

Research Proposal on

Stipend Program in Polytechnic Institute of Bangladesh: The Case of Skills and Training Enhancement Project

Submitted To

Dr. Muhammad Abu Yusuf

MDS, BPATC

Submitted By

Syed Shahjahan Ahmed

Roll No: 113

Participant of 126th Advanced Course on Administration & Development

Mail: ahmed_syed17@yahoo.com



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Certificate

This is to certify that **Dr. Syed Shahjahan Ahmed, Deputy Project Director (Deputy Secretary)** STEP, Ministry of Technical and Madrassa Education Division, bearing Roll number 113 of 126th Advanced Course on Administration and Development (ACAD) has prepared this seminar paper title on “**Stipend Program in Polytechnic Institute of Bangladesh: The Case of Skill and Training Enhancement Project**”. He has done this seminar under my direct supervision for the partial fulfilment of the course and he has followed all my instructions during his work.

I wish him every success.

NH Sakib

09.09.19

Nurul Huda Sakib

Associate Professor

Ph.D (The University of Sydney)

Department of Government & Politics

Jahangirnagar University

&

Research consultant

126th Advanced Course on Administration and
Development.

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Abstract

The Stipend can play a vital role to increase the enrollment of student in education system. Technical and Vocational Education and Training (TVET) could be the most effective tool to develop the skill and knowledge of the people as well as it can help the nation in becoming a middle-income country by 2021. TVET graduates possess necessary technical skills and are self- motivated. They have better employment opportunities than others graduates. This research revealed the notion of stipend program of STEP in the polytechnic institute. It also focus the supervision on the different polytechnic institute run the stipend program by STEP and find the gap between provision and real picture of this stipend program. Based on Key Informant Interviews (KII) this case study on the stipend program in polytechnic institute found that the poor students were benefited from the program. However, to make it more effective and sustainable the project required fairness in student selection process. Also the study revealed that if the stipend money distributing process can be monitored by each institutions and project officials the program will be more successful. Further, it will be more effective if the stipend money will be given to the student's guardian or parents account.

Key Words: Stipend, TVET, Polytechnic Institute, STEP

Introduction

Financially needy student is benefited by the stipend. More investment in polytechnic sector is imperative so that we can take full advantage of our demographic dividend (The Daily Star, 2018). Out of the labor force aged 15 years and above, around 40% have no formal education in Bangladesh. With half of the work force without education and only one-third with education at primary level and beyond, they limit the possibility of skill development through training programs and continuous upgrading and adaptation of workers to changing skill demands (SFYP, 2011). As a result, it has become a common

myth that the biggest problem of the progress of Bangladesh is its huge unskilled population. However, this population could be an added advantage for the country if they can convert its people into human resource. Technical and Vocational Education and Training (TVET) could be the most effective tool to develop the skill and knowledge of the people as well as it can help the nation in becoming a middle-income country by 2021. In today's world, the growing rate of change driven by new technology, new forms of work places, new demand for quality products and finally the shortening of the product life-cycle lead to flexible workforce and increase the role played by TVET in the development of skills and competence (Attwell, 1999). TVET contributes immensely to economic development as well as poverty reduction of the nation; TVET graduates possess necessary technical skills and are self-motivated. They have better employment opportunities than others graduates.

The Government of Bangladesh has made the TVET sector a exclusive focus sector for providing the Bangladesh economy with workers who have the relevant knowledge, skills and attitudes in trades and occupations in demand from the labor market-both within and outside the country (Rahman, 2018). The government also responds to the needs of TVET through sufficient funding and provision of adequate facilities, equipment and resources. Skills and Training Enhancement Project(STEP) has supported by providing grant the polytechnic institute to develop the capacity building and increase the enrollment of technical education.

Literature Review

There are many possible financing patterns available for any education. Decisions about finance and costs depend, of course, as do other government decisions, on the priorities that attach to various programs (Ritzen & Balderston,1975).The 1991 World Bank Policy Paper on Technical and Vocational Education and Training (TVET) called for rationalising the role of the public sector in training, expanding the role of the private sector, and diversifying source of financing for training. It emphasised the importance of

good-quality basic education for all as a foundation for equitable access to future skills development (Johanson & Adams, 2004). Given the high unemployment rates in South Africa, the government has introduced policies to assist individuals to entering the job market, including stipend-paid volunteering (Hunter and Ross, 2013). In Dunedin, New Zealand Student Enterprise Experience in Dunedin (SEED) is an innovative, full-time, four-week entrepreneurship ‘boot camp’ for participants (Cornwall & et al., 2015). The Female Secondary Education Stipend Programme (FESP) implemented with the aim of increasing educational attainment among women, which empowers them by increasing their job opportunities and earnings. As in many developing countries, gender disparity is prevalent in Bangladesh. Culture, religion, and poverty all collude to prevent girls from attending higher education and ultimately from participating in productive employment opportunities. The FESP was piloted in 1982 and gradually rolled out nation-wide in 1994. Under the programme, girls attending grades from 6 to 10 are given school stipends, free tuition books and exam allowances (Shamsuddin ,2015).

Problem Statement

Bangladesh has achieved moderate economic growth over the last two decades with a GDP growth rate averaging 6 per cent per annum. As a result, the percentage of people below the poverty line has been reduced from 56.6 percent in 1992 to 25.6 percent in 2014¹. The country aims at reaching “middle-income” status by 2021. Accordingly, its 6th Five-Year Plan (2011-15) and Seventh FYP (2016-2020) envisages (a) GDP growth of more than 8 percent per year from fiscal year 2020 by mobilising higher domestic and foreign investment and harnessing the labor force by making the most of the demographic dividend. In addition, the plan strives to raise the productivity of capital and labor by adopting new technologies and stimulating the widespread application of digital technology meet perspective plan (2010-2021) and vision 2021 (b) accelerated growth of

¹ BBS, Prothom Alo, July, 2014

employment to absorb the new entrants to the labour force, and (c) moving people from low productivity agriculture to more productive manufacturing sector.

During the period 2006-14, the labour force increased from 49.5 million to 59.3 million people with an average growth rate of 3.39% a year meaning that on an average 1.8 million people enter into the labour market annually. The labour force participation rate was 59.3% in 2013-14 against 58.5% in 2005-2006².

Every government, regardless of its form, must take numerous decisions on revenues and financing of the systems it contains. To gear up the country on middle-income country technical hand workforce to be increase. In our country it is observed that a large number of general education graduated could not get any job. However, most technical graduated manage their job in respective discipline. So to reduce the poverty rate in the country it is very essential to increase the enrollment in technical education.

Objectives

The main objective of this research is;

1. To identify the problems and prospects of the stipend program of STEP in the polytechnic institute.
2. To evaluate the present status of the stipend program of STEP.

Research Question

1. What is the notion of the stipend program of STEP in the polytechnic institute?
2. How has different polytechnic institute run the stipend program by the supervision of STEP?
3. What are the gap between provision and real picture of this stipend program?

² BBS, Labour force Survey 2010, pp 54-55

Rational

In our country, it is very essential to improve the quality of diploma education. Increase enrollment of students in the polytechnic institute will play role to enrich the technical education. Stipend program can play a vital role to increase the students enrollment in the polytechnic institute. As an intervention, stipend program make ensure the attendance of students in their institution. Women empowerment have been establishing in the country. Stipend money changed the socio-economic status of the students. This type of incentive increase their performance in technical field. Most of developed countries took such incentives to prepare their citizen more efficient in their daily life by using technical know-how. With the increased trend of industrializations, the scope of employment for the Technical Education people is increasing gradually in our country. In this field, there are not remarkable study done yet. So for this reason it is very rational to study such type of research.

Conceptual Framework

Developed countries like USA, UK, Australia, Japan, Germany always has a good enrollment in technical education. For example, Singapore has huge no of their population engage in technical sector (World Bank,2008). TVET is the key because it facilitates skills development for employability. Over 80% of the world's work requires TVET education.(OECD,2012)

The formal vocational education and training in Bangladesh, begins after Class VIII. The TVET system is consists of three levels namely i) two year course of Secondary School Certificate (SSC Voc.) after grade VIII; Two year course of Higher Secondary Certificate (HSC Voc.) following grade 10; and iii) four year diploma courses following general or vocational SSC levels (National Education Policy, 2010) .

The Constitution of Bangladesh expresses that “The state is responsible for the development of human resources of the country irrespective of gender, and to assist in employment as per the capabilities of every citizen.” In Bangladesh about 160 million

peoples among them 60 million are workforce. Each year about 2 million young people are entering the workforce. Technical and Vocational Education and Training (TVET) is indispensable for the development of human capital of this country(National Education Policy, 2010).

The Fifth chapter of The National Education Policy titled as Vocational and Technical Education proposes 25 points of strategic interventions. Some of the crucial interventions are : Introduction of Pre-TVET courses from grade VI; setting up of Technical school in each Upazila (sub-district); introduction of flexible courses for drop outs and older students, offering Grade-I skill certificates to those who would leave school after Grade-VIII; update curriculum, and inclusion of courses relevant to job markets overseas including foreign languages. Along with others, the NEP stated four strategies regarding public-private partnership (PPP) in technical vocational education and training.

Bangladesh's 6th Five Year Plan (FY2011-FY2015) is entitled "Accelerating Growth and Reducing Poverty". Bangladesh wants to achieve Middle Income Status by 2021 and in order to achieve this goal country must increase the proportion of higher value- added manufacturing from 18 to 25 % of the gross domestic product (GDP). This will require several factors but three primary ones are: increased investment, improve labour productivity through increased skills, and increase trade(World Bank, 2015). The Plan stresses employment as a significant instrument for poverty reduction. It acknowledges the vital contribution that the private sector as well as non-government organizations, can have in strengthening government provision of TVET and the role TVET can have in productivity improvement as well as in meeting the needs of disadvantaged groups who need to acquire skills for employment(World Bank, 2017). The Government of Bangladesh (GOB) is implementing a project in the Technical and Vocational Education and Training (TVET) sector with the support of the World Bank and the Government of Canada, called the Skills Training and Enhancement Project (STEP) to strengthen selected public and private polytechnic institutions to improve institutional capacity

building, and employability of skill manpower including those from disadvantaged socio-economic backgrounds (World Bank, 2017).

STEP is addressing the major constrains on the TVET sector. The project has focused to improving the Technical and Vocational Education and Training (TVET) system to develop skilled workers who will be able to respond to the needs of both the domestic and international labour markets. STEP aims to strengthen the capacity of at least 162 polytechnic institutions providers to ensure high quality education. This project is providing stipend for the male students from families with socio-economically disadvantaged and all-female students in order to enhance their access and retention in the polytechnic institutes. The project is aligned with the New Education Policy, adopted by the Bangladesh Government that envisages the share of students in the vocational education system to rise to 25% .

To evaluate the effectiveness and impact of the stipend program on the students learning is to be measure. Besides, examine the selection procedure for providing stipend, stipend disbursement process, problems associated with disbursement, women empower through this stipend program are to be measure.

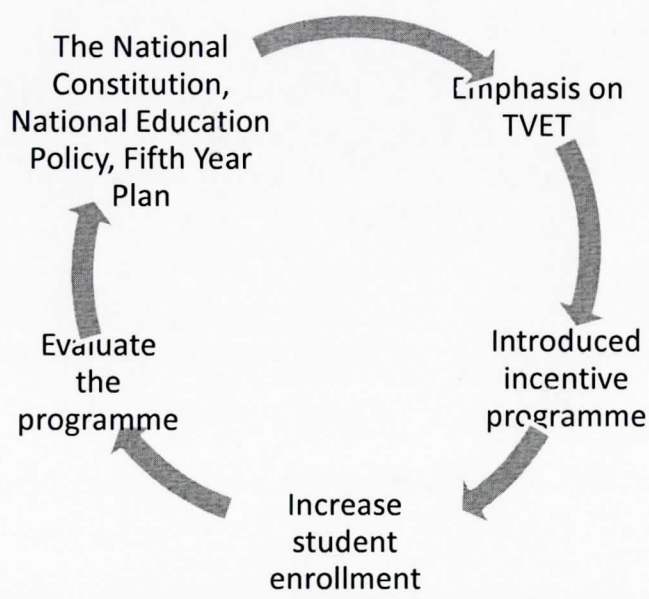


Figure 1: Conceptual Framework

Methodology

This research mainly adopt to intervene through the process to assess whether the program has run properly and identify the problem of disbursement stipend money. The methodology for this research studied used qualitative approach. Qualitative data were collected from both primary and secondary sources. The secondary source is books, journal articles, research paper, and so on. On the other hand, primary data were collected from the five STEP officials and two principals of the private polytechnic institute. The STEP officials and principals were selected on the basis of their role and involvement with the relevant works. Furthermore four case studies had been consulted about the stipend issues in their family lifestyle to record success/ failure. Students were selected from private polytechnic institution. The study involved the use of formal and non-formal interviews, Key Informant Interview (KII). In order to get all necessary information, two checklist were prepared for those interviews. The interview was taken in the form of face to face following a checklist, which contains all related essential issues. Initially the interviews were recorded in notebook and later, those were transcribed into texts. All data were collected from 18 to 20 August 2019.

The checklist for STEP officials and principals of the private polytechnic institute were prepared based on relevant themes. The checklist was used separately on each interviewees. During the interview information was collected in the note book and audio. Then the answer was scrutinize theme wise and audio was converted into text.

Similarly, the checklist of case studies for beneficiary students has also contained twelve (12) question. Four (4) checklist was used on each student separately. Then the information was converted in the text. The limitation of this study are checklist that are used was not piloting on the students before. Time was extremely short for such a huge number of sample size to cover under the study.

Findings

The qualitative analysis of this research was done aiming to gather qualitative information through the Key Informant Interviews (KIIs) from the STEP official and Principals of the respective educational institutions; case studies of the respective beneficiary students in private institutions.

Selection and disbursement of STEP Supported Stipend Program.

The project has primarily selected students for stipend as stated in DPP following Proxy Mean Test (PMT) formula with the technical assistance from World Bank. Final selection was made rigorously with 100% field verification by a 3rd party. So far, more or less, fifty percent (50%) of the applicants, according to their socio-economic background, receive the stipend. The project also supports students from disadvantaged background including inter alia orphans, members of indigenous communities and children of female headed house hold. All female students from selected institutes will be supported by stipend. Students who meets seventy five (75) percents annual attendance rate and maintaining forty-five (45) percents pass marks in the semester final examination can continue for a stipend. Stipend has been distributed at 800.00 per month directed to the zero-balance saving account of the student.

Effectiveness, relevancy, efficiency and sustainability of the stipend program

The STEP supported stipend program was effective, relevant, efficient and sustainable as because the poor students were benefited from the program but if the student selection process, stipend money distributing process can be monitored by each institutions and project it will be more effective and sustainable. They also mention in their observation that a platform is established there for such program which will be introduced in future.

Case study-01: Md. Shafiqul Islam at Dhaka

Mr. Shafiqul studied in National Polytechnic Institute, Dhaka under session 2017-2018. Now, he is in 5th Semester. He completed his SSC with CGPA 4.30 in 2016. His dream was, he would be a Mechanical engineer. But it was quite difficult for him to fulfill his dream because the general education system in our country is very difficult and expensive. So, he admitted to Dhaka Polytechnic Institute. He obtained 1st semester 3.76,

2nd semester 3.95, 3rd semester 4.00, 4th semester 3.90 and 5th semester is ongoing. He gets scholarship from 1st Semester.

The socio-economic status of Mr. Shafiqul Islam was not better before getting the stipend. His father is a security guard of a company and his monthly income is 10,000 tk. So it was quite difficult for his parents to bear his and his brother and sister educational expenses. So, after admission in the polytechnic institute he applied for stipend program and got the scholarship. Now he obtained 800 tk per month from the stipend program and fulfilled his educational expenses by the money. After paying the semester fee and purchasing educational books and accessories, the rest of money was used to his brother and sister education purpose.

But he said if the STEP gives 1000 taka per month, it will easy to continue the education smoothly and will give less financial pressure on his family. He paid money to someone from this stipend once he borrowed. He inspired from this programme to achieve computer engineering in future.

He also said that the stipend program make a huge change in technical education sector. He said that STEP stipend program has a great role in increasing the class attendance, improving the academic result, decreasing the number of drop out students from education, increasing the participation of female students in technical education.

The stipend program of STEP plays a great role in technical education sector. If the program is not available, it is difficult to continue the education for many poor students like him.

Mr. Islam said that due to the stipend program, he gives full attention to his education, continues his education without and break and regularly attains in the class room.

So he thinks that the stipend program should continue with large scale and more poor students should brought under this stipend program.

Relevancy of the design process and selection procedure for providing stipend

The design process and selection procedure for stipend was partially relevant. It will be more relevant if student stipend survey committee gave priority to the recommendation of principal in case of selection procedure for providing stipend and if an instructor of the

institute will be a member of this selection/verification committee, the selection procedure will be more effective. One principal expressed that, in some cases comparatively economically poor students didn't get stipend without any reasons. When the students asked them, they have no answer. So, if the representative of the institute can be a member of the verification committee, the verification process will be more appropriate.

Effectiveness of the stipend disbursement process

The stipend disbursement process is impartial, perceptible and acceptable but it will be more effective if the stipend money will be given to the student's guardian or parents account, the objectives of the stipend program will be more fulfilled. But both of interviewee agreed that disbursement process must followed by general banking system.

Problems in stipend disbursement process

There are mixed views from the officials of the STEP program. Although some of the officials denied any problems of stipend distribution. KII participants and analysing the STEP documents suggests there some significant anomalies. Some problems have been identified in this disbursement process-

- In some areas the bank authority was not so co-operative.
- If the stipend money is paid through mobile banking it will make the disbursement process more easier.
- In money withdraw system there may be introduce two part system-one part for bank and other part for institution.

Case study-02: Md. Mominur Rahman at Dhaka

Md. Mominur Rahman studied in computer technology subject at National Polytechnic Institute, Dhaka under session 2016-2017. Now, he is in 7th Semester. He completed his SSC with CGPA 3.63 in 2016. After completion of SSC, he became very worried about his education because of his poor economic condition and his guardians were unable to bear his educational expenses. His parents informed him to involve any work to support his family. Then he learnt about the polytechnic institute and the stipend program by his friend and admitted to National Polytechnic Institute, Dhaka.

Now, he is in 7th semester and his previous semesters result was respectively 3.05, 3.10, 3.05, 3.38, 3.50 and 3.74. He got scholarship when he was in 3rd Semester. The Socio-economic status of Mr. Mominur was not better before getting the stipend. His father works as tenant farmer and his monthly income was only 3000 tk. So, it was quite impossible for his father to bear the educational expenses. So, he admitted the technical institute and got 800-taka scholarship per month. This stipend money is very helpful because by this money he bears his educational expenses easily. He said the disbursement process of stipend is smooth. He sometimes got problem in bank to their delay process. But he said if the STEP gives 1200 taka per month, it will easy to continue the education smoothly and will give less financial pressure on his family.

Mr. Mominur said that by the stipend money he purchases educational books, accessories and provide the semester fee in time. He also informed that the technical skill and social status is increased by running the stipend program.

The stipend program of STEP plays a great role in technical education sector. If the program is not available, it is difficult to continue the education for many poor students like him. He also said that the stipend program makes a huge change in technical education sector. He told that this stipend amount raised his self-confidence. He said that STEP stipend program has a great role in increasing the class attendance, improving the academic result, decreasing the number of drop out students from education, increasing the participation of female students in technical education, decreasing the rate of early marriage and increasing the women participation in technical job market.

Management of the stipend data

By increasing the involvement of institution, the stipend data collection and management process can be more effective and efficient. They preserved students information in the computer as softcopy..

Timely disbursement of the stipend to the beneficiaries

For timely disbursement of the stipend money, students should get the STEP supported stipend related information through their personal mobile number along with the institution.

More meaningful incentives to students for academic performance improvement

According to principals, students would be more benefited if they get educational materials instead of money it will be more meaningful. Some principals expressed that, the amount and quantity of step stipend money should be increased. Some other incentives that should be incorporated in the stipend program for improvement of the academic performance are given bellow-

- Provide reference books if they were costly
- To offer scholarship to the meritorious students for higher education

Case study-03: Amena Akthar Sumona at Dhaka

Amena Akthar Sumona studied in Diploma in Textile technology at National Polytechnic Institute, Dhaka under session 2017-18. She completed her SSC with CGPA 4.50 in 2017. In the year of 2017, she was very worried about further education due to his family's poor economic condition and expenses. Her father told her that he couldn't bear her educational expenses. Then she heard the polytechnic institute and the stipend programme by her friend and she admitted to National Polytechnic Institute, Dhaka. Now, she is in 5th semester and her previous result was respectively 2.38,2.44,2.89 and 3.00. She got scholarship when she was in 3rd semester.

The Socio-economic status of Amena Akthar was not better before getting the stipend. Her father works as shopkeeper and his monthly income was only 9000 tk. So, it was quite impossible for his father to bear the educational expenses. So, she admitted the technical institute and got 800-taka scholarship per month. This stipend money is very helpful because by this money she bears his educational expenses easily. But she said if the STEP gives 1000 taka per month, it will easy to continue the education smoothly and will give less financial pressure on his family.

Mr. Amena Akthar said that by the stipend money she purchase educational books and accessories, provide the semester fee in time. It also help in her daily expenses of rishaw or bus fair. She also said that she did not face any difficulties to get the stipend. She also informed that the technical skill and social status is increased by running the stipend program.

The stipend program of STEP plays a great role in technical education sector. If the program is not available, it is difficult to continue the education for many poor students like her. She also said that the stipend program makes a huge change in technical education sector. She said that STEP stipend program has a great role in increasing the class attendance, improving the academic result, decreasing the number of drop out students from education, increasing the participation of female students in technical education, decreasing the rate of early marriage and increasing the women participation in technical job market.

Mechanisms and tools to make the stipend program sustainable

- Accurate verification of the beneficiaries.
- Using apps like bkaash or rocket for money disbursement process.
- 100% poor students should be covered under stipend program.

Recommendation for better implementation and streamlined stipend policy

- More private institutes should be included under this program
- Mobile banking like bkaash (provided by BRAC Bank Limited) or rocket (provided by Dutch-Bangla Bank Limited) need to be incorporated in money disbursement process.
- Amount of stipend money need to be increased from existing amount 800 taka to 1500 taka per month .
- Parents/guardians should be involved during disbursement of stipend money to ensure proper utilization of money.
- Institutions should be involved in the verification of the students' socio-economic information.
- All poor students should be covered under stipend program
- There should be feedback system if any students have any inquiry

Strengths of the stipend program

- Poor and marginal students can continue their study with the aid of stipend money
- More enrollment of the female students in the technical education
- The technical education is getting popularized

Weakness of the stipend program

- Stipend program is non-digitalized and lengthy process to get the money
- No involvement of the principals and class teachers in selection process

Suggestions for improving the stipend program

- 100% stipend and extra facilities for the physical disable students should be allowed
- 100% male students should under the stipend program
- The amount of STEP stipend should be increased

Recommendations

Screening of 'Application Form'

- Training to the institution level instructors on 'Application Form', selection process of the students and other related aspects of the stipend program and data management activities should be provided to provide clear conception on the project activities.
- Database on socio-economic conditions of the students should be maintained during their admission aiming to cross-check with the information as provided in the 'Application Form' for stipend.
- Institution authority should play strong and effective role in preliminary screening of the 'Application Forms' as submitted by the students to get real socio-economic information of students in addition of household verification.
- The design of the selection process should be revised in introducing institutional level preliminary screening system through enumerators and respective trade/technology instructors instead of existing PMT (Proxy Mean Test) score system as student used to provide false/fabricated information to qualify in the preliminary selection especially rich student.

Household verification

- The existing 'Third party household verification system' should be continued for current stipend program (if it is continued) or any other similar program in future;

- Online household data verification and tracking system should be introduced for effective monitoring and supervision of the household verification of the field enumerators;
- The institution authority and local level public representatives should be involved during household verification to get real socio-economic information of the students;
- Household verification should be done with proper transparency as to be followed by the enumerators during verification at the household level of the students.

Amount of stipend money for future program

- The amount of stipend money should be increased upto 1000 to 1200 taka per month instead of 800 taka, if the existing program is continued or any other similar stipend program in future.

Disbursement of stipend money

- The stipend money should be transferred to the students without any delay.
- The focal person at institution level involved with stipend money transaction to the students should be well trained about financial data management system particularly for dropout students, referred students etc.
- Mobile banking like bkash (provided by BRAC Bank Limited) or rocket (provided by Dutch-Bangla Bank Limited) or Nagat (GPO) need to be incorporated in money disbursement process.
- Parents/guardians should be involved during disbursement of stipend money to ensure proper utilization of money.

Feedback system

- There should be an easy feedback system to the project authority, if any students have any inquiry and or express their grievances about the stipend program,

Monitoring of the program

- Strong and effective monitoring should be done from Project HQ level for existing program or similar future stipend program considering the following steps:
 - Frequent and sudden field visit to the institutions,
 - Inspection of students' class attendance registers and academic results;
 - Discussions with stipend recipient and non-recipient students about their satisfaction and grievances as well as with institution and bank authority.
 - Monitoring team should provide observations and suggestions on 'Inspection Register' to be maintained by the institutions. Thereafter, monitoring team should check the 'Inspection Register' in the next visit whether the institution authority take corrective measures or not'. If not taken, monitoring team should take formal action against the matter.
 - The monitoring team should submit a monitoring report for each visit to the project authority aiming to take corrective measures according to the suggestions to be provided in the report.

Assurance of quality of technical education

- The existing STEP supported stipend increased class attendance, improved the academic results of the students, reduced the dropout rate, and increased the cycle completion rate of the students. Therefore, this type of stipend program should be continued through the same donor or by hunting other donor agency.

Assurance of women empowerment

- The existing STEP supported stipend increased the enrollment of female students in technical education; reduced the child marriage of female students, increased the delayed child-bearing of the female students. Therefore, 100% coverage of the female students under this type of stipend program should be continued in future.

Area coverage

- All (100%) private polytechnic institutes should be covered under stipend program, if it is continued or for similar stipend program in future;

Assurance of financial support for poor students

- The existing stipend program reduced the financial burden of the families of poor students as well created opportunities to complete their diploma program. Therefore, this type of stipend program should be continued in future to assure the financial support for poor students in technical education.

Sustainability of the stipend program

- Government authority should convince the existing donor agency to continue the STEP supported stipend program at the aim of increasing the enrollment of students including females as well as increasing the technical manpower in the country;
- In absence of existing donor, respective authority should source other donor agency(ies) to fund in the stipend program for technical sectors;
- In absence of any donor(s), government should invest money from its revenue budget for the poor students studying in both public and private polytechnic institutes to achieve the target benefits from the technical education sector.

Conclusion

The increasingly expanding industrial sectors skills manpower may help to accelerate the productivity of goods. Our country has already commissioning as developing country. To maintain this status country's unemployment rate must decrease in future. Technical education can play a vital role in this circumstances. Stipend programme for technical education is necessary to increase enrollment of student in this section. STEP stipend programme play a positive influence to enrich this education sector. Though there is some minor problem to implementation this programme but favorable initiative can solve the problem. This research may help to researcher, government official to make a policy.

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Checklist for Principal/STEP officials

Name of Interviewee:....., Mobile:.....

M ☐ F ☐

1.0 Stipend related information

1.1 How relevant, effective, efficient and sustainable are the program intervention?

1.2 How relevance the design process & selection procedure for providing stipend?

1.3 How effective the stipend disbursement process?

1.4 Did you find any problems for disbursement, if so explain these?

1.5 How effectively and efficiently stipend data were managed?

1.6 Capacity for stipend program management for timely disbursement of stipend to the beneficiaries?

1.7 What would be more meaningful incentives to students for academic Performance improvement; and

1.8 What would be the propose mechanisms and tools to make the stipend program sustainable?

1.9. Make recommendations for better implementation and streamlined stipend policy.

1.10. What are the strengths of the stipend program?

1.11. What are the weaknesses of the stipend program?

1.12. Give your suggestions for improving the stipend program:

a.

b.

Name and signature of the respondent (from institute)

Name of Enumerator:

Signature: Date:

Name of Supervisor:

Signature: Date:

Case Studies for Beneficiary Studests [4th to 8th Semester]

১.০ ছাত্রের ব্যক্তিগত তথ্যাদি:

১.১ ছাত্রের নাম ও ঠিকানা:

১.২ ছাত্রের নাম বয়স:

১.৩ পিতার নাম ও পেশা:

১.৪ মাতার নাম ও পেশা:

১.৫ পরিবারের মোট সদস্য সংখ্যা:

১.৬ লিঙ্গ: [কোড: ১=পুরুষ, ২=মহিলা, ৩=তৃতীয় লিঙ্গ]

১.৭ শিড়্জা প্রতিষ্ঠানের নাম ও ঠিকানা:

.....

১.৮ প্রতিষ্ঠানের ধরণ: [কোড: ১=সরকারী, ২=বেসরকারী]

১.৯ কোর্স/ট্রেডের নাম:

১.১০ ছাত্রের রেজি: নং:

১.১১ ভর্তির বছর/সেশন:

১.১২ বর্তমান সেমিষ্টার: [কোড: ১=১ম সেমিষ্টার, ২=২য় সেমিষ্টার, ৩=৩য় সেমিষ্টার, ৪=৪র্থ সেমিষ্টার, ৫=৫ম সেমিষ্টার, ৬=৬ষ্ঠ সেমিষ্টার, ৭=৭ম সেমিষ্টার, ৮=৮ম সেমিষ্টার]

২.১. কোন সেমিষ্টারে থাকা অবস্থায় আপনি বৃত্তি পেয়েছিলেন? উল্লেখ করুন:.....

৩.০. ছাত্রের ব্যক্তিগত জীবনে বৃত্তি কর্মসূচীর সফলতা সম্পর্কিত তথ্যাদি:

৩.১. বৃত্তি গ্রহণের আগে আপনার আর্থ-সামাজিক অবস্থা কেমন ছিল? অর্থাৎ পরিবারের আয়ের উৎসসমূহ, মূল আয়ের উপৎস, মাসিক আয়ের পরিমান, আপনাকে শিড়্জা খরচ চালাতে ব্যয়ের পরিমান ইত্যাদি:

৩.২. বৃত্তি কর্মসূচীর কারণে আপনার শিড়্জা জীবনে কি কি পরিবর্তন এসেছে উল্লেখ করুন:

৩.৩. বৃত্তি কর্মসূচীর দ্বারা আপনি কিভাবে উপকৃত হয়েছেন? বিস্তারিত উল্লেখ করুন:

৩.৪. বৃত্তির অর্থ দ্বারা উপকৃত হওয়ার উপায়গুলো সুনির্দিষ্টভাবে ব্যাখ্যা করুন:

৩.৫. বৃত্তি পেতে আপনি কি কি প্রতিবন্ধকতার সম্মুখীন হয়েছিলেন? বিস্তারিত উল্লেখ করুন:

৩.৬. প্রতিবন্ধকতার সম্মুখীন হয়ে থাকলে তা কিভাবে মোকাবেলা করেছেন? বিস্তারিত উল্লেখ করুন:

৩.৭. বৃত্তি গ্রহণ করার মাধ্যমে/কারণে আপনার দৃঢ়তা কিভাবে/কিরকম বৃদ্ধি পেয়েছে?

৩.৮. আপনার জীবনের উন্নত/উচ্চ শিক্ষা গ্রহণে বৃত্তি কার্যক্রম কি ধরনের প্রভাব ফেলবে/ফেলছে?

৩.৯. আপনার সামাজিক মর্যাদা বৃদ্ধিতে বৃত্তি কার্যক্রম কি ধরনের প্রভাব ফেলবে/ফেলছে?

৩.১০. আপনার আর্থিক অবস্থার উন্নয়নে বৃত্তি কার্যক্রম কি ধরনের প্রভাব ফেলবে/ফেলছে?

৩.১১. স্টেপ প্রদত্ত বৃত্তি না পেলে আপনার শিক্ষা কার্যক্রম চালাতে কোন অসুবিধা হতো বলে মনে করেন কি? হলে কি কি অসুবিধা হতো? উল্লেখ করুন:

৩.১২. বৃত্তি বর্হিভূত ও বৃত্তির আওতাধীন ছাত্রের মধ্যে পার্থক্যগুলো কি কি? ব্যাখ্যা করুন:

তথ্য গ্রহণকারীর নাম ও স্বাক্ষর:

মোবাইল নম্বর:

তারিখ:

সুপারভাইজারের নাম ও স্বাক্ষর:

মোবাইল নম্বর:

তারিখ: