1997. 2 more para-trade training centers start in Dhaka with funds from Save the Children, Sweden. Children with disabilities admitted there.
1999	Para-trade program sponsored by ILO/IPEC starts in Rajshahi. The number of general schools increased to 30 and technical/vocational schools/centers to 8 with a total enrollment of over 21000 children.
2000	Phase-III of UCEP project completed.
2001	Inclusive education project sponsored by UNESCO.
2002	Pre-vocational curriculum starts in general schools.
2003	Overseas employment starts through the EFS.
2004	UCEP enters into the project phase-V with a specific plan of expansion. Introducing implementation of Child Rights & Advocacy program as special project.
2005	UCEP starts SSC (Vocational) course under Bangladesh Technical Education Board (BTEB). UCEP starts SSC program under Bangladesh Open University (BOU).
2006	Capacity of technical schools increased. 1 st Technical school starts in Rajshahi. 2 nd Technical school starts in Dhaka as Dhaka Technical School-II. UCEP Cooperative Society launched. Construction of 'UCEP Cheyne Tower' begins at Segunbagicha, Dhaka.
2007	Expansion of UCEP Program to Barisal through opening of 2 feeder schools. Expansion of UCEP programs to Sylhet through opening of 2 feeder schools.

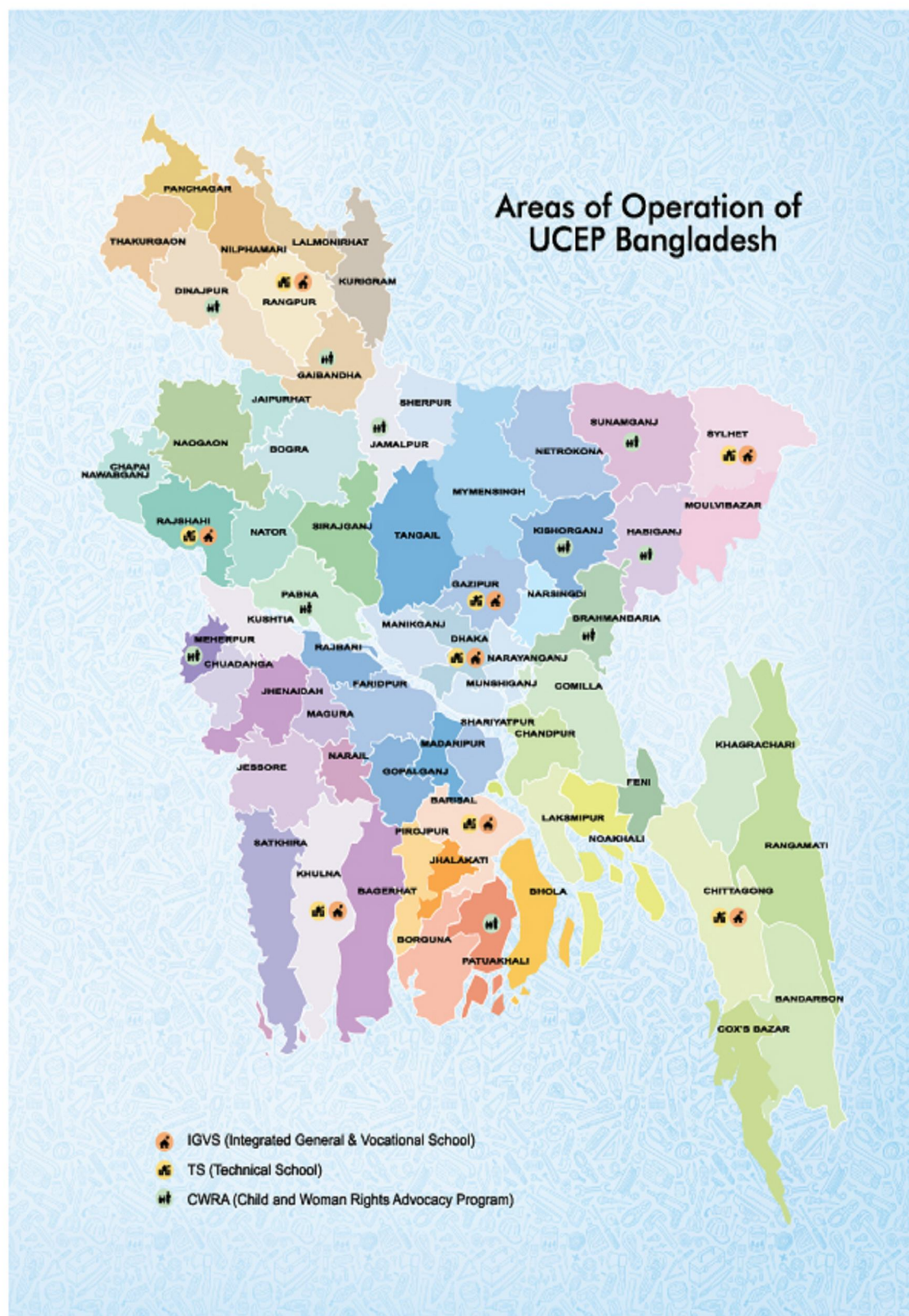
	<p>2nd Technical School Starts in Chittagong.</p> <p>UCEP Enters into Project Phase-VI with a huge plan of expansion and qualitative development.</p> <p>Mainstreaming of Child Rights and Advocacy Program. Students sponsorship for Diploma in Engineering launched with 29 SSC (Vocational) passed students.</p>
2008	<p>One Technical school starts in Barishal and Sylhet.</p> <p>Expansion of UCEP programs to Barishal through opening of 2 feeder schools.</p> <p>Expansion of UCEP programs to Sylhet through opening of 2 feeder schools.</p> <p>English in Action Program starts. Foundation of UCEP-BMET Hotel Management and Catering Institute, Sylhet laid Through a MoU OF Public private partnership.</p>
2009	<p>1 Technical school starts in Gazipur</p>
2010	<p>UCEP IGV program starts in Rangpur through opening of 4 feeder schools.</p> <p>1 Technical school starts in Rangpur. UCEP Cheyne-Tower at Segunbagicha, Dhaka inaugurated. Construction work of UCEP-BMET Hotel Management and Catering Institute, Sylhet starts.</p> <p>‘Aid to Nurse’ trade in technical schools introduced.</p> <p>The Embassy of the Kingdom of the Netherlands to Bangladesh joins UCEP Donor Curriculum.</p> <p>UCEP Gazipur Technical School starts functioning at North Shalna, Gazipur. UCEP Gazipur Technical School complex inauguration.</p>
2011	<p>UCEP Rangpur Technical School complex inaugurated.</p> <p>Skills Training to TG Population Screen Printing Technology Trade Introduced in UCEP Gazipur Technical School.</p>
2012	<p>UCEP achieved ISO 9001:2008 certification.</p> <p>Motor Cycle Service Mechanics Trade in technical schools introduced.</p> <p>Screen Printing Trade in technical schools introduced.</p> <p>Apartment Housing Management Trade in technical schools introduced.</p> <p>UCEP Mabia Rashidia IGV School starts at Kalurghat, Cittagong.</p> <p>Sexual and Reproductive Health Rights (SRHR) program starts.</p>

Source: UCEP dairy: 2013

1.2.2.2 Educational Program Statistics at a Glance

Integrated General & Vocational School	53
Technical Schools	10
Number of Trades	20
Enrollment	45,000
Ratio Boys: Girls	50:50
Attendance Rate	94%+
Dropout Rate	Less than 4%
Employment Rate	95%
Income raised after graduation(on Joining)	350%
Teaching Staff	1,257
Children Admitted in UCEP institutions	2,00,565
Technical training Completed(since 1983)	49,818
Placement in Jobs(Since 1991)	45,512
Overseas Employment in Middle East(Since 2003)	116
SSC(Voc) Graduates(Since 2007)	1027
Diploma in Engineering Students(Since 2007)	470

Source: UCEP dairy: 2013



Map No. 1: Areas of Operation of UCEP Bangladesh

1.2.2.3 Inception of UCEP in Rajshahi

UCEP's action plan centered on the child and adolescent labor who are 10 to 14 years old and are living in urban areas and most of them who are slum dwellers or house workers. UCEP's program involves development of the living standard and socio-economic condition of child and adolescent workers. In this connection, UCEP extended its activities to Dhaka, Chittagong, Khulna and Rajshahi.

The first student collection starts in Rajshahi on 11th December 1993 and UCEP starts its first educational program at Rajshahi on 1st January 1994. In the first phase, UCEP starts its program in Rajshahi by setting up two schools. One of them was UCEP Rajshahi City Corporation and Divisional Coordination's office. Another one was UCEP Momena Box school, Horogram, Rajshahi court. Three more schools were established subsequently. These were- Basher Adda City Corporation school, Tikapara City Corporation school and Bulonpur school.

The then Mayor of Rajshahi City Corporation directly helped to build these schools. City Corporation provided financial support as well as land to build infra-structure. On the other hand, Dr. Saleh Ahmed, son of Mother Box, also provided financial support and land. He founded a school in the name of his mother (Momena Box). From the very beginning of these schools, UCEP provides technical education in four categories like printing, tailoring, embroidery and electrical for the students. Para-trade centers formally started journey from 1st February 1993 with 50 trainees.

1.3 Rationale of the Study

With the increase of urban population, various types of problems like, education, job, housing, sanitation etc. are increasing in urban areas of Bangladesh. Children living in urban areas become the first sufferers of these inconveniences. Moreover, they are persecuted by lack of educational opportunity, parental poverty and unemployment. No doubt, children living in slums are the most deprived children in any city. Because they have no forum to talk, none listen to them. Therefore, they grow up in absolute underprivileged condition. Benefits of government programs like education for all or activities for achieving millennium development goal do not reach to these destitute children.

Children were sternly victimized in the year of 1971; when people of Bangladesh faced the worst humanitarian disaster in the savagery of the Pakistani army. UCEP started its journey in the year of 1972, to work for these urban destitute children, who lived in deprived of education and uncertain future. UCEP fixed its curriculum to provide education to these poor children and transform them into productive human resources. The unique feature of UCEP curriculum is to develop standard of life of these underprivileged children who have dropped out or out of reach to school by facilitating skill development training. It contains general education as well as vocational education too. UCEP set its mission and vision to ascertain socio-economic development of underprivileged children through Integrated General and Vocational Education to produce skilled human resources by which they can secure their social dignity.

As UCEP is one of the leading NGOs in providing education and skill development training to the underprivileged children, still unique in every context. UCEP's HRD programs are extended as Employment Support Services, UCEP Multipurpose Cooperative Society, Small & Medium Enterprise (SME) credit program, Overseas Employment Scheme and Employment Support Services to obtain employment opportunities for students who complete education and training in different trades. So, it is very much reasonable to analyze the effectiveness of curriculum what UCEP follows and in what extent it fulfills the demand of underprivileged children.

There are five UCEP general schools and one technical school in Rajshahi Metropolitan Area and over thousand students are studying along with taking technical training to take part in income generating activities after completing the UCEP course. A good number of students have passed from UCEP and working in different job sectors. Therefore, it is time to find out relationship between curriculum of UCEP and achievements of its objectives in creating job opportunities according to the respondents.

It is hardly seen a research work has done on this topic. So the present study will focus on the effectiveness of UCEP curriculum, it is also important to determine its achievements in terms of its objectives. Considering these, I think this study has immense importance. The study will help to identify the probable barriers and weakness of existing UCEP programs or curriculum that will help the policy makers, planners and

executive bodies to overcome it, so that the poor and underprivileged children can be benefited more

1.4 Research Questions

1. What are the goal and objectives of UCEP curriculum?
2. How does the UCEP curriculum transfer the disadvantaged children in producing human resources?
3. How the students are adapting with the existing curriculum?
4. What are the socio-economic conditions of the disadvantage children? What is the impact of UCEP curriculum to the socio-economic situations of the participants?
5. What is the acceptance of UCEP graduates in the present job market? How the UCEP graduates are performing the job market?

1.5 Objectives of the Study

1. To assess the role of UCEP curriculum in transforming the disadvantaged children to productive human resources;
2. To identify the adaptation level of the students with existing curriculum;
3. To ascertain the overall impact of UCEP curriculum to raise the socio-economic condition of the participants and
4. To know about the acceptance of UCEP graduates in the job market.

1.6 Theoretical Framework of the Research

It is argued that human resource is the key to successful development of a country. If a country, like Bangladesh, has a considerable number of children, then it might not foster its development without providing proper education as well as opportunities to enter into job market to these children. A number of children dropped out from school every year for various reasons. This happens even before completion of primary education mainly due to poverty of their family. As a result, they are bound to live in impoverished condition, remain under the poverty line. Their poverty does not only suffer them but it also hinders national growth as well. No doubt, it is not impossible to make path of a better life to these underprivileged working children by ensuring proper education, marketable training and job opportunities, which will help them to keep

dignity in society as well as alleviation of poverty contributing to country's economic growth. In this context it is important to discuss the theoretical framework of socio-economic development of these deprived working children through ensuring minimum level of education, necessary vocational training leading to a successful entrance to a competitive job market. Researchers, educationalists, social scientists and policy makers did not pointed out any single way or theory on this issue.

Kalam (2007) suggested to create opportunity for identify the reasons of why and how the children get themselves involved in child labor. According to him arranging strategies and action plan for both the short term as well as long term basis is needed to eradicate child labor. It is possible to turn underprivileged children in to human resource by proper implementation and enforcement of the existing laws or introducing the new law in relation to it. He suggested employers' positive attitude for getting proper wage of working children can improve the socio-economic standard to them.

Aktaruzzaman and Clement (2011) had approached for facilitating vocational education and training to the underprivileged children because of increasing globalization and liberalization in most of the countries across the world, realization of the challenges faced to make Vocational Education and Training (VET) system to be more need-based and effective, more dynamic and responsive to the changes taking place in the industrial scenario. The graduates coming out from VET institutions need to be more capable of excellent performance. Therefore, VET system must respond to the rapidly changing technological needs of the world of work by continuously evaluating and modifying curricula, introducing new courses, vocational teacher education, modernizing laboratories and workshops through close partnership between VET institution and the world of work. Therefore, significant reform need to be made in the domain of better adapting vocational teacher education and well structured VET system and it has the direct impact to enhance competitiveness of skill workforce for the labor market, productivity and to promote entrepreneurial activity.

Proper implementation and enforcement of child labor prohibition laws is the way for the eradication of the curse of child labor is criticized by Aktar and Abdullah (2013). They told that child labor was recognized as a considerable part of the existing labor market. They further argued that there was no question as regards the indispensability of

elimination of child labor from the society but question arose whether it would bring good for society. Child labor problem is a socio-economic reality in the country which cannot be ignored. Hence steps have to be taken at first to decrease child labor gradually rather removing it diametrically from the society. It should be remembered that if child labor is driven out just now from the country then that would jeopardize the child laborers who earn their own bread or for the families who depend on child workers, according to them.

Islam, Rahman and Khatun (2013), ban on child labor is a crucial issue as children are engaged in different hazardous works which are likely to have adverse effect on the child's safety, health and moral development. However, if child labor is strictly prohibited and implemented then parental income losses will be increased. They differed from the idea ban on child labor has negative impact on fruitfulness and produces uncertain effect on education. Rather they strongly argued on banning child labor has no direct long term negative impact on 'family-economic strength' but it encourages school enrollment. Besides, if child labor is banned most of the parents are highly agreed to schooling their children by scarifying their income source as low as possible which undoubtedly increases literacy rate.

Watson (2008) identified 'Child Work' as traditional for children to contribute their families and also considered beneficial for their personal development. He supports to a moderate amount of work in safe conditions which may promote children to develop useful skills and a sense of responsibility because they may value their education more if they have to work to afford schooling costs. He found that the short term impact of child labor might be negligible of certain children in a certain society. Reducing the number children in a family will require households to be very forward-looking and to have access to sufficient credit to fund the cost of schooling without requiring their children work. He insisted on household level awareness building for the voluntary elimination of child labor to occur.

UCEP is one of these non-governmental organization which have formulated a combined curriculum for these peripheral children to take them into the mainstream of national development. To fulfill the goal, UCEP should change its current abridged

curriculum into full NCTB curriculum and increase course duration from six months one year. UCEP students enter into the school at the age of 10/11years and after finishing the course generally they enter into the job under 18 years, by changing its curriculum and course duration, students will receive education according to NCTB as well as they will enter into job market after 18 years age, which will support the children law. UCEP should increase its number of trades in various to get access of its graduates into newly formed job market who may also be self employed after getting training. It is found that UCEP is fully dependent on foreign aid to run itself and has no own factories or institutions. UCEP should take steps to increase its capacity to raise its own financial capacity which will reduce dependency on foreign donors.

Upgrading its curriculum from six months to one year will not be an impediment for graduates to enter into job. UCEP can produce more skilled manpower by increasing marketable trades into training program and establishing own income generating factories and institutions will reduce its dependency on foreign aid.

1.7 Key Terms of the Study

a) Curriculum

A Curriculum is prescriptive, and is based on a more general syllabus which merely specifies what topics must be understood and to what level to achieve a particular grade or standard. In this study curriculum has been conceived the curriculum of UCEP schools which provide education, skill training and employment support to the UCEP students. There are two types of UCEP educational curriculum. These are as follow:

1. Curriculum of Integrated General and Vocational Education;
2. Curriculum of Technical Education;

UCEP IGVE Schools basically follow the NCTB Curriculum both at primary and secondary level (Class I-VIII). This curriculum has been abridged and completes each grade in 6 months instead of 1 year in a careful manner so that it remains comparable with national mainstream curriculum. Selected IGVE school are imparting education in English version of the national curriculum. After completion of grade VIII the students

undergo a 6-month pre-technical course as preparation for entering into technical schools.

After completion the IGVE there is a skill training program in the technical schools. This component also offers SSC (Vocational) course for meritorious students under Bangladesh Technical Education Board (BTEB). The graduates who successfully complete SSC (Vocational), UCEP has also launched Diploma in Engineering Sponsorship program for them.

b) Effectiveness

Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome or produces a deep, vivid impression. In this study effectiveness has been used as an effective impact on achieving of UCEP's objectives.

c) Achievement

Achievement is a successful completion of something which has been accomplished successfully, especially by means of perseverance. In this study, achievement has been used to show the outcome from existing UCEP curriculum on result which actually shows how UCEP can reach its goal to build self-reliant nation.

d) Objectives of UCEP

Objectives are basic tools that underline all planning and strategic activities. They serve as the basis for creating policy and evaluating performance. A specific result that a person or system aims to achieve within a time frame and with available resources, meaning the concept of the word objective. In this study objective has been used as the objectives of UCEP Bangladesh. The objectives of UCEP Bangladesh are elaborately stated in another chapter. After analyzing these, it can be say that UCEP program can be remarked as to build up the skill and capacity of distressed, poor and urban working children, to raise up the socio-economic condition of the under privileged children of urban area and to ensure the participation of the urban poor in national development through providing job.

1.8 Chapters at a Glance

Chapter one: Introduction

Chapter Two: Review of Literature

Chapter Three: Methodology of the Study

Chapter Four: Role of UCEP Curriculum to Create Productive Human Resources

Chapter Five: Adaptation with Existing Curriculum

Chapter Six: Impact of UCEP Curriculum to Raise the Socio-Economic Condition

Chapter Seven: Acceptance of UCEP Graduates in Job Market

Chapter Eight: Discussion, Findings and Recommendations

1.9 Scope and Limitations

1.9.1 Scope

The objectives of the study are to evaluate the effectiveness of UCEP curriculum. UCEP not only educates underprivileged children but it also plays important role to build professional career of those destitute children. Effectiveness of UCEP curriculum is to be revealed through this study.

1.9.2 Limitations

Due to time and financial captivity, only Rajshahi metropolitan city area has been selected as the study area. The characteristics of educational quality and job market for graduates of UCEP schools in all over the Bangladesh are obviously not the same. So, perhaps it may not represent country's overall status. But a trend and idea about the effectiveness of UCEP curriculum towards achieving its objectives may be helpful to recommend some policy measures for the betterment of the nation.

Chapter Two

Review of Literature

2.1 Prelude

Children are born free and have right to achieve minimum formal education and state has duty to provide education to them. But a number of children unable to pertain education due to various reasons, avoidable or unavoidable. In this scenario, underprivileged children are more vulnerable than those born in comparatively richer families. The reasons and consequences have been studied by a number of researchers and organizations worldwide. As children are the first victim of poverty and illiteracy, they remain in underprivileged condition, very often forced to engage in income generating activities, in the eye of law is child-labor. Poverty, illiteracy, underprivileged children and child labor- the circle becomes strong hindrance in the path of social and financial development in Bangladesh, few studies have done in this field.

2.2 Underprivileged Children and Educational Opportunity

Constitution of Bangladesh states that “the State shall adopt effective measures for the purpose of establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law” (Article 17, Constitution of Bangladesh, 1972). Under the Compulsory Primary Education Act of 1990, the government of Bangladesh has declared primary education obligatory in the country. But a huge number of children in Bangladesh are engaged in income generating activities instead of going to school. But illiteracy and poverty is interrelated. The conception and treatment of poverty in academic circles and development institutions are developing continuously, and with these, notions about the role of education in alleviation of poverty is changing positively (Zakharia, 2006). Few researchers observed that there was a higher rate of school enrolment in a more developed village where better facilities were available (Ahmed & Quasem, 1991). To improve the school enrollment rate government of Bangladesh has taken various steps like primary stipend, social security program, food for work etc. As

families often face costs in sending children to school, the government offers primary stipends (UNICEF, 2009). But it had little effect on educational inequalities (Al-Samarrai, 2009) and an assessment of the impact of the program during 2000 to 2006 suggests that it had negligible impacts on school enrolments or on household expenditures (Baulch, 2010). He proposes that the most plausible reasons for its failure to have a stronger impact were the lack of geographical targeting and limited coverage, and the small and declining real value of the stipend (Cameron, 2010). It is found that the time allocated for schooling is input for education, which could otherwise be used for market work or home production, and, hence, time spent on schooling represents for income or gains to the household. Therefore parents take into account the direct cost as well as the opportunity cost of enrolling a child in school. That is, a child will be sent to work if the cost of schooling is higher than the benefit (Khanam & Rahman, 2013).

According to data from the Local Government Engineering Department (LGED), 26 percent of slums have a government school and 27 percent have NGO operated school (Baker, 2007). According to the Centre for Urban Studies survey, 11 percent of Dhaka slums received services from one NGO, and 59 percent from more than one (CUS, NIPORT, & Evaluation, 2006). Other organizations that help children in Bangladesh are Association for Community Development (ACD), Child Rights Information Network (CRIN), Families for Children (FFC), global Food prints: CSKS (Sinnamul-Shishu Kishore Sangstha), Hope Foundation for Women & Children of Bangladesh, Kind Cuts for Kids: Bangladesh, Manusher Jonno Foundation etc (Children of Bangladesh, 2014). UNICEF works with the government of Bangladesh to establish learning centers in urban areas where there are high concentrations of working children, through a project called Basic Education for Hard to Reach Urban Working Children (BEHTRUWC) (UNICEF, 2010). BRAC, SAFE etc. NGO programs do not have rehabilitative approach in education. They target the underprivileged children in the rural areas and establish schools so that they are not left out of educational system. But UCEP offers elaborate system of schooling and vocational training, and it tries to place young people in job market after they graduated from UCEP schools (Doftori, 2004). It runs condensed form of government curriculum to make it fit for child laborers (Doftori, 2004). *Shoishab* has been playing a pioneering role in experimenting education for child domestic servants, mostly girls. Previously, people were ambivalent on the working conditions and

education of huge number of child domestic servants (Shoishab, 1999). There is a trade-off between child labor and schooling. Costs (both direct and indirect) and benefits from education are considered by parents in making schooling and child labor decisions. Evidence seems to support the view that the higher the cost of education is, the higher is the likeliness of a child to be sent to work (Khanam & Rahman, 2013). But there was no available literature related with the underprivileged children and educational opportunities.

2.3 Underprivileged Children in Labor Force of Bangladesh

A number of researchers and research findings have been done to find out the causes of street children as well as underprivileged children. It may be classified into broken family, mindset problem and economic migration. Broken family group is most difficult to assist comparing with the economic migrating group (Ohno, 2005). He also finds out that children's aspiration is frequently interrupted by various setbacks. Since street children are not a homogenous group, intervention must also be diversified according to the needs of each type of children (Ohno, 2005). Increasing rural poverty and corresponding urban migration continue to sell the labor of people living in urban slums and on the streets. Problems of rural unemployment, landlessness, river erosion, natural disaster, family conflict and weak law and order cause rural families to leave their homes in search of better prospects in the urban centers. This movement contributes to the disintegration of traditional family and community structures and results in an increasing number of children being exposed to deprivation in urban areas (UNICEF, 2013). Migration and rapid growth of cities also cause slums, resulting underprivileged people in urban areas (Afsar, 2000).

According to BBS survey there are about 3.2 million child laborers in Bangladesh (BBS, report on National Child Labour Survey, 2002-2003). It is found that certain groups of children are more likely to work than others, for instance boys comprise about three-quarters of all working children. In slums almost one in five children aged 5-14 are child laborers, and of these, only 25 percent attend school (BBS/UNICEF, October, 2007). Households consist of many children are more likely to send their children to earn money in order to offset the cost of living. But the gender and marital status of household heads do not seem to be related to sending children to labor market. In a

study it is found that the head of household's age has a significantly negative relationship with male working children but such a relationship has not been found in girls. Of the household characteristics that matter most, results indicate that parental education has a strong negative association with child labor for both boys and girls (Tharmmapornphilas, 2006). An estimate finds rates of return to primary school of around 14% (Shafiq, 2007). But (Asadullah, 2006) suggests a lower rate, of around 7 percent, but finds higher rates for urban than rural areas. Households living in slums, enmeshed as they are in a web of poverty, exploitation and vested interests, these children sell their labor only to help themselves and their families survive. They do not stay out of school by an act of choice (Burra, 1989).

2.4 Why Do Underprivileged Children Go for Work?

Therefore, it points to a normative view that every child, regardless of his or her background, should have the right to receive at least a minimum amount of schooling. This is because childhood is considered as the best time for the acquisition of education, so it should be devoted to the accumulation of human capital, particularly through formal schooling (Khanam & Rahman, 2013). But underprivileged children's family circumstances are not favorable at all for their natural growth and development. The parents are unable to provide food and education to them, and thus they are forced to work for their livelihood as well as for supporting their families. Though the literature related to this is not so available but it is found that in the year of 2006, about 23 percent of these children start working at age below 8 years (ILO, 2006). Poverty is the major cause of early childhood labor and more specifically the primary cause of child labor is parental poverty (Basu & Van, 1998). They also revealed that there exists strong causal relationship between poverty and childhood job. On the other hand, *Udry* argued that poverty and child labor are mutually reinforcing: given that children of poor parents forced for working and not attend school (Udry, 2003).

But increased parental wages and household level of income are associated with lower child labor and higher school attendance (Kruger, Soares, & Berthelon, 2007). There are different aspects of child labor in the urban and rural economy (Salauddin, 1981). Her study work was mainly based on the pattern of child labor both boys and girls in both the formal and informal sectors. She showed that about 19% of the girls and 76% of the

boys had identified their families' impoverished conditions leading them to take up income generating activities (Salauddin, 1981). But a wide range of thinking also exists in favor of limited child labor. According to a research, a moderate amount of work in safe conditions can allow children to develop useful skills and a sense of responsibility. The child may value their education more if they have to work to afford schooling costs (Watson, 2008). So the question arises why then is child labor still being utilized if it is marginally less costly than adult labor? *Canagarajah* and *Nielsen* cited *Levison et al's* argument that it might be because children are less aware of their rights and more willing to take orders without complaining (Canagarajah & Nielsen, 1999) (Levison, Anker, Ashraf, & Barge, 1996). But the literature on impact of education on development of underprivileged children is not available so far. Research finds that children only work when the family is unable to meet their basic needs and poorer children stand the greater risk of being withdrawn from school during production periods in villages (Kruger D. I., 2004). Researchers also found that there is relationship between birth order and entering into income generating activities especially in the poor families (Khanam & Rahman, 2013).

2.5 Importance of Curriculum for Disadvantaged Children

A school curriculum is intended to provide children and young people with the knowledge and skills required to lead successful lives (Williamson & Payton, 2009). The researchers argued that a curriculum fundamentally establishes a vision of the kind of society we want in the future, and the kind of people we want in it: it decides what the 'good life' is for individuals and for society as a whole. Curriculum is considered as pathway for citizen's empowerment. It attempts to delegate more responsibility for shaping activities in classrooms to teachers by streamlining much of the curricular content and syllabi to be covered in subjects which is also reported by Gilbert review (Gilbert, 2006). Though the curriculum for underprivileged children is not so widely available but few literature suggest special curriculum for the disadvantaged children to transform them into human resources through providing technical and vocational education. Because, human development and human rights are close enough in motivation and concern to be compatible and congruous, and they are different enough

in strategy and design to supplement each other fruitfully. A more integrated approach can thus bring significant rewards, and facilitate in practical ways the shared attempts to advance the dignity, well-being and freedom of underprivileged individuals (UNDP, 2001). In this context, education influences on the basic indicators of human development (Rahman, 2009). He found that the primary level of education especially in urban areas and the higher education both in rural and urban areas contributed to develop human resources. The study discussed on influence of income-life expectation, infant and child mortality rate an access to safe water and sanitation on development of human resources (Doftori, 2004). Early childhood professionals make decisions about the education of children based upon three types of information (Copple & Bredekamp, 2009). These are, child development and how children learn, the individual strengths, needs, and interests of each child and each child's family and community cultures. To provide education and skill development training different NGOs is working in this field. It appears that NGOs under these protective strategies have been providing education for children in accordance with their household economic and cultural status and hence supporting economic and cultural reproducing (Doftori, 2004). As the laws of the country it mention that children should be provided with basic education and protect from labor, no society can afford to ignore the street children, as they are society's future citizens. They are to be integrated with the mainstream of social development by providing them opportunities to grow in a congenial social environment. But the task of their development is such a difficult and gigantic one that it cannot be left alone with the local government or with a few NGOs only, though they are contributing to this in a significant way. More than this, what is required, perhaps is the social awareness among the parents and general public towards their responsibilities for the care and upbringing of children in the families and the society with tenderness and affection. In the light of such awareness only, any program of action initiated for the welfare of these street Children by any agency or government may pay the dividends fruitfully in preventing, curing and containing the problem (Radhakrishna, 1996). It is revealed that countries with higher rates of working children also have higher rates of children not attending school (Fares & Raju, 2007).

2.6 Present Educational Situation of Underprivileged Children

The Multiple Indicator Cluster Survey reports that the primary net attendance rate in slums in Bangladesh's city corporations averaged only 65%, compared to 81% nationally. Secondary attendance was much lower still: 18% in slums, compared to 49% nationally (UNICEF, 2010). On the average, there are 21 students per teachers for junior schools, 38 students per teacher for secondary schools, 37 students per teacher for school & college, 16 students per teacher for intermediate colleges, 25 students per teacher for degree pass colleges, 47 students per teacher for honors colleges and 98 students per teacher for masters colleges, in technical vocational education institutions, teacher student ration in public and private are 36 and 20 respectively (BANBEIS, 2013). Though there is no data available related to specifically underprivileged children and teacher ratio.

School dropout is one of the fundamental problems of our education system and poverty is the main course. It has found that more than 90 percent boys and 62 percent girls have been attend school before coming to street and only 9 percent boys and 37 percent girls did not go to school. All the enrolled children those are living in street as a result of drop out educational system (Assisgmentpoint, 2013). Due to increasing globalization and liberalization in most of the countries across the world, realization of the challenges faced to make vocational education training system to be more need-based and effective, more dynamic and responsive to the changes taking place in the industrial scenario (Aktaruzzaman & Clement, July 2011).

There is a point of view frequently propounded by professionals in the field of education and policy makers that the existing school system is irrelevant to the needs of working children. Neither the parents of working children nor the children themselves are keen to gain access to the present system of schooling system (Burra, 1989). To overcome this problem, ample interventions in the field of non-formal education exist in Bangladesh; more than 700 NGOs run on or more non-formal education programs for out-of-school children- of these 72 are relatively large-scale programs (UNICEF, June, 2008). But literature in the light of human development through providing education is not enough. It appears that UCEP is creating educational opportunity by creating second rate education for underprivileged children (Dofitori, 2004). The annual result of these

underprivileged children is satisfactory. Researchers found that underprivileged children are rapidly growing socio-educational challenge affecting both the developing and industrialized nations of the world. It seeks possible occupational therapy intervention strategies and opportunities for working with street children which transition them from youth to mainstream adult and citizenship in the world (Densley & Joss, 2000). Thus flow of skilled and educated migrant remains an important factor in Bangladesh training and labor markets (Islam, 2008). In this way, the demand for skill training is growing especially from the labor force retrenched from the public sector enterprises and from returnees from overseas employment (Islam, 2008).

2.7 Schools as Problem-solving Organizations

The curriculum for underprivileged children should not be same as regular school curriculum. The underlying truth is that these children had not enjoyed normal childhood as other children rather they struggled for their mere survival. So the schools should be places where teachers and pupils are engaged in activities that help them to become more successful at understanding and dealing with the problems they meet (Ainscow(ed), 1991). This suggests that if children were to have better opportunities and experiences, their attitudes to school would become more positive (Horgan, 2007) (Sutton, Dearden, & Middleton, 2007). In this connection, UCEP school is treated as problem solving institution for the underprivileged children.

2.8 Extent of Adaptation with School

School adaptation is important for every child to run his/her educational activities in achieving goal. Underprivileged children are those who are categorically children-of-special-needs, deprived from formal educational opportunities. Apparently, UCEP educational philosophy may support *Bowles and Gintis* thesis that education is tied to society's economic and social institutions in order to reproduce social inequality (Bowles & Gintis, 1976). Studies of the relationship between poverty and education also demonstrate that children feel poverty has an effect on school life socially and academically, limiting their involvement in school activities and the local community (Griggs & Walker, 2008). Basically, a comprehensive perspective of school adaptation considers the child, family and school and centers on various factors such as cognitive

development, socialization the cultural and political milieu, and family and teacher expectations. But it is argued for the role of a home-school mediator, i.e.; teacher, as a facilitator of children's adaptation to school (Brizuela & Garcia-Sellers, 1999).

Children from different backgrounds have contrasting experiences at school. Less advantaged children are more likely to feel a lack of control over their learning, and to become reluctant recipients of the taught curriculum. It is also stated that this influences the development of different attitudes to education at primary school that help shape their future (Hirsch, 2007). Creating environment in classrooms increases children opportunities to build their literacy confidence (Kellett & Dar, 2007). Though literature related to adaptation of such less-advantaged children with school is merely found but American educator, philosopher, psychologist, and theorist *John Dewey* explored education as a social process (Dewey, 1897). He thought that children learn best when they interact in a rich environment with other people (Mooney, 2000) (Rushton & Larkin, 2001). Through the responses they receive from others, children attach value and social meanings to their activities. *Dewey* urged that the classroom should be organized as a community in which children learn in collaboration with each other and their teachers. A related finding is that programs offered to children excluded from school need to be carefully handled to avoid reproducing the factors that caused them to become disaffected with school in the first place (Hirsch, 2007). Because of, each child is different, and each inadequacy will require different modifications (Extension, 2014).

2.9 School Curriculum for Underprivileged Children

As child labor is common feature in Bangladesh, there should be initiatives to work for them and for the betterment of society. To do this enrolment and attendance should be looked at in the context of a country characterized by a relatively high population growth rate, slow economic growth, a poor social and economic infrastructure and an increasing gap between the rich and the poor, with the majority of the population living in absolute poverty (IREWOC, 2007). It was found that not always the poorest households engage in child labor but household income draws children out of school (Cockburn & Dostie, 2007). Children from lower-income families spend shorter periods of time in pre-school education (Prentice, 2007). Family background has consistently been shown to be the most important predictor of later academic success (Ansalone,

2001). The most vulnerable child populations in Bangladesh are those who are poor and female, poor and indigenous and poor and with special needs. These three groups face severe disadvantages in education because their needs are often neglected and the curriculum, school infrastructure, learning materials and teachers exclude them from the educational process (UNICEF, 2008). Krueger and Donohue (2002) concluded that an economically active child is less likely to receive education (Krueger & Donohue, 2002). Household poverty is a very powerful motivation of child labor because the income of children is essential for survival of that family (Strulik, 2008). But the assessment of significance of UCEP curriculum for underprivileged children was not available. It is known that UCEP has made a great difference by educating and empowering child laborers as stated in education as skill development strategy. Alongside UCEP's help, personal motivation of students may have played significant role in promoting them to the middle class social position.

2.10 Importance of Skill Development and Vocational Training

At the UNESCO General Conference in Paris, October 2009, in the Resolutions for 2010-2011, skills for the world of work (TVET) was identified by UNESCO's 193 Member States as being one of three fundamental, priority areas for achieving Education for All (NORRAG, 2010). No other effective way, but skill development training to the greater part of manpower. But from the labor demand perspective, employers expressed concern about the quality of graduates. They perceived that the system is continuing to produce graduates for old and marginal trades, which have less market demand, while newer trades with substantial skilled labor needs are left unmet. Employers were also not content with available VET training facilities including machinery, equipment and trainers (World Bank, 2006). For this reason, the curriculum of those TVET centers must enable every child to acquire the core academic curriculum and basic cognitive skills, together with essential life skills that equip children to face life challenges (UNESCO, 2007). In Bangladesh, National Skills Development Council (NSDC) is formed to establish more flexible and responsive delivery mechanisms that will provide better services to the needs of labor markets (EIU, 2013). It can also be assumed that the sub-sectors with fast growing productivity and exports require increased inputs from skilled and educated labor forces (Islam, 2008). But ensuring

training is demand-driven, might have become the objective of training provides; however, this cannot only refer to the formal job market – because it is still small and cannot absorb a large part of the workforce, the informal sector generally accounts for a large part of the job market (IFAD, 2011). UCEP is working to ensure skill development training to help underprivileged children through providing vocational education. But it is hardly found any literature on the impact of UCEP education in relation with skill development.

2.11 Job Opportunity for Underprivileged Children

It is found that without appropriate continually struggling to survive, many underprivileged children have no other option but suffer from extensive exploitation due to their poverty and lack of institutional support (UNICEF, 2013). According to International Labor Office (ILO) children work the longest hours and are the worst paid of all laborers (Bequele & Boyden, 1988), which is also indicated as poor children are the least powerful group in every society (Siddiqui, et al., 2010). Research shows that in countries where child labor is common, working children face an ‘attendance disadvantage’ in comparison to non-working children in their ability to go to school (Guarcello, Lyon, & Rosati, 2005). The main characteristics of UCEP’s operations that lead to the success of its model include: emphasis on practical training (80%), on the job training, curriculum review in employers and the community. (Aktaruzzaman & Clement, July 2011). When children complete their studies in UCEP school, their level of job opportunity increases and their voices are heard in family and thus in community. (Doftori, Mojibur Rahman, 2004). But literature or study on acceptance of UCEP graduates in job market and views of job providers was not found.

Chapter Three

Methodology of the Study

3.1 Prelude

The study has been designed to explore the effectiveness of UCEP curriculum in achievement of its objectives. Several well-known methods and techniques have been applied to complete the study.

3.2 Research Design

This research is an evaluative and analytical in nature. Social survey & case study methods have been used in this study. Data have been collected from the six categories respondents. They were present final year students of UCEP IGV and Technical Schools of Rajshahi, former UCEP students of Rajshahi, teachers of the UCEP IGV and technical schools situated within the Rajshahi metropolitan area, the guardians of UCEP School's students and also the employers of the UCEP School's students who are appointed in different job sectors.

Empirical data have been collected from the respondents mainly through face to face interview with a structured questionnaire. The interview method has been followed for collecting data under the 1st, 2nd, 3rd and 4th objectives of the study from all six types of above mentioned respondents.

There were two Focus group discussions (FGD) held with the students and guardians of the UCEP school to evaluate the program. FGD with the students has been done under the 1st, 2nd, 3rd and 4th objectives of the study. FGD with the guardians has been done under the 1st, 3rd and 4th objectives of the study.

There were two class room observations have also been done with the students of UCEP IGV School and Technical School under the 2nd objective of the study.

Case study method has been done with the former students of UCEP school under the 1st, 3rd and 4th objectives of the study.

Table 3.1
Comparative Show among the Major Elements of the Thesis

Objectives of the study	Types and Sources of Data	Methods Of Data Collection
1. To assess the role of UCEP curriculum in transforming the disadvantaged children to productive human resources;	<u>Primary Data:</u> 1. Present and former students 2. Guardians 3. Teachers <u>Secondary Data:</u> Related Literature	1. The interview method (Face to face interview with a structured Questionnaire) with students, teachers and guardians 2. FGD with present students and guardians 3. Case study with former students
2. Identify the adaptation level of the students with existing curriculum;	<u>Primary Data:</u> 1. Present and former students 2. Guardians 3. Teachers <u>Secondary Data:</u> Related Literature	1. Interview with students, teachers and guardians 2. FGD with students and guardians 3. Class room observation with present students in the classroom
3. To ascertain the overall impact of UCEP curriculum to raise the socio-economic condition of the participants;	<u>Primary Data:</u> 1. Present and former students 2. Guardians 3. Teachers <u>Secondary Data:</u> Related Literature	1. Interview with students, teachers and guardians 2. FGD with students and guardians 3. Class room observation with present students in the classroom 4. Case study with former students
4. To know about the acceptance of UCEP graduates in the job market	<u>Primary Data:</u> 1. Present and former students 2. Guardians 3. Teachers 4. Employers <u>Secondary Data:</u> Related Literature	1. Interview with students, teachers, guardians and employers 2. FGD with guardians 3. Case study with former students

Descriptive analysis of the study is based on results of field level data derived from using various higher statistical tools. The analysis looked into the effectiveness of the UCEP curriculum in achievement of its objectives. Related books, journals, library documents and internet access have also been used for collecting secondary data.

From the existing literature reviews regarding the objectives of the study, some research questions have discussed in the 1st chapter 1.4 to reconcile the objectives of the study. The research questions have justified the objectives of the study with reference to the methodology of the study.

3.3 Selection of Method

Social survey method is used as the principal method for carried out this study. The study is both evaluative as well as an analytical in nature. Other supportive methods are the case study, focus group discussion and class room observation.

3.4 Study Area

At present UCEP works at Dhaka, Chittagong, Khulna, Rajshahi, Barisal, Sylhet and Rangpur Metropolitan Cities and in Gazipur District. Rajshahi is one of the important metropolitan areas of Bangladesh and UCEP leads a very remarkable under privileged children's educational programs of Rajshahi. So the UCEP schools within Rajshahi metropolitan area has been comprised for this study.

3.5 Sample Size and Selection of Respondent

The sample size was four hundreds. From them three hundreds were the students of UCEP schools, forty were the teachers of UCEP school, forty were the guardians of the students of UCEP school and twenty were the employers of the UCEP school's former students. There were total 458 students of final year (class viii) of general schools, 596 students of Technical school and 1057 former students last three years of UCEP schools. I have been selected 100 students from the IGV schools, 100 students from the Technical School and 100 former students from the UCEP Schools. I have been selected 40 guardians as my respondents from the 300 UCEP School's student's (The respondents of the study) guardians of Rajshahi city. There are total 140 teachers in the UCEP IGV and Technical schools in Rajshahi metropolitan area, I have been selected 40 teachers from them. The total employers are 100 who are appointed UCEP students in the last three years, I have been selected 20 of them as my respondent. A total of four hundred respondents were selected randomly (simple random system) for data collection. Data have been collected through face to face interview. The overall information is given below:

3.6 Study Sample at a Glance

Name of Programs	Total Population	Sample Size	Sample %
Five (05) IGV Schools	458 (class viii)	100	21.83 %
One (01) Technical School	596	100	16.78 %
Former students of technical schools in last three years	1057	100	9.46 %
Teachers of UCEP school	140	40	28.58%
Guardians of the students of UCEP schools	300	40	13.33%
Employers of the UCEP school's students	110	20	18.19%

3.7 Sources of Data

The relevant data have been collected from both the primary and secondary sources. Various documentary data, which are very much conducive to know the present situation of the sources of the problem & to explore the rational of the study, have been reviewed.

3.7.1 Primary Sources of Data

In this study four hundred respondents from the selected research areas are the primary sources of data. Primary data was collected from present IGVE and technical students, former students who are currently engaged in jobs, teachers, guardians and employers.

3.7.2 Secondary Sources of Data

Secondary data has been collected from concerned Government offices and non-governmental organizations. It also included various publications of the government offices, census reports, books and journals, online documents, publications and documents of different research organizations etc. related to this study.

3.7.3 Methods of Data Collection

To collect primary data interview technique, FGD, observation, case studies have been followed. Both open ended and close ended questionnaires have been used in the research. Pretests have been done to finalize the questionnaire. Two highly educated students (MSS degree holder of social work) were employed under the direct

supervision of the supervisor & researcher to collect reliable data. They have been trained up by the researcher & supervisor. Data have been collected from 25 January 2013 to 15 June 2013 and 07 January 2014 to 12 May 2014.

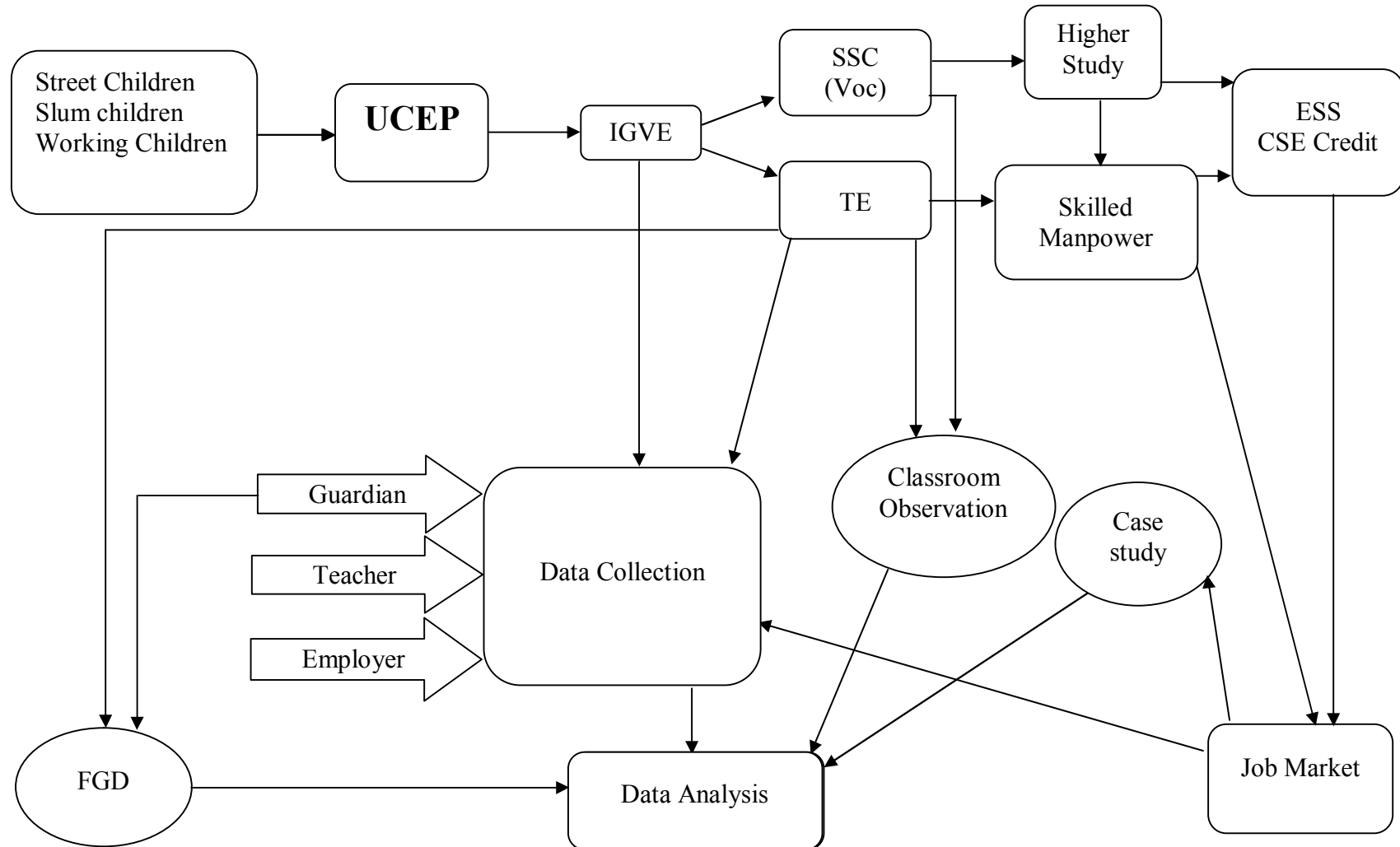
3.8 Data Processing & Analysis

After essential checking, rechecking and editing the collected data have been processed and presented using computer software. To analyze the data various statistical techniques such as frequency distribution, average, co-relation & test of significance have been used. Data has been presented through uni-variant, bi-variant and multi-variant tables and pictures (Graphs and Diagrams).

3.9 Validity and Reliability of Data

All types of collected data are reliable and empirical, ensured by the researcher. To ensure the validity of data, various strategies have been followed when the data were collected. The researcher tried her best to give the best performance to ensure validity and reliability of data. Before the collection of data, the questionnaire has been pre-tested for three times. And also to ensure the validity and reliability of data the researcher always followed the observation method.

Conceptual Framework of the Study



Chapter Four

Role of UCEP Curriculum to Create Productive Human Resources

4.1 Prelude

Education for children is a constitutional right in Bangladesh. Those who live under disadvantaged situation need special initiatives to get access in basic education. The Underprivileged Children's Educational Program (UCEP) is a leading national non-government organization providing marketable skills among the hardcore poor urban working children through Integrated General and Vocational Education. It also provides Technical Education and on the job apprenticeship in close collaboration with industries throughout Bangladesh. It plays important role to facilitate with education for all. According to Education for All (EFA) Global Monitoring Report (UNESCO, 2008), the number of children out of school been decreased by 25 percent since 1999, but another 72 million were out of school by 2005. Among them, girls account for 57 percent. Therefore, approximately 70 million additional children to be enrolled by 2015 in the high populated E-9 countries if the goal of Universal Primary Education (UPE) is to become a reality (Delamonica, Mehrotra, & Vandemoortele, 2001). The E-9 countries are Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan and between amount to more than half of the out-of-school children in the world (UNICEF, June, 2008).

4.1.1 Education for Working Children in Legal Framework

Following the signing and ratification of the United Nations Convention on the Right of the Child in 1990, Bangladesh has undertaken a number of initiatives and introduced policy measures that impact on the issue of education for underprivileged children most of them are treated as child labor. Under the Primary Education (Compulsory) Act 1990 – Primary education was made free and compulsory (in respect of both enrolment and attendance) to all children. Six members ‘compulsory primary education committees’ were set up at the local level. The committee was discharged with the responsibility of

ensuring the enrolment and attendance of all primary aged school children in their locality. The local committees, however, have become inactive in recent years and do not appear to be an instrument anymore for implementing compulsory primary education. But a number of children are yet out of school living in slums and on street as floating. On the other hand, National Child Policy 1994 – National Council for Children was formed to protect the rights and interests of children, to ensure effective implementation of existing laws relating to children and initiate necessary legal reforms in the field. The main areas of intervention included education and psychological development, assistance to children in difficult circumstances as well as protecting the best interests of the child (Khair, 2005).

Poverty Reduction Strategy II: Moving Ahead (2009-2011) – The second phase of the strategy (following PRS I: “Unlocking the potential”, 2005). “Quickening elimination of child labor and WFCL” is one of the strategic goals of PRS II, along with the reduction of the incidence of child labor, development of socio-economic indicators of child workers, and strengthening advocacy to expand poverty reduction programs for families of child laborers. It continues by stipulating that education programs for working children need to be introduced, implemented and monitored, capacity improved, and the national child labor policy adopted.

National Plan of Action for Children (2004-2009) – Mentions the elimination of child labor as being directly linked to development targets. Particular emphasis is placed in providing early childhood care and education, non-formal education and opportunities for technical and vocation education in the fight against child labor. Furthermore, under the theme ‘*Protection from Abuse, Exploitation and Violence*’, the plan highlights the need to link the time-bound program with economic growth strategies and to take immediate and effective measures to eliminate WFCL, with a particular focus on child domestic workers.

National Plan of Action on Education for All (2003-2015) – Succeeds the first National Plan of Action (1991-2000) as a manifestation of Bangladesh’s strong commitment to eradicating illiteracy and providing education for all. Key targets of the plan is to narrow the gap between non-formal and formal primary education, sustain achievements, increase the net enrolment rate to above 95% and effective literacy rate to

90% by 2015. The plan also makes early childhood care and education a key focus to combat illiteracy and strengthen the commitment to school.

National Non-Formal Education Policy Framework (2006) - The government defined the vision, mission scope, monitoring and evaluation activities and organizational framework by which NGO-run non-formal education programs can contribute to the achievement of EFA goals; helped expand access to, and quality of, life-long learning opportunities and continued education programs, particularly for children and adults who have missed out on formal education.

Labor Act (2006) – The act defines children as those below 14 years and adolescents as those aged between 14-18 years. The government will publish a regular notification of hazardous work/sectors that children under 18 are not to be involved with. Children of 14 years or younger cannot be recruited without the certification of a registered doctor. It also stipulates the hours and type of work that an adolescent between the ages of 14-18 can do. A 12 years old can be recruited for light work that does not harm their mental, physical and moral development or their education. The law provides a framework for regulating child labor and preventing harmful child labor. Implementation of the law remains a challenge.

National Child Labour Elimination Policy (draft) – in 2001 the Ministry of Labor and Employment (MoLE) developed a national policy on child labor as a response to the national commitment to eliminate child labor. In 2008, after a long process of consultation with key stakeholders, MoLE finalized the draft National Policy on Child Labor. The final draft policy document has been submitted to higher authorities for approval.

ILO Decent Work Country Program 2006-2009 – ILO through a consultative process including industry based and sectoral dialogue approaches assisted in the development of the country program. The program has three priorities with corresponding outcomes. Outcomes include "fundamental principles and rights at work are promoted, including the elimination of the WFCL"(Worst Form of Child Labor), "implement a national plan of action on WFCL", "a TBP for WFCL adopted and implemented", "capacity developed of national and local institutions", "a child labor unit established", and study conducted to identify areas of interventions" (UNICEF, 2008).

4.2 Salient Features of UCEP Educational Policy

UCEP schools are unique in designing curriculum and training activities to support students for getting jobs as skilled manpower. For this reason, UCEP follows few unique strategies to achieve its objectives as well as production of job oriented human resource. Few important features are stated hereby (Programs of UCEP, 2013):

Working While Learning: The Children continue to work and earn while they attend school. UCEP schools operate 3 shifts a day, each of 3 hours duration having 4 lessons per day. This allows a child to choose a shift of his/her convenience in consultation with his/ her parents/ employer/guardian; so that economic loss for the children attending school is not regarded by their family as a prohibitive one.

Shortened School Year: UCEP runs two academic sessions in a calendar year, each of six months, having 120 schooling days per session. In practical term, this means, a child can complete 2 grades in a given year enabling him/her to complete grade VIII in 4½ years, including six months' of pre-technical schooling after completing grade-VIII.

Abridged Curriculum: The UCEP schools basically follow the NCTB curriculum both at primary and lower secondary level. However, the curriculum has been abridged in a careful manner so that it remains comparable with that of national mainstream curriculum. The curriculum consists of Bangla, English, Mathematics, Vocational, Social Environment and Hygiene.

Schools in Catchment Areas: UCEP schools are located in the vicinity of the areas where they work and/or live so that it is convenient for them to attend school during the most suitable shift-hours. Students live within 2 kilometers periphery of the schools.

Linkage with the Community: Every UCEP school-teacher is indeed a social worker motivating the target group, raising social awareness in the community and deriving community support. This finally results in high attendance and low dropout rates.

Access and Equity: Every child (girls above the age of 10 and boys above 11) with diverse abilities and backgrounds have access to UCEP schools. Priority is given to the girl child since the rate of literacy and women's participation at the work places show that the women are lagging far behind men.

School Environment: UCEP Schools are safe with spacious well-built classrooms, separate toilets for girls and 30 students class size. Each school has a welcoming, healthy, and clean environment and a steady supply of clean, safe drinking water. All children protect from harms, violence and abuses.

Learning Environment: A child-friendly learning environment is created inside the classrooms by providing congenial learning environment (sufficient lights, ventilation, fans) and gender-fair and non-discrimination.

Teaching-learning Process: A classroom-based approach requiring completion of all educational work at the school and not expecting homework from the children is another innovational feature of the curriculum. All lessons are taken preparing lesson plans & using appropriate teaching aids. Children are grouped with diversified ability for ensuring their participation in every lesson and the effective use of time. Children with learning difficulties have opportunities to review lessons.

Social Work Supports: UCEP teachers are trained in social work based on the specific needs of the target group. Social work starts during the pre-admission period in order to ensure the adjustment of the children to the school environment. Throughout the school program, UCEP teachers maintain close contact with the families and employers of the students and with the community through regular visits and meetings. As a measure to prevent student's tendency to dropout and keeping the attendance rate high dropouts, UCEP teachers conduct home visits and follow up when a student remain absent for two-three consecutive days.

Children's Council: Children councils are functioning in all schools. The executive committee members of the councils are elected through democratic process to ensure child participation in the education process, school and classroom management. It gives opportunities to demonstrate their capacity to plan, organize and implement activities, to access information and to express their need.

4.3 Vision & Mission of UCEP

4.3.1 Vision of UCEP

‘A society, upholding good governance where all children are able to develop their potentials in a child friendly environment without any discrimination.’

4.3.2 Mission of UCEP

‘To raise the socio-economic condition of the urban and peri-urban poor working and underprivileged children and their families, through integrated general and vocational education, technical training, awareness and advocacy of their rights to enable them to participate effectively in the national development and thus enhance their capacities and dignity through acquisition of knowledge and skills, and fulfillment of their basic right.’

4.4 Objectives of UCEP

The specific objectives of the organization are to:

- 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;
- Provide such children with training opportunities to acquire employable technical skills after they have their basic education in UCEP schools;
- Assist such children to find suitable employment and for that purpose, establish links with potential employees;
- Undertake social work services to ensure cooperation of families and other concerned in promoting education and social rehabilitation of the children;
- Organize and contact activities in cooperation with other agencies in order to contribute to the establishment of rights of the working children and thereby increase the conditions of human fulfillment at a wider scale and
- Develop appropriate staff and necessary training facilities for staff to fulfill the above objectives efficiently and economically.

4.5 Target Group of UCEP

The target group of UCEP Bangladesh consists of working children of poor families

living in urban slums. The major categories of such children are domestic servants, vendor/hawkers, factory workers, shop assistants, fire wood collectors or rag pickers, porters and day laborers. A specific needs assessment of each individual child to the school is conducted during the pre-admission period through home working place visits and interviews with the children and their families/employers. The unique characters of operational strategies of UCEP-Bangladesh are to encourage school enrollment and retention of working children and assist them in getting permanent employment and increased income through their educational and training programs.

4.6 Programs and Curriculum of UCEP

UCEP-Bangladesh provides a package service of Integrated General and Vocational Education (IGVE), Technical Education (TE) and Employment Support Services (ESS) along with various aspects of child rights, good governance and social life skills to the working children. UCEP operates 53 Integrated General & Vocational (IGV) Schools and 10 Technical Schools in Dhaka, Chittagong, Khulna, Rajshahi, Barisal, Rangpur, Sylhet Metropolitan City and in Gazipur District with an enrolment of about 45 thousand distress working children with equal gender ratio. UCEP also runs one technical School at Fatulla, Naraynganj in partnership with the Directorate of Primary Education, Government of Bangladesh. The UCEP model of education is well recognized at home and abroad and UCEP is the largest NGO in the country producing skilled manpower for the nation. Its education policy is popularly known as integrated approach to education and employment hereby (Programs of UCEP, 2013).

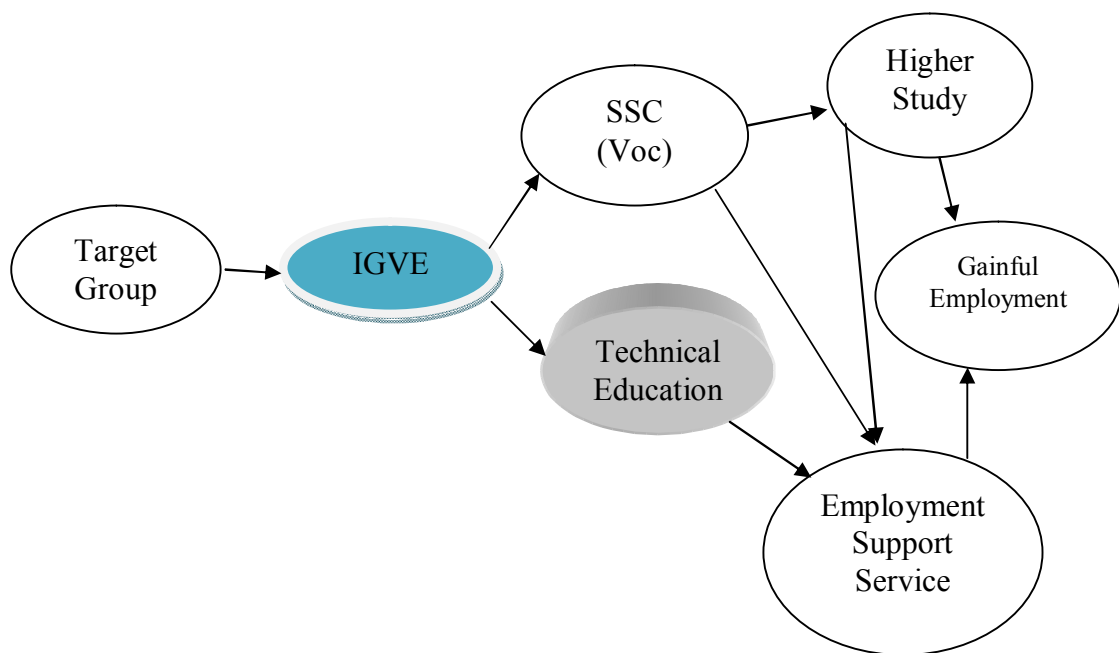


Figure 4.1
Flow Chart of UCEP's Integrated Approach to Education and Employment
(UCEP Diary, 2013)

UCEP runs a number of programs for its students. The mission of these programs is to raise the socio-economic condition of the urban poor to a level which will enable them to effectively participate in national development with enhanced capacity and dignity and fulfillment of their basic rights. The programs are as follows:






- General Education (Primary & Lower Secondary)
- Technical Education (TE)
- Para-trade Training (PT)
- Employment & Field Services (EFS)
- Employment Support Services (ESS)
- Small & Medium Enterprise (SME) Credit Program
- Overseas Employment Scheme
- UCEP Multipurpose Cooperative Society
- Child and Women Right Advocacy (CWRA)

4.6.1 Integrated General and Vocational Education

The Integrated General and Vocational (IGV) schools prepare the working children for skills training with an abridged National Curriculum and the basics of technical education including computer literacy from grade 1 and lessons on social norms and values. The students complete grade VIII in 4 years which is followed by a six months pre-tech education as a preparation of entering into the technical schools (Annual Report, 2009-2010).

UCEP operates 53 integrated general & vocational schools (feeder schools) in urban slums of which 15 are in Dhaka, 05 in Gazipur, 10 in Chittagong, 06 in Khulna, 05 in Rajshahi, 04 in Sylhet, 04 in Barisal and 04 in Rangpur. UCEP feeder schools follow the curriculum and textbooks prescribed by the National Curriculum and Textbook Board (NCTB) incorporating basic elements of technical education and provide basic education up to Grade-VIII. The prime objective of the IGVE curriculum is to prepare the students to follow a high quality of technical education.

A total of 40,530 students, 50% are girls attend the UCEP-Non-formal basic education (Integrated General and Vocational Education, 2014). The activities of this component are the following:

-  Admit underprivileged children for integrated general and vocational education in IGVE school through mobilization and counseling
-  Involve teachers in participatory approach of teaching and learning
-  Develop and introduce updated curriculum
-  Introduce IT knowledge to all children from grade I to VIII
-  Provide pre-technical course to prepare students to enter into the UCEP technical school

4.6.1.1 Curriculum of UCEP General Education

Every child (girls above the age of 10 and boys above 11) with diverse abilities and backgrounds have access to UCEP schools. Its learning environment is child-friendly and learner-teacher ratio is 30:01. The important thing is that physical punishment is strictly prohibited and it is announced publicly. UCEP follows the national curriculum

and textbooks as prescribed by the National Curriculum and Text Book Board. The curriculum has been abridged in a careful manner so that it remains comparable with that of the national curriculum and manageable with the shorter school year of UCEP. In 2013, from UCEP 9367 students attended the PEC (Primary Education Completion) and another 1122 students sat for the JSC (Junior School Certificate) examination. As to PEC, 93.86% student passed whereas it was 94.12% for JSC (UCEP Annual Report, 2013).

Subjects taught at the primary level (Classes I-V) are Bangla, English, Mathematics, Religion and Arts & Crafts; at the lower secondary level, (Class VI-VIII) Bangla, English, Mathematics, General Science, Social Science and Religion. In consideration of the socio-economic conditions of the learners at the primary level, UCEP has prepared its own reading materials on 'Health Society & Science' for grade I-V and 'Pre-vocational Course' for grade VI-VIII. UCEP follows continuous assessments system. Two semester examinations are conducted in a session setting 25 percent questions outside the textbooks. It conducts regular home visit to keep students' attendance rate high (95 percent) and dropout low (below 5 percent). Its SSC program started in 2005 under Bangladesh Open University added a new dimension to UCEP programs enabling its students to continue further education.

4.6.1.2 Comparison between the Syllabus of UCEP Curriculum and General Education Board Curriculum

It is discussed earlier that UCEP runs a diversified and need based educational activities for urban deprived children. To meet the demand of current job market UCEP regularly updates its curriculum. The prime difference between UCEP curriculum and national education board curriculum is making a student competent for job market from the very beginning. For this reason, UCEP added few additional subjects and extra-curriculum activities. Apart from National Curriculum, UCEP included few subjects for the students of class I, II, III, IV, V. students, i.e.; Arts & Crafts, Health & Social Science, Social Studies, Vocational Education and Religion. Following comparative chart shows the difference of curriculum between UCEP and National Education Board.

Table 4.1
Class-wise Syllabus of UCEP and National Education Board

Class	Subjects of UCEP	Subjects of National Board (Textbooks for the Academic Year, 2013)
Class 1	NCTB: Bengali, English, Mathematics UCEPC: Arts & Crafts, Health & Social Science, Social Studies (English Version), Vocational Education, Religion	Bengali, English, Mathematics
Class 11	Bengali, English, Mathematics, Arts & Crafts, Health & Social Science, Social Studies (English Version), Vocational Education, Religion	Bengali, English, Mathematics
Class 111	Bengali, English, Mathematics, Health & Social Science, Social Studies (English Version), Vocational Education, Religion	Bengali, English, Mathematics, Bangladesh & Global Studies, Science, Religion
Class 1V	Bengali, English, Mathematics, Health & Social Science, Social Studies (English Version), Vocational Education, Religion	Bengali, English, Mathematics, Bangladesh & Global Studies, Science, Religion
Class V	Bengali, English, Mathematics, Health & Social Science, Social Studies (English Version), Vocational Education, Religion	Bengali, English, Mathematics, Bangladesh & Global Studies, Science, Religion
Class VI	Bengali, English, Mathematics, General Science, Social Science & Religion, Pre-vocational Education	Bengali, English, Mathematics, Bangladesh & Global Studies, Science, Religion, Agriculture Studies, Home Science, Physical Education & Health, Art & Crafts, Information & Communication Technology
Class VII	Bengali, English, Mathematics, General Science, Social Science & Religion, Pre-vocational Education	Bengali, English, Mathematics, Bangladesh & Global Studies, Science, Religion, Home Science, Agriculture Studies, Physical Education & Health, Art & Crafts, Information & Communication Technology
Class VIII	Bengali, English, Mathematics, General Science, Social Science & Religion	Bengali, English, Mathematics, Bangladesh & Global Studies, Science, Agriculture Studies, Home Science, Religion, Physical Education & Health, Art & Crafts
Pre-tech	Life skills, Pre-vocational education, Information Technology, Financial Education, English, Mathematics.	-

Production of skilled manpower as well as to provide proper education is main goal of UCEP. For these reasons, UCEP has developed its curriculum accordingly from class one (Syllabus of UCEP, 2011). From the above table, it is clear that, students of class one receive more knowledge about Arts & Crafts, Health & Social Science, Social Studies (English Version), Vocational Education and Religion than the students under NCTB. UCEP abridges national curriculum and its own curriculum focusing creation of skilled manpower.

In class one, students learn to draw different materials and make different craft items which help them afterwards. In Health & Social Science, they learn about how to describe their own identity, family and family-environment, household, different profession in job market, how to use and clean toilet, social rituals, child organization of UCEP, child rights, primary knowledge about environment, food, water, first-aid, washing clothes etc. In social studies and Bangladesh (Introductory), students learn how to introduce him in front of others. The topics of this subject are, I live in a family, we are all a kin, things that parents do for us, I am a Bangladeshi, my motherland, our festival, good habits, good food habits and steps to safety. Lesson days are seventy six days. UCEP has developed its own textbook for vocational education named ‘Eso Jontropatir Naam O Babohar Shikhi’. Like English for today, here students learn names of different parts. Importantly, these names are arranged alphabetically, that’s why they learn alphabets as well as a name of different parts of machines. For example, A =Antenna, B=Bolt, C=Chisel, D=Drill bit, E= Electric Motor etc. Total lesson days are twenty days. UCEP curriculum provides religion education for its students from the very first day of schooling. Primary conceptual words and daily words used by us are taught here in fourteen days lesson.

UCEP has published books named ‘Health, Society and Science’ and ‘Eso Jontropatir Naam O Babohar Shikhi’. It has selected books like ‘Social Studies and Bangladesh’, and Religion for class two students. Along with NCTB books, these books are taught here. In ‘Health, Society and Science’ they learn about environment, food and health, immunity and treatment, our right and duty, dangerous child labour, tea-making. In second semester, they learn about animal and material, child rights, formation method of UCEP child council, side, time and watch, our country, tale of birds and decoration of

bed room. Total forty lessons are included here. In Social Studies and Bangladesh they learn about my family, our house, our neighbours, our school, our country Bangladesh, Bangladesh our motherland, our religion and social festivals, our food, people who work for us and safety habits. UCEP has developed its own textbook for vocational education named 'Eso Jontropatir Naam O Babohar Shikhi'. Like English for today, here students learn more names of different parts. They learn alphabets as well as two names of different parts of machines. For example, A =Anvil, Adaptor, B=Brush, Bearing, C=Callipers, Calculator, D=Drill Machine, Die Stock, E= Engine, Electrode Holder etc. Total lesson duration is twenty days. UCEP curriculum provides religion education for its students from the very first day of schooling. Primary concepts of religion and daily words used by us are taught here in ten days lesson.

UCEP has also published books for students of class three named 'Health, Society and Science and Arts & Crafts' and 'Eso Jontropatir Naam O Babohar Shikhi'. It has selected books like 'Social Studies and Bangladesh', and Religion for class two students. Along with NCTB books, these books are taught here. In 'Health, Society and Science and Arts & Crafts' they learn about family and society, region and regional environment, environment and forest, the earth, solar system and the universe, child rights, decoration of kitchen. They draw different natural scenarios and prepare foot mats. In second semester, they learn about water, health rules, food and nutrition, HIV, population of Bangladesh and social environment. They draw and prepare different household materials in this semester. In Social Studies and Bangladesh (Book 2) they learn about our motherland Bangladesh: Ancient history, the war of liberation, our rights and duties in a family, our neighbours, our school, our food, prayer and worship. In second semester, they learn about our social, religious and national festivals, how we travel, roads and road safety, learning about direction, children of our neighbouring countries: The children of India & Bangladesh, districts and Divisions and land forms of the earth. UCEP has developed its own textbook for vocational education named 'Eso Jontro O Porimaper Babohar Shikhi (Primer-2)'. In the first semester, they learn and use hand tools (hammer & its classification, screw driver, pliers & its classification, vice & its classification, board and batten). In science chapter they learn about angle and angle plate, in terminology they learn ash and colour and in measurement class they learn about kinds of fundamental measurement, rules or ruler, measuring tape,

meter/centimetre scale, area and surface. In the second semester, they also learn and use hand tools (punch & its classification, scribe and scraper, chisel and its classification, hacksaw, tester). In science class they learn to measure length, inch and foot, in terminology they learn light and sound, line and quarter and in measurement class they learn about measuring tools and units, weight measuring tools/unit of measurement, use of weighing tools. Total lesson duration is thirty four days.

UCEP has developed its curriculum according to its mission. Following the classes one to three, there are few more subjects included in the upper classes. For the students of class four, UCEP has published 'Health, Society and Science and arts & crafts' and 'Eso Jontropatir Naam O Babohar Shikhi (Primer-2)'. It has selected books like 'Social Studies and Bangladesh (Book-3)'. Along with the NCTB books, these books are taught in class four. In 'Health, Society and Science and arts & crafts' they learn about nature, environment and lifestyle, population of Bangladesh, family health security, HIV, national resources of Bangladesh, self-employment, bird flu in the first semester. In second semester they learn about savings and co-operative, democratic attitude, co-curriculum activities in school, social welfare institutions, child right and abuse and garbage management. They draw different natural scenarios and prepare different materials using jute, cloth and other things. In Social Studies and Bangladesh (Book 3) they learn about the earth, birth of India and Pakistan, climate of Bangladesh, the rivers of Bangladesh, and the mineral resources of Bangladesh. In second semester, they learn about natural resources, export and import of Bangladesh, tribal groups of Bangladesh, regional cooperation and useful animal. Total number of lessons is twenty nine. UCEP has developed its own textbook for vocational education named 'Eso Jontro O Porimaper Babohar Shikhi (Primer-2)' for class four students. In the first semester, they learn and use hand tools (snip and divider, file, switch, socket and plug). In science chapter they learn about align, area and arc, in terminology they learn but joint, cast iron, current and voltage, volt, resistance, DC, AC, edge, and face and in measurement class they learn about measurement, linear measurement, length, width, height, unit of measurement. In the second semester, they also learn and use hand tools (holder, ceiling rose & fuse, fan & regulator). In science class they learn about fuel, in terminology they learn freezing point, melting point, boiling point, friction, lubricant, joint, instrument, knot, tough, magnet, vacuum, mile, kilometre, meter and in measurement class they learn about unit of length

measurement (metric system), unit of length measurement (British system) and conversion of measurement. Total lesson duration is thirty four days.

UCEP has also developed its curriculum following the classes one to four. There are few more subjects included in the upper classes. For the students of class five, UCEP has published higher version of 'Health, Society and Science' and 'Eso Jontropatir Naam O Babohar Shikhi (Primer-2)'. It has selected books like 'Social Studies and Bangladesh (Book-4)'. Along with the NCTB books, these books are taught in class five. In 'Health, Society and Science' they learn about our country: Bangladesh, rise of Bangladesh, Bangladesh in maps, personal and state property, rights and duties of citizen, adolescent changes and Eve-teasing, handicapped and our duties in the first semester. In second semester, they learn about communication system, material and energy, health service, HIV, child right, air, knowing UCEP and green house effect. Total number of lessons is thirty three. In Social Studies and Bangladesh (Book 4) they learn about Bangladesh in ancient times, cultural heritage of Bangladesh, pioneers of our independence movement, social institutions, and agricultural product of Bangladesh in the first semester. In second semester, they learn about transport system of Bangladesh, tribal life style, children of our neighbouring countries, right and duties of a citizen and international cooperation. The total number of lessons is twenty nine.

UCEP has developed its own textbook for vocational education named 'Eso Jontro O Porimaper Babohar Shikhi (Primer-2)' for class five students. In the first semester, they learn as well as gather practical knowledge about hand tools. The chapters are, hand tools (wrench and its classification, measuring tape and try square). In science chapter they learn about acetylene, oxygen and atmosphere, in terminology they learn about carbon, carbon-di-oxide, carbon-mono-oxide, centre line, curve, circuit, electric circuit, circuit breaker, ampere ohm and ohm's law. In measurement class they learn about area measurement (triangle, quadrilateral, square, rectangle, rhombus, parallelogram, trapezium), polygonal, circle, radius, diameter, chord and areas of circle. In second semester they learn about meter and its classification, electric motor, wire striper, soldering iron, solder sucker, heat, temperature, Celsius, power, watt, energy, work, horse power, plane, division, volume, solid thing, cube, cubic measure, cubic centimeter (CC), liter, units of measuring solid thing, units of measuring volume and conversion of measurement. Total lesson duration is thirty four days.

UCEP has included subjects leading to technical education at the end of grade eight. It has own publications for the students. 'Handbook for Technical and Skill Development' (karigori o Jibon Dokkhota Unnoyon Sahayeka) is in class-six curriculum. Total lesson days are forty five days. In the first semester, general safety hints, prevention of falling, safety in materials handling, machinery safety, types of safety, personal safety and protection (eye, ear, head, hand and foot), measurement, units of measurement, length of measurement, metals, classification of metals, steel and classification of steel, employment and classification of employment chapters are included. In second semester, workshop safety, electrical workshop, welding shop, automobile workshop, IT center safety, working with gas cylinders, weight measurement, volume measurement, some tools and machines used in workshops, file, vice, hand grinding, hand drilling machine and drill bit, grinding stone, lathe machine, concept of business entrepreneurship, classification of industry, sole-proprietorship and partnership business, cooperative society/ organization and factory topics are included. There is no other subject included in the curriculum of class six. From the topics it is clear that UCEP as a well organized planned curriculum to lead its students prepared for technical education.

An upper version of 'Handbook for Technical and Skill Development' is included in class seven. The important contents of this hand are occupational health and safety, mensuration (measuring formula), two dimensional and three dimensional objects, calculation of area: triangle and rectangle, concept of metal, machine tools and electricity, business planning and steps of business planning, entrepreneurship development and financial education, concept of soft skills, socialization, employability, parallel circuit and project, project making lozenge, marketing of product and services and different agents of socialization.

The same additional book named the Handbook for Technical and Skill Development' is included in the curriculum of class eight. The important chapters are measurement, DC and AC current, different projects, calculation of profit and loss. In soft skill for employability they learn about attitude and behavior, discipline, team work, motivation, ethics and values, work under stress, communication skill and necessity of socialization.






After completion of grade VIII, students go through a six months long course named Pre-tech before admitting to technical trades. In this course they learn about Life Skill

and Health Education, Pre-Vocational Education, Information Technology, Mathematics and English. In life skill development and health education they learn about components of life skill, behavior learning, learning pyramid, brain storming, personality and cultural development, punctuality, nutrition and food habit.

After successful completion of pre-tech course, UCEP students become competent to admit into technical course. These courses are available only in the IGVE school. From the above discussion, it is clear that UCEP curriculum is developed considering its goal to produce working force.

4.6.2 Technical Education

Upon completion of general education grade VIII, UCEP students enter technical schools or para-trade training centers to receive marketable technical education. It provides hands on technical training on 17 trades. It has five technical schools in four cities operated under its mainstream programs to provide appropriate skills and thereby make the general school graduates fit for the job market. The major activities of the technical education components are:

-  Imparting market oriented technical education to all grade VIII UCEP graduates and similar groups
-  Organize industrial attachment as a part of the course
-  Revise and update the curricula of technical school
-  Revise and implement the technical portion of the curriculum in the UCEP IGVE schools
-  Upgrade IT knowledge to all children pursuing technical education in the technical schools

4.6.2.1 Trades of Technical Schools and Syllabus

UCEP became popular due to its operational features and market oriented technical programs. Salient features of these programs are as, learning while working, flexible school timing in two shifts, curriculum is prepared in consultation with employers and ex-students, emphasis on practical or hands on training (80% of total course), social work support and employment support services are given to graduates. A number of trades are running under technical schools (Technical Education Trades, 2013). These are as follows:

Table 4.2
Trades of Technical Schools and Syllabus

SI	Names of Trades	Course Duration
01	Welding & Fabrication	18 months
02	Machinist	12 Months
03	Plumbing & Pipe Fitting	06 months
04	Electronic Technology	18 months
05	Industrial Electrical & Electronic Control	18 months
06	Refrigeration & Air Conditioning	18 months
07	Auto Mechanics	2 months
08	Offset Printing Technology	18 months
09	Industrial Woodworking	18 months
10	Industrial Sewing Operation	06 months
11	Industrial Finishing & Quality Control	06 months
12	Industrial Garments Machine Mechanics	12 months
13	Industrial Wool Knitting Operation	06 months
14	Textile Weaving Mechanics	18 months
15	Textile Spinning Mechanics	18 months
16	Textile Knitting Mechanic	06 months
17	Tailoring & Dress Making	12 months
18	Aid to nurse	18 months

4.6.2.2 Para-trade Training (PT) and Curriculum

The para-trade training of UCEP is an innovative, cost-effective vocational intervention that allows working children to acquire basic skills in non-conventional trades within six months. UCEP has a total of 08 para-trade training centers. A number of trades are running in these centers. These are as follows:

Table 4.3
List of Para-trade Training (PT) Courses and Duration

Sl	Name of Trades	Course Duration
01	Electrical House Wiring & Decoration	06 months
02	Embroidery & Jari Chumki Fitting	06 months
03	Block, Boutique & Screen Printing	06 months
04	Signboard & Banner writing	06 months
05	Wood Carving	06 months
06	Leather Craft	06 months
07	Motor Mechanic	06 months
08	Block & Embroidery	06 months
09	Tailoring & Dress Making	06 months
10	Wool Knitting	06 months
11	Welding & Fabrication	06 months
12	Plumbing & Pipe Fitting	06 months
13	Audio & Video System	06 months
14	Refrigeration & Air Conditioning	06 months

4.6.2.3 Opinion of Teachers on Differences of UCEP from other Schools

The government as well as non-government institutions design the technical training courses as per the skills demand of the job market (Ahmad & Rahman, 2012). But with the fast changing requirements and demand for manpower on newer trades and higher levels of skills a large number of industries are unable to recruit appropriately trained skilled workforce required in the industries. This results in many of the training school graduates remaining unemployed.

The major reason of this employability gap is the inability of the TVET (Technical and Vocational Educational Training) institutions to adapt or update their curricula and training programs according to the need and demand of the job markets. Various studies have revealed that this gap is primarily due to lack of linkages with the industries and understanding of their requirements. To improve upon the situation, the TVET Institutes need to establish strong linkages and partnerships with the industry sectors to know their requirements and design the training curricula accordingly.

Such linkages are also very important to seek support from the industry sector for sustainable development of the TVET programs in Bangladesh. The training providers are now giving much attention on this aspect and some of the non-government organizations (NGO) have made significant progress on establishing linkages with industries. One such NGO is Underprivileged Children's Educational Programs (UCEP).

UCEP-Bangladesh is an ISO 9001:2008 certified leading national NGO which is implementing a unique program encompassing education, vocational skills training and industry job placement to the poor urban working children and adolescents since 1972. This program promotes youth employment, income generation, poverty reduction and the elimination of child labor for the economic development of Bangladesh. The most significant part of the program is the technical training provided to the students which is based on the requirements of the job market. The curricula of the technical training are reviewed and updated on a regular basis in partnership with the industries for which the employment rate of the job seekers is almost 100 percent. This is possible because of the strong linkages that UCEP maintains with the industries and other stakeholders.

UCEP schools deliver a different type of education to its students. There are so many reasons to be different from other schools. According to teachers, 28 percent expressed their opinion that the difference of UCEP from other educational institute was due to it create job opportunity to their students. Another 15 percent teachers told that the difference is due to its curriculum which is different from other schools, that's why students and guardians preferred to be admitted here.

There were 23 percent teachers, who told that the difference of UCEP from other schools was due to its teaching quality as well as training provided to students according to the demand job market(Figure: 4.2). From the following data and discussion it is found that UCEP schools played a significant role for the underprivileged distressed children to be a productive human resource rather to live under continuous negative working environment.

A UNICEF-supported program, Basic Education for Hard-to-Reach Urban Working Children, began in 1997 and provides informal education to working children living in urban slums. It uses a shortened (two and a half hours) school day so that children can

continue to work and targets children aged 10 to 14 who are not attending any other school and work at least seven hours per week. The education includes basic literacy and numeracy, life skills, health care, and issues relevant to their situation such as their rights and hazardous work. The course runs for 40 months and children are supposed to achieve competency in Bengali, Mathematics, Life Skills, and English. It enrolled 346,000 children in total across six cities during its first phase, 1997-2004, and has opened around 6,000 learning centers under its second phase, which is due to continue until 2011 and enrolls some 166,000 children at a time (Cameron, 2010).

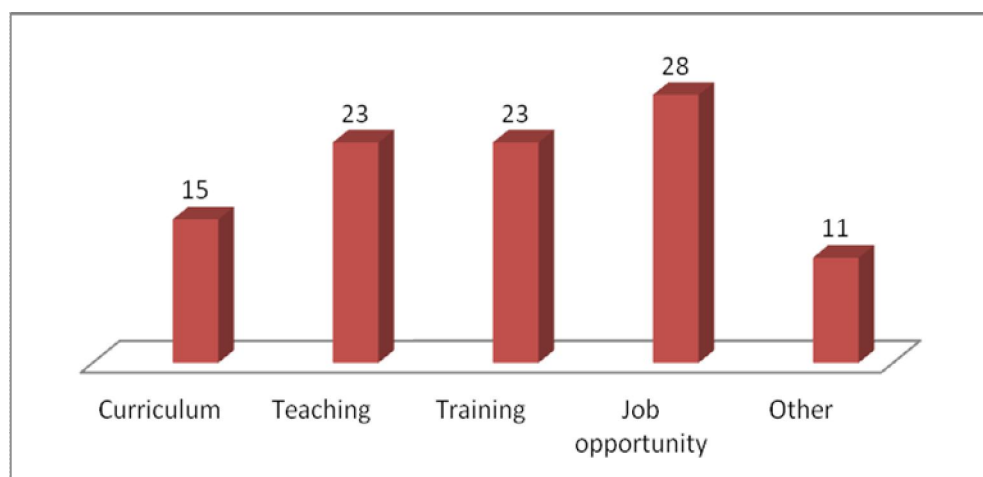


Figure 4.2
Differences of UCEP from other Schools

4.6.2.4 Students Opinion about the Effectiveness of Existing Curriculum of UCEP to Create Skilled Human Resources

It is important to know about the opinion of UCEP students on effectiveness of existing curriculum to know about their opinion. From the table no. 4.4 it is found that 60 percent students of Integrated General and Vocational education told that the existing curriculum was more effective to be a skilled manpower to get better job and earning more than others who were unskilled. Practically, UCEP provides its all-out support to students who have passed from UCEP. On the other hand, 71 percent students from technical schools expressed their views that the curriculum was more effective to create skilled manpower to get better job in the competitive job market. These two groups of students are not employed in any job. They told from their ideas. The most important group was students who were currently employed. Their opinion on existing curriculum should be considered as accurate as well as exact evaluation from field level practical

experience. Because of, they have faced and overcome short-comings of their knowledge, which they have gathered from their student life. From the following table, it is found that 53 percent of students who were currently employed told that the existing curriculum was more effective. Another 46 percent students of that category told that the curriculum was moderately effective. This data and opinion of the employed students is important for UCEP authority to rethink on the existing curriculum for effectiveness to create productive human resources and to meet the goals of UCEP.

Table 4.4
Percentage of Effectiveness of Existing Curriculum to Create Skilled Human Resources

Categories	Students of Integrated General & Vocational Education	Students of Technical Education	Former Students Who are Currently Employed
More effective	60.0	71.0	53.0
Moderately effective	39.0	26.0	46.0
Less effective	1.0	2.0	1.0
No effectiveness	0.0	1.0	0.0
Total	100.0	100.0	100.0

4.6.2.5 Role of UCEP to Create Productive Human Resource According to Teachers

There are many NGO's working in Bangladesh to create productive human resources through providing vocational education and training mainly to the urban poor and underprivileged children. These institutions are managed by a number of ministries. These include: (a) technical schools and colleges run by the Ministry of Education (MoE) – these form the vast majority of the entire system; (b) Technical Training Centers financed and managed by the Ministry of Labor and Manpower (MoLM); (c) the Ministry of Local Government; (d) the Ministry of Agriculture (MoA); (e) the Ministry of Forestry; (f) the Ministry of Textiles; and (g) the Ministry of Defence. A total of 11 ministries administer accredited VET programs. Additionally, a number of ministries offer training through non-accredited courses, such as the basic training in livestock, pisciculture, and poultry farming provided by the Ministry of Youth and Sports to youth under 30 years of age (Aktaruzzaman & Clement, 2011).

As it is mentioned in the previous chapters, the Underprivileged Children's Educational Program (UCEP) is considered to be extremely effective and provides three types of training to some 25,000 students in 44 schools and centers across the country: general schooling with vocational training in 32 schools, technical training in 3 technical schools, and para-trade trainings in 9 para-trade training centers. Its primary emphasis is on the provision of general education with vocational content for urban working and distressed children (Ages: girls 10+, boys 11+) who have little to no opportunity for normal schooling, are engaged in hazardous jobs, are laboring an average 48 hours per week, and are earning less than US\$ 5 per month. UCEP has successfully targeted dropouts from formal education.

The main characteristics of UCEP's operations that lead to the success of its model include: flexible schooling hours, learning while working, emphasis on practical training (80%), on-the-job training, curriculum review in consultation with employers, trades as per market needs, and linkages with other technical schools, employers and the community. With an enrollment of about 20,000 in its education and training programs, UCEP is among the largest NGOs of its kind in Bangladesh. MAWTS (Mirpur Agricultural Workshop & Training School) is an agency that provides training to economically disadvantaged parts of the population. It provides short term, modular vocational training using mobile centers – often in basic skills. About 2,000 students are trained annually (Aktaruzzaman & Clement, 2011). UCEP provides training courses in different trades and preference is given based on the demand of market (IFAD, 2011). From the figure no. 4.3 it is found that 80 percent teachers relied on UCEP which contributes on highest level to create productive human resources who enter into job market. But 15 percent of the teachers told that the contribution is very little. That means, though most of the teachers have confidence on their day to day duties to teach students to prepare them as future labor force but a reasonable part of them also have little faith on outcome of their activities. Considering this situation, UCEP should modify or reorganize its curriculum.

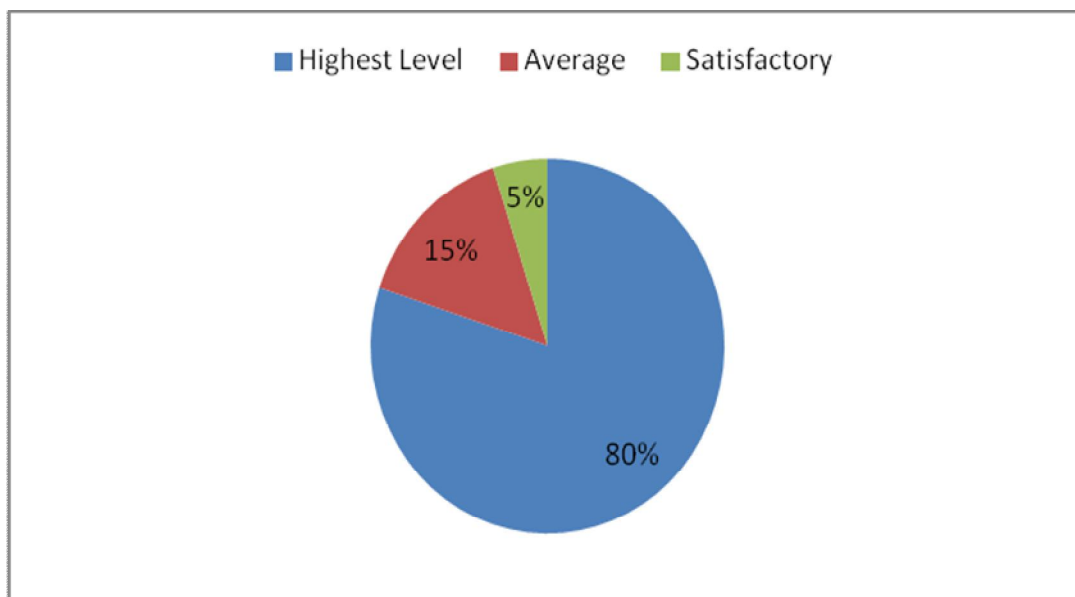


Figure 4.3
Views of Teachers on Role of UCEP to Create Productive Human Resource

4.6.2.6 Evaluation of the Existing Curriculum by Students for Creating New Job

UCEP curriculum is developed and implemented to support the underprivileged urban poor children with education as well as skill development to get better job. This study tried to find out the students evaluation on the existing curriculum. From the table no. 4.5 it is found that 69 percent students of integrated general and vocational education believed on UCEP curriculum as helpful enough to create employment, whereas, 72 percent students of technical education thought that the curriculum is good enough to create employment for UCEP students. But 57 percent students, who have just completed the course and currently employed, told that the curriculum was helpful enough. From the table it is also found that 25 percent former students told that present UCEP curriculum played important role to create employment for the students who passed from UCEP schools. But 18 percent students of technical education and 17 percent students of integrated general and vocational education had opinion that the curriculum belonged important role. From the table it may be argued that most of the present students had a very high level of satisfaction on UCEP curriculum than the former students. There is much scope for UCEP authority to work with this opinion of former students. The following table also presents on this issue.

Table 4.5
Evaluation of the Existing Curriculum by Students for Creating New Job

Categories	Students of Integrated General & Vocational Education	Students of Technical Education	Former Students Who are Currently Employed
Curriculum is helpful	69.0	72.0	57.0
Important role	17.0	18.0	25.0
Need modification	9.0	9.0	10.0
Not practical	5.0	1.0	8.0
Total	100.0	100.0	100.0

4.6.3 Curriculum of Technical Education in UCEP- Rajshahi

UCEP runs six trades in Rajshahi area. These are:

4.6.3.1 Auto Mechanics

4.6.3.2 Machinist

4.6.3.3 Welding and Fabrication

4.6.3.4 Industrial Electrical and Electronic Control

4.6.3.5 Tailoring and Industrial Swing Operation

4.6.3.6 Aide to Nurse

The course description, course duration and learner outcomes of these trades are discussed below:

4.6.3.7 Auto Mechanics

Course Description: This is a two semester's course and its duration is one year. In the first semester they learn about introductory safety measures, tools and measurement, engine construction and operation, cooling system, lubricating system, ignition system, petrol fuel system, diesel fuel system, brake, steering, suspension clutch gear box and drive line. In the second semester they learn about basic electricity, starting, charging, lighting accessories, air conditioning system, modern vehicle system, emission control, engine overhauling and motorcycle assembly and maintenance. After completion of this course an UCEP graduate can get job more easily than others due to a skilled job seeker.

Objective of the Course

- a) To support the learning needs of individuals who aim to work in the Automobile sector as Technician.
- b) To allow individuals to learn, develop and practice skill, required for employment and career progression in the Automobile sector.

Target Group: Grade VIII Completers

Duration: 12 months

Learner Outcomes:

After completing the course, students will exhibit the following competencies:

- They will gather in depth knowledge about auto mechanics. They also can identify basic tools, equipment and accessories
- Carryout occupational health and safety measure practicing proper work place communication
- Competent in tools, measurement, engine construction and operation
- Acquire knowledge in auxiliary systems of engine and modern vehicle system
- Practical knowledge in automotive electricity, power generator and maintenance, automotive control and power transmission
- Gather knowledge in trouble shooting, engine overhauling, motorcycle assembly and maintenance

4.6.3.8 Machinist

Course Description: Occupational health and safety, communication and interpersonal skills, general fitting, technical drawing, basic machine operation, special work for Lathe machine, grinding, boring and honing machine, shaper and milling machine. After successful completion of this course students may get job as machine operator or technician.

Objective of the Course

- a) To support the learning needs of individuals who aim to work in the industry as technician and machine operator.
- b) To allow individuals to learn, develop and practice skill, required for employment and carrier progression in the machine maintenance and production sector.

Target Group: Grade VIII completers

Duration: 12 months

Learner Outcomes

After completing the course, students will exhibit the following competencies:

- Identify basic hand tools, equipment and accessories used in mechanical works with proper technique and safe use
- Carryout different types of training, thread cutting, grove cutting, chamfering
- Carryout drilling, counter sinking
- Recognize different parts of lathe, shaper, milling, grinding, drill machine
- Adjust length of stroke and cutting speed of shaper machine
- Adjust depth of cut, cutting speed and feed of lathe machine
- Calculate different types of indexing
- Make spur, helical and bevel gear

4.6.3.9 Welding and Fabrication

Course Description: This course includes concept of welding, induction to welding workshop, gas welding, basic of arc welding, arc welding process, arc welding practice for plate welding, arc welding practice for pipe welding, gas iron welding process and MIG and TIG welding.

Objective of the Course:

- a) To support the learning needs of individuals who aim to work in the Welding sector as Welder.
- b) To allow individuals to learn, develop and practice skill, required for employment and carrier progression in the Welding sector.

Target Group: Grade VIII completers

Duration: 12 months

Learner Outcomes:

After completing the course, students will exhibit the following competencies:

- Identify basic hand tools, equipment, and accessories used in Welding works with proper technique and safe use

- Working in welding workshop with proper safety
- Performing gas welding
- Performing arc welding in different positions(1G-6G)
- Performing TIG and MIG welding

4.6.3.10 Industrial Electrical and Electronic Control

Course Description: This course includes occupational health and safety, communication and interpersonal skills, basic electricity, electrical wiring, industrial and electronics appliances, electrical sub-station, AC machine, electrical power generation and industrial controls. After completing this course, students get better chance to work in any industry especially in the electrical field.

Objective of the Course:

- a) To support the learning needs of individuals who aim to work in the industries as Technician.
- b) To allow individuals to learn, develop and practice skill required for employment and carrier progression in the Industries or Electrical sector.

Target Group: Grade VIII completers

Duration: 12 months

Learner Outcomes:

After completing the course, students will exhibit the following competencies:

- Identify basic hand tools, equipment, and accessories used in electrical and electronic works with proper technique and safe use
- House and industrial wiring
- Making of different types of electrical circuits
- Conversion of energy
- Make single and three-phase motor control
- Operation and maintenance of electrical sub-station
- Erection of solar power system

4.6.3.11 Tailoring and Industrial Swing Operation

Course Description: This is also a yearlong program of UCEP. It includes occupational health and safety, communication and interpersonal skills, measurement, fabric and accessories, sewing technology and making dress in the first semester and industrial sewing technology, shirt, pant, and T-shirt making in the second semester. Most of the course time students spare in practical session. Employers are very much impressive to the students who have passed from this course.

Objectives of the Course:

- a) To support the learning needs of individuals who aim to work in the garments sector as machine operator or self-employment
- b) To allow individuals to learn, develop and practice skill required for employment and carrier progression in the garments sector or to be small entrepreneur.

Target Group: Grade VIII completers

Duration: 12 months

Learner Outcomes:

After completing the course, students will exhibit the following competencies:

- Identify basic hand tools, equipment, and accessories used in tailoring and garments works with proper technique and safe use
- Operate different types of garment sewing machines
- Carryout sewing attachments of different parts of garments such as normal shirt, T-shirt, pant etc. within industry time standard
- Making petticoat, blowz, salowar-kamiz, baby frock etc with estimation
- Maintain proper safety and occupational health in work places
- Maintain proper behavior and attitude in the work places
- Maintain care and safe use of garment machineries and equipment

4.6.3.12 Aide to Nurse

Course Description: An aide to nurse student goes through a descriptive theoretical course as well as experience a practical knowledge also. This course is designed as two consecutive semesters. In the first semester, the module includes communication and

interpersonal skills to nursing, anatomy and physiology, medical and surgical diseases, first aid, bedside nursing, medical nursing, personal hygiene and sanitation. The second semester module consists of surgical nursing, community nursing, midwifery, maternity and child health care, demography and family planning, medical jurisprudence & toxicology, basic pathology and general pharmacology. After successful completion of this course students have to attend a three months long apprenticeship to any hospital. Gaining positive certificate from the concerned hospital, students get this trade certificate and most of them get jobs.

Objective of the Course:

- a) To support the learning needs of individuals who aim to work in the health sector as aide nurse
- b) To allow individuals to learn, develop and practice skill required for employment and carrier progression in the health

Target Group: Grade VIII completers

Duration: 12 months plus 3 months apprenticeship in hospital

Learner Outcomes

After completing the course, students will exhibit the following competencies:

- Identify basic hand tools, equipment, and accessories used in hospitals with proper technique and safe use
- Operate different types of nursing instruments
- Carryout physicians instructions for the patients
- Can help properly in the operation theater
- Maintain proper safety and occupational health in work places
- Maintain proper behavior and attitude in the work places

4.6.4 Teachers Opinion about Curriculum and Contribution to Create Human Resources

The detailed curriculum and course objectives are discussed in the above sections. It is now important to know about the opinion of teachers about the appropriateness of UCEP curriculum for the students as well as contribution of present curriculum to create

productive human resources. From the table no. 4.6 it is found that 72.5 percent teachers told that the curriculum totally fulfilled the needs of UCEP students. Another 22.5 percent expressed that it had usual fulfillment. In case of contribution to create productive human resources, 80 percent agreed that UCEP curriculum deserves a high ranked contribution to students to be a productive human resource which is the main objective of UCEP activities. It is also important to note that no one supported the suggestion of no contribution.

As it is discussed that a systematic approach is followed by UCEP to establish and develop linkages with industries and obtain their feedback to design and update course curricula, establish training facilities and ensure the quality of skills training being imparted. UCEP has formed ‘Employers Committees’ comprised of representatives from different industries and Advisory Councils composed of TVET experts, corporate sector leaders, local elites, and academia to provide necessary advice and guidance for the development of UCEP training programs. These institutional arrangements of maintaining linkages with relevant stakeholders have made UCEP TVET programs unique in Bangladesh and one of the major reasons for its success. The UCEP model of TVET has been widely recognized as one of the best solution for skills training, productivity improvement in industries and poverty alleviation in Bangladesh (Ahmad & Rahman, 2012).

To have a meaningful impact, this model needs to be replicated throughout the country to produce larger numbers of skilled workers for a faster pace of development of the country and sustainability of the programs.

Table 4.6
Teachers Opinion about Curriculum and Contribution to Create Human Resources

Opinion	Totally Fulfilled	Usual	Others	Total
Good Contribution	62.5	12.5	5.0	80.0
Average Contribution	10.0	5.0	0.0	15.0
Satisfactory	0.0	5.0	0.0	5.0
Total	72.5	22.5	5.0	100.0

4.6.5 Opinion of Guardians on Effectiveness of UCEP to Achieve its Goal

Guardians of UCEP students preferred to send their children to working and earning rather to send them to schools. Due to poverty and ignorance, they pursued only behind the instant gain from their children. Most of them had thought that sending children to schools was wastage of time. UCEP worked with these guardians and motivated them to send their children to UCEP schools which would deliver education and training to their children to be skilled to get better job and earn more than remaining unskilled throughout their life. From the following figure it is found that 77.5 percent guardians believed that UCEP played very good contribution to their family to overcome poverty, another 17.5 percent guardians replied that UCEP had average contribution (Figure no: 4.4). The goal of UCEP is to raise the socio-economic condition of the urban poor to a level where they can effectively participate in national development with enhanced capacity and dignity and fulfillment of their basic rights. It is generally accepted that acquiring education, skills and employment is a route out of poverty. These are children who would otherwise have continued as child laborers, often in hazardous conditions, with little prospect of gaining status as a semi-skilled or skilled worker. Their success has improved the quality of life of their families. Furthermore, UCEP graduates were found to be articulate and confident, able to express their views, ideas and hopes for the future. So, from the following figure it is clear that guardians are satisfied with UCEP educational policy and activities and faith on effectiveness of UCEP to achieve its goal.

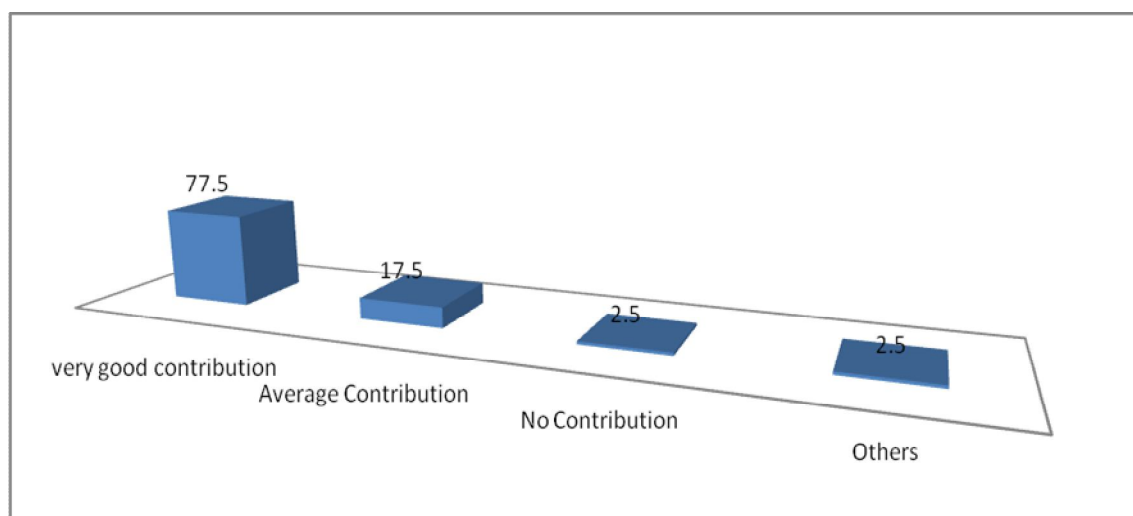


Figure 4.4
Effectiveness of UCEP to Achieve its Goal

4.6.6 Students' Opinion on Expansion of UCEP Activities

The need for assistance to the urban poor continues to be strong and, as a result, the Goal and Purpose of the UCEP program remain entirely effective as we have found from the above sections. But it reaches a small proportion of working children and has aims to reach more. The way UCEP was established and has developed make it extremely susceptible to changes in the overseas aid policies of foreign governments. For both of these reasons, it is important that UCEP have opportunity to expand its activities to meet the demand at present context. From the following table it is found that all types of students have opinion on its expansion both in higher education and creating job opportunities. Fifty six percent students of integrated general and vocational, 58 percent students of technical education and 41 percent former students who were currently employed replied that UCEP should expand its programs to create opportunity for higher education. On the other hand, 45 percent former students, 33 percent students of technical education and 12% students of integrated general and vocational education replied that UCEP should establish industries to provide job for its own students (Table no: 4.7). Though UCEP policy and programs are not formulated to enter into this sector but as it has proved itself as a skilled manpower provider, it may take in consideration this opinion in coming future to provide employment opportunities for its students.

Table 4.7
Students' Opinion on Expansion of UCEP Activities

Categories	Students of IGV (%)	Students of TE (%)	Employed Students (%)
Create higher education	56.0	58.0	41.0
To establish industries	12.0	33.0	45.0
Both	5.0	2.0	14.0
No opinion	27.0	7.0	0.0
Total	100.0	100.0	100.0

FGD

There were two Focus Group Discussions were held during this study; one with twelve guardians of students and other with students of UCEP to know and discuss about their opinion on education and training programs provided by UCEP. FGDs commenced in a harmonious and friendly environment where education and training programs of UCEP, educational environment, expenditure, adaptations, behavior of teachers, outcomes of training, expectations of them etc. were discussed in a free and participatory manner.

Guardians were requested to discuss on those issues and reasons for admitting their children in UCEP school and such relevant causes. Same questions were also asked to students during discussion with them. Most of them told that teaching methods followed by UCEP was unique. Some of them also told that their children became more attentive in study after admitting in UCEP school. UCEP schools have taken 20 Taka only per student as admission fee but they found that total expenditure of education was less in UCEP school compared to other schools. In addition to books, educational accessories were also provided by UCEP. Teachers also take care of their students and students prepare their reading/home task in time easily. Students have very good adaptation with UCEP curriculum and school. Observing such successful educational facilities other guardians became interested to send their children to UCEP schools. Guardians found that their children's attitude has changed positively after admitting there and they became more attentive in reading and expressed hope to create a better future.

UCEP provides training programs in welding, electronics, nursing etc. to its students to prepare them for better job opportunity. With the training they can get employment in different job sectors. Along with training and education UCEP gives knowledge in cleanliness and first-aid. In this way, they can aware their family on health care. According to guardians and students, UCEP also plays a good role in cultural development of its students. It also arranges cultural competition and gives gifts to the winners.

Both the guardians and students admit that teachers visit their students' houses regularly specially those who absent for few days. They talk with guardians and motivate them to continue their children's education. UCEP arranges guardians meeting regularly also. In that day they exchange views.

During FGD, guardians and students expressed their overall satisfaction on UCEP curriculum and school.

4.6.7 Study Materials Provided by UCEP

Underprivileged, destitute, deprived children are the students of UCEP School. It is very tuff for them to buy study materials. UCEP provides study materials for these kinds of students. We find that 66 percent students got educational instruments, 13 percent students got educational instruments and medicine as well as hundred percent students got educational instruments, cloth, money and sport instruments (Table no: 4.8). So we can say that it's a very good side of UCEP that it provides materials for the poor children.

Table 4.8
Study Materials Provided by UCEP

Material	No. of Respondents	Percentage
Educational materials	198	66.0
Sports instruments	7	2.3
Foods	2	0.7
Educational and Sports instruments	21	7.0
Educational instruments and medicine	39	13.0
Educational instruments and cloths	8	2.7
Educational instruments and money	15	5.0
Educational instruments, medicine and cloths	7	2.3
Educational instruments, medicine and money	3	1.0
Total	300	100.0

4.7 Special Program

UCEP is implementing special programs for its students to equip with knowledge in demanded job oriented trades. With the support of different organizations, UCEP is running these programs from 2007 (Special program, 2014). The programs are:

4.7.1 Extended SKT Program for Skill Development

UCEP is implementing the “Extended SKT Program for Skill Development” with the support of Directorate of Primary Education under reaching out of School Children (ROSC) project. Location of the project is at Fatullah, Narayanganj. As per agreement a total of 252 students will be enrolled during project period. UCEP curriculum and method will be followed to make this program successful. Extended SKT program for

skills development started schooling activities from January 2007 with 84 students in two trades. Trades are: Industrial Sewing and Garments and Electrical Technology. Target group of the project are the working children of SKT schools who have basic education up to Grade V and age between 13-16 years.

4.7.2 Cyber Schools Foundation

With a view to enable and empower the underprivileged school children and communities in greater Bangladesh with first rate educational tools and internet access Cyber Schools Foundation started activities at UCEP in 2004.

4.7.2.1 The Program includes:

- Providing computer lab with internet to underprivileged schools.
- Developing ICT skills and Project Based Learning (PBL) attributes in students.
- Integrating basic subjects with ICT & PBL concepts
- Providing teachers professional development training

Working in conjunction with UCEP authorities, local internet provider the initiative of Cyber Schools Foundation is to introduce ICT (Information and Communication Technology) education to UCEP students which has enhanced their ICT literacy to a level where from they have become a great pool of skilled labour force. Students graduating from Cyber Schools Foundation ILC Program are serving in different organizations.

4.8 Acquired Computer Skill of UCEP Students

Information and communication technology (ICT) is the key to acquire knowledge in this decade. A man without knowledge in ICT is such a man without eye. Access to internet, computer is the prime hardware. To cope with the changing world, students have to know about this. UCEP is trying it's best to familiarize computer with students.

From the table no. 4.9, it is found that 14.67 percent students had knowledge about different parts of computer, whereas, 53 percent had typing and composing knowledge. It is important to note that typing and composing is widely demanded personnel in different offices. So, it creates a good opportunity to them to show their eligibility in computer oriented job market. It is also important to find that 4 percent students had

idea about internet, though the percent was very low, but it indicates a changing situation of students' opportunity to be ICT based manpower. At last, we can say that 88 percent students had knowledge about computer, i.e; a large number of ICT knowledge oriented human resource is coming out from UCEP schools.

Table 4.9
Acquired Computer Skills of UCEP Students

Opinion	No. of respondents	Percentage
Knowledge about different parts of computer	44	14.67
Type and compose	159	53.00
Experienced on internet with general idea	12	4.00
Above all	20	6.67
Basic knowledge	15	5.00
Knowledge about different parts of computer and Experienced on internet with general idea	14	4.67
Do not have idea	36	12.00
Total	300	100.0

4.9 Participation in the Cultural Program

UCEP not only provides education and training but believes also in co-curricular activities which are also important for students' cultural development. From this point of view, cultural activities are included in UCEP curriculum. It arranges various types of annual cultural programs and competition for the students. Such as, drawing, sports, singing, dancing, recitation etc. It could be mentioned that UCEP students are from poor destitute families, acquiring education is almost impossible due to poverty and co-curricular activities are next to a dream. In fact, most of them do not have any idea about their inherent ability on creativity. It was found that they enjoyed these co-curricular activities which also turned them to refreshment from monotonous life. From the following table it is found that 55.3 percent students participated in the sports program and 26.3 students did not participate in any activities. The rest of the students participated in drawing, singing, dancing, poetry (Table: 4.10). From the above discussion it is clear that a large number of UCEP students got opportunity to express their inherent uniqueness.

Table 4.10
Students Participation in the Cultural Program

Name of Program	No. of respondents	Percentage
Drawing picture	26	8.7
Sports	166	55.3
Singing	9	3.0
Dancing	7	2.3
Poetry	9	3.0
No participation	79	26.3
Others	4	1.3
Total	300	100.0

4.10 Obtaining Merit Prize from School

Most of the UCEP students are working children. They have to earn money due to their family poverty and compelled to leave school in early age. Sometimes these students lost their interest in lesson for the pressure of hard work. It's a challenge for UCEP to increase interest, continuation of learning and mostly come back from working place to school of these working children. To motivate them, UCEP announced merit prize for academic good result. Table no. 4.11 shows that 33.7 percent students got the merit prizes for their academic success.

Table 4.11
Obtaining Merit Prize from School

Answer	Frequency	Percentage
No	199	66.3
Yes	101	33.7
Total	300	100.0

4.10.1 Types of Merit Prizes for Good Academic Result

UCEP gives merit prizes to attract student's interest towards school and education. As prize is always enthusiastic students enjoy prizes and UCEP tries to offer various types of attractive items such as books, cosmetics, crest, household goods, money etc. From the following table it is found that 52.5 percent students got household goods and 33.7 percent students got books (Table no: 4.12).

Table 4.12
Types of Prize for good Academic Result

Answer		Frequency	Percentage	Valid Percent
	Books	34	11.3	33.7
	Cosmetics	3	1.0	3.0
	Household Goods	53	17.7	52.5
	Crest	5	1.7	5.0
	Money	4	1.3	4.0
	Others	2	0.7	2.0
	Total	101	33.7	100.0
No		199	66.3	
Total		300	100.0	

4.11 Guardians Attendance in Meeting

UCEP observes regular meeting with guardians to inform about the progress and short comings of students that's why guardians can contribute their best for children. Every student is followed and cared individually. It also pays importance to guardian's day. From the figure no. 4.5 it is found that 57.5 percent guardians attended regularly in these meetings whereas 37.5 percent guardians attended not regularly but sometimes. On the other hand, it is also found that the teachers were satisfied with the guardian's attendance.

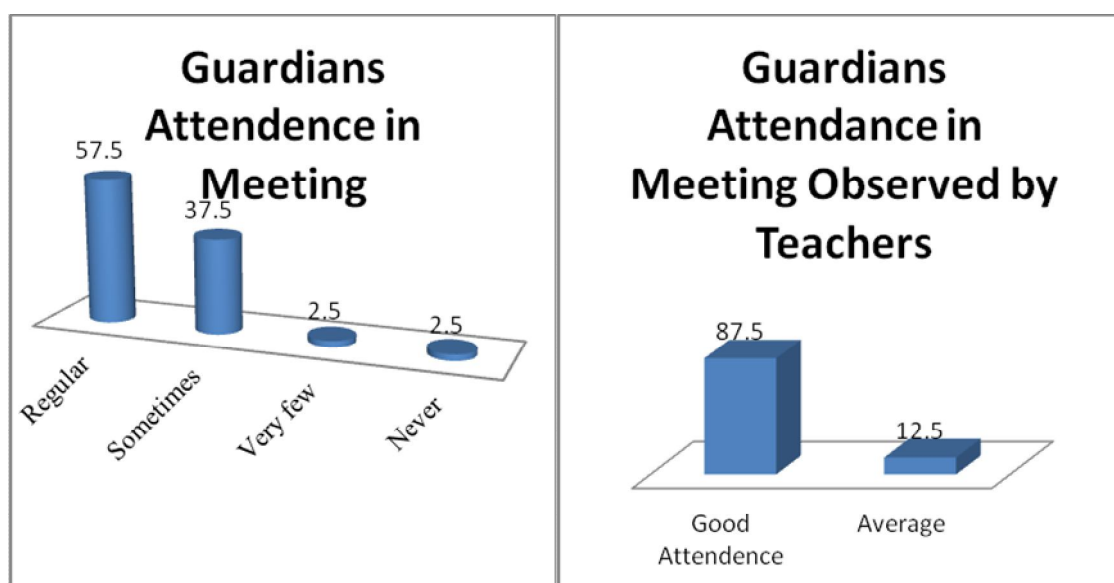


Figure 4.5
Percentage of Guardians Attendance in Meeting







4.12 UCEP Support and Services

4.12.1 Employment & Field Services

UCEP provides services to the graduates passing out from general, vocational and para-trade training centers for apprenticeship on the job training and appropriate employment through its employment and Field Service Section. The EFS Section has involved from the feeling that UCEP's responsibility did not end just after imparting education and training to the disadvantaged children; rather, it was necessary to support the graduates to seek gainful and long-term employment by exploiting their knowledge and skills in line with the demand of the labor market, keeping this in mind, the EFS section has been providing employment support services to UCEP graduates to assist them in getting employment in various industries and enterprises at home and abroad.

4.12.2 Employment Support Services (ESS)

Employment Support Services (ESS) Component of UCEP arranges on the job training for its technical school students and places its graduates in gainful job. ESS operates through labor market survey, linkage with employers, observance of the employer's day, meeting with the employers, observance of job hunting days/weeks and follow-up visits to the employers and employed graduates. The tasks of the component are as follows:

-  Approach employer for wage employment of the technical school graduates
-  Prepare children for jobs, job retention techniques and entrepreneurship skills through training
-  Support the graduates of technical schools to start their own business enterprises
-  Provide financial assistance to physically challenged and female graduates who remain unemployed to setup their own business enterprises
-  Assist the graduates in obtaining short term loans for self employment from the CSE component
-  Prepare children for employment through mock interviews and job counseling

4.12.3 Overseas Employment Scheme

It has been supporting in industries in overseas employment sectors to its graduates since April 2003. The scheme has been undertaken with the generous financial assistance of Dutch-Bangla Bank Limited. The Bank has provided a one-time grant of

Taka 20 lacs to UCEP to support former UCEP graduates for overseas jobs. 116 UCEP graduates were successfully employed in kingdom of Saudi Arabia, Singapore, United Arab Emirates, Egypt, Jordan and so on since inception of the scheme. The graduates normally earn about BDT 15000 to 30000 per month in the initial stages (Employment and Support Services, 2014).

4.12.4 Small & Medium Enterprise (SME) Credit Program

UCEP has introduced SME credit program in June 2005 for self-employment of UCEP graduates. About 300 UCEP graduates are enjoying loan facilities under this program. The size of credit varies from Tk.10, 000.00 to Tk.400, 000.00 depending on the nature of IGAs proposed to be taken up by a particular member of a credit group (UCEP CSE Credit Program, 2014). Service charge is 12.5 percent to be realized on principal loan amount on flat rate calculation.

4.12.5 UCEP Multipurpose Cooperative Society

UCEP introduced a Multipurpose Cooperative Society for the stakeholders in March 2006. The main objective of the cooperative society was to foster bonding and responsiveness to UCEP program while it will also be a potential source of personal and business loans for the students and others concerned.

4.12.6 Child and Woman Rights Advocacy (CWRA)

UCEP is a child rights organization and the educational program that it operates is a major part of its task. The educational program however limits its areas of operation for advocating and building awareness of the community regarding the Rights of the Child. With this in view, the Child and Woman Rights Advocacy Section was incorporated to enlarge its coverage of the community outside the areas of operation of the UCEP educational program through partnerships with other NGOs. This program has been successful in bringing a great impact in the society by motivating more and more children to be sent to schools, prevention of early marriages, child abuse and child trafficking. It has also been successful in reducing drug abuse and the use of children in pedaling of drugs. It has helped in preventing of child labor and increasing awareness on CEDAW, empowerment of women, women rights, maternal health & child care, general

health & hygiene, gender issues, early marriage, dowry system, eve teasing, acid throwing, family laws and domestic violence. The advocacy program also advocates for technical and vocational training as a means of a guide and source of employment.

4.13 UCEP Development Partners

UCEP programs are financially supported by a consortium composed of Department for International Development (DFID). Its other important partners are The Embassy of the Kingdom of the Netherlands to Bangladesh (EKN), Save the Children, UNICEF, s.Oliver, European commission etc (UCEP Annual Report, 2013).

Beginning in 1972 at the Dhaka University premises with only 60 students, now it is an established NGO having 53 general schools and 10 Technical schools located in Dhaka, Chittagong, Khulna, Rajshahi, Sylhet, Barisal and Rangpur Division and Gazipur District having 45 thousand children pursuing marketable skill. From the above discussion and description it is found that UCEP has given its continuous effort as well as implemented demand oriented curriculum and other support services to create underprivileged children into human resource.

Chapter Five

Adaptation with Existing Curriculum

5.1 Prelude

Children from different backgrounds have come to school for receiving education. Underprivileged children are not like usual students and schools for them are not also alike other formal schools. It is found that children of these schools have contrasting experiences at school. Less advantaged children are more likely to feel a lack of control over their learning, and to become reluctant recipients of the taught curriculum. It is also stated that this influences the development of different attitudes to education at primary school that help shape their future (Hirsch, 2007). Creating environment in classrooms increases children opportunities to build their literacy confidence (Kellett & Dar, 2007). UCEP curriculum is designed to in-house teaching-learning process as well as training of the students to enter into job market or to be self-employed after finishing their curriculum. UCEP runs a number of programs for the underprivileged children to achieve its objectives. UCEP provides different technical and vocational training to its students. It has Integrated General and Vocational Education (IGVE), Technical Education (TE) and Employment Support Services (ESS) for students. UCEP tries to improve the socio-economic status of the urban poor and support industrial growth by generating skilled manpower. UCEP students should have spent minimum one year in UCEP schools to develop their skill. Adaptability of the students with school and curriculum is discussed in this chapter.

5.2 Adaptability of the Students with UCEP School

The adaptability to education applies to the ability of students to educational system. To respond to the needs and adapt to different contexts is for the best interests of students. There are multiple indicators that can be utilized to reflect the adaptability of schooling. Adaptation supports a student to meet the expected outcomes of the curriculum. Adaptation is specific to a student and responds to his/her identified needs. Adaptation means a change in the teaching process, materials, assignments or pupil products to

assist a pupil to achieve the expected learning outcomes (Manitoba Education, n.d.). The ability of a child to integrate into a new environment depends on its shape, but how they develop patterns of adaptation is also important in the process. Leaving home and integrated into a new environment, with peer those who have never seen, with different rules to be learned and in a strange place, is not easy for a child to accommodate (Early Children Education, 2011). These factors may be shaped with the following major ideas as defined by Australian Institute of Family Studies (Rosier & McDonald, 2011):

- *Child characteristics*: Characteristics such as a child's temperament, IQ, personality, social skills and cognitive ability all appear to influence their readiness for school;
- *Parental characteristics*: Characteristics such as parental socio-economic status, relationship status, membership of a minority group, intelligence and psychopathology all contribute to the likelihood of their child being "ready" for school. Parenting practices and style, as well as attachment status, can also impact upon a child's adaptation to these new environments; and

Community characteristics: the communities in which children live, the services available to them, the schools within their community and the relationships between these and the families in which children grow up all impact upon their readiness for school.

Basically, a comprehensive perspective of school adaptation considers the child, family and school and centers on various factors such as cognitive development, socialization the cultural and political milieu, and family and teacher expectations. But it is argued for the role of a home-school mediator, i.e.; teacher, as a facilitator of children's adaptation to school (Brizuela & Garcia-Sellers, 1999).

UCEP students grow up in a different socio-economic condition and for this reason their adaptation with school belong different reasons. It is more different from other students in case of UCEP students. Underprivileged children's education and creating a better future for those poor children are UCEP's main objective. From this point of view, it is important to know the opinion of students about the adaptability level with UCEP itself. The structure or organization of a school community greatly affects the way students and teachers feel about the time they spend at school (Hamre & Pianta, n.d.). Here it is

found that 33.3 percent students opinion was ‘very good’ in response to adaptability with UCEP school. On the other hand, 43 percent responded as ‘good’ and about 24 percent responded as ‘fair’ adaptability with UCEP school. From the following data it is clear that about all of the students had positive opinion towards UCEP school, which led them to build better future (Table: 5.1).

Table 5.1
Adaptation of UCEP Students with School

Opinion	No. of respondents	Percentage
Very good	100	33.3
good	129	43.0
Fair	71	23.7
Total	300	100.0

5.2.1 Adaptation with UCEP School by Type of Family of the Students

There are so many reasons and factors behind the adaptability with school. But there are three important dimensions involved in the process of school adaptation: child, family, and school. A family group residing in a *bari* functions as the basic unit of economic endeavor, landholding, and social identity. A *bari* might consist of one or more such functional households, depending on the circumstances of family relationship. Married sons generally live in their parents' household during the father's lifetime. Although sons usually build separate houses for their nuclear families, they remain under their fathers' authority, and wives under their mothers-in-law's authority. The death of the father usually precipitates the separation of adult brothers into their own households. Such a split generally causes little change in the physical layout of the *bari*, however. Families at different stages of the cycle display different configurations of household membership. Patrilineal ties dominate the ideology of family life, but in practice matrilineal ties are almost as important. Basically, Bangladeshi families may be divided into unique family, joint family and mixed type of family. But today, joint families are splitting rapidly with the advancement of time. The partitioning of a joint family depends on a variety of factors: economic condition of household; size of living space; authority and control of the patriarch or other elderly persons in the household (Khuda, 1985).

Students of rural and urban areas, specifically children from disadvantaged group of society, suffer an 'adaption depression'. There are might be number of reasons behind this. In some cases, it might be the teacher's strategies that play important role on the child's school adaptation (Brizuela & Garcia-Sellers, 1999). For parents, beginning school symbolizes a child's ability to function independently (Davies, 2011). Parents or family members may be concerned about child's ability to adjust to starting school, in particular behavioral difficulties, academic skills and their ability to get along with peers and follow instructions. Parental expectations of their child may also increase in the areas of achievement and behavior. Some parents having a child with disability or experiencing chronic poverty/unemployment are worried about their children who need support at school (Dockett, Kearney, Hampshire, Mason, & Schmied, 2011). A key aspect of successful transition into school is the active and positive involvement of families in the home, early childhood and school settings. Schools can facilitate this process by developing positive relationships with families before school starts, and during and after the transition period. In this process type of family also plays important role. Parental attitudes towards school can also have a strong impact on the child's transition to school. If the parent is encouraging and positive the child is likely to enter school more confidently. If the parent is anxious or stressed the child may pick up on these feelings and become anxious, especially temperamentally shy children (Davies, 2011). Strong parent-school relationships may provide shared expectations and support for the child to do his/her best (Rosier & McDonald, 2011). Transition to school and achieving school readiness has been found to be more challenging for children in lower socio-economic circumstances. However type of family, parental characteristics such as maternal education and age, and the home environment appear to mediate the relationship between financial disadvantage and school adaptation (Smart, Sanson, Baxter, Edwards, & Hayes, 2008). Thus, the strongest argument is that type of family plays an important role in adaptation with school especially in case of underprivileged children. In Bangladesh, growing number of unitary family is found in the recent survey conducted by BBS. From the following table it is found that 29.33 percent students of unitary family had very good adaptation with curriculum, 32.33 percent students of unitary family had good adaptation and 17.66 percent had fair adaptation, i.e.; 79.33 percent students had acceptable adaptation with UCEP schools, those came from unitary family (Table 5.2).

Table 5.2
Adaptation with UCEP School by Type of Family

Types of family	Adaptation with UCEP school			Total
	Very good	good	Fair	
Unitary	88 (29.33)	97 (32.33)	53 (17.66)	238 (79.33)
Combined	12 (4.00)	32 (10.66)	18 (6.00)	62 (20.66)
Total	100 (33.33)	129 (43.00)	71 (23.66)	300 (100.00)

Note: () indicates the percentage

5.2.2 Comparison between Understanding of Curriculum and Adaptation

In formal education, a curriculum is the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. Curriculum understanding or inclusion of curriculum by student is important for every institution. Children are taught on the basis of curriculum developed by each school or educational institutions for their students. Two types of adaptation with curriculum are found most important for the underprivileged children (Glat & Oliveira, n.d.). One is accessibility adaptation of the curriculum and other is pedagogical adaptation. It is found that student diversity exists in every classroom. Every instructional grouping is characterized by diversity of achievement, ability, interest, motivation and needs. For these reasons, adaptive dimension is important and through this teachers accommodate the individual differences of the members of the class (Saskatchewan Education, 1992). On the other hand, understanding the curriculum is also associated with the adaptation of school. The level of understanding the curriculum is divided into four groups based on reply of students. Students' level of adaptation is arranged into three groups as well. From the following table it is found that 33.33 percent students had the highest level of adaptation with school and 43 percent students had 'good' adaptation with UCEP school. It is found that more than 60 percent students could understand their lessons easily. Among the total respondents, more than 25 percent respondents replied that they could understand their lessons easily who had very good adaptation, 17 percent students had fair understanding level who had good adaptation with school. That is, understanding of lessons also played a very important role to adapt with school.

Table 5.3
Comparison between Understanding of Curriculum and Adaptation with School

Understanding of Curriculum	Adaptation with UCEP school			Total
	Very good	good	Fair	
Easily Understood	76 (25.33)	73 (24.33)	32 (10.66)	181(60.33)
Fairly Understood	21 (07.00)	51(17.00)	36 (12.00)	108 (36.00)
Difficult	1 (0.33)	4 (1.33)	3 (1.00)	8 (2.66)
Tough to Understand	2 (0.66)	1 (0.332)	0	3 (1.00)
Total	100(33.33)	129 (43.00)	71 (23.66)	300 (100.00)

Note: () indicates the percentage

5.2.3 Comparison between Type of Education and Adaptation

If we look from another point of view of the students adaptation by type of education then it would give us a different idea about the adaption of students with UCEP school. In Bangladesh, there are a number of educational types exist as stated in the introduction chapter. Beyond the formal educational courses, there are different types of informal educational approaches for dropout and underprivileged children. A number of NGOs are working in informal educational sector along with government initiatives. UCEP gives vocational, general as well as integrated (both) education to its students. The vocational education and training provided by these ICT institutions aims to lay a foundation for the students' continued personal and professional development and to prepare them for employment and/or further education (Information Services Department, 2014). As these children are from different socio-economic background, their adaptation with school and education type is developed in a unique way. Types of education, provided by UCEP are broadly divided into vocational, general and both categories. And respondents are also arranged into three stages.

Table no. 5.4 is a cross table between type of education and adaptation with UCEP school. Students were asked to answer on what types of education is provided by UCEP. It was found that more than 58 percent students identified both types of education, 38 percent replied vocational education and about 3 percent replied general education was provided by UCEP. It is also found from the table that about 17 percent students of vocational curriculum and more than 15 percent of both category students had very

good adaptation with UCEP school. Another 26 percent students of both category and more than 15 percent students of vocational category had good adaptation level with UCEP school.

Table 5.4
Comparison between Types of Education and Adaptation with School

Types of Education	Adaptation with UCEP school			Total
	Very good	good	Fair	
Vocational	50(16.66)	47(15.66)	17 (5.66)	114(38.00)
General	4 (1.33)	3 (1.00)	3 (1.00)	10 (3.33)
Both	46 (15.33)	79 (26.33)	51 (17.00)	176 (58.66)
Total	100(33.33)	129 (43.00)	71 (23.66)	300 (100.00)

Note: () indicates the percentage

From the above discussion, it is clear that type of family, type of education and understanding level of curriculum played an important role in adaptation with school. UCEP follows its own style of education where classroom teaching is followed by practical works. It also tries best to facilitate with updated knowledge as well as harmonious learning environment to the students.

5.3 Teachers' Opinion about Adaptation of Students with School

Adaptation with school depends not only on students or their guardians but teachers have a very important role also which leads students, especially new students to adapt with school environment. Basically, when a student admits into school, he or she depends on his or her teachers. When a student gets good and friendly behavior and positive attitude from a teacher then that student feel secured to tries to adapt with school environment. Schools, especially schools delivering education to underprivileged children, consist of complex structures and there is not one single exclusive way of making students adapted. In this case, teacher's effective role and finding every alternative can be created for adapting with school considering students attributes (Granados & Kruse, 2011). They suggest the key components of this process which reflect on teacher to assimilate for making opinion consist of: resource allocation, consistency, strategic planning and cultural considerations. It is also related to school

environment and quality of teaching. Students' attendance in lecture classes as well as practical sessions is also assessed in making opinion about students' adaptation with school. Because of, teachers can work on establishing more positive or effective relationships even during academic times of the school day. From the following figure it is found that 70 percent teachers told that their students had very good adjustment with school. It is also found that 20 percent teachers opined that students had friendly adaptation and according to 5 percent teachers, adaptation was usual. Noticeably there was no negative report from the teachers (Figure 5.1).

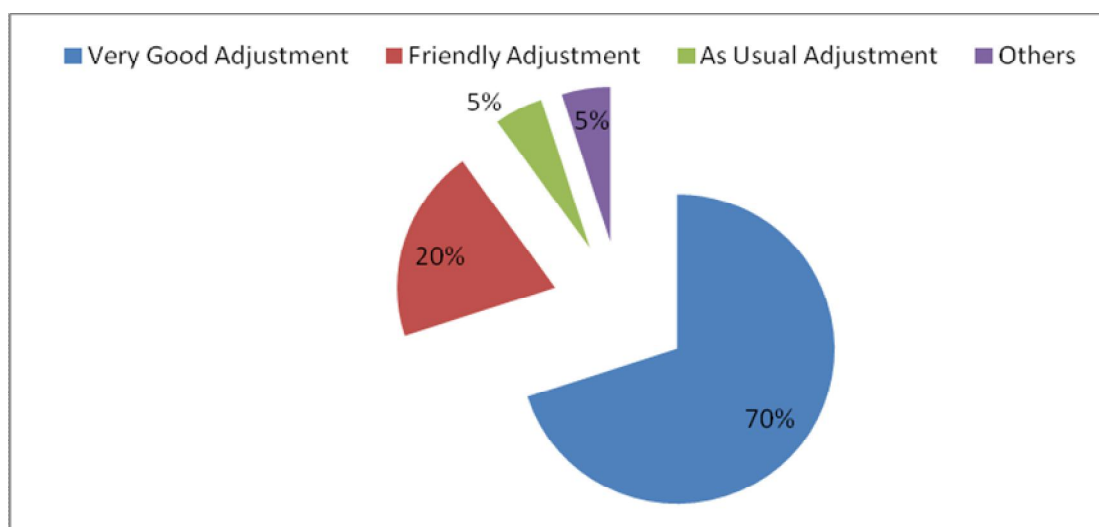


Figure 5.1
Teachers' Opinion about Adaptation of Students with School

5.4 Opinion of Students about UCEP Curriculum

Student's evaluation of any teaching curriculum is a firmly recommended part of the teaching-learning process and is aimed at achieving the desired objectives (Nazneen, Talukder, & Hossain, 2010). The concept of learner in the teaching-learning process further authenticates the utility of a feedback from students to evaluate teaching curriculum. The overall system should be very student friendly, useful and practical. Since the curriculum is implemented for the best benefit of the students, learning hours and other co-curricular activities should be rearranged according to the need of the students. If the curriculum is not well accepted by students then it goes in vain of all good initiatives taken by the authority in the sake of students. Hence, an evaluation system is run in every educational institute conducted in certain intervals. Several methods are incorporated in curriculum aiming well-managed and successful

completion of curriculum. Different institutions regarding their objectives have set and designed their curriculum and they follow effective methods which they think fit. Write to Learn (WTL) is tailored toward and help students learn and comprehend disciplinary concepts. Another method, Writing Across the Curriculum (WAC) is used as a strategy for learning some subject matter, which helps students “find their voices,” makes learning more enjoyable and meaningful for them. On the other hand, Write In the Discipline (WID) allows students to effectively examine and connect their current course knowledge with new course knowledge, thus teaching students to appreciate the learning process. But it is important to find out the best methods to be followed to learn and absorb course material more thoroughly than listening to lectures, memorizing facts or definitions for an exam, and regurgitating facts on an exam (Todd & Hudson, 2008). UCEP has developed its curriculum to educate and train up its students. The students were asked to comment on UCEP curriculum.

It is found that 86 percent student’s opinion was easy and only 2 percent students told that the curriculum was complex. Another 11.7 percent students have no objection on curriculum (Table No: 5.5). From the following data it is also clear that UCEP curriculum is easy to almost all the students of UCEP schools. Most of the students could easily understand the lesson. This is a unique feature of UCEP curriculum to make it understandable to its students.

Table 5.5
Opinion of Students about Curriculum

Opinion	No. of Respondents	Percentage
Easy	258	86.0
Complex	6	2.0
As Usual	35	11.7
No Comment	1	0.3
Total	300	100.0

5.4.1 Teachers’ Opinion about Students Adaptation with Curriculum

Adaptation with curriculum is important. If the students do not adapt with curriculum then whole arrangements go in vain. Various adaptation assessment tools are used in different institutions. *Wright* noticed nine types of curriculum adaptation by students (Wright, 2005). These are:

a) Quantity

Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery.

b) Input

Adapt the way instruction is delivered to the learner.

c) Participation

Adapt the extent to which a learner is actively involved in the task.

d) Time

Adapt the time allotted and allowed for learning, task completion, or testing.

e) Difficulty

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

f) Output

Adapt how the student can respond to instruction.

g) Alternate Goals

Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities.

h) Level of Support

Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.

i) Substitute Curriculum: (Sometimes called “functional curriculum”)

Provide different instruction and materials to meet a learner’s individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.

UCEP schools take care of each and every student to adapt with school environment. Students are from different segments of society, mostly underprivileged working children. Most of the above mentioned types of curriculum adaptation are followed by UCEP schools. From the following table no. 5.6 we can see the opinion of teachers

about the adaptation of students with UCEP curriculum. Ninety one percent teachers told that their students have very good adjustment with curriculum. From the table 5.5 it is also supported by the opinion students about school curriculum, where 86 percent expressed their opinion that the curriculum is easy to them.

Table 5.6
Students Adaptation with Curriculum

Opinion	Frequency	Percentage
Very good adjustment	38	91.00
Natural adjustment	1	2.50
Others	1	2.50
Total	40	100.00

5.5 Understanding Level of Students to UCEP Curriculum

Educational curriculum is developed for students to know the subject easily which is elaborated by teachers. A curriculum indeed fulfills many functions in a course, and those functions can vary depending on the desires, objectives and goals of the institutions designing it (Boye, n.d.). But few of the most common and useful functions are as: there should be a plan and contract which is its core, because it represents an agreement between teacher and student regarding the nature and guidelines of a course. It is in many ways a promise with students of what the semester holds – what they will be expected to complete, when they will be expected to complete it, and how they will be evaluated. It is also a communication device, because the curriculum is likely the first form of communication that students will receive. It is indeed a learning tool that may be called as learner-centered which not only provides basic information about a course, but also information and tools that help promote learning and intellectual development of the students. Underprivileged, poor and destitute children are the students of UCEP. From this point of view, it is important to know about the understanding level of the UCEP students from which we can see decide the effectiveness of UCEP curriculum. Here it is found that 60.3 percent of students could easily understand the UCEP curriculum, 36 percent of students could fairly understand and only 3.7 percent of students gave the opinion of hard to understand (Table: 5.7). So we can say, UCEP students can easily understand the curriculum.

a) Types of Education

The following table shows that the significant value of Pearson chi-square is 0.205 that is the understanding level of UCEP curriculum and types of education in school has statistically positive at 5 percent level of significance. In this study, the students of vocational category was the highest in case of easily understanding (67.5 percent) their curriculum following both category (56.2 percent) and 50 percent students of general category could easily understand their curriculum in UCEP school. The result shows that 5.1 percent students in both categories (general and vocational) felt hard to understand their curriculum in school whereas only 1.8 percent students in vocational category did. On the other hand, there were no students in general category who felt their curriculum hard. Therefore, there is a strong relationship between types of education in school and the understanding level of their curriculum. (Table no. 5.7)

Table 5.7
Association between Understanding Level of UCEP Curriculum and Types of Education

Types of Education	Understanding level of UCEP Curriculum of the Students			
	Easily understood	Moderately understood	Hard to understood	Total
Vocational	77 (67.5)	35 (30.7)	2(1.8)	114 (100.0)
General	5 (50.00)	5 (50.00)	0 (0.00)	10 (100.0)
Both	99 (56.2)	68 (38.6)	9 (5.1)	176 (100.0)
Total	181 (60.3)	108 (36.0)	11 (3.7)	300 (100.0)
Pearson Chi-Square 5.928 Degrees of freedom (df) 4 Significant value 0.205				

Note: () indicates the percentage

a) Types of Family

It is strongly believed that if a student gets better environment at his/her house, it reflects result in classroom. Students from calm and regular family are more attentive in classroom.

Parent-child relationships are also a determinant of a child's academic competence, social competence, and behavior. Rather, these relationships must be understood in the context of the role they play within the family as a system. Family influences within the

larger social environment as a key determinant of the quality of children's adjustment to schooling. (Cowan, Cowan, & Ablow, 2013). The result of the survey shows that the students who lived in unitary family could understand their curriculum more easily (63.9 percent). On the other hand, the students of combined family felt harder to understand their curriculum (8.1 percent) than the students of single family (2.5 percent). The result is statistically significant at 5 percent level of significance at 2 degrees of freedom during the Pearson chi-square test (Table no. 5.8).

Table 5.8
Association between Understanding Level of UCEP Curriculum and Types of Family

Types of family	Understanding level of UCEP curriculum of the students			
	Easily understood	Moderately understood	Hard to understand	Total
Unitary	152 (63.9)	80 (33.6)	6 (2.5)	238 (100.0)
Combined	29 (46.8)	28 (45.2)	5 (8.1)	62 (100.0)
Total	181 (60.3)	108 (36.0)	11 (3.7)	300 (100.0)
Pearson Chi-Square 8.326 Degrees of freedom (df) 2 Significant value 0.016				

Note: () indicates the percentage

5.5.1 Teachers Opinion about Understanding Level of Students

Teachers have direct relationship with the students. Students are the receiver of their deliberation. There are various methods of teaching depends on curriculum, school environment and quality or level of students. Mostly followed method of deliberation is explaining the teaching content by orally. Often it is followed by audio visual method. Learning by teaching is another important method which is followed in UCEP school. From the following figure we can see the teacher's opinion about understanding level of UCEP students to their curriculum. Sixty percent teachers expressed that their students high level of understanding to their curriculum. Only 2.5 percent told that students could not understand their lesson (Figure 5.2). From the table 5.8 we also see that 60.3 percent students told that they could understand their lesson very easily. So, these two opinions are supported by each other which lead to make decision that most of the students understand their lessons.

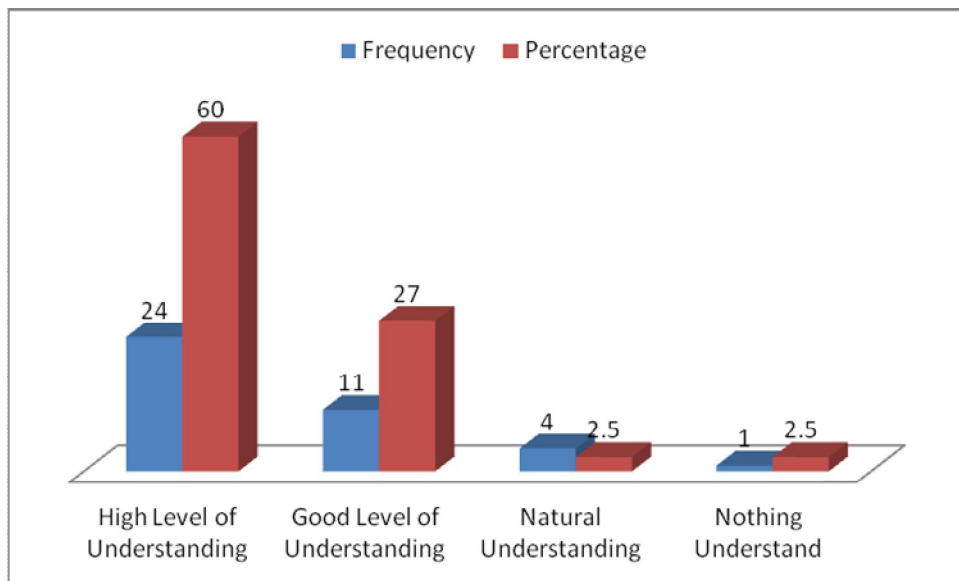


Figure 5.2
Understanding Level of Students According to Teachers

5.5.2 Satisfaction of Guardians on Education and Training

Guardians' satisfaction is considered an important indicator of ranking a school. It is closely related to improving the quality of the schools (Salisbury, Branson, Altreche, Funk, & Broetzmann, 1997). On the other hand, parents' satisfaction is also considered as consumer satisfaction as it affects the parents' loyalty and commitment to the schools (Bhote, 1996). Because of, dissatisfied parents can send their children to private schools. Though parents are not the sole consumers of the education but satisfying parents is thought to be key in promoting community support for schools (Salisbury, Branson, Altreche, Funk, & Broetzmann, 1997). The literature regarding parent satisfaction suggests that this satisfaction is based on a variety of experiences that the parents have with the school. Meeting the expectations of parents is thought to be essential for creating satisfaction (Olson, 1999). In this regard, the background of the parents, has been found to be related to their expectations. It is also found that, parents who participate in more school activities to be more satisfied and parents of successful students to be more satisfied than parents of less successful students (Himmelstein, Graham, & Weiner, 1991). Researchers have found a strong correlation between parents' satisfaction and meeting their expectations suggests that meeting parents' expectations is key to creating satisfaction (Falbo, et al., 2003). They also suggested that parents who reported that their children participated in activities were more satisfied than parents whose children did not. In other words, parents who are more involved in

school activities are more satisfied and low-income parents expressed greater satisfaction with the quality of education provided to their children. UCEP students are mostly from destitute working children dropped out from regular educational institutes or never admitted in any school. Their guardians preferred them to engage in income activities rather to send them to school due to poverty, ignorance, migration etc. These children work and earn money from their very childhood by which they support financially to their family. This financial gain is seemed satisfactory to their family. In such circumstances, students admit in schools run by UCEP for better future. It creates a big challenge for UCEP achieve guardians support to continue education of their children. On the other hand, it is hard to achieve support from such kind of guardians who are primarily become deprived from income of their children. But UCEP strategy is to gain support from guardian. From the following table (Table no. 5.9), it is found that 77.5 percent guardians expressed their satisfaction about educational activities as well as training facilities provided by UCEP (Table 5.9). To achieve guardians support and satisfaction, UCEP arranges regular guardians' meeting of exchange of views which enable creating a close relationship with school and parents.

Table 5.9
Satisfaction of Guardians on UCEP Education

Opinion	Frequency	Percentage
Very Satisfied	31	77.50
Average Satisfied	9	22.50
Total	40	100.00

5.6 Taking Help from Others (Without Class Teacher) to Understand Lesson

Students of UCEP schools are from poor and destitute family background. Most of the parents are illiterate and not caring about their children's school and daily lessons what was taught to them. It is also practical that parents have not much time too; they have to engage in earning money to run family expenditure. So, most of them are not capable to help their children in home works or assist to make lesson-explanations. On the other hand, these poor families are beyond the capacity to keep house-tutor except a few. Though UCEP curriculum is easy to understand, provide school based lesson, but sometimes they need help from others to understand lessons more elaborately. From this point of view, it is important to know from whom the students have taken help to

understand their lesson. It is found that, most of them (60 percent) did not need any help from others to understand their lessons. Only 40 percent needed help from others(Figure: 5.3). As UCEP curriculum is designed for poor working children, teachers are more caring about completing daily lessons in classroom activities.

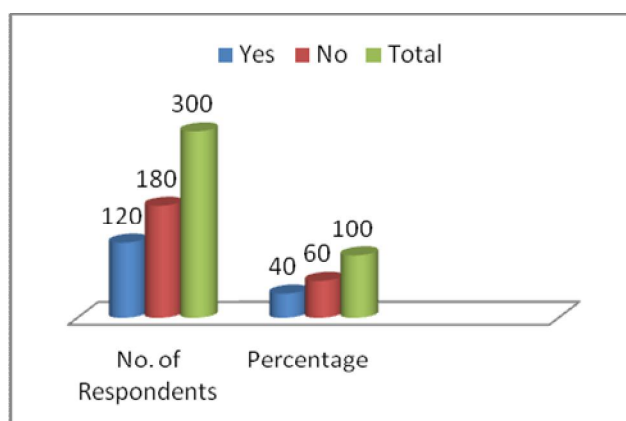


Figure 5.3
Percentage of Taking Help from Others to Understand Lessons

5.6.1 If yes, how

As it is discussed and mentioned in the above section, UCEP curriculum is designed to teach as in-house learning method, most of the students do not extra help from others to understand lessons. In classroom, their lessons were discussed and teachers tried their best to make ‘understand’ lesson to every student but all students are not same in receiving teachers’ deliberation or not equally facilitated or some of them did not respond properly to their teachers. We found that more than 34 percent students have discussed with their classmates to understand lesson. 3.67 percent took help from their parents/guardians and only 2 percent took help from house tutors or neighboring elders to understand their lessons (Table: 5.10).

Table 5.10
Percentage Showing from Whom Students take Help

Opinion	No. of respondents	Percentage
No	180	60.00
By Classmates Through Discussion	103	34.33
By Guardian	11	3.67
By House Tutor/Elders	6	2.00
Total	300	100.00

5.7 Student's Evaluation about the Teachers

Schools located in poverty zones of unemployment, underprivileged and poor housing is really a challenge to continue educational activities. Many of these children come to school in hungry, malnourished or sick, without proper health care. In such bleak environments, in ramshackle classrooms teachers even begin to motivate children to learn (Breslin, 2014). In such unfavorable condition UCEP runs its programs with these destitute children to make them manpower rather burden of society. UCEP School provides quite different method of teaching process. According to UCEP, teachers are always with the students and take special care to each and every student. In this study, students were asked to evaluate their teacher's role. We found that 51.3 percent replied for better understand of teacher's deliberation, 44.7 percent replied as fairly understanding. So, we can say that more than 96 percent students were convinced by their teacher's deliberation in class and outer academic cooperation (Table: 5.11). It is also important to note that UCEP students have a very high evaluation rating on their teachers which is praiseworthy both for UCEP as an institution and for teachers.

Table 5.11
Students Evaluation on Teachers Academic Role

Opinion	No. of respondents	Percentage
Not at all	6	2.0
Fairly understood	134	44.7
Better understood	154	51.3
A little understood	6	2.0
Total	300	100.0

5.8 Student-Teacher Relationship

Student-teacher relationship is very important for an institution. If student-teacher relationship is in good harmony, the institution runs well in sense of academic as well as other activities runs by that institution. Improving students' relationships with teachers has important, positive and long-lasting implications for students' academic and social development. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement. If a

student feels a personal connection to a teacher, experiences frequent communication with a teacher, and receives more guidance and praise than criticism from the teacher, then the student is likely to become more trustful of that teacher, show more engagement in the academic content presented, display better classroom behavior, and achieve at higher levels academically. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn. Teachers who foster positive relationships with their students create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs (Rimm-Kaufman, 2014). Positive student-teacher relationships serve as a resource for students at risk of school failure, whereas conflict or disconnection between students and adults may compound that risk (Ladd & Burgess, 2001). As children enter formal school settings, either in preschool or kindergarten, relationships with teachers provide the foundation for successful adaptation to the social and academic environment. From the first day of school, young children must rely on teachers to provide them with the understanding and support that will allow them to get the most out of their daily interactions in the classroom. Children who form close relationships with teachers enjoy school more and get along better with peers. Positive relationships with teachers can also serve as a secure base for young children (Hamre & Pianta, n.d.).

No doubt, improving students' relationships with teachers has important, positive and long-lasting implications for students' academic and social development. A strong and supportive relationship between teachers and students are fundamental to the healthy development of all students in school (Hamre & Pianta, Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade, 2001). Positive teacher-student relationships — evidenced by teachers' reports of low conflict, a high degree of closeness and support, and little dependency — have been shown to support students' adjustment to school, contribute to their social skills, promote academic performance, and foster students' resiliency in academic performance (Battistich, Schaps, & Wilson, 2004); (Birch & Ladd, 1997); (Hamre & Pianta, Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade, 2001). But solely improving students' relationships with their teachers' will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those

students with more adverse relationships. UCEP argues that it has an effective and continuous relationship between teachers and students (Programs of UCEP, 2013). The quality of early teacher-student relationships has a long-lasting impact. Specifically, students who had more dissatisfaction to their teachers had lower academic achievement and more behavioral problems (Hamre & Pianta, Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade, 2001). If a student feels a personal connection to a teacher, experiences frequent communication with a teacher, and receives more guidance and praise than criticism from the teacher, then the student show more engagement in the academic content presented, display better classroom behavior, and achieve at higher levels academically. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn (Rimm-Kaufman, 2014). Students' relationships with teachers are fundamental to their success in school, and as such, these relationships should be explicitly targeted in school-based prevention and intervention efforts. Student– teacher relationships develop over the course of the school year through a complex intersection of student and teacher beliefs, attitudes, behaviors, and interactions with one another (Hamre & Pianta, Student-Teacher Relationships, 2001).

Various studies examine mentors and teachers role in improving adaptability with children and young people who have been permanently excluded from school (Frankham, Edwards-Kerr, Humphrey, & roberts, 2007). The reason for this is that students from different backgrounds experience different relationships with teachers and with other adults (Hirsch, 2007). Newer research also shows the importance of teacher– student relationships in school adaptation process (Rudasill & Rimm-Kaufman, 2009). It is found that children who have secured relationships with teachers have an easier time interacting with peers, forming positive relationships, thus being a part of a group show significant adaptability in school as well as classroom adaptation (Research Foundation: The Creative Curriculum, 2010).

UCEP always claims that it has a good relationship between students and teachers. Students were asked about the relationship between them. Fifty six percent replied that a good relationship exists, whereas, 36 percent students believed in 'very good' relationship. It is clear from this table that, no one mentioned any negative answer

(Figure: 5.4). So, in every UCEP school, student-teacher relationship is in integrated part which led UCEP to run its curriculum and activities as desired.

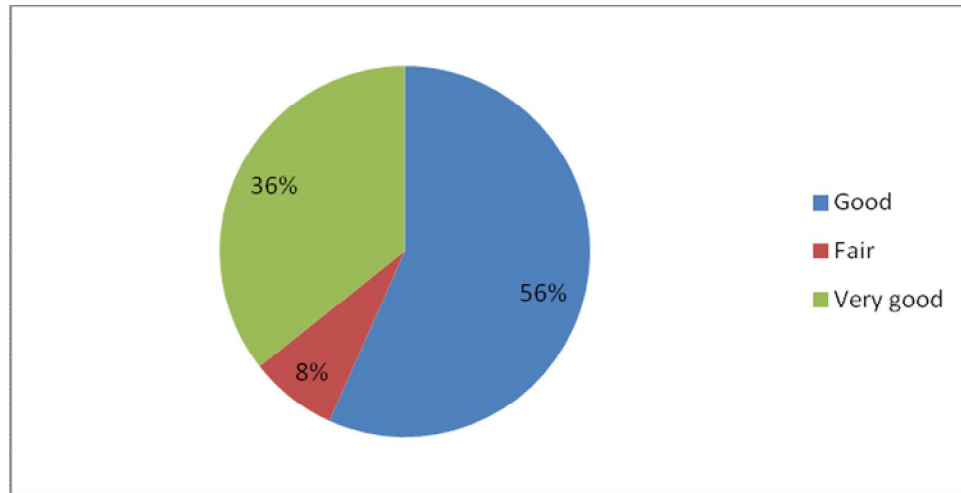


Figure 5.4
Students Opinion on Relationship with Teachers

5.9 Teachers' Opinion about Attentiveness of Students

Attentiveness is important for a student to understand curriculum to follow daily classroom activities. It is also important for teacher and school too, to complete syllabus in time with proper emphasis on each subject or field level sessions. Attentiveness of students depends on different factors. It is found that students are more engaged and attentive when they are doing something other than listening to the teacher lecture (Weimer, 2014). In addition, she identifies a follow-up benefit. Students report significantly-lower attention lapses during lecture segments immediately following a demonstration or clicker question than they did in comparable-length lecture segments prior to the use of these pedagogies. It appears that the change of pace, coupled with the chance for activity, refreshes students in a way that makes it easier for them to more closely attend when the lecture resumes. It is suggested that the teachers should try to improve student attentiveness by using a variety of instructional approaches, especially those that actively engage students. These activities enable students to encounter the content in different formats and make it easier for them to pay attention after the activity has ended. It also depends on the classroom management by teachers, which refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class

(Education Reform, 2014). While there is widespread agreement in education that effective classroom management is essential to good teaching, but there is often debate about which strategies are most effective, or what is the best way to approach the management of a classroom. For example, some educator might argue that effective classroom management begins with student compliance and classroom orderliness, since learning cannot happen when students are not listening, when they are disobeying the teacher, or when they are disrupting other students in the class. Other educators, however, would argue that teachers should approach classroom management by actively involving students in the process. UCEP students from different segments of the society who are not regular students like others. As on principle, they are underprivileged destitute children, deprived from daily needs and supports, teachers put up their opinion on attentiveness of students to lessons and other curriculum activities. From the following table it is found that 37.5 percent expressed that students were very much attentive, 50 percent told students paid average attention (Table 5.12). That is, UCEP curriculum and syllabus is designed as need of the students which attracted them to pay their attention to their lesson as well as training activities.

Table 5.12
Percentage Showing Attentiveness of Students

Opinion	No. of respondents	Percentage
Very much attentive	15	37.50
Average attentive	20	50.00
Not at all	4	10.00
Others	1	2.50
Total	40	100.00

5.10 Teachers' Opinion about Awareness of Guardians to Their Children's Lesson

Guardians have a vital role to keep their children attentive to their lesson. It is important due to create an even more caring, supportive, and healthy environment for students. There are few responsibilities of a guardian to play to make children attentive to their lesson as well as to their school. These are: attending guardian meetings ensure the student has regular and punctual school attendance, notify the school coordinator, assist

the student to seek necessary attention etc. UCEP students are destitute working children who lost their childhood to earn for their family due to poverty. Guardians preferred working place rather to send their children to school. In such circumstances, they have knowledge gap and lack of awareness about education. In adapting with school and curriculum parents have to play few important roles as teachers think. Parents/guardians need to comply with all relevant policies, procedures and guidelines should be followed (Education and Training, 2001).

No doubt, relationship between teachers and guardians is important for school adaption of a new student. It is also important for older students to carry out their curriculum. But most of the parents supposed irrelevance of the curricula is to be profoundly mistaken (Burra, 1989). He finds that parents have a deep interest in educating their children for the mobility that education alone can provide to the economically disadvantaged sections of society. Commonly, difficult economic circumstances prevent the fulfillment of this aspiration; inadequate school infrastructure tilts the balance in favor of work (Burra, 1989). So, it is argued that positive teacher–family relationships are reciprocal and characterized by mutual respect and the exchange of ideas (Copple & Bredekamp, 2009). Research has shown that children whose parents play an active role in their lives do better educationally than students whose parents do not (Moss, 2013). This view is again suggested as, family–school bonds can enhance children’s problem-solving skills and social competency and reduce antagonism at home and at the educational activities (Ou, 2005) . That’s why a strong family–school connection can be formed through family participation in preschool-based activities and regular communication between families and teachers (Marcon, 1999). He also suggests that participation might include attending family–teacher conferences, extended class visits, and helping with class activities. Such participation has been positively linked to child language, self-help, social, motor, adaptive, and basic school skills (Marcon, 1999). UCEP treats guardians as observers of its activities and arranges guardians’ day to meet the demand of them. The frequency of parent–teacher contact has also been found to have a positive effect on children’s school performance (Izzo, Weissberg, Kasprow, & Fenrich, 1999).

In Bangladesh, private tuition is become a norm. It is found that more boys than the girls took private tuition and the likelihood of tuition increased with grade: in grade V 60%

of boys and 50% of girls had private tutors (Cameron, 2010). But except a few, UCEP students do not need so. The role of school curricula and teacher professionalism in a context of globalised economic forces has invited significant scholarly criticism. There are over the changes in structures, routines and emphases in schools as proof of the emergence of an “educational-industrial complex” (Brightman & Gutmore, 2002). The term ‘educational-industrial complex’ is used to describe the increasing role of private sector corporations and businesses in state education.

From the following table, it is found that 45 percent teachers expressed that guardians were very much aware to their children’s lesson, another 45 percent were also aware but not like sincere (Table 5.13).

Table 5.13
Awareness of Guardians According to Teachers

Opinion	Frequency	Percentage
Very much aware	18	45.00
Aware	18	45.00
Not so aware	2	5.00
Others	2	5.00
Total	40	100.00

5.11 Cooperation among the Teachers and Students

5.11.1 UCEP Teachers

Relationship between teachers and students is very important, because whole environment of an institute depends on it. Where the relationship between teachers and students is harmonious, that institute runs well. On the other hand, cordiality among the students brings a nice environment which leads success to all. The primary components of relationships between teachers and students include (a) features of the individuals and their representation of the relationship (b) processes by which information is exchanged between the relational partners, and (c) external influences of the systems in which the relationship is embedded (Pianta, 1999). Teachers’ demographic factors show a fairly inconsistent association with quality of the teacher–student relationship. Researchers found that teachers’ experience and education have little relation to teachers’ or

students' relationships (Stuhlman & Pianta, 2001). On the other hand, *Brophy* suggested that teachers' perception is important because student-teacher relationship affect the way they interact with students (Brophy, 1985). Instructors tend to respond more negatively to students who are underachievers, unmotivated, or disruptive during learning tasks, whereas teachers who are socializers tend to act more negatively toward students they view as hostile, aggressive, or interpersonally disconnected. Teachers' self-efficacy beliefs may also affect the nature of the relationship they develop with students. Teachers who believe that they have an influence on students tend to interact in ways that enhance student investment and achievement (Midgley, Feldlaufer, & Eccles, 1989).

From this point of view, it is important to know about the relationship or cooperative behavior of the teachers as well as students. In reply, 81.30 percent students commented that teacher's cooperation was sufficient for them. About 17 percent students were moderately satisfied also. Only 2 percent students told that the teachers were rude to them no need (Table: 5.14). So, it is clear that almost all the students were happy with cooperative behavior of the teachers.

Table 5.14
Cooperation of UCEP Teachers with Students

Opinion	Frequency	Percentage
Sufficient	244	81.30
Moderate	50	16.70
Rude to us	6	2.00
Total	300	100.00

5.11.2 Classmates

A cooperative relationship between the classmates is essential for an educational institute to run it well and follow the educational curricula to complete syllabus and conduct year ending evaluation. If enmity prevails, then smooth run of any institute is hindered. It is found that a strong relationship exists between poverty and reading scores. Interpersonal relationship among students is the most challenging aspect of their personal and/or work. As students spend most of their time with the lecturers and

friends in campus, relationship with others is one of the most important interpersonal skills among students. Students might have disagreements and wrong perceptions due to miscommunication (Aye, 2007). They think their ways of working are the best and this thought may lead to problems when we need to work in a team. But institutions have plenty of to act positively with them. But in UCEP there exists a good relationship among the students. From the following table it is found that more than ninety-one percent students of UCEP schools were cooperative and only 4.70 percent students were non-cooperative (Table 5.15). So it is clear from the above that the classmates were cooperative in the UCEP school.

Table 5.15
Cooperation among Classmates in School

Opinion	No. of respondents	Percentage
Good Cooperative	275	91.7
Not Cooperative	14	4.70
Few are Rude	11	3.60
Total	300	100.00

5.12 Comparison between Understanding Level and Cooperation of Teachers

Effectiveness and understanding level of every curriculum mostly depends on relationship between student and teacher of every institution. In a classroom, all students are not equally intelligent to understand teacher's deliberation. Where teachers are more caring to their students, it is found that students from those classes do better. From the table no. 5.16 it is found that more than 53 percent students understood their lessons when teachers have sufficient cooperative mentality. On the other hand, it can be said that 79 (sum of row number 1 and 2) percent students could understand their lessons out of 83 percent, who told that their teachers had sufficient cooperative mentality towards themselves. So, where teachers have good cooperation with their students, the understanding level to the curriculum of students persists in high level.

Table 5.16
Comparison between Understanding level of Students and Cooperation of Teachers

Sl. No.	Understanding Level to Curriculum	Cooperation of Teachers			
		Sufficient	Moderate	Not Enough	Total
1	Easily Understand	160 (53.00)	21 (7.00)	0	181 (60.33)
2	Fairly Understand	77 (25.66)	26 (8.66)	5 (1.66)	108 (36.00)
3	Difficult	5 (1.66)	3 (1.00)	0	8 (2.66)
4	Tough to Understand	2 (0.66)	0	1 (0.33)	3 (1.00)
	Total	244 (83.00)	50 (16.66)	6 (2.00)	300 (100.00)

Note: Parentheses express percentages

5.13 Guardians Opinion about Students Advancement in Lesson

As it is mentioned in earlier sections that UCEP students are not from regular school going children, it is important to know about the opinion of guardians in advancement and attentiveness of students to their lessons. Because of, students' knowledge about course requirements for all pathways increased as grade levels increased. Teachers help students to plan for future planning. So, teachers' knowledge about course requirements for the workplace and apprenticeships is greater among upper class teachers than middle class teachers. Parents/guardians appreciated the pathway planning support their child receive by way of career awareness courses and in-school programs, information received from teachers and the cooperative education program. It is found that most of parents/guardians felt their child was receiving adequate help at school to assist with planning his/her career/life pathway (Elana, Frank, Brown, & Bennett, 2009). They found that two-thirds of educators thought the career planning activities in their schools were adequate, and that alternative education programs were effective for students who struggled in regular classes. It is also found that teachers of higher classes were more positive than middle school teachers about the level of career/life planning support they could provide their students. From the following table it is found that 92.50 percent guardians expressed that their children's attentiveness and advancement had increased in comparison with earlier time (Table 5.17).

Table 5.17
Students Advancement in Lessons According to Guardians

Opinion	Frequency	Percentage
Increased	37	92.50
Constant	2	5.00
Decreased	1	2.50
Total	40	100.00

Classroom Observation 1		
<i>Place</i>	:	<i>UCEP Technical School Paba, Rajshahi</i>
<i>Name of the Trade</i>	:	<i>TISO (Tailoring & Industrial Swing Operation)</i>
<i>Shift</i>	:	<i>2nd</i>
<i>Number of Students</i>	:	<i>48</i>
<i>1st Semester Batch: 16</i>	:	<i>Total Students: 25 Present: 24 Absent: 01</i>
<i>2nd Semester Batch: 15</i>	:	<i>Total Students: 23 Present: 23</i>
<i>Number of Instructors</i>	:	<i>4</i>
<i>Each Semester</i>	:	<i>2</i>
<i>Classroom Size</i>	:	<i>It was a spacious room with wide windows, sufficient light and air</i>
<i>Description:</i>		
<p><i>There were two categories of students in the class room. 50% of them were 1st semester and 50% were 2nd semester. Students of 1st semester were observing the training about dress cutting and swing. The students of 2nd semester were learning English language. This session was about speaking, writing and conversation with each other in English. UCEP arranges two such sessions in every month. They learn English to prepare themselves for job interview. Teachers were found very much cooperative with students. The students were also very much attentive in the class.</i></p> <p><i>From this classroom observation the researcher found an excellent adaptation of students with teachers and classroom environment. They were taught also on social awareness like avoid of early marriage, dowry, to lead a hygienic life style to be a self-dependent personal life.</i></p>		

Classroom Observation 2		
<i>Place</i>	:	<i>UCEP Technical School Paba, Rajshahi</i>
<i>Name of the Class</i>	:	<i>SSC Vocational</i>
<i>Class</i>	:	<i>IX</i>
<i>Number of Students</i>	:	<i>30</i>
<i>Number of Instructor</i>	:	<i>1</i>
<i>Each Semester</i>	:	<i>2</i>
<i>Classroom Size</i>	:	<i>It was a spacious room with wide windows, sufficient light and air</i>
<p><i>Description:</i></p> <p><i>SSC Vocational is a part of UCEP program. The students who achieve the good result in class VIII UCEP gives them opportunity for higher study. Students of this course follow the SSC syllabus and attend the SSC examination under BTEB. After finishing the SSC UCEP also gives the students another opportunity to admit in the polytechnic institute.</i></p> <p><i>SSC vocational is a very important part of UCEP program. There were 30 students in each class. Students were divided into 3 numbers in ten groups during learning session. Learning process was different in that class. They were learning through discussing with one-another and teachers. Student-teacher relationship was found very friendly and harmonious.</i></p> <p><i>Teacher was teaching on Bangladesh and global studies during the observation. The learning session was on AIDS and it was found that both the teacher and students were participating in a good learning environment. Important to note that the session was conducted in English. It was found that the students could understand easily about the causes, prevention and effects of AIDS. After finishing the discussion the teacher asked many questions individually and they answered without any hesitation.</i></p> <p><i>From this classroom observation it was found that there an excellent relationship between the teacher and students prevailed in UCEP teaching-learning system. Their adaptation level was also appreciating. UCEP students were found very confident to participate in a very sensitive issue like AIDS. They could learn English also in the Bangla medium class.</i></p>		

From the above discussion, we can say that UCEP students have a nice adaptation with school and curriculum. They have good relationship with UCEP school as well as with their teachers. Most of them identified their curriculum was enough for them and played important role to get jobs. UCEP students were well acquainted with their curriculum.

Chapter Six

Impact of UCEP Curriculum to Raise the Socio-Economic Condition

6.1 Prelude

Underprivileged Children's Educational Program (UCEP) provides and designated a number of educational and vocational programs for the underprivileged street children to raise their socio-economic condition. Starting in 1972, thousands of distressed working children have taken education and training from different UCEP schools located in all over the country. UCEP provides a package service of Integrated General and Vocational Education (IGVE), Technical Education (TE) and Employment Support Services (ESS) along with various aspects of child rights, good governance and social life skills to the working children. UCEP operates 53 Integrated General & Vocational (IGV) Schools and 10 Technical Schools in Dhaka, Chittagong, Khulna, Rajshahi, Barisal, Rangpur, Sylhet Metropolitan City and in Gazipur District with an enrolment of about 45 thousand distress working children.

UCEP runs a number of programs for its students. The mission of these programs is to raise the socio-economic condition of the urban poor to a level which will enable them to effectively participate in national development. The important programs are: General Education, Technical Education (TE), Para-trade Training (PT), Employment & Field Services (EFS), Employment Support Services (ESS), Small & Medium Enterprise (SME) credit program, Overseas Employment Scheme, UCEP Multipurpose Cooperative Society, Child and Women Right Advocacy (CWRA) etc.

6.2 Socio-demographic Status of the Respondents

It is important to know about the socio-demographic states like, age distribution, sex, types of family they belonged, monthly income of the household head as well as occupation of the household heads of the respondents before going to discuss other variables. The following three tables state the socio-demographical data of the respondents collected during field survey.

6.2.1 Age, Sex and Family Type of Respondents

UCEP school provides education to the street poor underprivileged children to facilitate them in getting job or to be self-employed after finishing their graduation. It is important to note that UCEP students are not regular school going children; they are from different social strata.

6.2.1.1 Age Distribution of the Respondents

From the table no. 6.1-a, it is found that most of the students (51 percent) were between the age of 16 to 19 years and another 39.3 percent students were between the ages of 12 to 15 years. In national education curriculum, students of grade eight are minimum fourteen years old but grade eight students of UCEP were between the ages of sixteen to nineteen years. The lowest age of students found during collection of data was 12 years and the highest was 23 years. The average age of the respondents was 16.51 years.

6.2.1.2 Sexual Status of the Respondents

Among the respondents it is found that 60.7 percent were male and 39.3 percent were female (Table no: 6.1-b).

6.2.1.3 Type of Family of the Respondents

Another important thing is that 79.3 percent students came from unitary family (Table no: 6.1-c).

Table 6.1-A
Age Distribution of the Respondents

Age group	No. of respondents	Percentage	Average Age	Lowest Age	Highest Age
12-15	118	39.3	16.51	12 years	23 years
16-19	153	51.0			
20-23	29	9.7			
Total	300	100.0			

Table 6.1-B
Sexual Status of the Respondents

Sex	Number of Students	Percentage
Male	182	60.7
Female	118	39.3
Total	300	100.0

Table 6.1-C
Types of Family of the Respondents

Type of Family	Number of Family	Percentage
Unitary	238	79.3
Combined	62	20.7
Total	300	100.0

6.2.2 Types of Residence

Underprivileged children are deprived from formal education and training, admit in UCEP school and develop their skill through vocational training to create better job opportunity. After getting education and training in different vocational trades, by getting job and earning money, they help their family to develop their socio-economic status. From the figure 6.1 it is found that former students' residential structure became better than current students. Only 22 percent current students have pucca house structure, whereas, it raised to 54 percent for the former students. Former students changed and developed their residential structure from kacha and straw made structure to pucca and semi-pucca structure. It became possible for them due to earning more money by getting training from UCEP schools.

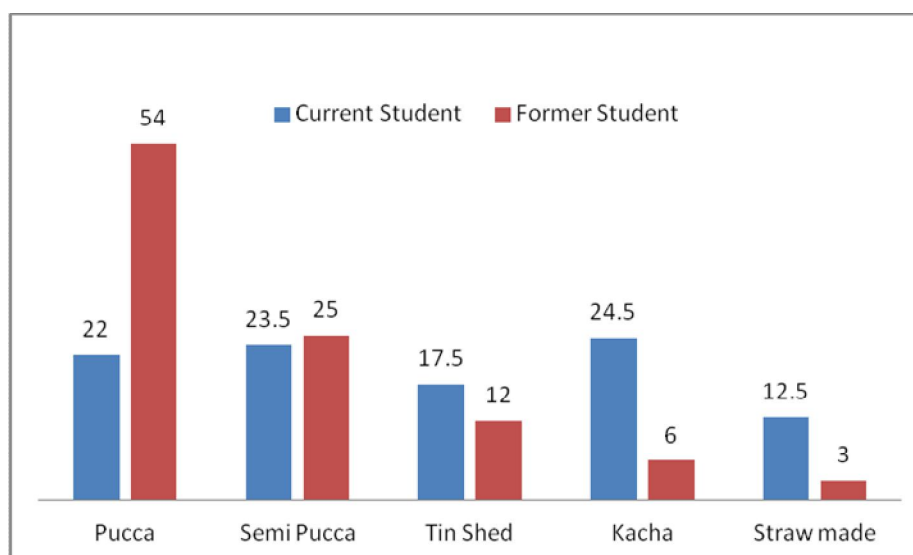


Figure 6.1
Types of Residence of the Current and Former Students

6.2.3 Monthly Income of the Household Heads of Respondents

UCEP schools are designed to facilitate education and training to poor and destitute urban children. In this study, results from collected data shows that most of the UCEP students were destitute, underprivileged and working children belong to family's

monthly income from six thousands Taka to ten thousands Taka. The family, which consisted of six persons and monthly income was six thousands Taka, i.e.: daily income was two hundred taka, was hard to run the family expenses. It was insufficient for them to bear daily needs with that of money. In that case, household heads pursued to push the boy or girl to any income generating activities rather to send them to traditional schools. Upon considering this phenomenon, UCEP provides such kind of education and provides facilities to the children to do both schooling and income generating activities. Thirty percent families' monthly income was Three thousands Taka to Six thousands Taka. That means UCEP follows its principle to provide education to the underprivileged children (Table: 6.2).

Table 6.2
Monthly Income of HHs

Family's monthly income	No. of respondents	Percentage
BDT 600-3000	36	12.00
BDT 3001-6000	90	30.00
BDT 6001-10000	115	38.33
BDT 10001-15000	51	17.00
BDT 15001-25000	8	2.67
Total	300	100.00

6.2.4 Occupational Distribution of the Household Heads

UCEP provides education to that segment of society who is deprived from formal education and always in search for job. Due to poverty and ignorance, guardians preferred to send their children to earn money rather to send in school. In Bangladesh, urban working children either live on the street or in overcrowded slum and squatter settlements. There are 700,000 children under the age of 15 working in urban areas, which is 17 percent of the total urban labor force (Barua, 2006). They work in industry, transport, trade, domestic service, metal & leather factories, construction and in garment factories. Household heads are engaged in different types of informal jobs, day-laborer in broad spectrum. A number of house hold heads also engaged in daily business as vegetable seller etc. From the figure number 6.2 it is found that 23 percent household heads were small businessmen. These people were not engaged in any large scale business rather they run their tiny shop or sell daily goods on van on roadside. Another 23 percent family heads came from daily laborer. Fifteen percent of them were

rickshaw/van pullers or tempo drivers and Fifteen percent of them were construction firm laborers. Only 2 percent family heads were government employee. Rest of the guardians were engaged in various income generating activities as, barber, tailoring, carpenter, bus-truck driver or helper, electrician, imam, maid servant etc. From the figure it is clear that most of the families were not in sound economic conditions and children were underprivileged to get formal education.

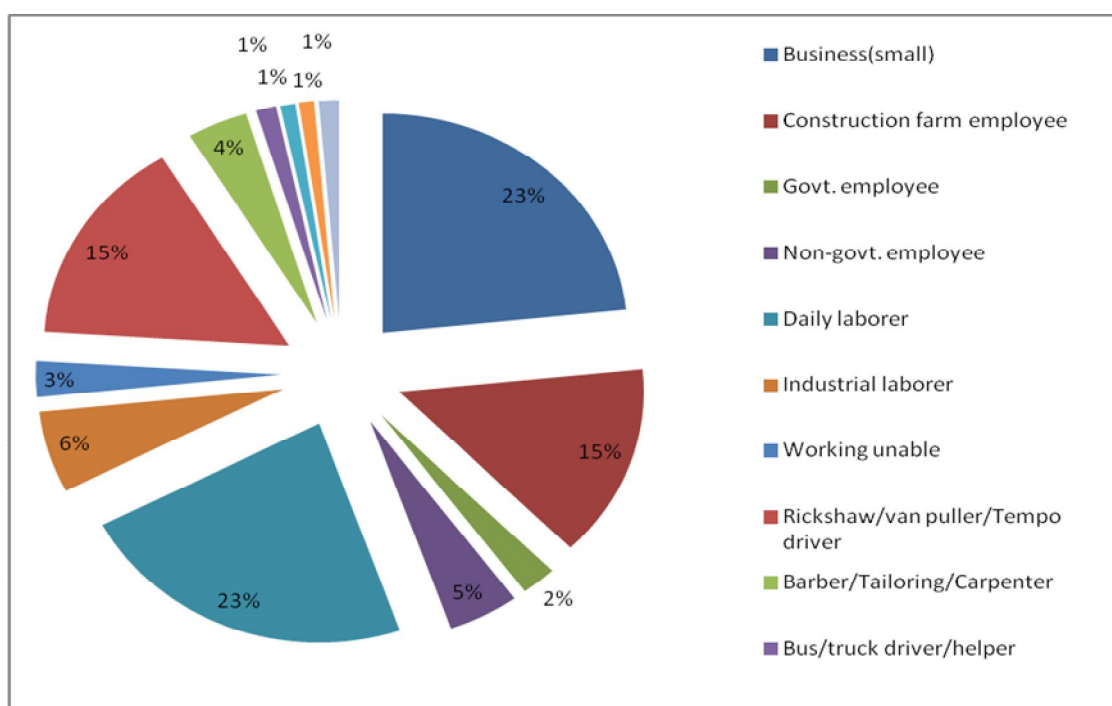


Figure 6.2
Occupational Distribution of the HHs

6.3 Involvement of Students in Economic Activities

As majority of the people are poor and uneducated, because scarcity of land, lack of food and political unrest. In this situation, people ignore about children care. The economic hardship is caused by having a large population and large member of real families. This has created various kinds of social problems and the incidence of child labor is growing (Barua, 2006). UCEP students came from different segments of the society mainly from the unemployed and distressed families who are out to reach. To meet their day-to-day demand, household heads preferred to send their children to earn money rather to send in any school. UCEP motivated these guardians to send their children to school to get education as well as marketable vocational training. It is found

that children who lived in persistently poor families scored lower in examinations than children from richer families (Smith, Brooks-Gunn, & Klebanov, 1997). Girls in particular have improved their social status significantly through UCEP education. UCEP education has helped raised the age of marriage among its students and they have successfully challenged the detrimental social norms imposed upon them (Doftori, 2004).

According to national child labor survey, 58.9 percent street children earn about 200-500 Taka in a week (BBS, National Child Labor Survey, 2002-2003). Child labor problem is a socio-economic reality in the country which cannot be ignored. It should be remember that if child labor is driven out just now from the country, then that would jeopardize the child laborers who earn their own bread or for the families who depend on the child workers (Aktar & Abdullah, 2013). Across Bangladesh, children contribute, on average, between 20 and 30 percent of the family income (UNICEF, 2013).

There is a positive and significant relationship between the level of household assets and the use of child labor (Beegle, Dehejia, & Gatti, 2006). Child in work and school-years are also related. As it is found that, when child labor and schooling are treated as exogenous, child labor appears to increase (Lee & Orazem, 2008). That's why child labor is influenced by the income among poor households to show that the strong causal relationship between poverty and child labor (Edmonds & Schady, 2008). The national poverty reduction strategy recognizes the potential contribution of vocational education and training in reducing poverty while supporting economic growth (GOB, 2006), as Bangladesh is signatory to the ILO Worst Forms of Child labor Convention (No. 182), ILO Forced Labor Convention (No. 29), ILO Abolition of Forced Labor Convention (No.105) and UN Convention on the Rights of the Child (CRC) (ILO, 2004). Historically, UCEP started its IGVE program with a non-formal approach when the drop-out rate in primary education was high. (UCEP Annual Report, 2013). It is also revealed that UCEP para-trade training made a significant contribution to improving socio-economic condition of poor urban working children in the study area (Islam & Akmam, 2007).

In this study it was found that a number of current students were found involved in economic activities after school time. There were two hundred current students and one

hundred former students interviewed to complete this study. It was found that 67.5 percent current students and hundred percent former students were involved in various economic activities as they thought convenient to them. In the following figure no. 6.3 indicates that a good number of current students were involved in income generating activities and all the students passed from UCEP schools got job as they received training and education.

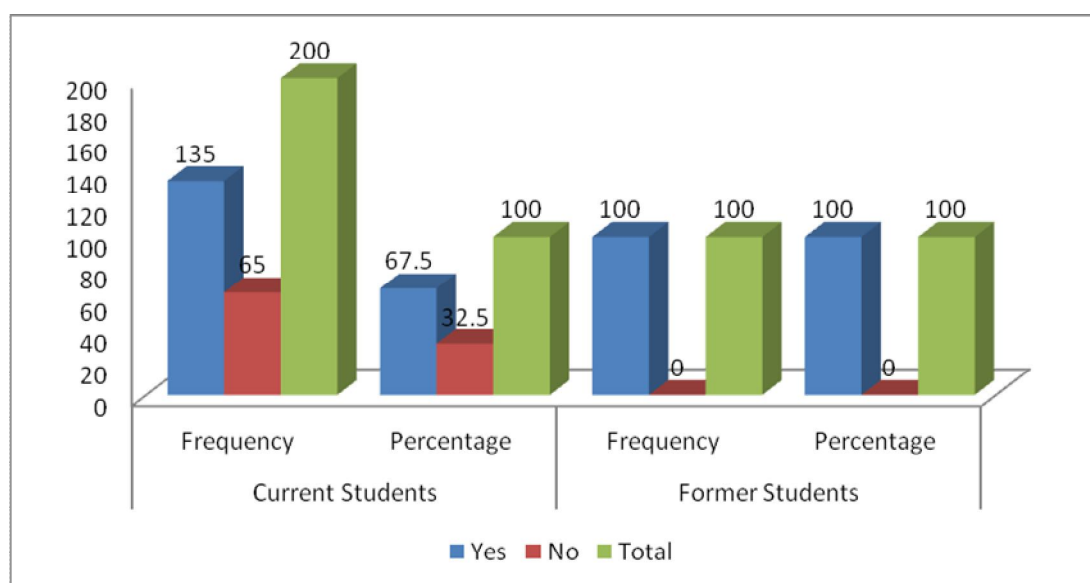


Figure 6.3
Economic Activities of the Students

6.3.1 First Job of the Students

According to BBS survey there are about 3.2 million child laborers in Bangladesh (BBS, report on National Child Labour Survey, 2002-2003). There are approximately two million domestic workers in Bangladesh, of which 12.7 percent are child domestic workers (ILO, 2006). Survey conducted by ILO reveals that the number of child domestic workers in Bangladesh is 421426 of which 147943 work in Dhaka city alone and the remainders (273483) work in other urban and rural households. Of the domestic workers, 78 percent are females and 94 percent work full-time. Approximately 1.1 percent households employ child domestic worker (CDW) in Bangladesh. On an average, 3.3 percent of urban households employ CDWs, whereas it is only 0.8 percent for rural areas (ILO, 2006). Child work is common in Bangladesh, meaning that the opportunity cost of attending school is likely to be high. It is also common among the

underprivileged section of people. It is found that for both male and female children, participation in income generating work increases with age, boys participate in income generating works from an earlier age than girls (Delap, 2000). According to the new National Education Policy 2010, education is free and compulsory up to grade eight, however it is estimated that more than one million children have never been to school (UNICEF, 2014). Many children dropout of the education system before completing primary school and begin working. It is evident that many child laborers miss out on their right to education because they do not have the time to go to school or to study. Data show that working hours are negatively correlated with school attendance (UNICEF, 2014). The ILO Country Brief on Bangladesh (2008) states that children coming from the poorest households with the lowest levels per capita expenditure are more likely to be engaged in child labor than at school. Approximately 9.3% of children from the poorest households are only working in comparison to the 4.1% of children from the richest households (ILO, 2008). Furthermore, only 72.8% of children from the poorest households attend school without working compared to the 84.7% in the richest households (ILO, 2008). It is found that two-thirds of working children have no education. Of working children who do have an education, 41.3% reported education to primary level, 41.7% to junior high school, and only 4.2% to SSC/HSC level (BBS, 2002-2003). There are a number of schools for underprivileged working children to raise socio-economic conditions, UCEP is in leading position.

It was found that UCEP students (who worked before getting current job) were engaged in a variety of works. 25.39 percent of the surveyed children's first job was domestic worker. Other 10.37 percent children worked as street seller of flower, newspapers, nut or fruit. From the table 6.3 it is also found that another 14.27 percent children collected old papers and other things from road or adjacent areas to sell thereby earn money for their family. The remaining percent of children worked in welding shops, automobile workshops, agricultural field, helper in bus or tempo and some of them were beggars too.

Table 6.3
Percentage Distribution of Street Children by First Job Prior to Current Work as
Street Children

First Job (Work)	Frequency	Percent
Child Domestic Worker	34	25.39
Auto Mobile Workshop	10	7.02
Begging	3	2.22
Battery Recharging/Recycling Shop	16	11.85
Agricultural Field Worker	15	11.11
Road Transport Helper	15	11.11
Sell Flowers/Newspapers/Fruits/Nut On the Road	14	10.37
Collect Old Papers & Other Things	19	14.27
Cooli	5	3.70
Others	4	2.96
Total	135	100.0

6.3.2 Age at First Job

It is found from the table 6.4 that students of UCEP started working in different work places before admitting in UCEP. They were engaged in working as unskilled labor to those informal job sectors. Though child labor is prohibited by different laws of Bangladesh but it prevails. It is mentionable that globally accepted standards on working children in relation to their age and the conditions of work are presented in the following table (UNICEF, June, 2008).

Table 6.4
Globally Accepted Standards on Working Children in Relation to Age

Nature of work		Age of Child		
		5-11	12-14	15-17
Non-hazardous work	Light Work (<14 hrs/week)			
	Regular work (>14 but <43 hrs/week)			
Worst Forms of Child Labor (WFCL)	Hazardous work (>43 hrs/week or in specified hazardous occupations)			
	Unconditional WFCL (Trafficked or forced labor, armed conflict etc.)			
<i>(Areas shaded red indicate work considered to represent child labor)</i>				

From the table 6.4a it is found that more than 24.44 percent of the children started working even when they had not completed their 6 years of age. More than 47.47 percent of the children also started working before they passed their 8 years old. This study

supports the finding of the baseline survey of street children of Bangladesh conducted by UNICEF-ILO in the year of 2002-2003 that showed nearly 42 percent of the street children started working even when they had not completed their 7 years (UNICEF-ILO, 2002-2003). About 16 percent started working when they were in the age interval 7-11 years. About 12 percent started when they were of age between 11-14 years.

Table 6.4-A
Percentage Distribution of Street Children by Age When First Started Working

Age group	Frequency	Percent
>6	33	24.44
>8	64	47.47
>10	17	12.59
<10	21	15.50
Total	135	100.00

6.4 Child Labor and Existing Laws in Bangladesh

From the table 6.4 it is found that UCEP students started doing physical work at their very childhood for various reasons shown in the previous tables. Most of the children who are engaged in different jobs are street children. A survey commissioned to BIDS by ARISE estimated a total 679,728 street children in Bangladesh (UNICEF, 2005). The key statistics is shown in the following table.

Table 6.5
Street Children in Major Cities of Bangladesh

Location of Children	Number of Children
Dhaka	249,200
Chittagong	55,856
Rajshahi	20,426
Khulna	41,474
Barisal	9,771
Sylhet	13,165
Bangladesh (Total)	679,728
Bangladesh (total projected for 2014)	1,144,754

Source: 'Estimation of the Size of Street Children and their projection for Major Urban Areas of Bangladesh 2005' commissioned to BIDS by ARISE

But child labor is prohibited by different laws prevailing in Bangladesh and there are so many national as well as international consensus regarding child labor where Bangladesh is committed to eliminate child labor. The problem of child labor in

Bangladesh is widely discussed but effective initiatives to eliminate or decrease child labor is hardly seen. Though there is a lacking in adopting measures to solve the problem, our constitution covers the issue perfectly. Since the very inception of the constitution, protection of the child has been declared to be one of the fundamentals of the state policy of Bangladesh. Articles-14 and 15 of the constitution protect the rights of children and the right of social security. Article-17 imposes an obligation upon the state to take effective measures for free and compulsory education for all children to such stage as may be determined by law and under Article-18, the state is empowered to make special provisions for the benefit of children. Besides, by Articles 27, 28, 29, 31, 34, 37, 38, 39, 40 and 41 fundamental rights of all citizens are ensured. Specially, all forms of forced labor are declared as forbidden and in case of violation of such rights legal scopes for remedy are available. In fact, these articles do not prohibit child labor rather provide certain standards for the employment of children. Again the present domestic laws do not cover children who are engaged in household services, such as, in agricultural sector, or domestic help (Aktar & Abdullah, 2013). However, the following are the domestic laws which are working for the protection of the rights of the child.

a) National Child Labor Elimination Policy 2010

Different laws of the country have given the definition of child differently but till now a clear definition of the terms ‘child labor’ or ‘child laborers’ is not found anywhere. In these circumstances, the age based definitions of child and adolescents as given in the Bangladesh Labor Act, 2006 are followed in every discussion relating to child labor. According to the definition, work performed by a child will be considered as child labor but the term ‘child laborer’ should not be used here rather he may be termed as a ‘child engaged in labor’. The policy advocates a friendly world for the children engaged in work and provides a standard framework concerning education, health, working environment, specific working conditions, recreation, treatment, and security, social awareness building for managing and reducing risks of child abuse by employers. Besides, to supervise the child labor related issues a definite ministry is required. Child concerned matters are regulated by the Ministry of Women and Children Affairs and labor related issues are by the Ministry of Labor and Employment. Furthermore, the policy points out that a National Child Labor Welfare Council can also be created by the experts in child labor studies whose duty will be to observe the circumstances of child labor at national and international level with a view of suggesting to the government.

b) Bangladesh Labor Act, 2006

The most remarkable legislation in the country for regulating child labor is the Bangladesh Labor Act, 2006, which includes a chapter on child labor. In the earlier laws, the term “child” was used to mean a person who had not completed 16 years of age and the term “young person” was used to mean and include both the child and adolescent. Under the earlier law, even a child could have obtained a fitness certificate to get a job in a factory. But in the new law, child means a person who has completed his or her fourteen years of age and adolescent means the person who has completed sixteen years and has not completed eighteen years of age.

The present law specifically prohibits employment of children and makes a provision for fitness certificates for the adolescent only. But a child, who has completed twelve years of age, may be employed in such light work as not to endanger his health and development or interfere with his education. Provided that the hours of work of such child, where he is school going, shall be so arranged that they do not interfere with his school attendance (as per section 44).

c) The Children (Pledging of Labor) Act, 1933

Under this Act, a person under the age of 15 years is treated as a child. This Act prohibits the making of an agreement to pledge the labor of children in return of consideration and if the conditions under which the agreement is made are such as to be detrimental to the child, the Act makes the agreement void. But this Act is ambiguous with regard to children who are employed without such agreements. In fact, this Act forbids parents or any person from compelling children to work but from the table no. 5.6 it is found that more than 62 percent children were engaged as laborer by their parents.

d) The Employment of Children Act, 1938

This Act applies only to those occupations that relate to transport of passengers, handling of goods and processing work. A child is defined in this Act as a person under the age of 15 years and this Act prevents them from working in the transport of passengers and handling of goods by road, railway or any sea port. This Act makes concessions with regard to children up to the age of 17 years employing in the aforementioned activities but in this case one condition is that the periods of work have

to be fixed in such a way as to allow intervals for rest of at least 12 consecutive hours including at least seven consecutive hours between 7 pm and 7 am. Again this Act permits children below the age of 12 years to engage in processing activities and for this purpose identifies the workshops where children of this age group may work. Furthermore, children over the age of 15 years and under the age of 18 years are allowed to work under the fixed working hours which the Act specifies.

e) The Tea Plantation Ordinance, 1962

The Act does not define a child but provides that children under the age of 12 years are not allowed to work in any tea plantation. Moreover, children above the age of 12 years and adolescents between the ages of 15 and 17 years may be permitted to work in tea plantations provided that they are granted a certificate attesting to their physical fitness. But children are not allowed to work other than between 6 am and 7 pm. This Act also contains provisions for violation of the Act.

f) The Children Act, 1974

This Act principally applies to children who commit anti-social activities but various aspects of child exploitation ranging from begging, exposure to drugs and liquor, brothels and seduction are dealt with in sections-34 to 43 of the Act. This Act also imposes penalties on those who exploit child employees. It provides that who so ever secures a child ostensibly for the purpose of menial employment or for labor in a factory or establishment, but exploits the child for his own ends, withholds his earnings or lives on it, shall be punishable with fine or imprisonment or with both. The Act further provides that whosoever secures a child ostensibly for any of the purposes mentioned above but exposes the child to the risk of seduction, sodomy, prostitution or other immoral purposes shall be similarly punishable with fine or imprisonment or with both.

g) The Mines Act, 1923

The Act restricts the employment of children in a mine or any part there of which is underground. A child is defined in this Act as a person who has not completed his fifteenth year. But a person of 17 years or above may be employed in a mine provided that they are granted a certificate attesting to their fitness. Besides, the hours of work for such persons must be so fixed as to allow an interval of rest of at least 12 consecutive

hours including at least seven consecutive hours between 7 pm and 7 am.

Therefore, different statute of the country have defined children differently according to the different labor sectors, though the National Child Labor Elimination Policy 2010 has made the age of child labor specific. In fact, the above provisions of different Acts do not prohibit child labor rather inserts provisions for the employment of children. The reason behind this may be that if child labor is absolutely forbidden, that will severely affect children and their families who depend on the income of children.

6.4.1 Other Relevant Laws

There are so many legislative measures for the protection of children and the eradication of child labor have been adopted at the international level also. Among the various international policies on child labor, the most extensive standards are those adopted by the following:

a) ILO Minimum Age Convention 138 (C138), 1973

The Convention Concerning Minimum Age for Admission to Employment' is a Convention adopted in 1973 by the International Labor Organization. It requires ratifying states to pursue a national policy designed to ensure the effective abolition of child labor and to raise progressively the minimum age for admission to employment or work. However, the minimum age for entry into work should not be less than 15 years and not less than the age of completing compulsory schooling under Article 2 (3) of the Convention or 14 under Article 2(4) for countries "whose economic and educational facilities are insufficiently developed". By Article 7(4) of the Convention "light work" is allowed for children from the age of 12 in a developing country.

b) UN Convention on the Rights of the Child (CRC), September 1990

This is the most valuable treaty in the armory of human rights law with which to protect and defend the rights of children. The convention is more comprehensive than any other human rights treaty; it has attracted the greatest number of ratifications. This Convention defines a child as below the age of 18 years. It calls states to respect and ensure the given rights to each child within their jurisdiction without discrimination of any kind. By this Convention a child is to be protected from economic exploitation and

from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development under Article 32. To achieve a child's right to education, states are to make in accordance with Article 28 primary education compulsory and freely available to all. Every child also has a right to play, rest and leisure under Article 31.

c) ILO Worst Forms Convention (C182), 1999

Under this Convention Child applies to all persons under the age of 18. The Convention argues all the countries for immediate and effective measures to prohibit and eliminate the worst forms of child labor, as: 1.) All forms of slavery and slavery-like practices, such as child trafficking, debt bondage, and forced labor, including forced recruitment of children into armed conflict; 2.) using a child for prostitution or the production of pornography; 3.) using a child for illicit activities, in particular drug production and trafficking; and 4.) hazardous work.

d) International Program on the Elimination of Child Labor (IPEC)

IPEC was launched in 1992 to progressively eliminate child labor through strengthening national capacities to address child labor problems and promoting a worldwide movement to combat child labor. While IPEC's goal remains the prevention and elimination of all forms of child labor, the priority targets for IPEC's action are the worst forms of child labor, which are defined in Convention No. 182. IPEC also calls for the provision of alternatives for children and families to ensure that children truly benefit from child labor interventions.

6.5 Job Difference between Present and Former Students

As UCEP schools are unique in designing curriculum and training activities to support students for getting jobs as skilled manpower it plays a significant role to get job according to their skill. It provides education to the poor children who continue to work and earn while they attend school. UCEP graduates get better job opportunity, even the current students, than any unskilled job seeker. But certificate of UCEP creates a great demand of UCEP graduates which is observed during collection of field level data and presented in the table no.6.6. It is found from the table that present students, who are engaged in part-time jobs, mostly are unskilled and basically typical jobs. In the

following table 41.5 percent current students were engaged in shop assistant in departmental stores and other shops, 12 percent were engaged as day laborer. Few of them worked as tailor, maid servant, construction labor, sells-boy in handicraft shops, nursing in local clinics, laborer in small industries and serving in hotel as assistant. Types of jobs of former students are shown in the right side of this table which shows a significant difference in types of works carried out by former students. There were 43 percent former students engaged as machine operators in different workshops and factories. After getting education and training in UCEP schools they got these types of job. Another 19 percent worked as assistant operator, 10 percent as factory worker and rest of the former students worked in different job fields. From the table no. 6.6 it is clear that students of UCEP who received education and training in different trades enjoyed better job opportunity.

Table 6.6
Job Differences between Present and Former Students

Present Student		Former Student	
Types of work	Percentage	Types of work	Percentage
Shop Assistant	41.5	Machine Operator	43.0
Day Laborer	12.0	Assistant Operator	19.0
Others	11.0	Factory Worker	10.0
Tailoring	9.0	Nursing	9.0
Maid Servant	6.0	Welding	6.0
Construction Laborer	6.0	Tailoring	5.0
Handicrafts Sells Boy	4.6	Block-Boutique	3.0
Nursing	4.0	Electrical Operator	3.0
Industrial Laborer	3.0	Cutting Assistant	1.0
Hotel Assistant	3.0	Compressor Operator	1.0
Total	100.0	Total	100.0

6.6 Income of the Current Students Performing Part Time Job

UCEP students are mostly working children. Due to financial captivity, a number of students perform part time job to earn money to assist their family. UCEP itself also helps them to get a job. From the table 6.7 it is found that more than 29 percent students are engaged in part time jobs who works for 4 to 5 hours and earn around 1200 Taka. Another about 29 percent students earn monthly 1500 Taka but they have to work about 7 to 8 hours. It is found that 26 percent works less period of time and earn one hundred to nine hundred taka. But according to national child labor survey, 58.9 percent street

children earn about 200-500 Taka in a week (BBS, National Child Labor Survey, 2002-2003). Most of them work in hotels, road side shops, tea stalls and in daily temporary vegetable shops. They work after/before school time. During the collection of data, they informed that before going to school or after come back to home from school, they just change their dress and go for their working place. Few girls work in houses as maidservant.

Table 6.7
Monthly Income and Daily Working Hours of Current Students who does Part Time Job

Monthly income	Percentage	Average working hours	Average income
BDT 100-900	26.2	1-3 hours	BDT 1332.31
BDT 1000-1200	29.2	4-5 hours	
BDT 1300	16.9	6 hours	
BDT 1500	28.7	7-8 hours	
Total	100.0		

6.7 Income of the Former Students

After taking training and education from UCEP schools, students walk for job. UCEP provides support services to the graduates passing out from its technical schools through its Employment & Support Services (ESS) Component. As Employment Support Services is evolved from the idea that UCEP not only responsible for education & training but to support them with proper job opportunities because students have marketable knowledge and skills to fulfill the demand of employers. ESS Component has been providing Employment Support Services to UCEP technical schools graduates to assist them in getting employment in various industries & enterprises home and abroad.

From the table 6.8 it is found that the average monthly income is 6771 Taka per month working about 8 hours a day. The maximum monthly income was found above 12000 Taka per month and the minimum income was 3000 Taka. A significant number of students earned 6000 Taka to 9000 Taka per month. It is also important to note that 11 percent students earn 9000 Taka to 12000 Taka per month. On the other hand, current students' earn about 1500 Taka per month by working same hours. This difference of income is due to knowledge and skill achieved in completion of training in UCEP schools.

Table 6.8
Monthly Income and Daily Working Hours of Former Students who are Engaged in Job

Monthly income	Percentage	Average working times	Average income
BDT ≤ 3000	03.0	≤ 5 hours	BDT 6771.00
BDT 3001-6000	50.0	6-7 hours	
BDT 6001-9000	33.0	8 hours	
BDT 9001-12000	11.0	9 hours	
BDT 12001+	03.0	10 hours	
Total	100.0		

6.8 Providing Education and Training for Dropout Children

The first contact with children living in unfavorable condition is established through regular outreach activities. Teachers and social workers identify those children and encourage them to attend non-formal education programs and to use the services available at the drop in centers (UNICEF, 2013). A peer to peer approach is also very effective where peer volunteers also conduct outreach activities to their fellow peers encouraging their participation. Because the situations of children living on the streets vary considerably, the PCAR project sponsors several type of schooling; open air schools in parks, markets and other public spaces, and non formal education in drop-in centers. Education is not a static commodity but an ongoing process and holds its own inherent value as a human right. Not only people have the right to receive quality education, they also have the right to be equipped with the skills and knowledge that will ensure long-term recognition and respect for all human rights (UNNESCO, 2007). The ILO Country Brief on Bangladesh (2008) states that children coming from the poorest households with the lowest levels per capita expenditure are more likely to be engaged in child labor than at school. According to ILO report, approximately 9.3% of children from the poorest households are only working in comparison to the 4.1% of children from the richest households. Furthermore, only 72.8% of children from the poorest households attend school without working compared to the 84.7% in the richest households. Children who live in rural areas are more likely to be engaged in work than study - 14% compared to 11.1% in urban households (ILO, 2008). Two-thirds of working children have no education. Of working children who do have an education, 41.3% reported education to primary level, 41.7% to junior high school, and only 4.2% to SSC/HSC level (BBS, Report on National Child Labour Survey, 2002-2003).

According to the new National Education Policy, education is free and compulsory up to grade eight, however it is estimated that more than one million children have never been to school (UNICEF, 2014). Many children dropout of the education system before completing primary school and begin working. Students of UCEP schools are from different segments of society. Most of them are distressed working children. UCEP finds out these children and deliver basic education as well as ‘market-demand’ oriented training to them to be employed. From the figure 6.4 it is found that about 77 percent UCEP students studied in different schools at their early age. Then due to various social and family-related reasons, they were bound to leave schools and engaged themselves in different income generating activities.

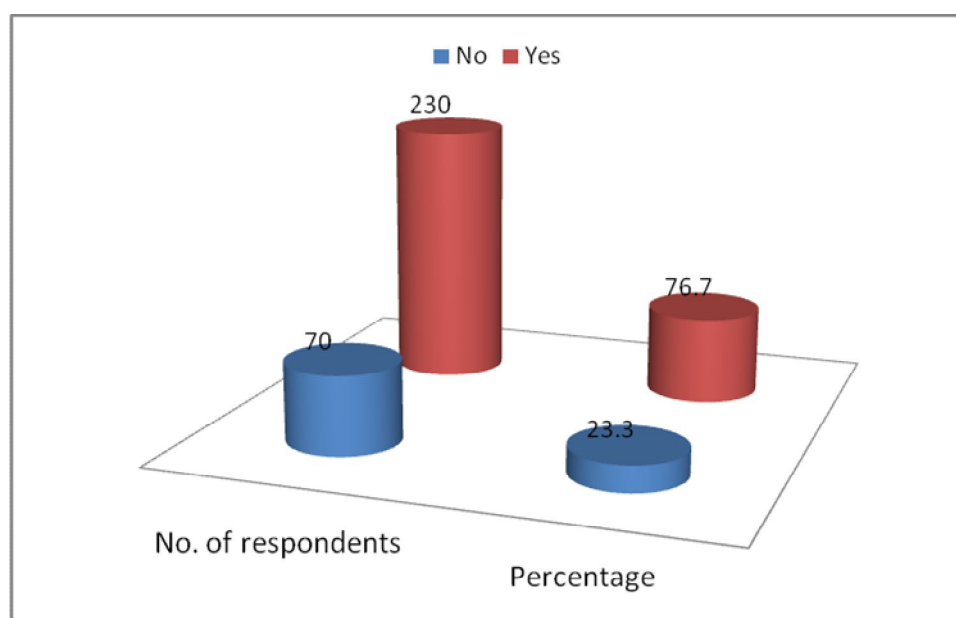


Figure 6.4
Studied in Other Schools before UCEP

6.8.1 Level of Study at Previous School

Many child laborers miss out on their right to education because they do not have the time to go to school or to study. Data show that working hours are negatively correlated with school attendance (UNICEF, 2014). The most vulnerable child populations in Bangladesh are those who are poor and female, poor and indigenous and poor and with special needs. They face a ‘double disadvantage’ of being poor as well as being from a marginalized cross section of the population. These three groups face severe disadvantages in education because their needs are often neglected and the curriculum, school infrastructure, learning materials and teachers exclude them from the educational process (UNICEF, June, 2008).

UCEP provides education, vocational training and other support services to its students who left their school in different education level and admitted to UCEP. It is found from the table no. 6.9 that 49 percent students studied up to primary level before taking admission in UCEP school, more than 23 percent studied up to class eight and only 4 percent students studied up to SSC before admission. From the table it is also important that more than 23 percent students did not studied in any school before coming to UCEP school. As UCEP aims to provide education and training to drop out children and street children who are out to or hard to reach data provided in the table is quite relating the facts. Historically, UCEP started its IGVE program with a non-formal approach when the drop-out rate in primary education was high. Over the years the rate declined across all 8 districts where UCEP works (UCEP Annual Report, 2013).

Table 6.9
Drop out Students Level of Study at Leaving Previous School

Answer	Frequency	Percentage
Up to Primary	147	49.0
Up to Eight	71	23.7
Up to SSC	12	4.0
Not in any school	70	23.3
Total	300	100.0

6.8.1.1 Drop-out Rate of UCEP

The reasons of drop-out include in-country migration, moving to formal schools, limited scopes to visit absent students' homes due to political unrest etc. But the drop-out rate in UCEP schools is much lower than the national level. From the following table no. 6.10 it is found that the drop-out rate was only 2.76 percent in the year of 2011 (UCEP Annual Report, 2013). But it gradually increased in the following years, which UCEP should take in consideration and find out the feasible solution.

Table 6.10
Year-wise Drop-out Rate from UCEP School

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

6.8.2 Reasons of Leaving School

There is a trade-off between child labor and the accumulation of human capital (Baland & Robinson, 2000). Factors predicting an increase in child labor also predict reduced school attendance and an increased chance of grade repetition (Patrinos & Psacharopoulos, 1997). In addition to school attainment, children's reading competence decreases with child labor hours (Akabayashi & Psacharopoulos, 1999). For this reason children from disadvantaged backgrounds do worse than those from advantaged backgrounds by a greater amount than elsewhere (Hirsch, 2007). As well as being aware of the importance of social background, children interact with the education system in different ways. There is relationship between confidence, self-esteem and literacy skills, with children who had been able to develop reading and writing confidence outside school having a strong advantage (Kellett & Dar, 2007). The more advantaged children described a much richer set of experiences in school, inside and outside the curriculum, while for the disadvantaged children issues such as discipline and detention were more apparent (Sutton, Dearden, & Middleton, 2007). Due to poverty and some other unavoidable reasons, people migrate to cities and increase the underprivileged children rate. They have to adapt with new environment and mostly need more time to understand city-behavior. In this sense the transition from the rural to the urban meant that each city could be understood as a cultural observation laboratory (Xavier, 2000). Life and working opportunity environments require skills and content of knowledge. Working children often deprived of these due to lack of prospect in early life. To improve their quality they need flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility (Williamson & Payton, 2009).

It is identified that there is a role of a series of demographic correlates of child labor. Older children are more likely to work, while children with higher educational attainment for a given age are more likely to be in school. Girls are more likely to be in school and not working, while children living in rural areas are more likely to be working and not in school. Conditional on household wealth and socioeconomic status, children living in households with many children are more likely to work and less likely to be in school (Kruger, Soarers, & Berthelon, 2007). In addition to the effects of

income, the mother's education level has an effect on student academic achievement. Mother's education had a more significant effect on children's school result than income. Through multiple studies, the mother's educational level was a predictor of school completion for students in the studies (Halpem-Felscher, et al., 1997). Peters and Mullis (1997) found that parental education had a significant effect on academic achievement. The mother's education level had a 20% higher affect than the father's education level on the academic outcomes of adolescents (Peters & Mullis, 1997). It is found that when a variety of reading materials are available in the home, student scores increased "by more than four points, schooling increased by more than one-third of a year, wages increased by 4%, and labor market experience for women increased by 0.2 years" (Peters & Mullis, 1997). Poverty is found as significantly affects the resources available to students. So, it should not compare the results achieved by UCEP students to students passed from other schools. Due to lack of resources, students struggle to reach the same academic achievement levels of students not living in poverty (Lacour & Tissington, 2011). According to Education for All (EFA) Global Monitoring Report (UNESCO, 2008), there has been a 25% decreased since 1999 in the number of children not at school, 72 million were still not in school by 2005. Girls account for 57% of all out-of-school children. The number of additional children to be enrolled by 2015 in the high population E-9 countries is approximately 70 million if the goal of UPE is to become a reality (Delamonica, Mehrotra, & Vandemoortele, 2001). The E-9 countries are Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan and between amount to more than half of the out-of-school children in the world (UNICEF, 2008). As it is mentioned by *Hirsch*, children growing up in poverty and disadvantage are less likely to do well at school. This feeds into disadvantage in later life and in turn affects their childhood. To break this cycle, we need to address the attitudes and experiences that lie behind social differences in education (Hirsch, 2007).

UCEP students admitted from different corners of society most of them were ignorant about the importance of education of their children or preferred their children to send for income generating activities rather to send to school. But most of the guardians preferred to send their children to working place to earn money for their family due to poverty. From the table 6.11 it is found that more than 37 percent parents sent their

children to earn money due to poverty before completing the course. More than 13 percent student left school due to involvement in income generating activities where they had to stay more time. Lack of awareness and unwillingness of the guardians were other important reasons for leaving previous school. Few guardians shifted their children to UCEP school for better marketable training and education.

Table 6.11
Reasons of Leaving Previous School

Reasons	No. of Respondents	Percentage
Poverty	112	37.3
Lack of Awareness	23	7.7
Guardian's Unwillingness	22	7.3
Inability to Adapt with School	13	4.3
Involvement in Job	40	13.3
Decision to Admit in UCEP School	8	2.7
Others*	12	4.1
Never Studied before UCEP School	70	23.3
Total	300	100.0

* Distance of school, fail to pass, migration

6.9 Role of Curriculum in Developing Socio-Economic Condition

Role of UCEP curriculum on changes of socio-economic condition of the students is an important issue. As UCEP students came from under the poverty line families, willingness of guardians are very high to improve their children's level of skill will be high which may help their children to earn more after completing UCEP-course. As UCEP course and curriculum are designed to meet the demand of job market, teachers play very important role on students to reach that level which will help them to get better job that will help them to assist financially to their family which might improve their family's socio-economic condition. UCEP curriculum plays positive role to improve students' socio-economic condition according to 80 percent teachers of UCEP (Figure 6.5).

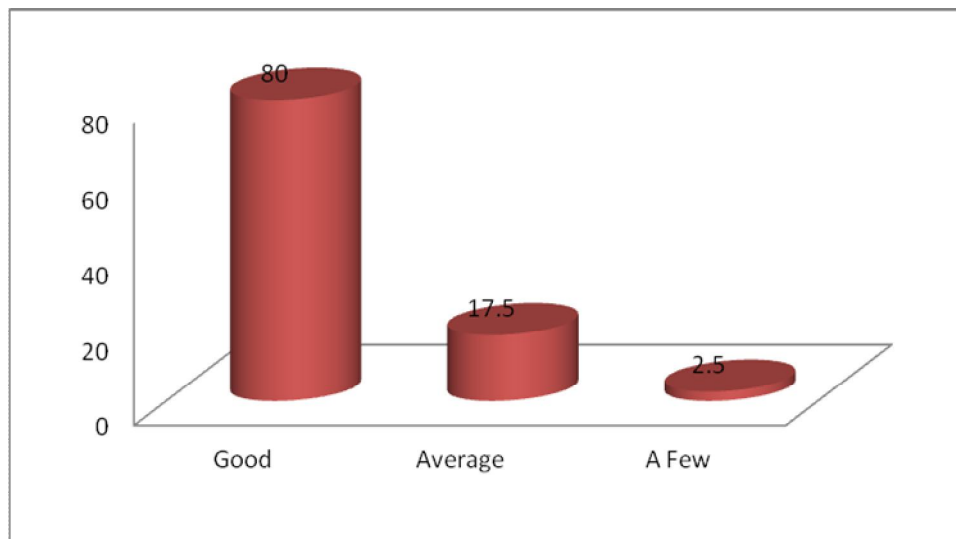


Figure 6.5
Opinion of Teachers on Role of Curriculum

6.10 Behavioral Changes of Students

Guardians expected a lot for their children, before getting admitted into UCEP school. They thought that their children will not take only education and training but good behavior, social adjustment, responsible to family also. In reply to this question more than ninety seven percent replied that they found positive behavioral changes in their children which pleased them and built good impression on UCEP and its curriculum too. Guardians emphasized on more than one option which they were asked to answer. More than 92 percent told that their children became more active and aware to their future establishment and self-development in life. Another 77.5 percent replied that they became more attentive to their study, 70 percent expressed satisfaction for their social and financial awareness and 65 percent told that children became more responsible to their family (Table 6.12).

Table No: 6.12
Guardian's Opinion on Changes in their Children

Answer	Yes	Opinion	Frequency	Percentage
	39 (97.5)	Social And Financial Awareness	28	70.0
		Attentiveness In Study	31	77.5
		Responsibility To Family	26	65.0
		Active For Self-Development	37	92.5
	No		1	2.5

6.11 Neighbor's Attitude towards UCEP Studentship

As UCEP provides education and training to underprivileged, working distressed children, it is important to know about the attitude of UCEP students' neighbor for getting admission to UCEP school rather to work more hours to earn more money for their family. Most of neighbors send their children to work place to earn money but when these guardians send their children to school it is found that 85 percent neighbors accepted it as good attempt and appreciated (Table 6.13). That is UCEP school has created its good reputation among the guardians and in locality which inspired them to send their children to UCEP.

Table 6.13
Guardian's Opinion about Neighbor's Attitude

Opinion	Frequency	Percent
Good accept	34	85.0
Expressed mixed feeling	5	12.5
Ignore	1	2.5
Total	40	100.0

Most of respondents left their previous school before entering in UCEP School due to poverty. Still few students are doing part time job along with their study for their better survivorship. On the other hand, after completing the course of UCEP school, respondents are earning more money as compared with their previous earnings. In few cases, they could engage them in productive economic activity from the unproductive and or underemployed situation. Therefore, this chapter can conclude that UCEP curriculum plays positive role on raising the socio-economic condition of the UCEP students by providing education as well as marketable training in various trades by which students can get job easily to earn to live in good economic condition.

Chapter Seven

Acceptance of UCEP Graduates in Job Market

7.1 Prelude

UCEP continues to place its graduates in employment by providing education and training, thereby ex-students significantly increasing their income and improving their lives as well as socio-economic condition of their families. Though UCEP works in a less favourable job market but it is still important for the underprivileged children. During the year 2010-2011, UCEP exceeded its target for the number of graduates placed in employment. The target was 3,679 and 3,848 was achieved (UCEP Annual Report, 2011). This success rests on three pillars: the reputation which UCEP has built up; the network of employers which UCEP has developed and nurtured; the current high demand for skilled and semi-skilled workers as a result of the economic boom which Bangladesh is experiencing. UCEP records an impressive increase in earnings of 400% for its graduates. In addition, during the first half of 2011, UCEP records that 634 entrepreneurs were developed (UCEP Annual Report, 2011).

A survey conducted by BBS in 1996 on child labour it was found that 65.4 percent working children were working in the agricultural sector, 8.2 percent in the manufacturing sector, 10.3 percent in different income generating sectors and 14.3 percent in household work and other areas. It also showed that about 17 percent child workers in the country work for 15 to 19 hours a day followed by 65 percent for 9 to 14 hours. ILO-IPEC and UNICEF conducted a rapid assessment study on child labour situation in Bangladesh in 1997 entitled *Child Labour Situation in Bangladesh: A Rapid Assessment* showed that 14 percent child labourers work for 5 to 8 hours every day while 4 percent 1 to 4 hours as part-timers.

The definition of child labor as derived from the United Nations Convention on the Rights of the Child (CRC) stipulates that “children should be protected from economic exploitation and any work that is hazardous, interferes with schooling, or is harmful to their health and development”. The International Program on the Elimination of Child

Labour (IPEC) defines it as “as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development”. The International Labour Organisation (ILO) Convention 138 (1973) set the minimum age for admission into employment, and ILO Convention 182 on the worst forms of child labor, refers to child labour as: all work that is harmful and hazardous to a child's health, safety and development; taking into account the age of the child, the conditions under which the work takes place, and the time at which the work is done.

Underprivileged children are those having less money, education etc., than the other people in a society: having fewer advantages, privileges, and opportunities than most people. It is also defined as deprived through social or economic condition of some of the fundamental rights of all members of a civilized society. Underprivileged children are deprived of a decent standard of living, adequate education and economic security through poverty; discrimination etc. underprivileged children are often forced to work for various reasons. Thus they entitled as child labor. Child labor is defined by different organizations in various ways. But as it defined by UNICEF is accepted worldwide. It defines Child labor as, is work that exceeds a minimum number of hours, depending the age of a child and on the type of work. The age and minimum hours is stated as, ages 5-11, at least one hour of economic work or 28 hours of domestic work per week, ages 12-14, at least 14 hours of economic work or 28 hours of domestic work per week and ages 15-17, at least 43 hours of economic or domestic work per week is considered as child labor (UNICEF, 2010). So, underprivileged children and child labor are correlated in terms of practical field. Though child labor is prohibited in various laws but ironically it prevails and most of these laborers are unskilled, underprivileged segment of the society. UCEP promotes these working children in job market as skilled labor force through providing education and training in different vocational trades.

7.2 Opinion of UCEP Graduates about Effectiveness of UCEP Education to Get an Earlier Job

In Bangladesh, about one third populations are living in urban areas, where a large number of children are engaged in labor market before they reach the age of eighteen. These populations are not well educated and financially well off. They become engaged as unskilled labor in different job sectors and with the minimum earning they provide

financial support to their families. Due to this circumstance, most of them live in slum areas where utility services are not available although they live in urban areas. In urban areas about 28 percent of people are living under poverty line. Majority of them are living in slum area. They are lack of education, health awareness and other basic needs. Also their children are growing up without proper education, health services and awareness on these social issues (Rahman, Ahmed, & Rob, 2014). UCEP-Bangladesh works with these children to develop their educational as well as financial condition. From this point of view it has formulated a specific curriculum that plays important role to eliminate illiteracy simultaneously supplies skilled manpower in job market. In this connection, it is important to know the opinion of students about the effectiveness of UCEP education to get an earlier job. The street children, distressed and destitute, admitted in UCEP schools to acquire knowledge, preparing themselves to fight for a job to earn money for their families. From the table 7.1 it is found that 58 percent students of integrated general and vocational education, 79 percent students of technical education and 57 percent former students who are currently employed in different job sectors agreed that the UCEP education is more effective to get an earlier job than other education. From the table it is also found that 40 percent student of IGVE, 17 percent students of technical education and 35 percent former students opined UCEP education was moderately effective to get an earlier job. On the other hand, a less number of respondents relied on no-effectiveness of UCEP education in getting earlier job. From the above data it is clear that most of the students had reliance on UCEP education by which it prepared students for job market.

Table 7.1
Opinion of UCEP Graduates about Effectiveness of UCEP Education

Categories	Students of Integrated General & Vocational Education	Students of Technical Education	Former Students who are Currently Employed
More Effective	58.0	79.0	57.0
Moderately Effective	40.0	17.0	35.0
No Effectiveness	2.0	4.0	8.0
Total	100.0	100.0	100.0

7.3 Opinion of Teachers and Guardians about Effectiveness of UCEP Curriculum in Getting Job

UCEP is designed to train and educate underprivileged street children to get job in competitive job market to earn more money for their families. Guardians allowed their children to admit in UCEP schools believing in better future job opportunities after completion of graduation. UCEP has developed its curriculum and teachers serve their best to deliver knowledge and make well-trained to their student to compete in the competitive job market. Therefore, it is important to know about the opinion of both teachers and guardians about curriculum of UCEP in persuasion of getting job. It is found from the table no. 7.2 that more than 77 percent teachers expressed that the curriculum of UCEP is developed after a wide range of experiment and conversation with concerned stakeholders viewing production of marketable skilled manpower. They told that the curriculum which was currently followed, good enough for getting job after completion of graduation from UCEP schools, whereas, 57.5 percent guardians told that UCEP curriculum is good enough to get jobs after graduation from UCEP schools. It is important that guardians are not so positive on this specific opinion and the difference is significantly varies from the opinion of teachers. It should take into cognizance and authority of UCEP has scope to work out on appropriate job-based curriculum. On the other hand, 20 percent teachers and 32 percent guardians told that the curriculum plays average contribution to get job. A few of both teachers and guardians also told that the current UCEP curriculum contributes a little in getting jobs of the UCEP graduates.

Table 7.2
Effectiveness of Curriculum in Getting Job: Opinion of Teachers and Guardians

Options	Teacher		Guardian	
	Frequency	Percentage	Frequency	Percentage
Good	31	77.5	23	57.5
Average	8	20.0	13	32.5
Little contribution	1	2.5	4	10.0
Total	40	100.0	40	100.0

7.4 Types of Work-Places

UCEP students get support services after passing out from its technical schools for apprenticeship or on the job training and appropriate employment through its Employment & Support Services (ESS) Component. Because, UCEP has responsibilities

and it did not end just after imparting education & training to the disadvantaged children, rather it was necessary to support the graduates to seek appropriate & long-term employment by using their knowledge and skills in line with the demand of the labor market. Thus it provides employment support services to graduates to assist them in getting employment in various industries and enterprises in home and abroad. This employment and support services is currently operating its services in Dhaka, Chittagong, Khulna, Rajshahi, Barisal, Sylhet, Rangpur division and Gazipur district.

In Bangladesh, children are found to do almost all kinds of jobs that adults do. In urban areas, the children are involved in approximately 300 types of economic activities while the number is 90 in rural areas (ILO, 2006). The survey showed that about 48 percent working children never attended school, 43 percent ended school earlier and 9 percent of them continued to attend school or some form of education provided by different NGOs (ILO, 2006). Table no. 7.3 shows the different types of working places where UCEP students work. In this study, twenty employers have been selected and interviewed to collect data to focus on the opinion of employers about UCEP graduates. Because, employers are the end point users of UCEP graduates, who, provide employment opportunities to them. It was found that UCEP ex-students (respondents) work in the thirteen types of organizations. Twenty percent organizations are clinic, whereas, welding covers 15 percent, garments factory and machine production factory cover 10 percent. The rest of the organizations are of different types. It is also notable that organizations comprise a variety of types. It ranges from handicraft, design and boutique to automobile heavy manufacturing factories. It indicates that UCEP graduates acquired that much quality, ability and knowledge to work in heavy factories. In case of gender perspective, it was found that girls work mainly in clinics, designing, dress making and ready-made garments factories, whereas, boys work mainly in welding, electronics and metal-based repairing and manufacturing factories. Though there was no restriction for girls to work metal factories but all of the workers were boys in this sector. UCEP students have opportunities to get job in diversified job sectors.

Table 7.3
Types of Organizations Provide Job Opportunity

Number	Types	Frequency	Percentage
1	Clinic	4	20.0
2	Welding	3	15.0
3	Design & Boutique	1	5.0
4	Car Servicing	1	5.0
5	School Dress Making	1	5.0
6	Repairing	1	5.0
7	Ayurvedic Drug	1	5.0
8	Garments Factory	2	10.0
9	Machine Production	2	10.0
10	Manufacturing	1	5.0
11	Electronics Materials Repairing	1	5.0
12	Machine Parts making & Welding	1	5.0
13	Automobile Filter Manufacturing	1	5.0
	Total	20	100.0

7.5 Number of UCEP Employees and their Job Duration under Employers

UCEP students get job in service sector, production sector, manufacturing and so many different areas of mass-engagement of manpower related factories or service centers after completing their graduation with the help of UCEP Employment and Support Services. It was found that UCEP enabled to create demand in the job market for its students due to better training and knowledge conferred in the curricular activities. During the survey it was found that fifteen UCEP graduates working (Table 7.4-A) in a single manufacturing factory where the total working forces were about sixty. The employer expressed his satisfaction on services of UCEP graduates. In another factory it was found that twelve ex-students were employed who also were doing their best. It was also found that two and three UCEP graduates were serving in six organizations.

Getting job and continuation are most important aspects in job market. But without the job satisfaction a few can continue it for unlimited time. Various components are considered necessary to an employee's job satisfaction. These include pay, promotion, benefits, supervisor's personality, co-workers and safety on the job. These job characteristics affect how an employee feels on the job. There are more subtle influences on employee's job satisfaction, including personality types and elements of workplace culture. *Samantha* described five important aspects of job satisfaction of the employees (Samantha, 2014). Personality and job satisfaction are interrelated. Five

personality characteristics have a major impact on job satisfaction. These traits are neuroticism, extraversion, openness to experience, conscientiousness and agreeableness. An employee's job satisfaction is directly related to motivational framework what he thinks he deserves or what he thinks is important, rather than the fulfillment of his needs. Social sense and self-deception are also important for job satisfaction. UCEP graduates were found continuing their services for years in the sample surveyed organizations. It was found that a graduate of UCEP vocational section had been working in an automobile filter manufacturing factory for sixteen years (Table 7.4-B). According to him, engaging and remaining in the same working organization are the most important factors to sustain in competitive job market. A number of UCEP graduates were found in continuing job in a single organization for two to four years. From the above discussion it is mentionable that UCEP graduates have more job duration in any single organization and job providers also accept UCEP graduates with more positive views.

Table 7.4-A
Number of UCEP Graduates in an Organization

No. of Organizations	No. of Workers per Organization
3	1
6	2
6	3
1	4
1	5
1	7
1	12
1	15
20	Total

Table 7.4-B
Job Duration of UCEP Graduates in Different Organizations

Duration of Job		
No. of Months	Frequency	Percentage
2	1	5.0
6	2	10.0
12	1	5.0
17	1	5.0
24	4	20.0
36	5	25.0
48	4	20.0
72	1	5.0
192	1	5.0
Total	20	100.0

7.6 Selection of UCEP Graduates by Employers Depending on their Trades

Today's world is run by skilled work force. For equity and ensuring equal rights to render fruits of development, countries established various institutions for skill development. Underprivileged children are considered as most vulnerable section of society, a number of NGOs are running skill development training courses/trades to prepare them for getting better job to earn more than those of unskilled labor force. UCEP is established to provide marketable skills and thereby improve the employment prospects of its graduates, UCEP-Bangladesh has established 10 technical schools in Dhaka, Chittagong, Khulna, Rajshahi, Barishal, Sylhet, Rangpur and Gazipur to provide technical education for the underprivileged children to assist them in getting better job. These technical schools are running training programs in 20 trades depending upon the demand of the job market in the area where the school is located. Duration of these trades is from 6 months to 12 months. UCEP provides training in auto mechanics, welding and fabrication, machinist trades to get jobs in auto mobile factories as well as different manufacturing industries. It also runs a number of trades as demanded in textile and garments factories and electronics factories. These technical schools have identically different salient features designed by UCEP. Students of these trades enjoy learning in hands because UCEP has 1:10 instructor and learner ratio. It is important that the curriculum is prepared in consultation with employers and it also provides employment support services to graduates to get job. The role of the Underprivileged Children's Educational Programs (UCEP-Bangladesh) is highly appreciated by all concerned in producing skilled manpower for the local industries, factories and enterprises.

Like other regional institutions of UCEP, Rajshahi Technical School has been providing technical education and training on various trades to underprivileged working children successfully to assist them in getting jobs to change their fortune. UCEP is well known for giving maximum efforts in developing more innovative programs with newer technologies to provide technical and vocational education and training to more underprivileged working children. Employers of different sectors in job market accomplice worker hunting events where UCEP participate and support its graduates to apply to those organizations. From the figure 7.1 it is found that small workshops like

welding shops and clinics provided maximum (20 percent) number of jobs to UCEP graduates passed from welding and fabrication and another 20 percent aide to nurse trades. On the other hand, 15 percent UCEP graduates passed from industrial electrical and electronic control and machinist and machinist & welding related trades covered 15 percent job market of UCEP graduates whereas, industrial tailoring and swing trade graduates were chosen by 10 percent employers. The rest employers selected graduates of automobile trade

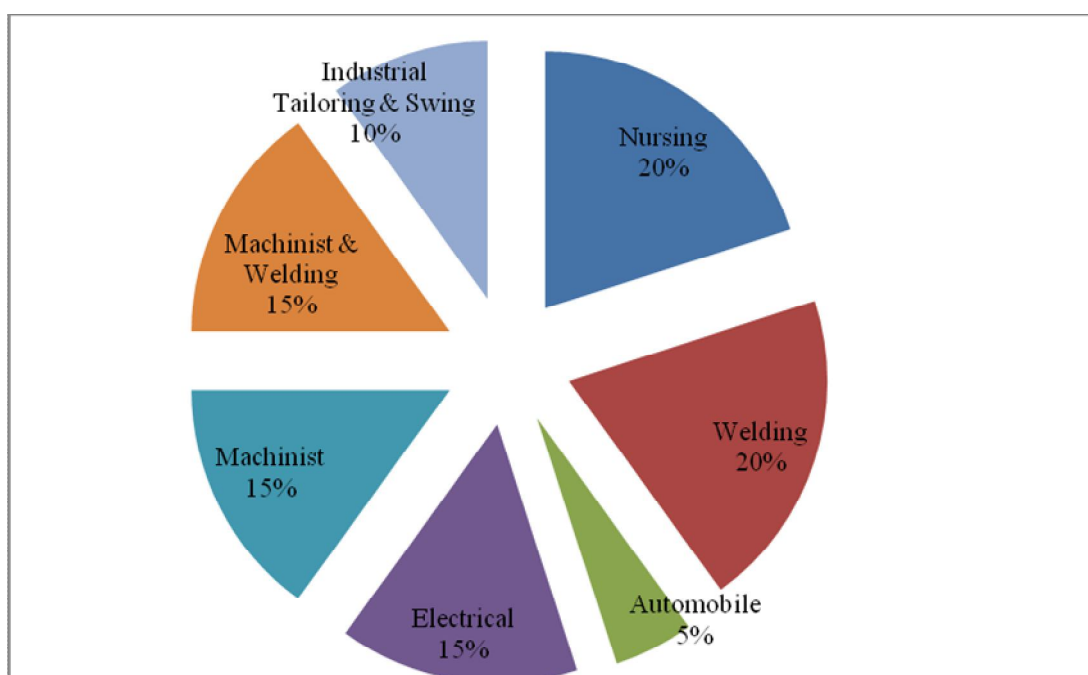


Figure 7.1
Selection of UCEP Graduates according to Trades by Employers

7.7 Employers opinion on Reasons for Appointing UCEP Graduates

An employer is always in search of a good person who will complete his or her work in time with proper attention and in time. No other effective way, but skill development training to the greater part of prospective manpower. But from the labor demand perspective, employers expressed concern about the quality of graduates. They perceived that the system is continuing to produce graduates for old and marginal trades, which have less market demand, while newer trades with substantial skilled labor needs are left unmet. Employers were also not content with available VET training facilities including machinery, equipment and trainers (World Bank, 2006). For this reason, the curriculum of those TVET centers must enable every child to acquire the core academic

curriculum and basic cognitive skills, together with essential life skills that equip children to face life challenges, make well-balanced decisions and develop a healthy lifestyle, good social relationships, critical thinking and the capacity for non-violent conflict resolution (UNESCO, 2007). UCEP has developed its curriculum considering not only teaching marketable trades but other socio-behavioral things which lead them to be a good worker in any organizations. From the beginning of the syllabus, UCEP incorporated these topics in its own published books which are taught along with national textbook board curriculum. The reasons for putting priority to the graduates of UCEP for selecting are different. From the table no. 7.5 it is found that employers expressed a variety of replies in this connection. It is no doubt that employers prefer and select an employee who is oriented to the desired job and skilled for the desired job. Considering the answers provided by the respondents of this study it is found that most of the job providers of UCEP graduate relied on the dexterity of job seekers. As discussed in earlier sections, UCEP acquired reliability of employers and administrative authorities in producing skilled manpower. Amongst the employers, 45 percent appointed UCEP graduates in their factories and organizations due to the skillfulness of graduates in their own field which attracted them to select them. Almost all the organizations select their worker through simple oral interview and testing practically to measure the efficiency. There is no way, but competency is only the means to compete with other to get a job. Twenty percent employers replied that they needed skilled manpower to look after the specific section of their factory. Another 15 percent employers were satisfied with both the skill and attentiveness achieved by UCEP graduates. Another 15 percent employers have shown their sympathy to the UCEP graduates because they came from poor, destitute and deprived family. According to them, through providing job for these UCEP graduates they accomplished humanitarian and social duties. UCEP graduates are selected by the employers also to perform different works like, supervising other workers, purchasing materials, dealing with common client etc. Sometimes, UCEP sends very needy students to different factories recommending for providing job to that specific job seeker. As UCEP has good-will among the employers, they provide income generating scope to that student. These are the major reasons found during data collection from the job providers.

Table 7.5
Reasons behind Selection of UCEP Graduates

Reasons	Frequency	Percentage
Skilled in Own Field	9	45.0
Capable and Skilled	4	20.0
Attentive and Skilled	3	15.0
Providing Poor	3	15.0
Certified by UCEP Office	1	5.0
Total	20	100.0

7.8 Monthly Salary Provided by Employers

The underprivileged destitute children enter into income generating activities after completion of grade VIII from various trades conducted by UCEP based on the demand of entrepreneurs and job providing factories. The monthly salary provided by the employers to their employee is quite different in relation to experience and nature of job. It is found that UCEP graduates earn money in different ranges. Fifty percent employers replied that the salary of UCEP graduates who work in their factory ranges from 5000 to 7000 Taka per month. Another 20 percent employers provide 3000 to 5000 Taka per month, 15 percent earn equal or less than 3000 Taka, 10 percent earn 7000 to 9000 Taka and 5 percent earn more than 9000 Taka per month. As they are trained and have skill in different trades, employers provide a handsome amount of money in comparison with other co-workers.

Table 7.6
Monthly Salary Provided by Employers

Salary Range (in BDT)	Frequency	Percentage
≥ 3000	3	15.0
3001-5000	4	20.0
5001-7000	10	50.0
7001-9000	2	10.0
<9000	1	5.0
Total	20	100.0

7.8.1 Correlation between Types of Work and Salary

It is found from the collected data that type of works where UCEP graduates were engaged in work and drawing their salary exists a correlation between their salary and type of organization. From the table 7.7 it is found that half of the employees in nursing organizations were paid less than or equal to 3000 Taka per month. It is also found that salary drawn by employees in nursing sector is varied depending on the size of the clinic or private hospitals where they do their service. Because another 25 percent employees

in the same sector are paid between 3001 Taka to 5000 Taka and 5001 Taka to 7000 Taka. According to the employees this difference belong no practical reason but getting chance to those renowned clinics. An interesting data revealed during field survey and presented in the table is that machinist receive more different salary which ranges from less than 3000 Taka to more than 9000 Taka. According to the employers as stated in the table 33.3 percent employees provide less than or equal to 3000 Taka, another 33.3 percent provide 5001 Taka to 7000 Taka and the rest provide equal to or more than 9000 Taka to their workers. In the welding sector half of the employers give salary ranges from 3001 to 5000 Taka and the rest half ranges from 5001 to 7000 Taka. That is, welding workers exists in the middle position of this chart. But electrical workers earn a handsome money compared to other UCEP graduates as shown in the table that all of the employers of this sector provide salary ranges from 5001 to 7000 Taka. Salary structure of employees in every industry or factory is based mainly on the basic knowledge, demand in job market, side by side experience of a worker. UCEP graduates have all these quality to compete with other job seekers. Industrial tailoring and swing are demandable in the largest job providing sector which provide salary ranges between 5001 to 7000 Taka and 7001 to 9000 Taka to their workers. As shown in the table it is clear that type of work which is based mainly on depth of basic knowledge and salary are significantly correlated.

Table 7.7
Table Showing Correlation between Types of Work and Salary

Types of Work	Salary Range (BDT)					Total	
	≥3000	3001-5000	5001-7000	7001-9000	<9000		
Nursing	2	1	1			4	
	50.0%	25.0%	25.0%			100%	
Welding	-	2	2			4	
	-	50.0%	50.0%			100%	
Automobile	-	1	-			1	
	-	100.0%	-			100%	
Electrical	-	-	3			3	
	-	-	100.0%			100%	
Machinist	1	-	1			1	3
	33.3%	-	33.3%			-	33.3%
Machinist & Welding	-	-	2	1		3	
	-	-	66.7%	33.3%		100%	
Industrial Tailoring & Swing	-	-	1	1		2	
	-	-	50.0%	50.0%		100%	
Total	3	4	10	2	1	20	
	15.0%	20.0%	50.0%	10.0%	5.0%	100%	
Correlation is significant at the 0.05 level							

7.9 Opinion of Employers on Difference of Performing Job Responsibility

The role of a factory worker depends on the type of factory they are working with. In general, s/he executes a wide range of activities and operates individually or as replaceable member of crew. In this connection, the job of a factory worker is multi-faceted. As UCEP graduates are trained and bear a brief practical knowledge on job duties and responsibilities due to internship they were found involved sincerely in feeding and running the machines, sometimes control the whole process of production, ensure the quality of the product, operating the machines efficiently and checking the product samples, maintain the production unit by proper cleaning and sterilization, understand the various products that are manufactured in the company, assorting the products, understand the health and safety regulations and work accordingly, follow the instructions and execute properly, deliver efficient teamwork etc. Employers viewed that difference prevails between the UCEP graduates and other than UCEP graduates in connection to performing duties. Eighty five percent employers told that there exists difference of performing duties and responsibilities between these two groups of workers (Figure 7.2).

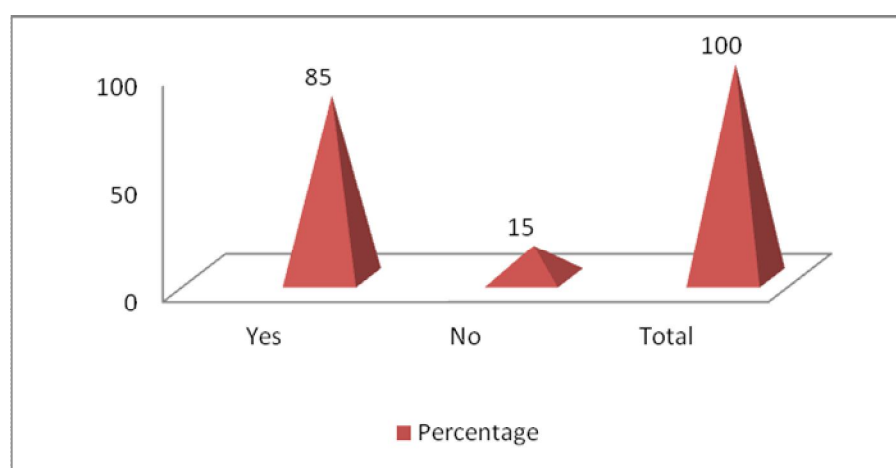


Figure 7.2
Opinion of Employers about Performing Job Responsibilities

7.10 Special Distinctiveness of UCEP Graduates

According to the employers, UCEP graduates have higher job responsibilities than other workers in the concerned factory or company. When they were asked to identify the fields of difference of UCEP graduates from other workers, employers indicated many criteria. But we may classify those points into the few important groups as shown in the

table no. 7.8. It is mentionable that employers chose multiple answers to identify the differences of UCEP graduates from other workers. Eighty five percent employers replied that employees, passed from UCEP were more efficient than others. They completed their duties and assignments with more efficient and trained manner. As they have both academic and practical knowledge employees, passed from UCEP, finish their assigned job with more skillfully. A large number of employers (65 percent) also told that UCEP-passed workers were punctual in comparison with other workers engaged in their factory. Punctual in terms of daily attendance, timely completion of scheduled works, staying in workplace during duty time, avoid wastage of time without acceptable reason. It is important to note that UCEP incorporated time management items in its syllabus and trained its graduates accordingly. Another 60 percent employers replied that UCEP graduates were hard-working from the very beginning and put their physical labor with positive attitude. As they come from poor, underprivileged and destitute background, they tried their best in satisfactory way. Another 75 percent employers told that UCEP graduates were responsible compared to other employees. Employers expressed their contentment to not only completion of daily duties but achieving faithfulness too. UCEP graduates also took care of machine tools, follow the instructions delivered to them and ensure quality of the production which enhances the goodwill of company in competitive market.

Table 7.8
Special Differences of UCEP Graduates

Options	Frequency (N=20)			Percentage		
	Yes	No	No comment	Yes	No	No comment
More Efficient	17	03	-	85.0	15.0	-
Punctual	13	4	3	65.0	20.0	15.0
Hardworking	12	5	3	60.0	25.0	15.0
Responsible	15	2	3	75.0	10.0	15.0

7.11 Employers Opinion on Extent of Application of Academic Knowledge by UCEP Graduates

It is important to know about, in what extent the UCEP graduates can apply their acquired knowledge in their practical life working in different job sectors. The main difference of UCEP graduates from other students is to achieve practical experience of academic knowledge during completion of trade's syllabus. As they enter into job after

completion of study in various job sectors with the help of ESS, employers' evaluation on the performance of UCEP graduates may be a right basis on any decisive comment. From the table no. 7.9 we found that almost half of the employers expressed their views that UCEP graduates were doing excellent in practical field. Application of acquired knowledge was good enough according to them. Another 20 percent replied that functioning as a knowledgeable worker was up to the mark which categorized as very good and satisfactory. Only 10 percent told that graduates of UCEP who were employed in their factory or organization need further skill development. That is from this discussion we may say that UCEP graduates do their best in job sector and can apply their academic knowledge according to the need of job market which enhance UCEP's acceptance among the job providers.

Table 7.9
Application of Academic Knowledge in Practical Field

Opinion	Frequency	Percentage
Excellent	10	50.0
Very Good	4	20.0
Satisfactory	2	10.0
Average	2	10.0
Need Skill Development	2	10.0
Total	20	100.0

7.11.1 Correlation between Selection of UCEP Graduates and Application of Academic Knowledge

In the above two sections it has been discussed on the causes behind selection of UCEP graduates by the employers and in what extent the graduates can apply their acquired academic knowledge in their practical job field. It is important now to compare both the views expressed by the employers and find there any relationship exists or not. The table no. 7.10 contains detailed comparison between these two. It is found that 20 percent employers expressed that graduates of UCEP applied their academic knowledge who were selected due to they belonged 'attentive and skilled' criteria, another 20 percent replied that the graduates were selected due to their high ranking skill in own field. From the table it is found that 5 percent employers expressed that they selected UCEP students to assist the poor destitute children. But 10 percent employers replied that graduates were selected on recommendation of UCEP authority and sympathetic willingness. Employers suggested that they need more skill development training.

UCEP employees, who were selected on the ground of ‘skilled in own field’ (45 percent), their capability of application of their acquired academic knowledge in job place ranked in four different levels. Therefore, it is found that there exists a strong relationship between the reasons of selection of UCEP graduates and capability to apply their academic knowledge in practical work field.

Table 7.10
Correlation between Reasons for UCEP Graduate Selection and their Competency to Apply Academic Knowledge

Reasons behind Selection of UCEP Graduates	Application of Academic Knowledge					
	Excellent	Very Good	Average	Satisfactory	Need Skill Development	Total
1	2	3	4	5	6	7
Attentive and Skilled	20.0%					20.0%
Skilled in Own Field	20.0%	10.0%	10.0%	5.0%		45.0%
Capable and Skilled	5.0%	5.0%		5.0%		15.0%
Certified by UCEP itself					5.0%	5.0%
On Humanitarian Ground	5.0%	5%			5.0%	15.0%
Total	50.0%	20.0%	10.0%	10.0%	10.0%	100.0%
Correlation is significant at the 0.05 level						

7.12 Effectiveness of the UCEP Curriculum in getting Job

About one third population of Bangladesh is living in urban areas. A large number of them are engaged in income generating activities before they reach age of less than eighteen. In urban area about 28 percent of people are living under poverty line. Majority of them are living in slum area. They have lack of education, health awareness and other basic needs. Also their children are growing up without proper education, health services and awareness on these social issues (Rahman, Ahmed, & Rob, 2014). UCEP-Bangladesh works with these students to develop their educational as well as financial condition through providing training in different trades.

From the table no. 7.11 it is found that teachers, students of IGVE, Students of TE and former students who are currently employed expressed different views about the effectiveness of UCEP curriculum in getting job. More than 77 percent teachers believed that UCEP curriculum is more effective in getting job. In the table it is an important observation that guardians had very high level of confidence on the curriculum and activities of UCEP. They sent their children to UCEP in persuasion of

getting better job after completion of graduation from UCEP and earn more money comparatively. We found that 70 percent guardians relied on the effectiveness of UCEP curriculum on the highest level and another 30 percent thought that their children would come out with reasonably better opportunities to get job and earn money to assist their family. Whereas, 58 percent students of IGVE told that the curriculum of UCEP is more effective to get job. But 79 percent students of technical education are more reliance on their curriculum. Those who struggled and compete with other job seekers are the former students. Their evaluation is more acceptable than others who don't have any practical experience on field level situation. From the table it is found that 57 percent former students put their highest views on usefulness of UCEP curriculum in relation to obtain job. Analyzing the syllabus of UCEP it could be mention that all the items are not closely related to enhance efficiency of students to get job but no doubt curriculum is not only to educate on how to achieve job but also to educate some other things which help one to live as social being. Data presented in table 7.11 is remarkable for UCEP policy makers to rethink about development of curriculum. More practical items should be incorporated in curriculum that will make graduates more competent to compete with others for getting their desired job and also to develop their career through better way.

Table 7.11
Views on Effectiveness of UCEP Curriculum

Categories	Teachers	Guardians	Students of TE	Former Students	Students of IGVE
	Data in %				
More Effective	77.5	70.0	79.0	57.0	58.0
Reasonably Effective	20.0	30.0	17.0	35.0	40.0
No Effectiveness	2.5	0.0	4.0	8.0	2.0
Total	100.0	100.0	100.0	100.0	100.0

7.13 Salary Variation of UCEP Graduates with other Workers

It is known that people's abilities are characterized by two dimensions: the skills which are relevant for individual productivity in a specific task, and the abilities which determine the costs of organizing the interaction of individuals. Skilled labor refers to labor that requires workers who have specialized training or a learned skill-set to perform the work. Unskilled labor does not require work to have special training or skills. The jobs that require unskilled labor are continually shrinking due to

technological and societal advances. It is thus unrealistic to assume that each worker can be employed more or less efficiently in both production and nonproduction. The labor market is assumed to be segmented into workers with high formal education (*skilled or high-skilled labor*) and workers with no higher education (*unskilled or low-skilled labor*). Whereas skilled labor can be employed in production as well as in non-production activities, unskilled labor can only be used in production (Falkinger, 2002). It is argued that labor demand has been shifted by technological progress in favor of skilled labor.

Unskilled street children are employed in many factories as well as service sectors and they are low-paid though they work for a long time. UCEP provides two types of development facilities to these children with high determination. In one hand, education to the poor and destitute who supposed to remain illiterate if UCEP did not picked up them, on the other hand, train them through job market oriented various vocational training to get job with relatively high salary. From the collected data (Table no. 7.12) it is found that 75 percent workers who have come from UCEP schools get more salary than other workers who are not skilled and trained. UCEP not only provides training in different trades but established employment support center to find out job for graduates.

Table 7.12
Salary Differences between UCEP Graduates and Others

Options	Frequency (N=20)		Percentage	
	Yes	No	Yes	No
Gets Less Salary	8	12	40.0	60.0
Gets More salary	15	5	75.0	25.0
No Difference	5	15	25.0	75.0

7.14 Social Skills of UCEP Graduates according to Employers

Human being lives in society. In our society, there are different classes, based on a number of characteristics like, education, money, wealth, political and social status etc. Education and social status helps a man to acquire good characteristics as well as good social values from the very childhood which comes from family and society where they grow up. UCEP students are destitute urban poor children who rarely get any favorable environment to learn and acquire good social values, rather they grow up in illiterate, slang language user environment and neglected by others. From this environment it is

apparently impossible for them to acquire good behavior. As UCEP took up these children to provide education and training it is found that input of good social values to these children is also incorporated into UCEP activities which helps them in practical life. The social good quality of a labor depends on education and training, physique, and health. UCEP students are treated as most efficient and have good social values as well as social skill which play good impact on social good-will of that factory or organization where they work. Social good skills are the skills used to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. The main characteristics of social skills are goal-directed, interrelated in the sense that one person may use more than one kind of behavior at the same time, for the same goal, it is appropriate to the situation of communication, it can be identified as certain types of behavior whereby an individual can be judged on how socially skilled they are and under the cognitive control of the individual. UCEP students are well known of having good attitude and behavior. The employers pointed out few good characteristics of their employees passed from UCEP schools. From the table no. 7.13 it is found that ninety percent of them replied that UCEP graduates were respectful to others which impacts on good harmony of that organization and cliental services. Another important finding came from this study that 95 percent employers agreed on having submissive characteristic of UCEP students which enhance effectiveness of employers command over all employees. UCEP employees were also treated as reliable by 95 percent employers. Reliability is a unique characteristic of any employee which achieved through long time truthfulness, accountability and responsibility. These good qualities help UCEP graduates to stand closer to their employers than others. Another 85 percent employers replied that UCEP graduates were helpful to their co-workers who did not have that much quality or ability to perform as per job description. But with the help of their co-worker, ex-student of UCEP, they complete their assigned duty that played a good impact on over-all production or delivery. These good social qualities were achieved by UCEP graduates from their institution rather their family or society from where they came.

Table 7.13
Social Good Qualities of UCEP Graduates according to Employers

Options	Frequency (N=20)		Percentage	
	Yes	No	Yes	No
Respectful to Others	18	2	90.0	10.0
Submissive	19	1	95.0	5.0
Helpful to co-workers	17	3	85.0	15.0
Reliable	19	1	95.0	5.0
All of them	16	4	80.0	20.0

7.15 Employers Opinion on Malleability of UCEP Graduates with Organization

Adaptability means to modify and adjust according to the environment and situation. For a good worker, he must have the quality to adapt and work in any environment and situation. UCEP schools train up their students accordingly to adapt with working environment. Because, skills are not only pertained with the subject knowledge and talents, but also include certain soft skills like adaptability or malleability. It is one of the most important skills that allow one to adapt or get along in most situations at work. It is the skill that is very essential to interact with employers, supervisors, co-workers and clients. To adapt with the colleagues one has to train himself the methods and ways how to mingle with people, how to cope up with work, how to work as a team, how to manage the stress, how to adjust with co-workers even before start beginning of work. So, it is important to know about the employers' opinion on malleability of UCEP students with their working environment as well as factory or organization where they work. From the table 7.14 it is found that 65 percent employers expressed their highest reliance on UCEP graduates' adaptability with their working organization. Another 20 percent replied that UCEP graduates had good adaptation with their working place and 15 percent told that UCEP graduates had average adaptation.

Table 7.14
Malleability of UCEP Graduates with their Organization

Options	Frequency	Percent
Very Good	13	65.0
Good	4	20.0
Average	3	15.0
Total	20	100.0

7.16 Views of Employers on Socio-economic Development of UCEP Graduates

Before admitting to UCEP schools, most of the students were street children, engaged in different income generating activities as unskilled labor. Their monthly or daily salary was very poor but as they were unskilled, they had a little to do. Their parents made themselves engaged in different jobs even though some of them were dangerous and harmful to children. They worked as paper picker, hotel-boy, rickshaw puller, brick field helper and so on. As UCEP is committed to work with these underprivileged children to improve their socio-economic condition through providing education and training these children got education up to grade eight and job oriented training followed by facilitating in getting job. It is found that the personal relationship between the child workers and their employers was good. Most children did not recognize the exploitative terms and condition of work and did not mind the psychological distance between them (Kalam, 2007). When children complete their studies in UCEP school, their level of job opportunity increases and their voices are heard in family and thus in community (Dofori, 2004). From the table 7.6 we see that the present income statistics of the UCEP graduates who were employed in different factories or organizations. In this situation it is important to know the employers views on socio-economic development of their workers. It was found that the employers were monitoring closely to the UCEP graduates working ability, behavior, responsibility as well as their economic up-gradation which help them to live in healthier environment and condition. From the table no. 7.15 it is found that 55 percent employers told that the increase of development of socio-economic condition of the UCEP graduates were satisfactory, another 30 percent replied that their socio-economic development were better than their previous condition. As they get more salary than an unskilled labor their living standard became up graded. Rest number of employers viewed that UCEP graduates socio-economic improvement were good enough. Their socio-economic development is also endorsed by the graduates who were interviewed during case study. Thus from the above discussion it is clear that employers belonged a positive views on the overall development of UCEP graduates working in their organization.

Table 7.15
Views of Employers on Socio-economic Development of UCEP Graduates

Opinion	Frequency	Percentage
Increased Satisfactorily	11	55.0
Something Better	6	30.0
Good Enhancement	2	10.0
Average Increasing	1	5.0
Total	20	100.0

7.17 Opinion of Employers about UCEP Students

UCEP schools create comparatively more trained working force through its marketable training and curriculum. It is found that there is a good will of UCEP in job sector and among the employers. Originating in 1972 and founded by Lindsay Allan Cheyne, a social worker from New Zealand, UCEP targets urban poor working children who have no opportunities for formal education. The age group is 10 plus for girls and 11 plus for boys, all within the adolescent stage. UCEP focus on the adolescent group because they form the majority in the underprivileged sector of society and are trained in 14 schools, two technical schools and four Para Trade Centers in Dhaka and others in four metropolitan cities, located around the working or residential areas of the children such as slums and industrial zones. As they become working force engaged in different organizations, it is important to know about the views of the employers how they feel these workers. The main characteristics of UCEP's operations that lead to the success of its model include: emphasis on practical training (80%), on the job training, curriculum review in employers and the community (Aktaruzzaman & Clement, July 2011). UCEP education makes productive human resources according to the market demand. 95 percent of technical graduates find employment in job market, which make them self-confident and productive member of the society. From the table 7.16 it is found that among the employers, 30 percent replied that the UCEP graduates were more attentive to their work and duty comparative to other workers who did not come from UCEP. They performed there and employers expressed satisfaction on discharging production. Another 15 percent replied that school authorities were in connection with them (employers) and looked after workers of UCEP which played positive impact on these workers to work with sincerity.

On the other hand, 10 percent replied that UCEP should develop and modernize its curriculum to cope its students with the changing technologically advanced job market and compete with other competent job seekers. Though the students deserved good academic activities as well as practical knowledge but modernization required to meet the demand of present technological advancement market. Job opportunities in IT based organizations need more trained manpower. But 10 percent employers told that UCEP graduates were always in search of other job and if they managed it with a few higher salaries they left sometimes without any prior intimation. At that time employers fall in great problem to run their factory. As most of the employers did not issue any appointment letter to their workers they (workers) also bear no responsibility to inform before leaving their job.

Employers have given a number of opinions on UCEP graduates. From the following table it is found that 5 percent employers expressed their views as they got good training in UCEP, they got good job too. Some of them told that UCEP graduates have more self confidence in their assigned duty than other workers, they belong stiltedness in finishing duties properly and some of them expressed their happiness as they have appointed trained person and some of them told that UCEP students did not use their training in work place.

Table 7.16
Employers Opinion about UCEP Graduates

Opinion	Frequency	Percentage
Attentive to their Work	6	30.0
School Authority have Attention towards them	3	15.0
Curriculum and Training Should be Developed	2	10.0
Don't Stay Same Place, if Get More Salary	2	10.0
As they Get Good Training, Get Good Job	1	5.0
Should Improve Self Confidence	1	5.0
Only Trained Persons are Appointed to Work	2	10.0
Can't Use Training rightly	1	5.0
Satisfied	2	10.0
Total	20	100.0

7.18 Opinion of UCEP Students to Include New Trades in its Curriculum

At present, UCEP has included 18 trades and 14 para-trades training courses in its syllabus of technical schools. But only six trades are running in Rajshahi UCEP technical schools which are comparatively very less. These are: Auto Mechanist,

Machinist, Welding and Fabrication, Industrial Electrical and Electronic Control, Tailoring and Industrial Swing Operation and Aid to Nurse.

Though these trades have high opportunity to get job in garments factory, industry, clinic or other factories, but are not good enough for self employed or easily get a job in current job market context.

UCEP students were in opinion that UCEP should include more trades in running syllabus which are demanded in job market. It was found from the table 7.17 that 43 percent former students expressed their opinion to include driving as a trade which had high job opportunity. On the other hand, 17 percent students suggested for beautification as a trade, 13 percent recommended for food processing and 11 percent put forward poultry to include as a trade in UCEP curriculum.

Table 7.17
Students Opinion about including new Trades in UCEP Curriculum

Types of Trades	Percentage
Agriculture	9
Poultry	11
Driving	43
Handicraft	6
Food Processing	13
Beautification	17
Others	1
total	100

Case Study 1
Dream Comes into Reality

Name : Most. Nipa Khatun
Age : 20 yrs
Educational Qualification : Class X
Training : TISO (Tailoring and Industrial Swing Operation)
Work Place : S.N. Fashion, Shiroil, Rajshahi
Designation : Cutting master
Monthly Income : 15,000 Taka

Father's Name : Ezaz Munna
Occupation : Service
Monthly Income : 12,000 Taka
Mother's Name : Sima Begum
Occupation : House-wife
Family Members : 08 Persons

Nipa lives in Assam colony, Shiroil, in the city of Rajshahi. She lives with her parents. Her grandfather and grandmother also live with them. The total family member is 08 persons with brothers and sisters. Her father, Mr. Ezaz Munna, works in a motor vehicle repairing workshop in the BSCIC (Bangladesh Small and Cottage Industries Center) area. When Nipa admitted into UCEP school, his monthly income was only 6000/- Taka only. So, it was near to impossible for her father to maintain family expenditure and meet other demands. Her father had to bear the expenses of food, dress, education and needs of every member with that small amount of salary.

For this reason, they lived in hand-to-mouth. Their economic condition was miserable. They lived in a rented house. The house was half-brick-built and tin-shed. But the rent was 2000/- Taka per month. Her mother and elder sister earned only 200-300 Taka per month by delivering some handicraft items according to buyers order. But this amount was too negligible to assist her father to meet any demand. Her elder sister admitted into UCEP school before Nipa. She passed class eight and then took admission into TTC and struggling yet to maintain her education.

On the other hand, Nipa got admitted into UCEP IGV school situated at Chhoto-Bangram, in class-I in the year of 2003. She successfully passed class-VIII within four years from that school. Later she finished a pre-tech course for six months. Then she completed the TISO course from UCEP technical school. The course duration was one

year. After completing the course, she was employed into S.N. Fashion, in 2009, as Cutting Master, with the help of Employment Support Service (ESS) of UCEP. Her starting salary was 5000/- Taka per month. Following her performance and skill, the employer was pleased to increase her salary afterwards. Her present salary is 9000/- Taka per month.

Then Nipa started tailoring and swing in her own initiative at her house. She used her training skill and experiences to expand its activities. At now, 08 employees, all passed from UCEP school, are working in her factory, established with own entrepreneurship. In the meantime, Nipa took her younger sister to UCEP school and helped her to finish TISO course. At present, her younger sister does not work outside but looks after in-house tailoring and swing products. Now Nipa earns about 30,000/- Taka per month from her own production center. Meeting all expenses, including salary paid to employees, her monthly net income is 12,000/- to 13,000/- Taka.

From the conversation with Nipa, I came to know many praiseworthy things. If a person bear a dream to overcome constrains and rely on own confidence, then she/he can stand up on own foot which might be an example for others to be self-reliant. At present, a significant change and development has happened in Nipa's family's socio-economic condition. She provides financial support to her family. It is impressive that she took her family in an apartment which monthly rent is 7000/- Taka! Every indicator of living has improved now. Her family enjoys better quality of food, use of cloth, treatment and medicine compared to the past. There was no furniture except three wooden-stools in those days. But now, they have refrigerator, television, three luxurious beds, sofa, showcase, fans etc. modern household utility-items. Everyone uses personal mobile phones too. Once upon a time it was just a dream to her and her family members but UCEP changed everything, dream came under daylight.

Nipa was encouraged by her teachers of UCEP school to be self-reliant. She believes that if she did not admitted to UCEP she would got married in the meantime. She would become a victim of child-marriage. But now, Nipa does not want to marry so early. She wants to work hard more for 6/7 years. Whatever she has done and changes happened in what extent in her life-including her family, all are contributions of UCEP. She is grateful to UCEP.

At present, Nipa is a name of successful entrepreneur. She is an example to others. Now she wants to expand her small factory and activities. She is thinking to establish a fashion house in near future.

Case Study 2
UCEP Training brought out from Poverty

Name : Md. Tutul Islam
Age : 24 yrs
Educational Qualification : SSC
Training : Auto Mobile
Work Place : Kohinoor Chemical Industries, Tejgaon C/A, Dhaka
Designation : Mechanic
Monthly Income : 7,500 Taka

Father's Name : Zuhak Ali
Occupation : Grocery Shopkeeper
Monthly Income : 4,000-5,000 Taka
Mother's Name : Most. Fozlema Begum
Occupation : House-wife
Children : 08
Family Members : 10 Persons

Tutul born in a village named Baroipara, under Shah Mukhdum thana of Rajshahi district. His father had a small grocery shop. Tutul has 8 brothers and sisters. And he is the youngest among them. His father was bound to run his family, with the limited income from grocery. They had to live in an extreme poverty situation. His four elder brothers did not go to school due to financial captivity, rather they engaged in income generating works to earn money to live. They started working as unskilled mason and carpenter in their early childhood. Tutul was lucky enough to study in a local school. Once upon a time he was dropped also from school to fight with his family's poverty. He was engaged with his father in their family grocery shop to help his father. But he had a dream to be educated and to hunt better job. In the course of time, few years later, with the help of a friend, he got admitted in to nearby UCEP IGV school. After finishing grade VIII, he took training in auto mobile trade for one year from UCEP technical school. After finishing training, Tutul got a job in the PRAN Company. After that he got another job in a famous company, named Kohinoor Chemical Industries through UCEP ESS. Now he works 8 hours a day and draws 7500/- Taka per month. After passing from class eight from UCEP school, changes happened to the spirit of his thoughts. He wanted to continue his education. In this way, he admitted to the Open University in class nine. With his courage and mental strength, he studied at night after coming from factory and two years later, he passed SSC with good result.

With his limited income, he bears his expenses and saves money. Tutul sends money to his family in every month. He spends about 3000 Taka for living and the rest 3500 Taka sends to his family in every month. Tutul's financial support brought a major economical change in his family. Now, his father's grocery has been a lot of items. So, their monthly income has increased significantly. His elder brothers need not provide financial support to his father. They maintain their own family separately. His sisters got married with solvent bridegrooms.

Tutul's house-structure was not so good before his joining this job. It was half-bricked and tin-shaded. Now they have concrete and brick-built house. When he was student, they had mud-made latrine. Now they use hygienic and sanitary latrine. With the change of economic condition, every indicator of livelihood has improved with the course of time. Their quality of intake of food, medication, clothing etc. has improved compared to previous time.

Tutul realizes that, if he did not admit to UCEP school, he would have to look after his father's business. His education and economic uplift might be stopped at childhood. He should to be lived in poverty throughout the life. But after taking education and training, his life has changed to more solvent approach. Now he can dream a better life for him and for his family members. After acquiring experience and skill from his current job, he seems to manage more salaried an better career. All these have happened and think to happen due to education and training from UCEP. Tutul and his family are grateful to UCEP.

Case Study 3 **UCEP gives Prosperity and Peace in Family**

<i>Name</i>	<i>: Md. Khandokar Nuruzzaman</i>
<i>Age</i>	<i>: 25 yrs</i>
<i>Educational Qualification</i>	<i>: 8th grade</i>
<i>Training</i>	<i>: Electrical and Electronics</i>
<i>Work Place</i>	<i>: Rahim-Afroze Ltd., EPZ, Ishwardi, Pabna</i>
<i>Designation</i>	<i>: Technician</i>
<i>Monthly Income</i>	<i>: 12,000Taka</i>

Nuruzzaman's residence is at Chotobangram in Rajshahi City Corporation area. He has six brothers and sisters. But his father was the only breadwinner. He earned money by supplying homemade bamboo-toothpicks and barbecue-sticks in local confectionary and restaurants. He was struggling with his limited income to run family expense.

His elder brother had the opportunity to admit in school but Nuruzzaman and his younger brother did not had so due to family poverty, rather had to help his father from childhood to run his small business smoothly. Very pathetic event happened in his life when he was eight years old. One day he was helping his father to cut the bamboo for making the tooth-pick. Nuruzzaman was holding a bamboo and his father was chopping with a chopper suddenly, it hurt on his fingers and he lost his two fingers. From then, he was unable to help his father and remained in house.

After few years, he and his younger brother admitted into UCEP school with the help of a neighbor. He passed grade viii from there and received training in Electrical and Electronics trade from UCEP technical school. He continued working as assistant of an electrician. He earned Tk. 1000 to Tk. 1200 per month. In the meantime, he finished one year training and got a job in Rahim-Afroze, a famous electrical goods producing company, with the help of UCEP Employment and Support Service-ESS. His initial salary was 4500 Taka per month. After six years, it rose to 12000 Taka per month.

Nuruzzaman's family's socio-economic condition has changed with the help of his income. They are living in a tin-shaded house on a hired land because they have no land of their own. Earlier, his family had no savings. Now it increased and they are dreaming to purchase a land to build own house. With the change of economic condition, every indicator of livelihood has improved with the course of time. Their quality of intake of food, medication, clothing etc. has improved compared to previous time. His other two brothers are also working in the same company, one of them was provided by UCEP-ESS and other brother was provided with the help of Nuruzzaman. At present, their father need not work hard to earn money because Nuruzzaman and his brothers earn handsome money and help financially to his father to run family expenditure and save money too. His two younger brothers and sisters are now going to school. With the money, what is received from three sons, his father saves about 10000 Taka per month besides family expense. It is important that, Nuruzzaman has strong family ties. He and his two brothers save about 15000 Taka per month meeting their necessities. Earlier they had no electric supply in their house but now it had. There was no furniture except wooden-stools in those days. But now, they have refrigerator, television, three luxurious beds, sofa, show-case, fans etc. modern household utility-items. According to Nuruzzaman, earlier there were quarreling in his family due to poverty, but now they have overcome all of their limitations. They are looking forward to build better future.

Nuruzzaman believes that UCEP has played role to change his and his family's fate. If

he did not admitted to UCEP school he would remained illiterate and served as a day laborer. He is grateful to UCEP because of that.

Though he has passed only grade viii when other workers' literacy level is at least SSC passed but he got job in such a renowned company like Rahim-Afroze, the reason behind this is his training which provided by UCEP. Employers prefer UCEP students because they are more responsible and obedient, according to him.

His dream is to work in higher position with higher salary. He believes that he can manage such because he has got such experience.

There were two Focus Group Discussions were held during this study; one with twelve guardians of students and other with students of UCEP to know and discuss about their opinion on education and training programs provided by UCEP. FGDs commenced in a harmonious and friendly environment where education and training programs of UCEP, educational environment, expenditure, adaptations, behavior of teachers, outcomes of training, expectations of them etc. were discussed in a free and participatory manner.

Guardians were requested to discuss on those issues and reasons for admitting their children in UCEP school and such relevant causes. Same questions were also asked to students during discussion with them. Most of them told that teaching methods followed by UCEP was unique. Some of them also told that their children became more attentive in study after admitting in UCEP school. UCEP schools have taken 20 Taka only per student as admission fee but they found that total expenditure of education was less in UCEP school compared to other schools. In addition to books, educational accessories were also provided by UCEP. Teachers also take care of their students and students prepare their reading/home task in time easily. Students have very good adaptation with UCEP curriculum and school. Observing such successful educational facilities other guardians became interested to send their children to UCEP schools. Guardians found that their children's attitude has changed positively after admitting there and they became more attentive in reading and expressed hope to create a better future.

UCEP provides training programs in welding, electronics, nursing etc. to its students to prepare them for better job opportunity. With the training they can get employment in different job sectors. Along with training and education UCEP gives knowledge in cleanliness and first-aid. In this way, they can aware their family on health care. According to guardians and students, UCEP also plays a good role in cultural development of its students. It also arranges cultural competition and gives gifts to the winners.

Both the guardians and students admit that teachers visit their students' houses regularly specially those who absent for few days. They talk with guardians and motivate them to continue their children's education. UCEP arranges guardians meeting regularly also. In that day they exchange views.

During FGD, guardians and students expressed their satisfaction on UCEP curriculum and school.

From the above discussion it is found that teachers, guardians and employers expressed their opinion about effectiveness of UCEP curriculum for getting job in the competitive job market. Mostly all of them were in view that UCEP curriculum was helpful in getting job of its graduates. Employers preferred UCEP graduates to provide employment based on their both academic and practical knowledge for the specific work. It is also found that UCEP graduates enjoyed more salary than other workers as well as employers' sympathy and well-wishes. We found correlation exists between types of work executed by the graduates and salary paid for. Employers were in view that UCEP graduates have more job responsibility than other workers and they have obtained little special distinctiveness compared to other workers. Most of the employers agreed on the extent of application of academic knowledge of UCEP graduates were high and UCEP played a positive role to create productive human resources so the curriculum was effective in getting job. Employers also told that UCEP graduates have social skills that help them to adapt with the organization where they work for and UCEP played a positive role in socio-economic development of its graduates.

Chapter Eight

Discussion, Findings and Recommendations

8.1 Discussion

UCEP, Underprivileged Children's Educational Program, one of the non-government organizations, is working to change the deprived urban children to human resources by providing education, training and job. Mr. Lindsay Allan Cheyne, a New Zealander philanthropic planned an educational program in 1972 for the underprivileged, homeless and poor children. At present UCEP is running 53 general schools and 10 technical schools located in Dhaka, Chittagong, Khulna, Rajshahi, Sylhet, Barisal and Rangpur Division and Gazipur District. During the period from 1972 to 2011, UCEP extended its support services to more than 1,87,490 poor urban working children. Out of them 47,215 students completed technical education from UCEP technical schools and para-trade centers. Along with other centers, Rajshahi branch started on 1st January 1994.

After completion of graduation, students enter into job market mostly with the help of UCEP support services. UCEP curriculum is found effective in transforming disadvantaged children into productive human resources by providing education and training. In this study, social survey and case study methods have been used. For this, empirical data have been collected through face-to-face interview from six groups of respondents. They are final year IGV current students, Technical school's students, teachers, guardians, former students who are working in different job sectors and employers.

UCEP schools are unique for its special educational policy. Such as, working while learning, shortened school year, abridged general and vocational curriculum, schools in catchment areas, linkage with the community, access and equity, student's friendly school and learning environment, teaching-learning process, social work supports, children's council etc. To implement these features into reality, UCEP has fixed up its vision, mission and objectives. The vision of UCEP is to build up a society upholding good governance where all children are able to develop their potentials in a child

friendly environment without any discrimination. The mission of UCEP is to raise the socio-economic condition of the urban and peri-urban poor working and underprivileged children through integrated general and vocational education, technical training, awareness and advocacy of their rights to enable them to participate effectively in the national development and thus enhance their capacities and dignity through acquiring knowledge and skills. To ensure its vision and mission UCEP has set up few objectives to follow. Such as, 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. UCEP tries to provide training opportunities to such children with acquired employable technical skills. It assists such children to find suitable employment and for that purpose, establish linkage with potential employers; develop appropriate staff and necessary training facilities for students to fulfill the above objectives efficiently and economically. The target group of UCEP is working children of poor families living in urban slums or unfavorable environment by enhancing school enrollment and encouraging them in getting permanent employment. To make into reality of its objectives, UCEP runs 53 Integrated General & Vocational (IGV) Schools and 10 Technical Schools in Dhaka, Chittagong, Khulna, Rajshahi, Barisal, Rangpur, Sylhet metropolitan city and in Gazipur district with an enrolment of about 45 thousand distress working children. UCEP also runs one technical school at Fatulla. The programs run in these schools are, Integrated General Vocational Education (IGVE) which abridges national curriculum and basics of technical education, technical education (TE), Para-trade Training (PT), Employment & Field Services (EFS), Employment Support Services (ESS), Small & Medium Enterprise (SME) Credit Program, Overseas Employment Scheme, UCEP Multipurpose Cooperative Society, Child and Women Right Advocacy (CWRA). The unique feature of UCEP curriculum is making a student competent for job market from very beginning by vocational training. For this reason, with the national textbooks UCEP included one or more textbook published by UCEP itself in each class. Upon completion of general education grade VIII, UCEP students enter into technical schools or para-trade training centers to receive marketable technical education. It provides hands on technical training on 17 trades. The para-trade training of UCEP is an innovative, cost-effective vocational intervention that allows working children to acquire basic skills in non-

conventional trades within six months. Though most of the TVET institutions are in gap to adopt or update their curricula according to the need and demand of the job market due absence of linkage with job providers. UCEP follows this principle to meet with job providers timely and update its curricula according to the market demand. The importance of UCEP is, it creates job opportunity to its students. Students think that the existing curriculum is effective to create skilled human resources. Getting job in competitive market is challenging for every job seeker and upholding reputation as skilled manpower producer in this sector is more challenging. Providing proper education and training are two basic motto of UCEP. Therefore, it tries to maintain effectiveness of its education to manage an earlier job for graduates.

It is found that there are six trades of technical education in Rajshahi. These are, Auto Mechanics, Machinist, Welding and Fabrication, Industrial Electrical and Electronic Control, Tailoring and Industrial Swing Operation and Aide to Nurse. These trades are of twelve months in duration and grade VIII passed students get admitted to training. After successful completion of course, they enter into income generating activities with the help of UCEP's Employment Support Services (ESS). During these courses and training teachers play very important role who think UCEP has noteworthy contribution to create human resources. Though it is time to think about its educational activities, whether it will continue to provide basic primary education which is the utmost duty of government to provide primary education for all, or it will turn itself as only skilled manpower producer. Because of, government of Bangladesh has obtained such resources and capability to provide primary education to every child.

Current students HHs' earn a little, to meet the economic hardship that's why they, preferred to send their children for work to earn money rather to send school. A good number of current students and all the former students are found engaged in income generating activities to support their families. Most of them started their work as domestic laborer. Due to poverty and ignorance of importance of education, guardians (mainly parents) sent their children to earn money their very childhood. There exists a number of laws in Bangladesh regarding prohibition and restriction of child labor but the fact is that child labor prevails and seen in every production sector; formal or informal, direct or indirect. From this study, the difference of monthly income of these

two types of households is found significant. Most of the current students' families' monthly income was six thousand Taka per month, on the other hand, the individual monthly income of the former students ranged from three thousand to fourteen thousand Taka. It is found that household heads of the current students were engaged in different types of informal job sectors. As they were not trained in any specialized trade, they worked as day laborer in broad spectrum. Alike difference in monthly income, there found differences in type of job too of the present and former students. Present students, who were engaged in income generating activities, were part-time worker mainly work as unskilled day laborer. On the other hand, former students were engaged as skilled laborer and earned significantly more than the current students due to their acceptance as trained work force. As UCEP is treated as life-changing institution for the underprivileged destitute poor street children, these children became human resources of the country. The role of UCEP in changing the socio-economic and behavioral condition of the students was widely accepted by all the students.

The most important aspect of this educational system is the adaptability of students with curriculum. There were many factors to play role in adaptation process of students; type of family is one of them. It is also important that children, who came from unitary family, had more adaptability with school. In this study, it is found that UCEP students had good adaptation level with curriculum and school that led them to learn to prepare themselves for getting suitable job. Adaptation with school and curriculum is closely related with type of education provided by UCEP. In this case, teachers also played very important role to help students to adopt with school. Teachers' behavior and helping attitude encouraged students to adjust with school as well as curriculum. UCEP teachers were tagged in practical sessions thus they came closer to students and assessment was more reliable. Students of UCEP conceived have a good idea about their teachers. They were well attached with teachers' deliberation and satisfied with their academic cooperation. As a result, there found a good relationship between students and teachers. Teachers were in persuasion of students' attendance in school and attentiveness to their lessons to make them competent for job market.

It is found that UCEP schools maintained a good environment of cooperation among the teachers and students as well as among the students, which helped harmonious run of

institutions. A good cooperation among teachers and students is necessary to create better understanding of curriculum as not all students were equally intelligent to receive teacher's deliberation. After completion of graduation from UCEP, students got ready for jobs and UCEP has its own institutional support for students to get it.

A significant number of urban children were engaged in income generating activities before they reached age of eighteen. These urban children were growing up without proper education and UCEP worked with these students to develop their educational as well as financial condition. Because, it did not end just after imparting education & training to the disadvantaged children, rather it rendered necessary support to its graduates to seek appropriate & long-term employment by using their knowledge and skills in line with the demand of the labor market. Thus, it provides employment support services to graduates to assist them in getting employment in various industries and enterprises in home or abroad. In Bangladesh, children are found to do almost all kinds of job that adults do. In urban areas, the children are involved in approximately 300 types of economic activities while the number is 90 in rural areas. Though there is no gender assigned work but the study suggests few works like clinics, designing, ready-made garments (RMG) etc. are dominated mainly by female workers. As UCEP provides training in different trades, students can hunt for job almost in all-important sectors. Employers accepted UCEP passed employees more positively. Their job duration and job satisfaction was higher than co-workers who were not UCEP graduates. Field survey data showed that workplaces like welding and fabrication provided employment for maximum number of UCEP graduates. As most of the employers agreed that UCEP graduates were more competent than other workers, they provided more salary to them compared with other workers. UCEP employees worked in different work places and received different amount of salary from employers end based on financial ability of the institution. It was found that a significant relationship remained between types of work and salary received by UCEP graduates. As UCEP graduates received more money as monthly salary compared to others they also have encouraging differences in performing job responsibility. Employers relied on them as they executed a wide range of activities and operated individually or as replaceable member of crew. In this connection, the job of a factory worker was multi-faceted. According to data, they were efficient in work, knowledgeable, skilled, punctual, attentive, and laborious. These reputations allowed UCEP graduates to find out job successively.

Employers opined positively on extent of application of academic knowledge by UCEP graduates. That is we may say that UCEP graduates do their best in job sector and can apply their academic knowledge according to the need of job market that enhance UCEP's acceptance among the job providers. The study suggests a strong correlation between selection of UCEP graduates by employers and application of their academic knowledge in practical field. Teachers, guardians, students of IGVE and former students centralized their view that UCEP curriculum was effective in getting job in competitive job market. A number of GO and NGO are engaged in providing training to unskilled population to transform them into productive human resource. UCEP is considered extremely effective and provides three types of training to some 25,000 students in 44 schools and centers across the country; general schooling with vocational training in 32 schools, technical training in 3 technical schools, and para-trade trainings in 9 para-trade training centers. The role of UCEP in producing human resources is acknowledged through the world and treated as model for the poor to uplift their economic status. Most of the UCEP students are from destitute slum urban areas where they get rarely a good environment to acquire good behavioral characteristics. But after admitting in UCEP they get education and training. It is also found that input of good social values to these children is incorporated into UCEP activities that led them to prove as socially good skilled. Employers also in consensus that UCEP graduates are more adaptive to their organization than other workers are. Before admitting in UCEP school, most of the students were street children, engaged in different income generating activities as unskilled laborer. However, UCEP provided them training to establish themselves by improving socio-economic condition.

8.2 Findings

Most of the street children are deprived of formal education, compelled to engage in different income generating activities as an unskilled laborer due to poverty in their family. They participate in works without proper education and skill development training. Therefore, they cannot get expected salary from job providers; on the other hand, they cannot bargain for high-paid job. Different government and non-governmental educational institutions are working with these poor and destitute children through facilitating education. Few institutions also provide them training in different

trades. But UCEP, a leading non-governmental organization, working with these underprivileged children, provides both basic education and vocational training in different trades from its commencement. The unique characteristic of UCEP is, it has adopted policies to provide education to its students, which contributes in elimination of illiteracy from the country and programs to give training in different job oriented trades, which leads students in getting better job. Students of UCEP become engaged in income generating activities mostly just after completion of graduation that helps them in improving socio-economic status of their family. UCEP is exceptional because it has service support center, which deals with hunting job opportunities for its graduates in different factories or companies.

With the prevailing policies and programs from government and non-government side, a lot can be done to improve their livelihoods in consideration of providing education, skill development trainings and raising assets in their families. It is also found that; there need some changes and introduction of new policies for the same. This chapter deals with few major findings of this study and places few recommendations for the betterment of the underprivileged children.

Few important findings are given below that revealed from field level quantitative data, case study and focus group discussion. The research findings are divided into four categories as:

8.2.1 UCEP is for Productive Human Resources

Table 8.1
Findings related to First Research Objective

Research Objectives	Methods of Data Collection	Findings of the Study
To assess the role of UCEP curriculum in transforming the disadvantaged children to productive human resources	1. The interview method (Face to face interview with a structured questionnaire) with students, teachers and guardians	<ol style="list-style-type: none"> 1. To meet the demand of current job market UCEP regularly updates its curriculum. The prime difference between UCEP curriculum and national education board curriculum is making a student competent for job market from the very beginning. 2. The most significant part of the program is the technical training provided to the students which is based on the requirements of the job market. The curricula of the technical training are reviewed and updated on a regular basis in partnership with the industries for which the employment rate of the job seekers is almost 100 percent.

	2. FGD with students and guardians 3. Case study with former students	3. According to teachers, the difference of UCEP from other educational institute was due to its teaching quality and it creates job market for students. 4. UCEP general school curriculum is obtain only grade eight certificate and its SSC vocational course is for limited students. It was found that UCEP do not have any plan to provide higher education to its students who are interested to do so. 5. UCEP's annual assessment system is typical, i.e.; formal examination based. 6. Sixty-nine percent IGVE students relied on the effectiveness of UCEP curriculum to create employment. 7. Teachers expressed that the curriculum totally fulfilled the needs to create productive human resources, which was supported by students. 8. UCEP has formed 'Employers Committees' comprised of representatives from different industries and Advisory Councils composed of TVET experts, corporate sector leaders, local elites, and academia to provide necessary advice and guidance for the development of UCEP training programs. 9. UCEP's academic year for IGVE school is only six months and it abridges the NCTB curriculum. 10. UCEP schools are situated in divisional cities and only in Gazipur district. 11. UCEP is dependent on foreign aid to run itself.
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8.2.2 Adaptation with Curriculum

Table 8.2
Findings related to Second Research Objective

Research Objectives	Methods of Data Collection	Findings of the study
2. To identify the adaptation level of the students with existing curriculum;	1. Interview with students, teachers and guardians 2. FGD with students and guardians 3. Class room observation with present students in the classroom	1. Children from unitary family had good adaptation with school and 79.3 percent students came from unitary family. 2. Adaptation with school and understanding of curriculum is closely related with each other. Those who had good understanding level of curriculum they had good adaption with school. 3. Type of family, type of education and understanding level of curriculum played important role in adaptation with school. 4. UCEP curriculum is found easily understandable to almost all the students. Every theoretical class is followed by practical class, which is a unique feature of UCEP curriculum to make it understandable to its students. 5. Though most of the students are familiar with computer,

		<p>but a little number of students have thorough knowledge about different parts of computer.</p> <ol style="list-style-type: none"> 6. Guardians expressed their satisfaction on educational activities as well as training facilities provided by UCEP. 7. Most of the students (60 percent) did not need any help from others to understand their lessons. 8. Teacher-student relationship is well in UCEP schools. 9. Attentiveness of UCEP students to their lessons and other curricular activities are important and it is found that 37.5 percent teachers expressed that students were very much attentive, 50 percent told students paid average attention. 10. It is found that 45 percent teachers expressed that guardians were very much aware to their children's lesson. 11. A good cooperation found among the students and teachers. 12. It is found that 92.50 percent guardians expressed that their children's attentiveness and advancement had increased in comparison with earlier time. 13. Almost half of the guardians attend to 'guardians' day'. Therefore, this type of meeting produce effective outcome.
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8.2.3 UCEP Curriculum to Raise Students' Socio-Economic Condition

Table 8.3
Findings related to Third Research Objective

Research Objectives	Methods of Data Collection	Findings of the Study
To ascertain the overall impact of UCEP curriculum to raise the socio-economic condition of the participants;	<ol style="list-style-type: none"> 1. Interview with students, teachers and guardians 2. FGD with students and guardians 3. Class room observation with present students in the classroom 4. Case study with 	<ol style="list-style-type: none"> 1. Among the students, 60.7 percent were male and 39.3 percent were female. 2. Most of the students (51 percent) were between the ages of 16 to 19 years. 3. UCEP technical schools students and former students were between the ages of sixteen to nineteen years. 4. Former students' residential structure is better than current students' residential structure. Most of the families of UCEP students' live below the poverty line. 5. Twenty three percent household heads were small business persons. 6. Though different laws of the country prohibit child labor, it was found that more than 26 percent of the children started working before they were 6 years old. On the other hand, more than 44 percent of the children started working before they passed their 8 years old. 7. UCEP schools preferred dropout students for admission. About 77 percent UCEP students studied in different schools before admitting in UCEP. About half of them studied up to primary level, more than 23 percent studied

	former students	<p>up to class eight and only 4 percent students studied up to SSC before taking admission in UCEP.</p> <p>8. Children, who were part-time worker, were deprived by their employers and found paid low. More than 29 percent students, who are children, engaged in part time jobs who work for 4 to 5 hours and earn around 1200 Taka per month. On the other hand, most of the former students' earn around 5000 Taka per month and working about 8 hours a day. However, current students' earn about 1500 Taka per month by working same hours.</p> <p>9. It was observed that UCEP centers are running in urban areas where it provides training and education to the mostly urban slum children who had migrated from the rural areas in search of better life.</p> <p>10. UCEP students are poor, destitute, deprived and underprivileged butt there is no students from disable and ethnic group.</p> <p>11. According to 80 percent teachers, UCEP curriculum plays positive role to improve students' socio-economic condition. Guardians also found positive changes in their children's behavior that pleased them and built a good impression about UCEP. About 70 percent guardians expressed satisfaction for improvement of awareness of children on social self-dignity and financial solvency.</p> <p>12. More than 55 percent children left their school due to poverty in family. Those who continued schooling, more than 67.5 percent of parents sent their children to earn money before completing education year.</p> <p>Most of the guardians viewed that UCEP played very good contribution to their family to overcome poverty.</p>
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8.2.4 Acceptance of UCEP Graduates in Job Market

Table 8.4
Findings related to Fourth Research Objective

Research Objectives	Methods of Data Collection	Findings of the study
To know about the acceptance of UCEP graduates in the job market;	1. Interview with students, teachers, guardians and employers 2. FGD with guardians 3. Case study with former students	1. Students of UCEP enjoyed better job opportunity than workers who did not passed from UCEP. 2. Type of work (which depends mainly on depth of basic knowledge on relevant field) and salary are significantly correlated. 3. UCEP school has created reputation among the guardians as well as in working area that inspired guardians to send their children to UCEP. 4. It is found that more than 79percent students of technical education, 70 percent guardians and 77 percent teachers agreed that the UCEP curriculum is more effective to get an earlier job. 5. UCEP ex-students work in thirteen different types of organizations. Twenty percent organizations were

		<p>clinic, whereas, welding covers 15 percent, garments factory and machine production factory cover 10 percent.</p> <ol style="list-style-type: none"> 6. In case of gender perspective, it was found that girls work mainly in clinics, designing, dress making and ready-made garments factories, whereas, boys work mainly in welding, electronics and metal-based repairing and manufacturing factories. 7. UCEP enabled to create demand in the job market for its students due to training and knowledge conferred through curricular activities. 8. UCEP graduates have more job duration in any single organization. 9. Employers prefer to appoint UCEP graduates due to their sincerity, skillfulness in their own field. 10. Though UCEP finds jobs in different organizations but it was assumed that it had no strong/established linkage and partnership with job providers. 11. UCEP do not sit with its ex-students to get feed-back from them to strengthen its skill development program. 12. Difference of performing duties and responsibilities between UCEP graduates and workers other than UCEP exists. Eighty-five percent employers agreed on this opinion. 13. Eighty-five percent employers replied that UCEP graduates were punctual and efficient than others were. UCEP incorporated time management items in its syllabus and trained its graduates accordingly. 14. According to most of the employers, UCEP graduates were hard working from the very beginning and their application of acquired knowledge was satisfactory. 15. UCEP graduates get more salary than other workers who are not skilled and trained. UCEP not only provides training in different trades but also assists to find out job for graduates. According to employers UCEP graduates leave the organization if they get better chance or more salary. 16. Ninety-five percent employers agreed on having submissive characteristic of UCEP students, which enhance effectiveness of employers command over all employers. 17. UCEP students expressed their opinion to increase its trades in various sectors like poultry, beautification, driving, boutiques etc. 18. UCEP students get job easily in various types of factories or institutions by its Employment Support Service Program But it has no own factories or institutions.
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8.3 Recommendations

1. UCEP should re-organize itself as training provider instead of providing primary education because of government's increased ability to provide primary education to all.
2. UCEP should change its abridged curriculum into full NCTB curriculum and increase six months course duration into one year. So that students will enter into job market after 18 years of age, which will support the children law.
3. UCEP should modify its vocational education to polytechnic institution providing different levels of skilled man-power considering market demand.
4. It should find affiliation with renowned international institutions to make UCEP's certificate acceptable to international job providers.
5. It is found that number of female students was significantly less than male students. UCEP should take initiative to minimize gender inequality by increasing female students.
6. Students of UCEP schools are mostly from underprivileged, deprived and destitute working group; measures should be taken to increase children with disabilities and from ethnic group.
7. To improve employment situation, the institutes need to establish strong linkages and partnerships with the industry sectors to know their requirements and design the trade /training curricula accordingly.
8. UCEP curriculum is design to obtain only grade eight certificate, as UCEP is likely to expand its activities in various sectors, students suggested extending its programs to create opportunity for higher education.
9. UCEP is known as a large skilled manpower provider to different factories or companies. In this consideration, UCEP may establish industries to provide job for its own students. This initiative will be more effective.
10. UCEP schools are situated in divisional cities and only in Gazipur district. To reach education and training to a large number of underprivileged children UCEP should expand its centers to remote areas; at least in every district.
11. An insignificant number of UCEP students have knowledge about different parts of computer. UCEP should take necessary measures to familiarize computer. UCEP should develop and modernize its curriculum to cope its students with the changing technologically advanced job.

12. Opinion of guardians and teachers on appropriateness of curriculum in getting job is varied significantly. It should take into cognizance and authority of UCEP has scope to formularize on appropriate job-based curriculum.
13. To meet the demand of students, UCEP should increase its trades in various sectors, like; driving, poultry, beautification, handicraft, food processing etc.
14. UCEP is dependent on foreign aid to run itself. It should increase its capacity to earn money to run itself on own fund which will reduce the financial dependency on foreign donors. It may establish factories, industries or institutions through which UCEP can earn and able to appoint its own skilled manpower.
15. Competency Based Technical Assessment (CBTA) should be introduced in evaluation process of the students.

8.4 Further Research

Dealing with the issues related to UCEP education and activities, based on the objectives of this study, few fields were identified to reveal further. These are: impact of UCEP training in national productivity, elimination of illiteracy, awareness building in healthcare and self-hygiene. Women empowerment through engaging in income generating activities is another important issue may be studied further.

8.5 Conclusion

Children are the future hope of a nation. Children living in a Country, like Bangladesh, struggling to stand as a middle-income country by 2021, children are more important for Bangladesh, because, they will be the foremost work force and lead the country in recent future. But, it is not possible for the government to facilitate all of them with job. So, only way to train them that's why they may be self-reliant. Considering this objective, providing vocational training is the best solution. UCEP plays a leading role in educating children and training in different trades to uplift the underprivileged children from unemployment.

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Appendices

Appendix-i

ইউসেপ IGV (Integrated General and Vocational) স্কুলের অষ্টম শ্রেণির ছাত্র/ছাত্রীদের জন্য প্রশ্নপত্র

EFFECTIVENESS OF UCEP CURRICULUM IN ACHIEVEMENT OF ITS OBJECTIVES: A STUDY ON UCEP SCHOOLS WITHIN RAJSHAHI METROPOLITAN AREA

(সংগৃহীত তথ্যাবলী শুধুমাত্র গবেষণার কাজে ব্যবহৃত হবে এবং এর সম্পূর্ণ গোপনীয়তা রক্ষা করা হবে)

১. অনুগ্রহপূর্বক আপনার নাম বলুন.....
২. আপনার বয়স কত বছর?.....
৩. লিঙ্গ ক) পুরুষ ☐ খ) মহিলা ☐
৪. পরিবারের ধরণ ক) একক পরিবার ☐ খ) যৌথ পরিবার ☐
৫. আপনার পরিবার প্রধানের পেশা বলুন
ক) ব্যবসা ☐ খ) নির্মাণ শ্রমিক ☐ গ) সরকারি চাকুরিজীবী ☐
ঘ) বেসরকারি চাকুরিজীবী ☐ ঙ) দিনমজুর ☐ চ) কারখানা শ্রমিক ☐
ছ) কর্মক্ষমতাহীন ☐ জ) কৃষক ☐ বা) অন্যান্য (নির্দিষ্টকরণ).....
৬. আপনার পরিবারের মাসিক আয় কত টাকা?
৭. আপনি কি কোন কাজের সাথে জড়িত? ক) হ্যাঁ ☐ খ) না ☐
৮. i) উত্তর হ্যাঁ হলে কোন ধরনের কাজের সাথে জড়িত?
ক) কারখানা শ্রমিক ☐ খ) গৃহকর্মী ☐ গ) নির্মাণ শ্রমিক ☐ ঘ) দিন মজুর ☐
ঙ) হোটেল শ্রমিক ☐ চ) দোকান শ্রমিক ☐ ছ) অন্যান্য (নির্দিষ্টকরণ).....
- ii) আপনি কত বছর বয়সে প্রথম কাজ শুরু করেন?
ক) ৬ বছরের কম বয়সে ☐ খ) ৮ বছরের কম বয়সে ☐
গ) ১০ বছরের কম বয়সে ☐ ঘ) ১০ বছরের বেশি বয়সে ☐
- iii) আপনি প্রথম কোন কাজের সাথে জড়িত ছিলেন?.....
৯. আপনার মাসিক আয় কত টাকা?.....
১০. আপনি দিনে কয় ঘন্টা শ্রম দেন?.....

১১. আপনার বসতবাড়ির ধরণ কেমন?
 ক) পাকা ☐ খ) আধা পাকা ☐ গ) টিনশেড ☐
 ঘ) কাঁচা ☐ ঙ) খড়ের তৈরী ☐ চ) অন্যান্য (নির্দিষ্টকরণ).....
১২. ইউসেপ স্কুলে ভর্তি হবার পূর্বে অন্য কোন স্কুলে পড়েছেন কি না? ক) হ্যাঁ ☐ খ) না ☐
১৩. উত্তর হ্যাঁ হলে কোন শ্রেণি পর্যন্ত পড়েছেন?.....
১৪. পূর্বের স্কুল ছেড়ে দেবার প্রধান কারণ কি?
 ক) দারিদ্র ☐ খ) সচেতনতার অভাব ☐ গ) অভিভাবকের অনিচ্ছা ☐
 ঘ) স্কুলের সঙ্গে সামঞ্জস্য বিধান করতে না পারা ☐ ঙ) কর্মে নিয়োগ ☐
 চ) ইউসেপ স্কুলে ভর্তির সিদ্ধা নেয়া ☐ ছ) অন্যান্য (নির্দিষ্টকরণ).....
১৫. আপনি কত দিন পূর্বে ইউসেপ স্কুলে ভর্তি হয়েছেন?.....
১৬. আপনার পড়ালেখার মাধ্যম কি? ক) বাংলা ☐ খ) ইংরেজী ☐ গ) উভয়ই ☐
১৭. ইউসেপ স্কুলে কি ধরণের শিক্ষা প্রদান করা হয়? ক) কারিগরি শিক্ষা ☐ খ) সাধারণ শিক্ষা ☐ গ) উভয়ই ☐
১৮. ইউসেপ স্কুলের সঙ্গে আপনি কেমন তাল মিলিয়ে চলতে পারেন?
 ক) খুব ভাল পারি ☐ খ) ভাল পারি ☐ গ) মোটামুটি পারি ☐
 ঘ) মোটেও পারি না ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
১৯. ইউসেপ স্কুলের পাঠ্যসূচী আপনার কাছে কেমন মনে হয়?
 ক) সহজ ☐ খ) জটিল ☐ গ) সাধারণ স্কুলের মতই ☐ ঘ) মন্তব্য নেই ☐
২০. ইউসেপ স্কুলের পাঠ্যক্রম আপনি কেমন বুঝতে পারেন?
 ক) সহজেই বুঝতে পারি ☐ খ) মোটামুটি বুঝতে পারি ☐ গ) বুঝতে কিছুটা কষ্ট হয় ☐
 ঘ) বুঝতে বেশ কষ্ট হয় ☐ ঙ) বুঝা খুব কঠিন মনে হয় ☐ চ) অন্যান্য (নির্দিষ্টকরণ).....
২১. ইউসেপ স্কুলের পাঠ্যক্রম বুঝতে আপনাকে শ্রেণি শিক্ষক ছাড়া অন্য কারো সহায়তা নিতে হয় কিনা?
 ক) হ্যাঁ ☐ খ) না ☐
২২. উত্তর হ্যাঁ হলে কিভাবে সহায়তা নেন?
 ক) গৃহ শিক্ষকের কাছে প্রাইভেট পড়ে ☐ খ) অভিভাবক এর কাছে পড়া বুঝিয়ে নিয়ে ☐
 গ) সহপাঠীদের সাথে আলোচনার মাধ্যমে ☐ ঘ) অন্যান্য (নির্দিষ্টকরণ).....
২৩. শ্রেণিকক্ষে শিক্ষকদের শিক্ষাদান পদ্ধতি আপনি কেমন বুঝতে পারেন?
 ক) মোটেও বুঝতে পারি না ☐ খ) মোটামুটি বুঝতে পারি ☐ গ) খুব ভালো বুঝতে পারি ☐
 ঘ) অনেক জটিল মনে হয় ☐ ঙ) সামান্য বুঝতে পারি ☐ চ) অন্যান্য (নির্দিষ্টকরণ).....
২৪. শ্রেণি শিক্ষকদের সাথে শিক্ষার্থীদের সম্পর্ক কেমন?
 ক) ভাল ☐ খ) মোটামুটি ভালো ☐ গ) খুব ভালো ☐
 ঘ) মোটেও ভালো নয় ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
২৫. স্কুল ছাড়া আপনি বাড়িতে পড়াশুনা করেন কিনা? ক) হ্যাঁ ☐ খ) না ☐
২৬. উত্তর হ্যাঁ হলে কত ঘণ্টা লেখাপড়া করেন?.....

২৭. ইউসেপ স্কুল থেকে শিক্ষার্থীদের জন্য কি ধরনের উপকরণ সরবরাহ করা হয়?

- ক) পড়ালেখার সামগ্রী ☐ খ) খেলাধুলার সামগ্রী ☐
 গ) খাদ্যদ্রব্য ☐ ঘ) অন্যান্য (নির্দিষ্টকরণ).....

২৮. ইউসেপ স্কুলের শিক্ষকদের সহযোগিতামূলক মনোভাব কেমন?

- ক) পর্যাপ্ত সহযোগিতা করেন ☐ খ) মোটামুটি সহযোগিতা করেন ☐
 গ) কোন কোন শিক্ষক সহযোগিতা করেন না ☐ ঘ) কোন কোন শিক্ষক খারাপ আচরণ করেন ☐
 ঙ) অন্যান্য (নির্দিষ্টকরণ).....

২৯. সহপাঠীদের আচরণ আপনার কাছে কেমন মনে হয়?

- ক) সহযোগিতামূলক ☐ খ) মোটেও সহযোগিতামূলক নয় ☐
 গ) কোন কোন সহপাঠী খারাপ আচরণ করেন ☐ ঘ) অন্যান্য (নির্দিষ্টকরণ).....

৩০. ইউসেপ স্কুলে অনানুষ্ঠানিক কি কার্যক্রম রয়েছে?

- ক) সাংস্কৃতিক প্রতিভার বিকাশ সাধন ☐ খ) সামাজিক বিভিন্ন বিষয়ে সচেতনতা সৃষ্টি ☐
 গ) নারী পুরুষ বৈষম্য দূরীকরণে সচেতনতা সৃষ্টি ☐ ঘ) উপরের সবগুলো ☐
 ঙ) অন্যান্য (নির্দিষ্টকরণ).....

৩১. ইউসেপ স্কুলে সাংস্কৃতিক প্রতিভার বিকাশ সাধনের জন্য যে প্রতিযোগিতাগুলো অনুষ্ঠিত হয় আপনি তার কোনটিতে অংশগ্রহণ করেছেন?

- ক) ছবি আঁকা ☐ খ) খেলাধুলা ☐ গ) গান ☐ ঘ) নাচ ☐
 ঙ) আবৃত্তি ☐ চ) অংশগ্রহণ করেননি ☐ ছ) অন্যান্য (নির্দিষ্টকরণ).....

৩২. ইউসেপ স্কুলে কম্পিউটার বিষয়ে যে শিক্ষা প্রদান করা হয় আপনি তার কোনটিতে সবচেয়ে ভাল দক্ষতা অর্জন করেছেন?

- ক) কম্পিউটারের বিভিন্ন যন্ত্রাংশ সম্পর্কে ধারণা অর্জন ☐ খ) কম্পিউটার মেরামত বিষয়ে প্রশিক্ষণ ☐
 গ) টাইপ ও লেখা কম্পোজ করা ☐ ঘ) সাধারণ ধারণাসহ ইন্টারনেটের অভিজ্ঞতা অর্জন ☐
 ঙ) উপরের সবগুলোই ☐ চ) অন্যান্য (নির্দিষ্টকরণ).....

৩৩. ইউসেপ স্কুলে কতদিন পর পর অভিভাবক সভা অনুষ্ঠিত হয়?

৩৪. আপনার অভিভাবক কিভাবে অভিভাবক সভায় অংশগ্রহণ করেন?

- ক) নিয়মিত ☐ খ) মাঝে মাঝে ☐ গ) অনিয়মিত ☐ ঘ) অংশগ্রহণ করেন না ☐

৩৫. নিয়মিত অভিভাবক সভা ইউসেপ স্কুলে আপনার শিক্ষাগ্রহণে কোন ধরনের ভূমিকা রাখে?

- ক) খুব ভাল ভূমিকা রাখে ☐ খ) মোটামুটি ভূমিকা রাখে ☐ গ) সামান্য কিছু ভূমিকা রাখে ☐
 ঘ) কোন ভূমিকাই রাখে না ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....

৩৬. আপনি স্কুল থেকে মেধাভিত্তিক পুরস্কার (গব্বরঃ চত্বর) পেয়েছেন কিনা? ক) হ্যাঁ ☐ খ) না ☐

৩৭. উত্তর হ্যাঁ হলে মেধাভিত্তিক পুরস্কার হিসেবে আপনি কি পেয়েছেন?

- ক) টাকা ☐ খ) বই ☐ গ) প্রসাধনী ☐
 ঘ) ক্রোকারীজ ☐ ঙ) ক্রেস্ট ☐ চ) অন্যান্য (নির্দিষ্টকরণ).....

৩৮. ইউসেপ স্কুলের শিক্ষা ও প্রশিক্ষণ কার্যক্রম কেমন সন্তোষজনক বলে আপনি মনে করেন?

- ক) সন্তোষজনক ☐ খ) মোটামুটি সন্তোষজনক ☐
 গ) মোটেও সন্তোষজনক নয় ☐ ঘ) অন্যান্য (নির্দিষ্টকরণ).....

৩৯. ইউসেপ থেকে গৃহীত শিক্ষা দ্রুত চাকুরী পাওয়ার ক্ষেত্রে কতটুকু কার্যকর বলে আপনি মনে করেন?

- ক) অনেক বেশি ☐ খ) কম ☐ গ) মোটামুটি ☐
 ঘ) মোটেও না ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....

৪০. কর্মসংস্থান সৃষ্টিতে ইউসেপ এর বর্তমান পাঠ্যক্রমকে আপনি কিভাবে মূল্যায়ন করবেন?

- ক) ইউসেপ এর পাঠ্যক্রম কর্মসংস্থান সৃষ্টিতে যথেষ্ট সহায়ক ☐ খ) তেমন কোন কাজে আসেনা ☐
 গ) পাঠ্যক্রমে পরিবর্তন আনা প্রয়োজন ☐ ঘ) কর্মসংস্থান সৃষ্টিতে এটি গুরুত্বপূর্ণ ভূমিকা রাখে ☐
 ঙ) অন্যান্য (নির্দিষ্টকরণ).....

৪১. কর্মসংস্থান বৃদ্ধিতে ইউসেপ আরও কি পদক্ষেপ নিতে পারে বলে আপনি মনে করেন?

- ক) নিজস্ব শিল্প প্রতিষ্ঠান গড়ে তোলা ☐ খ) উচ্চ শিক্ষার ব্যবস্থা করা ☐
 গ) অন্যান্য (নির্দিষ্টকরণ).....

৪২. দক্ষ মানব সম্পদ সৃষ্টিতে ইউসেপ এর বর্তমান পাঠ্যক্রম কতটুকু কার্যকর বলে আপনি মনে করেন?

- ক) অনেক বেশি ☐ খ) কম ☐ গ) মোটামুটি ☐
 ঘ) মোটেও না ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....

আপনাকে ধন্যবাদ

তথ্য সংগ্রহকারীর স্বাক্ষর

Appendix-ii

ইউসেপ টেকনিক্যাল স্কুলের ছাত্র/ছাত্রীদের জন্য প্রশ্নপত্র

EFFECTIVENESS OF UCEP CURRICULUM IN ACHIEVEMENT OF ITS OBJECTIVES: A STUDY ON UCEP SCHOOLS WITHIN RAJSHAHI METROPOLITAN AREA

(সংগৃহীত তথ্যাবলী শুধুমাত্র গবেষণার কাজে ব্যবহৃত হবে এবং এর সম্পূর্ণ গোপনীয়তা রক্ষা করা হবে)

১. অনুগ্রহপূর্বক আপনার নাম বলুন
২. আপনার বয়স কত বছর?
৩. লিঙ্গ : ক) পুরুষ ☐ খ) মহিলা ☐
৪. পরিবারের ধরণ : ক) একক পরিবার ☐ খ) যৌথ পরিবার ☐
৫. আপনার পরিবার প্রধানের পেশা বলুন
 ক) ব্যবসা ☐ খ) নির্মাণ শ্রমিক ☐ গ) সরকারি চাকুরিজীবী ☐
 ঘ) বেসরকারি চাকুরিজীবী ☐ ঙ) দিনমজুর ☐ চ) কারখানা শ্রমিক ☐
 ছ) কর্মক্ষমতাহীন ☐ জ) কৃষক ☐ ঝ) অন্যান্য (নির্দিষ্টকরণ).....
৬. আপনার পরিবারের মাসিক আয় কত টাকা?
৭. আপনি কি কোন কাজের সাথে জড়িত? ক) হ্যাঁ ☐ খ) না ☐
৮. i) উত্তর হ্যাঁ হলে কোন ধরনের কাজের সাথে জড়িত?
 ক) কারখানা শ্রমিক ☐ খ) গৃহকর্মী ☐ গ) নির্মাণ শ্রমিক ☐ ঘ) দিন মজুর ☐
 ঙ) হোটেল শ্রমিক ☐ চ) দোকান শ্রমিক ☐ ছ) অন্যান্য (নির্দিষ্টকরণ).....
- ii) আপনি কত বছর বয়সে প্রথম কাজ শুরু করেন?
 ক) ৬ বছরের কম বয়সে ☐ খ) ৮ বছরের কম বয়সে ☐
 গ) ১০ বছরের কম বয়সে ☐ ঘ) ১০ বছরের বেশি বয়সে ☐
- iii) আপনি প্রথম কোন কাজের সাথে জড়িত ছিলেন?.....
৯. আপনার মাসিক আয় কত টাকা?.....
১০. আপনি দিনে কয় ঘণ্টা শ্রম দেন?.....
১১. আপনার বসতবাড়ির ধরণ কেমন?
 ক) পাকা ☐ খ) আধা পাকা ☐ গ) টিনশেড ☐
 ঘ) কাঁচা ☐ ঙ) খড়ের তৈরী ☐ চ) অন্যান্য (নির্দিষ্টকরণ).....
১২. ইউসেপ স্কুলে ভর্তি হবার পূর্বে অন্য কোন স্কুলে পড়েছেন কি না? ক) হ্যাঁ ☐ খ) না ☐
১৩. উত্তর হ্যাঁ হলে কোন শ্রেণি পর্যন্ত পড়েছেন?.....

১৪. পূর্বের স্কুল ছেড়ে দেবার প্রধান কারণ কি?

- ক) দারিদ্র ☐ খ) সচেতনতার অভাব ☐ গ) অভিভাবকের অনিচ্ছা ☐
 ঘ) স্কুলের সঙ্গে সামঞ্জস্য বিধান করতে না পারা ☐ ঙ) কর্মে নিয়োগ ☐
 চ) ইউসেপ স্কুলে ভর্তির সিদ্ধান্ত নেয়া ☐ ছ) অন্যান্য (নির্দিষ্টকরণ).....

১৫. আপনি কত দিন পূর্বে ইউসেপ স্কুলে ভর্তি হয়েছেন?.....

১৬. আপনার পড়ালেখার মাধ্যম কি?

- ক) বাংলা ☐ খ) ইংরেজী ☐ গ) উভয়ই ☐

১৭. ইউসেপ স্কুলে কি ধরনের শিক্ষা প্রদান করা হয়?

- ক) কারিগরি শিক্ষা ☐ খ) সাধারণ শিক্ষা ☐ গ) উভয়ই ☐

১৮. ইউসেপ স্কুলের সঙ্গে আপনি কেমন তাল মিলিয়ে চলতে পারেন?

- ক) খুব ভাল পারি ☐ খ) ভাল পারি ☐ গ) মোটামুটি পারি ☐
 ঘ) মোটেও পারি না ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....

১৯. ইউসেপ স্কুলের পাঠ্যসূচী আপনার কাছে কেমন মনে হয়?

- ক) সহজ ☐ খ) জটিল ☐ গ) সাধারণ স্কুলের মতই ☐ ঘ) মন্তব্য নেই ☐

২০. ইউসেপ স্কুলের পাঠ্যক্রম আপনি কেমন বুঝতে পারেন?

- ক) সহজেই বুঝতে পারি ☐ খ) মোটামুটি বুঝতে পারি ☐ গ) বুঝতে কিছুটা কষ্ট হয় ☐
 ঘ) বুঝতে বেশ কষ্ট হয় ☐ ঙ) বুঝা খুব কঠিন মনে হয় ☐ চ) অন্যান্য (নির্দিষ্টকরণ).....

২১. ইউসেপ স্কুলের পাঠ্যক্রম বুঝতে আপনাকে শ্রেণি শিক্ষক ছাড়া অন্য কারো সহায়তা নিতে হয় কিনা?

- ক) হ্যাঁ ☐ খ) না ☐

২২. উত্তর হ্যাঁ হলে কিভাবে সহায়তা নেন?

- ক) গৃহ শিক্ষকের কাছে প্রাইভেট পড়ে ☐ খ) অভিভাবক এর কাছে পড়া বুঝিয়ে নিয়ে ☐
 গ) সহপাঠীদের সাথে আলোচনার মাধ্যমে ☐ ঘ) অন্যান্য (নির্দিষ্টকরণ).....

২৩. শ্রেণিকক্ষে শিক্ষকদের শিক্ষাদান পদ্ধতি আপনি কেমন বুঝতে পারেন?

- ক) মোটেও বুঝতে পারি না ☐ খ) মোটামুটি বুঝতে পারি ☐ গ) খুব ভালো বুঝতে পারি ☐
 ঘ) অনেক জটিল মনে হয় ☐ ঙ) সামান্য বুঝতে পারি ☐ চ) অন্যান্য (নির্দিষ্টকরণ).....

২৪. শ্রেণি শিক্ষকদের সাথে শিক্ষার্থীদের সম্পর্ক কেমন?

- ক) ভাল ☐ খ) মোটামুটি ভালো ☐ গ) খুব ভালো ☐
 ঘ) মোটেও ভালো নয় ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....

২৫. স্কুল ছাড়া আপনি বাড়িতে পড়াশুনা করেন কিনা?

- ক) হ্যাঁ ☐ খ) না ☐

২৬. উত্তর হ্যাঁ হলে কত ঘণ্টা লেখাপড়া করেন?.....

২৭. ইউসেপ স্কুল থেকে শিক্ষার্থীদের জন্য কি ধরনের উপকরণ সরবরাহ করা হয়?

- ক) পড়ালেখার সামগ্রী ☐ খ) খেলাধুলার সামগ্রী ☐ গ) খাদ্যদ্রব্য ☐
 ঘ) অন্যান্য (নির্দিষ্টকরণ).....

২৮. ইউসেপ স্কুলের শিক্ষকদের সহযোগিতামূলক মনোভাব কেমন?

- ক) পর্যাপ্ত সহযোগিতা করেন ☐ খ) মোটামুটি সহযোগিতা করেন ☐
 গ) কোন কোন শিক্ষক সহযোগিতা করেন না ☐ ঘ) কোন কোন শিক্ষক খারাপ আচরণ করেন ☐
 ঙ) অন্যান্য (নির্দিষ্টকরণ).....

২৯. সহপাঠীদের আচরণ আপনার কাছে কেমন মনে হয়?

- ক) সহযোগিতামূলক ☐ খ) মোটেও সহযোগিতামূলক নয় ☐
 গ) কোন কোন সহপাঠী খারাপ আচরণ করেন ☐ ঘ) অন্যান্য (নির্দিষ্টকরণ).....

৩০. ইউসেপ স্কুলে অনানুষ্ঠানিক কি কার্যক্রম রয়েছে?

- ক) সাংস্কৃতিক প্রতিভার বিকাশ সাধন ☐ খ) সামাজিক বিভিন্ন বিষয়ে সচেতনতা সৃষ্টি ☐
 গ) নারী পুরুষ বৈষম্য দূরীকরণে সচেতনতা সৃষ্টি ☐ ঘ) উপরের সবগুলো ☐
 ঙ) অন্যান্য (নির্দিষ্টকরণ).....

৩১. ইউসেপ স্কুলে সাংস্কৃতিক প্রতিভার বিকাশ সাধনের জন্য যে প্রতিযোগিতাগুলো অনুষ্ঠিত হয় আপনি তার কোনটিতে অংশগ্রহণ করেছেন?

- ক) ছবি আঁকা ☐ খ) খেলাধুলা ☐ গ) গান ☐ ঘ) নাচ ☐
 ঙ) আবৃত্তি ☐ চ) অংশগ্রহণ করেননি ☐ ছ) অন্যান্য (নির্দিষ্টকরণ).....

৩২. ইউসেপ স্কুলে কম্পিউটার বিষয়ে যে শিক্ষা প্রদান করা হয় আপনি তার কোনটিতে সবচেয়ে ভাল দক্ষতা অর্জন করেছেন?

- ক) কম্পিউটারের বিভিন্ন যন্ত্রাংশ সম্পর্কে ধারণা অর্জন ☐ খ) কম্পিউটার মেরামত বিষয়ে প্রশিক্ষণ ☐
 গ) টাইপ ও লেখা কম্পোজ করা ☐ ঘ) সাধারণ ধারণাসহ ইন্টারনেটের অভিজ্ঞতা অর্জন ☐
 ঙ) উপরের সবগুলোই ☐ চ) অন্যান্য (নির্দিষ্টকরণ).....

৩৩. ইউসেপ স্কুলে কতদিন পর পর অভিভাবক সভা অনুষ্ঠিত হয়?

৩৪. আপনার অভিভাবক কিভাবে অভিভাবক সভায় অংশগ্রহণ করেন?

- ক) নিয়মিত ☐ খ) মাঝে মাঝে ☐ গ) অনিয়মিত ☐ ঘ) অংশগ্রহণ করেন না ☐

৩৫. নিয়মিত অভিভাবক সভা ইউসেপ স্কুলে আপনার শিক্ষাগ্রহণে কোন ধরনের ভূমিকা রাখে?

- ক) খুব ভাল ভূমিকা রাখে ☐ খ) মোটামুটি ভূমিকা রাখে ☐ গ) সামান্য কিছু ভূমিকা রাখে ☐
 ঘ) কোন ভূমিকাই রাখে না ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....

৩৬. আপনি স্কুল থেকে মেধাভিত্তিক পুরস্কার (গবতঃ চত্বর) পেয়েছেন কিনা? ক) হ্যাঁ ☐ খ) না ☐

৩৭. উত্তর হ্যাঁ হলে মেধাভিত্তিক পুরস্কার হিসেবে আপনি কি পেয়েছেন?

- ক) টাকা ☐ খ) বই ☐ গ) প্রসাধনী ☐
 ঘ) ক্রোকারীজ ☐ ঙ) ক্রেস্ট ☐ চ) অন্যান্য (নির্দিষ্টকরণ).....

৩৮. ইউসেপ স্কুলের শিক্ষা ও প্রশিক্ষণ কার্যক্রম কেমন সন্তোষজনক বলে আপনি মনে করেন?

- ক) সন্তোষজনক ☐ খ) মোটামুটি সন্তোষজনক ☐
 গ) মোটেও সন্তোষজনক নয় ☐ ঘ) অন্যান্য (নির্দিষ্টকরণ).....

৩৯. ইউসেপ থেকে গৃহীত শিক্ষা দ্রুত চাকুরী পাওয়ার ক্ষেত্রে কতটুকু কার্যকর বলে আপনি মনে করেন?

- ক) অনেক বেশি ☐ খ) কম ☐ গ) মোটামুটি ☐
 ঘ) মোটেও না ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....

৪০. কর্মসংস্থান সৃষ্টিতে ইউসেপ এর বর্তমান পাঠ্যক্রমকে আপনি কিভাবে মূল্যায়ন করবেন?

- ক) ইউসেপ এর পাঠ্যক্রম কর্মসংস্থান সৃষ্টিতে যথেষ্ট সহায়ক ☐ খ) তেমন কোন কাজে আসেনা ☐
 গ) পাঠ্যক্রমে পরিবর্তন আনা প্রয়োজন ☐ ঘ) কর্মসংস্থান সৃষ্টিতে এটি গুরুত্বপূর্ণ ভূমিকা রাখে ☐
 ঙ) অন্যান্য (নির্দিষ্টকরণ).....

৪১. কর্মসংস্থান বৃদ্ধিতে ইউসেপ আরও কি পদক্ষেপ নিতে পারে বলে আপনি মনে করেন?
 ক) নিজস্ব শিল্প প্রতিষ্ঠান গড়ে তোলা ☐ খ) উচ্চ শিক্ষার ব্যবস্থা করা ☐
 গ) অন্যান্য (নির্দিষ্টকরণ).....
৪২. দক্ষ মানব সম্পদ সৃষ্টিতে ইউসেপ এর বর্তমান পাঠ্যক্রম কতটুকু কার্যকর বলে আপনি মনে করেন?
 ক) অনেক বেশি ☐ খ) কম ☐ গ) মোটামুটি ☐
 ঘ) মোটেও না ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
৪৩. আপনি ইউসেপ টেকনিক্যাল স্কুলে কোন ট্রেডে প্রশিক্ষণ গ্রহণ করছেন?
 ক) ওয়েল্ডিং ফেব্রিকেশন ☐ খ) ইন্ডাস্ট্রিয়াল ইলেক্ট্রিক্যাল ইলেক্ট্রনিক কন্ট্রোল ☐
 গ) মেশিনিস্ট ☐ ঘ) টেইলারিং এন্ড ইন্ডাস্ট্রিয়াল সুইং অপারেশন ☐
 ঙ) এইড টু নার্স ☐ চ) অটো মেকানিক্স ☐ ছ) অন্যান্য (নির্দিষ্টকরণ).....
৪৪. টেকনিক্যাল স্কুলে প্রশিক্ষণের পাশাপাশি আর কোন শিক্ষা প্রদান করা হয় কিনা? ক) হ্যাঁ ☐ খ) না ☐
৪৫. উত্তর হ্যাঁ হলে কোন ধরনের শিক্ষা প্রদান করা হয়?.....
৪৬. আপনাকে কি প্রশিক্ষণ উপরকণ সরবরাহ করা হয়? ক) হ্যাঁ ☐ খ) না ☐
৪৭. উত্তর হ্যাঁ হলে উপকরণের নাম বলুন।.....
৪৮. আপনাকে হাতে কলমে শিক্ষা প্রদানের জন্য ফিল্ডে নিয়ে যাওয়া হয় কিনা? ক) হ্যাঁ ☐ খ) না ☐
৪৯. উত্তর হ্যাঁ হলে কতদিন পর পর নিয়ে যাওয়া হয়?
 ক) প্রতি সপ্তাহে ১ বার ☐ খ) প্রতি মাসে ১ বার ☐
 গ) প্রতি মাসে ২ বার ☐ ঘ) প্রয়োজনে মাঝে মধ্যে ☐
৫০. ইউসেপ স্কুল থেকে আপনি এ পর্যন্ত কতটাকা ভাতা পেয়েছেন?.....
৫১. ইউসেপ টেকনিক্যাল স্কুল পথ শিশুদের উন্নয়নে কতটুকু উপযোগী?
 ক) সম্পূর্ণ উপযোগী ☐ খ) মোটামুটি উপযোগী ☐
 গ) মোটেও উপযোগী নয় ☐ ঘ) অন্যান্য (নির্দিষ্টকরণ).....
৫২. ইউসেপ টেকনিক্যাল শিক্ষা কার্যক্রমে আরও কি কি বিষয় অন্তর্ভুক্ত করা যেতে পারে বলে আপনি মনে করেন?
 ক) কৃষি ☐ খ) পোল্ট্রি ☐ গ) ড্রাইভিং ☐
 ঘ) হস্তশিল্প ☐ ঙ) ফুড প্রসেসিং ☐ চ) বিউটিফিকেশন ☐
 ছ) অন্যান্য (নির্দিষ্টকরণ).....
৫৩. এর মধ্যে কোনটিকে প্রথমেই গুরুত্ব দেয়া দরকার বলে আপনি মনে করেন?.....
৫৪. ইউসেপ স্কুলের শিক্ষা ও প্রশিক্ষণ কার্যক্রমকে আরো বেশি কার্যকর করতে হলে কারিকুলামে আর কি কি বিষয় অন্তর্ভুক্ত করা দরকার বলে মনে করেন?
 ক) জাতীয় শিক্ষাক্রমকে সংক্ষিপ্ত না করে পুরোটাই সিলেবাসের অন্তর্ভুক্ত করা ☐
 খ) ৬ মাস মেয়াদি শিক্ষা কোর্সকে ১ বছরে উন্নীত করা ☐ গ) বহুমুখী প্রশিক্ষণ ট্রেড চালু করা ☐
 ঘ) নিজস্ব প্রতিষ্ঠানের মাধ্যমে কর্মসংস্থানের ব্যবস্থা করা ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
৫৫. এর মধ্যে কোনটিকে প্রধান প্রয়োজনীয় বলে মনে করেন?

Appendix-iii

ইউসেপ স্কুলের প্রাক্তন ছাত্র/ছাত্রীদের জন্য প্রশ্নপত্র যারা বিভিন্ন প্রতিষ্ঠানে বর্তমানে কর্মরত আছে

EFFECTIVENESS OF UCEP CURRICULUM IN ACHIEVEMENT OF ITS OBJECTIVES: A STUDY ON UCEP SCHOOLS WITHIN RAJSHAHI METROPOLITAN AREA

(সংগৃহীত তথ্যাবলী শুধুমাত্র গবেষণার কাজে ব্যবহৃত হবে এবং এর সম্পূর্ণ গোপনীয়তা রক্ষা করা হবে)

১. অনুগ্রহপূর্বক আপনার নাম বলুন
২. আপনার বয়স কত বছর?
৩. লিঙ্গ----- ক) পুরুষ ☐ খ) মহিলা ☐
৪. পরিবারের ধরণ ক) একক পরিবার ☐ খ) যৌথ পরিবার ☐
৫. আপনার পরিবার প্রধানের পেশা বলুন?
 ক) ব্যবসা ☐ খ) নির্মাণ শ্রমিক ☐ গ) সরকারি চাকুরিজীবী ☐
 ঘ) বেসরকারি চাকুরিজীবী ☐ ঙ) দিনমজুর ☐ চ) কারখানা শ্রমিক ☐
 ছ) কর্মক্ষমতাহীন ☐ জ) কৃষক ☐ ঝ) অন্যান্য (নির্দিষ্টকরণ).....
৬. আপনার পরিবারের মাসিক আয় কত টাকা?
৭. আপনি বর্তমানে কোন ধরনের কাজে সাথে জড়িত?
৮. ইউসেপ থেকে গৃহীত শিক্ষা ও প্রশিক্ষণ আপনি এই পেশায় কতটুকু কাজে লাগাতে পারছেন?
 ক) আংশিক ☐ খ) সম্পূর্ণ ☐ গ) অর্ধেক ☐
 ঘ) মোটেও না ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
৯. আপনার মাসিক আয় কত টাকা?.....
১০. আপনি দিনে কয় ঘণ্টা শ্রম দেন?.....
১১. আপনার বসতবাড়ির ধরণ কেমন?
 ক) পাকা ☐ খ) আধা পাকা ☐ গ) টিনশেড ☐
 ঘ) কাঁচা ☐ ঙ) খড়ের তৈরী ☐ চ) অন্যান্য (নির্দিষ্টকরণ).....
১২. ইউসেপ স্কুলে ভর্তি হবার পূর্বে অন্য কোন স্কুলে পড়েছিলেন কি না? ক) হ্যাঁ ☐ খ) না ☐
১৩. উত্তর হ্যাঁ হলে কোন শ্রেণি পর্যন্ত পড়েছিলেন?.....
১৪. পূর্বের স্কুল ছেড়ে দেবার প্রধান কারণ কি ছিল?
 ক) দারিদ্র ☐ খ) সচেতনতার অভাব ☐ গ) অভিভাবকের অনিচ্ছা ☐
 ঘ) স্কুলের সঙ্গে সামঞ্জস্য বিধান করতে না পারা ☐ ঙ) কর্মে নিয়োগ ☐
 চ) ইউসেপ স্কুলে ভর্তির সিদ্ধান্ত নেয়া ☐ ছ) অন্যান্য (নির্দিষ্টকরণ).....
১৫. আপনি কত দিন পূর্বে ইউসেপ স্কুলে ভর্তি হয়েছিলেন?.....
১৬. আপনার পড়ালেখার মাধ্যম কি ছিল?
 ক) বাংলা ☐ খ) ইংরেজী ☐ গ) উভয়ই ☐

১৭. ইউসেপ স্কুলে কি ধরনের শিক্ষা প্রদান করা হয়?
ক) কারিগরি শিক্ষা ☐ খ) সাধারণ শিক্ষা ☐ গ) উভয়ই ☐
১৮. ইউসেপ স্কুলের সঙ্গে আপনি কেমন তাল মিলিয়ে চলতে পারতেন?
ক) খুব ভাল পারতাম ☐ খ) ভাল পারতাম ☐ গ) মোটামুটি পারতাম ☐
ঘ) মোটেও পারতাম না ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
১৯. ইউসেপ স্কুলের পাঠ্যসূচী আপনার কাছে কেমন মনে হত?
ক) সহজ ☐ খ) জটিল ☐ গ) সাধারণ স্কুলের মতই ☐ ঘ) মন্তব্য নেই ☐
২০. ইউসেপ স্কুলের পাঠ্যক্রম আপনি কেমন বুঝতে পারতেন?
ক) সহজেই বুঝতে পারতাম ☐ খ) মোটামুটি বুঝতে পারতাম ☐ গ) বুঝতে কিছুটা কষ্ট হত ☐
ঘ) বুঝতে বেশ কষ্ট হত ☐ ঙ) বুঝা খুব কঠিন মনে হত ☐ চ) অন্যান্য (নির্দিষ্টকরণ).....
২১. ইউসেপ স্কুলের পাঠ্যক্রম বুঝতে আপনাকে শ্রেণি শিক্ষক ছাড়া অন্য কারো সহায়তা নিতে হত কিনা?
ক) হ্যাঁ ☐ খ) না ☐
২২. উত্তর হ্যাঁ হলে কিভাবে সহায়তা নিতেন?
ক) গৃহ শিক্ষকের কাছে প্রাইভেট পড়ে ☐ খ) অভিভাবক এর কাছে পড়া বুঝিয়ে নিয়ে ☐
গ) সহপাঠীদের সাথে আলোচনার মাধ্যমে ☐ ঘ) অন্যান্য (নির্দিষ্টকরণ).....
২৩. শ্রেণিকক্ষে শিক্ষকদের শিক্ষাদান পদ্ধতি আপনি কেমন বুঝতে পারতেন?
ক) মোটেও বুঝতে পারতাম না ☐ খ) মোটামুটি বুঝতে পারতাম ☐ গ) খুব ভালো বুঝতে পারতাম ☐
ঘ) অনেক জটিল মনে হত ☐ ঙ) সামান্য বুঝতে পারতাম ☐ চ) অন্যান্য (নির্দিষ্টকরণ).....
২৪. শ্রেণি শিক্ষকদের সাথে শিক্ষার্থীদের সম্পর্ক কেমন ছিল?
ক) ভাল ☐ খ) মোটামুটি ভালো ☐ গ) খুব ভালো ☐
ঘ) মোটেও ভালো নয় ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
২৫. স্কুল ছাড়া আপনি বাড়িতে পড়াশুনা করতেন কি না? ক) হ্যাঁ ☐ খ) না ☐
২৬. উত্তর হ্যাঁ হলে কত ঘণ্টা লেখাপড়া করতেন?.....
২৭. ইউসেপ স্কুল থেকে শিক্ষার্থীদের জন্য কি ধরনের উপকরণ সরবরাহ করা হত?
ক) পড়ালেখার সামগ্রী ☐ খ) খেলাধুলার সামগ্রী ☐
গ) খাদ্যদ্রব্য ☐ ঘ) অন্যান্য (নির্দিষ্টকরণ).....
২৮. ইউসেপ স্কুলের শিক্ষকদের সহযোগিতামূলক মনোভাব কেমন ছিল?
ক) পর্যাপ্ত সহযোগিতা করতেন ☐ খ) মোটামুটি সহযোগিতা করতেন ☐
গ) কোন কোন শিক্ষক সহযোগিতা করতেন না ☐ ঘ) কোন কোন শিক্ষক খারাপ আচরণ করতেন ☐
ঙ) অন্যান্য (নির্দিষ্টকরণ).....
২৯. সহপাঠীদের আচরণ আপনার কাছে কেমন মনে হত?
ক) সহযোগিতামূলক ☐ খ) মোটেও সহযোগিতামূলক নয় ☐
গ) কোন কোন সহপাঠী খারাপ আচরণ করতেন ☐ ঘ) অন্যান্য (নির্দিষ্টকরণ).....
৩০. ইউসেপ স্কুলে অনানুষ্ঠানিক কি কার্যক্রম রয়েছে?
ক) সাংস্কৃতিক প্রতিভার বিকাশ সাধন ☐ খ) সামাজিক বিভিন্ন বিষয়ে সচেতনতা সৃষ্টি ☐
গ) নারী পুরুষ বৈষম্য দূরীকরণে সচেতনতা সৃষ্টি ☐ ঘ) উপরের সবগুলো ☐
ঙ) অন্যান্য (নির্দিষ্টকরণ).....

৩১. ইউসেপ স্কুলে সাংস্কৃতিক প্রতিভার বিকাশ সাধনের জন্য যে প্রতিযোগিতাগুলো অনুষ্ঠিত হয় আপনি তার কোনটিতে অংশগ্রহণ করেছিলেন?
- ক) ছবি আঁকা ☐ খ) খেলাধুলা ☐ গ) গান ☐ ঘ) নাচ ☐
 ঙ) আবৃত্তি ☐ চ) অংশগ্রহণ করেননি ☐ ছ) অন্যান্য (নির্দিষ্টকরণ).....
৩২. ইউসেপ স্কুলে কম্পিউটার বিষয়ে যে শিক্ষা প্রদান করা হয় আপনি তার কোনটিতে সবচেয়ে ভাল দক্ষতা অর্জন করেছেন?
- ক) কম্পিউটারের বিভিন্ন যন্ত্রাংশ সম্পর্কে ধারণা অর্জন ☐ খ) কম্পিউটার মেরামত বিষয়ে প্রশিক্ষণ ☐
 গ) টাইপ ও লেখা কম্পোজ করা ☐ ঘ) সাধারণ ধারণাসহ ইন্টারনেটের অভিজ্ঞতা অর্জন ☐
 ঙ) উপরের সবগুলোই ☐ চ) অন্যান্য (নির্দিষ্টকরণ).....
৩৩. ইউসেপ স্কুলে কতদিন পর পর অভিভাবক সভা অনুষ্ঠিত হত?
৩৪. আপনার অভিভাবক কিভাবে অভিভাবক সভায় অংশগ্রহণ করতেন?
- ক) নিয়মিত ☐ খ) মাঝে মাঝে ☐ গ) অনিয়মিত ☐ ঘ) অংশগ্রহণ করতেন না ☐
৩৫. নিয়মিত অভিভাবক সভা ইউসেপ স্কুলে আপনার শিক্ষাগ্রহণে কোন ধরনের ভূমিকা রেখেছিল?
- ক) খুব ভাল ভূমিকা রেখেছিল ☐ খ) মোটামুটি ভূমিকা রেখেছিল ☐ গ) সামান্য কিছু ভূমিকা রেখেছিল ☐
 ঘ) কোন ভূমিকাই রাখেনি ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
৩৬. আপনি স্কুল থেকে মেধাভিত্তিক পুরস্কার (গব্বরঃ চত্বর) পেয়েছিলেন কি না? ক) হ্যাঁ ☐ খ) না ☐
৩৭. উত্তর হ্যাঁ হলে মেধাভিত্তিক পুরস্কার হিসেবে আপনি কি পেয়েছিলেন?
- ক) টাকা ☐ খ) বই ☐ গ) প্রসাধনী ☐ ঘ) ক্রোকারীজ ☐ ঙ) ফ্রেস্ট ☐ চ) অন্যান্য (নির্দিষ্টকরণ).....
৩৮. ইউসেপ স্কুলের শিক্ষা ও প্রশিক্ষণ কার্যক্রম কেমন সন্তোষজনক বলে আপনি মনে করেন?
- ক) সন্তোষজনক ☐ খ) মোটামুটি সন্তোষজনক ☐
 গ) মোটেও সন্তোষজনক নয় ☐ ঘ) অন্যান্য (নির্দিষ্টকরণ).....
৩৯. ইউসেপ থেকে গৃহীত শিক্ষা দ্রুত চাকুরী পাওয়ার ক্ষেত্রে কতটুকু কার্যকর বলে আপনি মনে করেন?
- ক) অনেক বেশি ☐ খ) কম ☐ গ) মোটামুটি ☐
 ঘ) মোটেও না ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
৪০. কর্মসংস্থান সৃষ্টিতে ইউসেপ এর বর্তমান পাঠ্যক্রমকে আপনি কিভাবে মূল্যায়ন করবেন?
- ক) ইউসেপ এর পাঠ্যক্রম কর্মসংস্থান সৃষ্টিতে যথেষ্ট সহায়ক ☐
 খ) তেমন কোন কাজে আসেনা ☐ গ) পাঠ্যক্রমে পরিবর্তন আনা প্রয়োজন ☐
 ঘ) কর্মসংস্থান সৃষ্টিতে এটি গুরুত্বপূর্ণ ভূমিকা রাখে ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
৪১. কর্মসংস্থান বৃদ্ধিতে ইউসেপ আরও কি পদক্ষেপ নিতে পারে বলে আপনি মনে করেন?
- ক) নিজস্ব শিল্প প্রতিষ্ঠান গড়ে তোলা ☐ খ) উচ্চ শিক্ষার ব্যবস্থা করা ☐
 গ) অন্যান্য (নির্দিষ্টকরণ).....
৪২. দক্ষ মানব সম্পদ সৃষ্টিতে ইউসেপ এর বর্তমান পাঠ্যক্রম কতটুকু কার্যকর বলে আপনি মনে করেন?
- ক) অনেক বেশি ☐ খ) কম ☐ গ) মোটামুটি ☐
 ঘ) মোটেও না ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
৪৩. আপনি ইউসেপ টেকনিক্যাল স্কুলে কোন ট্রেডে প্রশিক্ষণ গ্রহণ করেছিলেন?
- ক) ওয়েল্ডিং ফেব্রিকেশন ☐ খ) ইন্ডাস্ট্রিয়াল ইলেক্ট্রিক্যাল ইলেক্ট্রনিক কন্ট্রোল ☐
 গ) মেশিনিস্ট ☐ ঘ) টেইলারিং এন্ড ইন্ডাস্ট্রিয়াল সুইং অপারেশন ☐
 ঙ) এইড টু নার্স ☐ চ) অটো মেকানিক্স ☐ ছ) অন্যান্য (নির্দিষ্টকরণ).....

৪৪. টেকনিক্যাল স্কুলে প্রশিক্ষণের পাশাপাশি আর কোন শিক্ষা প্রদান করা হত কিনা? ক) হ্যাঁ ☐ খ) না ☐
৪৫. উত্তর হ্যাঁ হলে কোন ধরনের শিক্ষা প্রদান করা হত?.....
৪৬. আপনাকে কি প্রশিক্ষণ উপরকণ সরবরাহ করা হত? ক) হ্যাঁ ☐ খ) না ☐
৪৭. উত্তর হ্যাঁ হলে উপকরণের নাম বলুন।.....
৪৮. আপনাকে হাতে কলমে শিক্ষা প্রদানের জন্য ফিল্ডে নিয়ে যাওয়া হত কিনা? ক) হ্যাঁ ☐ খ) না ☐
৪৯. উত্তর হ্যাঁ হলে কতদিন পর পর নিয়ে যাওয়া হত?
ক) প্রতি সপ্তাহে ১ বার ☐ খ) প্রতি মাসে ১ বার ☐
গ) প্রতি মাসে ২ বার ☐ ঘ) প্রয়োজনে মাঝে মাঝে ☐
৫০. ইউসেপ স্কুল থেকে আপনি কতটাকা ভাতা পেয়েছিলেন?.....
৫১. ইউসেপ টেকনিক্যাল স্কুল পথ শিশুদের উন্নয়নে কতটুকু উপযোগী?
ক) সম্পূর্ণ উপযোগী ☐ খ) মোটামুটি উপযোগী ☐
গ) মোটেও উপযোগী নয় ☐ ঘ) অন্যান্য (নির্দিষ্টকরণ).....
৫২. ইউসেপ টেকনিক্যাল শিক্ষা কার্যক্রমে আরও কি কি বিষয় অন্তর্ভুক্ত করা যেতে পারে বলে আপনি মনে করেন?
ক) কৃষি ☐ খ) পোল্ট্রি ☐ গ) ড্রাইভিং ☐ ঘ) হস্তশিল্প ☐ ঙ) ফুড প্রসেসিং ☐
চ) বিউটিফিকেশন ☐ ছ) অন্যান্য (নির্দিষ্টকরণ).....
৫৩. এর মধ্যে কোনটিকে প্রথমেই গুরুত্ব দেয়া দরকার বলে আপনি মনে করেন?.....
৫৪. ইউসেপ স্কুলের শিক্ষা ও প্রশিক্ষণ কার্যক্রমকে আরো বেশি কার্যকর করতে হলে কারিকুলামে আর কি কি বিষয় অন্তর্ভুক্ত করা দরকার বলে মনে করেন?
ক) জাতীয় শিক্ষাক্রমকে সংক্ষিপ্ত না করে পুরোটাই সিলেবাসের অন্তর্ভুক্ত করা ☐
খ) ৬ মাস মেয়াদি শিক্ষা কোর্সকে ১ বছরে উন্নীত করা ☐
গ) বহুমুখী প্রশিক্ষণ ট্রেড চালু করা ☐
ঘ) নিজস্ব প্রতিষ্ঠানের মাধ্যমে কর্মসংস্থানের ব্যবস্থা করা ☐
ঙ) অন্যান্য (নির্দিষ্টকরণ).....
৫৫. এর মধ্যে কোনটিকে প্রধান প্রয়োজনীয় বলে মনে করেন?
৫৬. ইউসেপ স্কুল থেকে আপনি কোন ঋণ গ্রহণ করেছিলেন কিনা? ক) হ্যাঁ ☐ খ) না ☐
৫৭. উত্তর হ্যাঁ হলে কতটাকা ঋণ গ্রহণ করেছিলেন?.....
৫৮. ইউসেপ স্কুলের শিক্ষা ও প্রশিক্ষণ কার্যক্রম আপনার কর্মসংস্থান সৃষ্টির ক্ষেত্রে কতটুকু সহায়ক ভূমিকা পালন করেছে?
ক) ইউসেপ এর কোন ভূমিকা নেই ☐ খ) কিছুটা সহায়ক ভূমিকা পালন করেছে ☐
গ) অনেকখানি সহায়তা করেছে ☐ ঘ) পুরোটাই ইউসেপ এর অবদান ☐
৫৯. ইউসেপ স্কুল থেকে পাস করা ছাত্র/ছাত্রীদেরকে নিয়োগকারি প্রতিষ্ঠান কেমন দৃষ্টিতে দেখে?
ক) অন্যদের মত একই দৃষ্টিতে দেখে ☐ খ) সুনজরে দেখে ☐ গ) অন্যদের চেয়ে কম গুরুত্ব দেয় ☐
ঘ) অন্যদের চেয়ে বেশি গুরুত্ব দেয় ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
৬০. ইউসেপের শিক্ষাক্রম আপনাকে বর্তমান কর্মসংস্থান থেকে ভবিষ্যতে উন্নততর কর্মসংস্থান সৃষ্টিতে কতটুকু সহায়ক হবে?
ক) বেশি ☐ খ) কম ☐ গ) মোটামুটি ☐
ঘ) মোটেও না ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....

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[illegible]

১৪. ইউসেপ স্কুলের অভিভাবক সভা আপনার কাছে কেমন মনে হয়?
- ক) বেশ ভাল লাগে ☐ খ) মোটামুটি ভাল লাগে ☐ গ) তেমন কোন উপকারে আসে না ☐
 ঘ) কোন মন্তব্য নেই ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
১৫. অভিভাবক সভায় আপনার উপস্থিতি আপনার সন্তানের পড়ালেখা বা প্রশিক্ষণের ক্ষেত্রে কেমন ভূমিকা রাখে বলে আপনি মনে করেন?
- ক) খুব ভাল ভূমিকা রাখে ☐ খ) মোটামুটি ভূমিকা রাখে ☐
 গ) তেমন কোন ভূমিকা রাখে বলে মনে হয় না ☐
 ঘ) অভিভাবক সভার সাথে পড়ালেখার কোন সম্পর্ক নেই ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
১৬. আপনার সন্তানকে সাধারণ স্কুলে ভর্তি না করিয়ে ইউসেপ এ ভর্তি করানোকে অন্যরা কেমন দৃষ্টিতে দেখে?
- ক) ভালভাবে দেখে ☐ খ) মিশ্র অনুভূতি প্রকাশ করে ☐ গ) ভালভাবে দেখে না ☐
 ঘ) অবহেলার দৃষ্টিতে দেখে ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
১৭. ইউসেপ স্কুলে সন্তানকে পড়াতে আপনাকে কোন আর্থিক খরচ করতে হয় কি না?
- ক) হ্যাঁ ☐ খ) না ☐
১৮. ইউসেপ স্কুলে সন্তান ভর্তি করানোর জন্য আপনি কি কাউকে উদ্বুদ্ধ করেছেন?
- ক) হ্যাঁ ☐ খ) না ☐
১৯. আপনার সন্তানের জন্য নিবন্ধন করেছেন কিনা?
- ক) হ্যাঁ ☐ খ) না ☐
২০. উত্তর হ্যাঁ হলে স্কুলে ভর্তির আগে না পরে?.....

আপনাকে ধন্যবাদ

তথ্য সংগ্রহকারীর স্বাক্ষর

ইউসেপ স্কুলের শিক্ষকদের জন্য প্রশ্নপত্র

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(সংগৃহীত তথ্য শুধুমাত্র গবেষণার কাজে ব্যবহার হবে এবং এর সম্পূর্ণ গোপনীয়তা বজায় রাখা হবে)

১. নাম:.....
২. শিক্ষাগত যোগ্যতা:.....
৩. চাকুরীর বয়স:বছর
৪. পেশা হিসেবে ইউসেপ স্কুলকে কেন বেছে নিয়েছেন?
৫. অন্য স্কুলের সাথে ইউসেপ স্কুলের ভিন্নতা কোথায়?
ক) পাঠ্যক্রমে ☐ খ) পাঠদানে ☐ গ) প্রশিক্ষণ প্রদানে ☐
ঘ) চাকুরী প্রদানে ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ)-----
৬. ইউসেপ স্কুলের ছাত্ররা পড়াশুনায় কেমন মনোযোগী বলে আপনি মনে করেন?
ক) খুব বেশী মনোযোগী হয় ☐ খ) মোটামুটি মনোযোগী হয় ☐
গ) তেমন মনোযোগী না ☐ ঘ) অন্যান্য (নির্দিষ্টকরণ).....
৭. ইউসেপ স্কুলের ছাত্ররা স্কুলের সাথে কেমন খাপ খাইয়ে চলতে পারে বলে আপনি মনে করেন?
ক) ভালভাবে খাপ খাইয়ে চলতে পারে ☐ খ) মোটামুটি খাপ খাইয়ে চলতে পারে ☐
গ) কিছুটা খাপ খাইয়ে চলতে পারে ☐ ঘ) মোটেই খাপ খাইয়ে চলতে পারে না ☐
ঙ) অন্যান্য (নির্দিষ্টকরণ)..... ।
৮. ইউসেপ স্কুলের পাঠদান পদ্ধতি ছাত্ররা কতটা আয়ত্ত্ব করতে পারে?
ক) খুব ভাল আয়ত্ত্ব করতে পারে ☐ খ) মোটামুটি আয়ত্ত্ব করতে পারে ☐
গ) কিছুটা আয়ত্ত্ব করতে পারে ☐ ঘ) মোটেও আয়ত্ত্ব করতে পারে না ☐
ঙ) অন্যান্য (নির্দিষ্টকরণ).....
৯. এখানে পড়তে গিয়ে ছাত্রদের মধ্যে কেমন সচেতনতা গড়ে উঠে?
ক) সামাজিক সচেতনতা গড়ে উঠে ☐ খ) কর্মস্পৃহা জেগে উঠে ☐
গ) স্বনির্ভর মনোভাব গড়ে উঠে ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
১০. ইউসেপ স্কুলের শিক্ষাক্রম অধ্যয়নরত ছাত্রদের জন্য কতটুকু উপযোগী বলে আপনি মনে করেন?
ক) পুরোটাই উপযোগী ☐ খ) মোটামুটি উপযোগী ☐ গ) কিছুটা উপযোগী ☐
ঘ) তেমন উপযোগী নয় ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ)..... ।
১১. ছাত্ররা শিক্ষাক্রমের সাথে কেমন খাপ খাইয়ে চলতে পারে বলে আপনি মনে করেন?
ক) ভালভাবে খাপ খাইয়ে চলতে পারে ☐ খ) মোটামুটি খাপ খাইয়ে চলতে পারে ☐
গ) কিছুটা খাপ খাইয়ে চলতে পারে ☐ ঘ) খাপ খাইয়ে চলতে পারে না ☐
ঙ) অন্যান্য (নির্দিষ্টকরণ).....
১২. চাকুরী পাওয়ার ক্ষেত্রে ইউসেপ স্কুলের শিক্ষাক্রম কেমন উপযোগী বলে আপনি মনে করেন?
ক) ভাল উপযোগী ☐ খ) মোটামুটি উপযোগী ☐ গ) কিছুটা উপযোগী ☐
ঘ) তেমন উপযোগী নয় ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ)..... ।

১৩. দক্ষ জনশক্তি সৃষ্টিতে ইউসেপ কেমন ভূমিকা রাখছে বলে আপনি মনে করেন?
 ক) ভাল ভূমিকা রাখছে ☐ খ) মোটামুটি ভূমিকা রাখছে ☐ গ) কিছুটা ভূমিকা রাখছে ☐
 ঘ) তেমন ভূমিকা রাখছে না ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
১৪. অভিভাবক সভায় অভিভাবক উপস্থিতি কেমন থাকে?
 ক) ভাল উপস্থিতি থাকে ☐ খ) মোটামুটি উপস্থিতি থাকে ☐
 গ) কিছুটা উপস্থিতি থাকে ☐ ঘ) অন্যান্য (নির্দিষ্টকরণ).....
১৫. ছাত্রদের আর্থ-সামাজিক অবস্থার পরিবর্তনে ইউসেপ এর পাঠ্যক্রম কেমন ভূমিকা রাখে বলে মনে করেন?
 ক) ভাল ভূমিকা রাখে ☐ খ) মোটামুটি ভূমিকা রাখে ☐ গ) কিছুটা ভূমিকা রাখে ☐
 ঘ) তেমন ভূমিকা রাখে না ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
১৬. ছাত্রদের পড়াশোনার বিষয়ে অভিভাবকগণ কেমন সচেতন বলে মনে করেন?
 ক) খুব সচেতন ☐ খ) সচেতন ☐ গ) কিছুটা সচেতন ☐
 ঘ) মোটেই সচেতন নয় ☐ ঙ) অন্যান্য (নির্দিষ্টকরণ).....
১৭. আপনার স্কুলে শিক্ষকগণের সমন্বয় সভা নিয়মিত হয় কি? ক) হ্যাঁ ☐ খ) না ☐
১৮. পাঠ্যক্রম নির্ধারণে শিক্ষকদের মতামত গ্রহণ হয় কি? ক) হ্যাঁ ☐ খ) না ☐
১৯. অভিভাবকদের আচরণ/মনোভাব সম্পর্কে আপনার অভিমত কি?.....
২০. আপনাকে যে বেতন দেয়া হয় তাতে আপনি সন্তুষ্ট কি না? ক) হ্যাঁ ☐ খ) না ☐
২১. ইউসেপ স্কুল সম্পর্কে আপনার অভিমত দিন।

আপনাকে ধন্যবাদ

তথ্য সংগ্রহকারীর স্বাক্ষর

চাকরিদাতার জন্য প্রশ্নপত্র

EFFECTIVENESS OF UCEP CURRICULUM IN ACHIEVEMENT OF ITS OBJECTIVES: A STUDY ON UCEP SCHOOLS WITHIN RAJSHAHI METROPOLITAN AREA

(সংগৃহীত তথ্য শুধুমাত্র গবেষণার কাজে ব্যবহার হবে এবং এর সম্পূর্ণ গোপনীয়তা বজায় রাখা হবে)

১. প্রতিষ্ঠানের নাম:.....
২. প্রতিষ্ঠানের ধরণ:.....
৩. আপনার প্রতিষ্ঠানে ইউসেপের কতজন প্রাক্তন ছাত্র কাজ করেন?.....
৪. কত বছর ধরে কাজ করেন?.....
৫. কোন ট্রেডে প্রশিক্ষণপ্রাপ্ত ছাত্র নিয়োগ দিয়েছেন?.....
৬. আপনার এখানে কাজ করে মাসিক কত টাকা বেতন পেয়ে থাকে?.....
৭. আপনি আপনার প্রতিষ্ঠানে ইউসেপ পাস করা ছাত্রদের কেন নিয়োগ দিয়েছেন অনুগ্রহ করে বলুন?.....
৮. আপনার প্রতিষ্ঠানে কর্মরত ইউসেপের প্রাক্তন ছাত্র/ছাত্রী এবং অন্যান্য কর্মীদের মধ্যে দায়িত্ব পালনের ক্ষেত্রে কোন পার্থক্য আছে কি?
 - ক) হ্যাঁ ☐ খ) না ☐
৯. উত্তর হ্যাঁ হলে পার্থক্য বলুন-(টিক চিহ্ন দিন)
 - ক) ইউসেপ স্কুলের ছাত্ররা অন্যদের চেয়ে দক্ষ ☐ খ) সময়ানুবর্তী ☐ গ) কর্মনিষ্ঠ ☐
 - ঘ) দায়িত্বশীল ☐ ঙ) উপরের সবগুলোই ☐ চ) অন্যান্য নির্দিষ্টকরণ.....
১০. ইউসেপ স্কুল থেকে গৃহীত শিক্ষা তাদের কর্মক্ষেত্রে কেমন কাজে লাগাতে পারছে?
 - ক) খুব ভাল ☐ খ) চমৎকার ☐ গ) সন্তোষজনক ☐ ঘ) মোটামুটি ☐ ঙ) দক্ষতা উন্নয়ন প্রয়োজন ☐
১১. ইউসেপ স্কুল থেকে পাস করা ছাত্রদের সাথে আপনার অন্যান্য কর্মচারীদের বেতনের পার্থক্য কিরূপ?
 - ক) অন্যদের চেয়ে কম বেতন পেয়ে থাকে ☐ খ) অন্যদের চেয়ে বেশী বেতন পেয়ে থাকে ☐
 - গ) কোন পার্থক্য নেই ☐ ঘ) অন্যান্য নির্দিষ্টকরণ.....
১২. ইউসেপ স্কুল থেকে পাস করা ছাত্রদের আচরণে কি ধরণের সামাজিক গুণাবলী লক্ষ্য করা যায়?
 - ক) অন্যের প্রতি শ্রদ্ধাশীল ☐ খ) নমনীয় স্বভাবের ☐ গ) সহকর্মীদের প্রতি সহযোগী মনোভাব রয়েছে ☐
 - ঘ) অনুগত ☐ ঙ) উপরের সবগুলোই ☐ চ) অন্যান্য নির্দিষ্টকরণ.....
১৩. ইউসেপ স্কুল থেকে পাস করা ছাত্ররা প্রতিষ্ঠানের সাথে কেমন খাপ খাইয়ে চলতে পারে?
 - ক) বেশ ভাল ☐ খ) ভাল ☐ গ) মোটামুটি ☐
 - ঘ) মোটেও ভাল নয় ☐ ঙ) অন্যান্য নির্দিষ্ট করণ.....
১৪. ইউসেপ থেকে আগত কর্মীদের সামাজিক সচেতনতা সম্পর্কে আপনার অভিমত কি?.....
১৫. আপনার প্রতিষ্ঠানে কাজ করে ইউসেপ থেকে পাস করা ছাত্ররা কেমন সন্তুষ্ট বলে আপনি মনে করেন?.....
১৬. আপনার প্রতিষ্ঠানে কাজ করে তাদের আর্থ-সামাজিক অবস্থার কেমন উন্নতি হয়েছে বলে আপনি মনে করেন?.....
১৭. ইউসেপ স্কুলের ছাত্র সম্পর্কে আপনার অভিমত দিন.....

আপনাকে ধন্যবাদ

তথ্য সংগ্রহকারীর স্বাক্ষর