

PIPELINE

CAPACITY

FINANCIAL

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A University Public Service Semester for Bangladesh

An evidence-based feasibility study of a supervised public service semester within Bangladeshi university degrees — integrating the national education and government employment database with pipeline modeling, host-capacity analysis, a preliminary financial model, a documented legal review, international comparisons, anti-corruption mechanism design and a phased implementation pathway with decision gates.

COMPILED

October 2026

EVIDENCE BASE

99 registered sources · 22 documented assumptions · 29 data gaps with RTI paths

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Reader's note on evidence discipline. This report separates verified facts (source key SRC-nn), labeled assumptions (ASM-nn) and documented gaps (GAP-nn) in every section and table. Missing values are recorded as "NA" - never as zero. No corruption-reduction savings are counted as financial benefits anywhere in the financial model. The 300,000-participant figure is treated throughout as a hypothesis to test. The machine-readable database (16 new CSV datasets + 17-sheet Excel workbook) accompanies this report.

Executive Summary

This report evaluates the feasibility of a proposed national program in Bangladesh under which university students would complete a supervised semester of public service as part of their academic degrees, with placements matched to their disciplines and to the needs of government institutions. The initiative carries two connected objectives: enabling students to contribute practical skills to public institutions while gaining real-world experience, and testing whether a transparent, supervised system can improve public service delivery, strengthen accountability and reduce opportunities for corruption. The planning hypothesis of approximately 300,000 student participants per year was treated throughout as a target to test, never as an established fact. This phase produces research, evaluation, data integration and program design only; it deliberately does not prepare a government presentation or a formal policy proposal.

The research integrates the Phase 1 national database - 173 recognized universities, verified enrollment and graduation figures, a 148-organization government directory, and workforce stock of 1,986,272 sanctioned posts with 521,922 vacant as of June 30, 2025 - with 54 newly verified sources covering legal instruments, host-institution networks, cost benchmarks and international comparators. Three findings dominate the analysis. First, the pipeline finding: a 300,000-participant program structurally requires the participation of National University affiliated college students, because the combined final-year pool of direct-teaching public universities and private universities is only about 130,000 students per year. Second, the constraint finding: institution counts are not hosting capacity; the binding constraints are trained supervisors (15,000 at a 1:20 ratio for 300,000 students), coordination staffing and verification infrastructure, not buildings. Third, the legal finding: the dormant, military-scoped, male-only National Service Ordinance of 1970 provides no usable authority; a compulsory element requires new, gender-neutral primary legislation, although voluntary pilots can proceed administratively, as the existing National Service Programme since 2009-10 demonstrates.

Headline findings. 300,000 participants = 25.6% of the estimated final-year cohort and EXCEEDS the direct-university pool by 169,822 students - National University college participation is structurally required - supervisors needed at 1:20 ratio: 15,000 for the target scenario - annual cost: BDT 8.4-23.3 billion at 300k, BDT 2.9-8.2 billion at 100k (preliminary estimates, no claimed savings) - the National Service Ordinance 1970 is dormant, military-scoped and male-only: no usable authority - new legislation required for a compulsory element; voluntary pilots can start administratively - no international student-service program has rigorous evidence of reducing corruption; Nigeria's NYSC proves 400k-scale is possible and shows why anti-fraud design must be built in from day one.

The financial model, built entirely on labeled assumptions with anchors in verified local price references, estimates total annual costs of BDT 2.9-8.2 billion for 100,000 participants and BDT 8.4-23.3 billion for 300,000 participants, without counting any speculative corruption-reduction savings. The international evidence base is genuinely encouraging on administrative feasibility - Nigeria mobilizes roughly 400,000 graduates annually through the fifty-year-old NYSC, Indonesia has embedded mandatory community service in university curricula since 1973, and the Philippines legislates a service component for every college student - but it contains no rigorous evidence that any student-service program has reduced corruption. The Uganda newspaper-campaign and Brazilian audit studies show that information plus consequences can reduce capture, and the Indonesian road-project experiment warns that top-down audits outperform bottom-up monitoring.

Bangladesh would therefore be testing a hypothesis, not importing a proven model, and this report designs the monitoring framework, safeguards and phased decision gates that such a test requires.

1. Introduction, Objectives and Methodology

The Government of Bangladesh question underlying this research is whether the country's university system - one of the largest tertiary education systems in the developing world - could be structurally connected to its public administration through a supervised service semester embedded in degree requirements. The idea responds to two persistent national frustrations: university graduates who lack practical exposure to the institutions they will serve and staff, and public institutions whose service delivery, record-keeping and accountability fall short of published standards. The research team was asked to evaluate the idea comprehensively - its education pipeline, its curriculum compatibility, its host capacity, its costs, its legal foundations, its international precedents, its anti-corruption logic, its risks and its monitoring requirements - before any political presentation is prepared.

The methodology follows the research protocol of the overall program. Phase 1 datasets were inspected first and reused wherever they remain the best verified evidence: the university inventory (173 institutions), enrollment and graduation series, the government organization directory, workforce stock measures, recruitment events and the retirement evidence, together with 45 registered sources and 17 documented data gaps. Phase 3 then added 47 targeted web searches and page verifications covering four streams: the legal framework (including the full official text of the National Service Ordinance 1970 and the UGC Order 1973 from the Ministry of Law legislative database), international comparator programs, the empirical literature on transparency and corruption, and Bangladesh-specific capacity and cost inputs. Every new figure carries a source identifier (SRC-46 to SRC-99), every derived calculation carries an assumption identifier (ASM-01 to ASM-22), and every remaining unknown is registered as a gap (GAP-18 to GAP-29) with a recommended Right to Information pathway.

Three epistemic disciplines govern the report. Verified facts, preliminary interpretations and planning assumptions are separated everywhere they appear, including inside tables. Missing values are recorded as not available and never as zero. And the anti-corruption objective is treated as a testable causal hypothesis rather than a presumed benefit, which is why the monitoring framework in Section 12 and the decision gates in Section 14 are designed as integral parts of the program rather than afterthoughts. Where this report states that something cannot be verified, that statement is itself a research finding intended to direct the next phase of data collection.

2. Integrated Data Foundation

The integrated data foundation rests on the Phase 1 verified figures, summarized here with their source keys so that every downstream calculation in this report can be traced. Bangladesh has 173 recognized universities: 63 public (including the National University and Bangladesh Open University, which operate vast affiliated college systems) and 108 private, plus 2 international institutions. The most recent all-sector enrollment total is 4,690,876 students in 2020, composed of 4,362,187 in the public system including the National University and Open University college networks, and 328,689 in private universities. The National University alone now oversees approximately 2,500 institutions and about four million students according to 2025 reporting, which makes it - not the direct-teaching universities - the numerical center of gravity of Bangladeshi higher education and, by extension, of any national service-semester program.

On the government side, the Statistics of Government Employees 2025 records 1,986,272 sanctioned posts across ministries, divisions, departments, directorates, autonomous bodies and state-owned enterprises, of which 1,464,350 were filled and 521,922 vacant as of June 30, 2025. The recruitment pipeline is thin relative to this stock: the 43rd through 47th Bangladesh Civil Service examinations produced recommendations of 1,457 to 2,805 candidates per cycle between 2023 and 2026, and annual retirements can only be estimated at roughly 40,000 per year from a World Bank analysis, because no official annual retirement series is published. The derived net reduction of about 80,650 filled posts between the 2024 parliamentary statement and the June 2025 count illustrates a workforce that is contracting faster than it is hiring. These labor-market facts matter to the program design in one specific way: they establish that government institutions are under-resourced in staff, which makes student assistance potentially valuable but also means supervision capacity must be built deliberately rather than assumed.

Foundation figures. 173 universities (63 public, 108 private, 2 international) - 4,690,876 total tertiary enrollment (2020) - National University: ~2,500 institutions, ~4 million students (2025 reporting) - 344,528 annual graduates (2021) - 1,986,272 sanctioned posts / 1,464,350 filled / 521,922 vacant (June 30, 2025) - BCS recommendations 1,457-2,805 per cycle (2023-2026) - ~40,000 retirements/year (World Bank estimate only) - host network: 65,567 primary schools, 19,211-21,086 secondary institutions, 418 upazila health complexes, 4,554-4,585 union parishads, 330 pourashavas, 12 city corporations, 495 upazilas.

Two administrative inventories complete the foundation. The Phase 1 government organization register lists 148 entities, of which 43 top-level bodies were verified against the official doptor directory. The Phase 3 host-network inventory adds the verified counts that size the placement universe: 8 divisions, 64 districts, 495 upazilas (with a 2025-26 gazette reportedly raising the count to 503), between 4,554 and 4,585 union parishads, 330 pourashavas and 12 city corporations; 65,567 primary schools with 384,513 teachers; between 19,211 and 21,086 secondary institutions; 418 upazila health complexes being upgraded to 101 beds; and the 2,260-2,500 National University colleges. Any capacity claim in this report is anchored to these verified counts, while hosting density per institution remains an explicit assumption pending pilot data.

3. Education-to-Service Pipeline Analysis

The pipeline analysis converts the enrollment foundation into the number of students who could plausibly participate each year. The calculation must distinguish enrollment stock from annual flow: a service semester is taken once by each participating student, so the relevant population is a single year-of-study cohort, not the four-million-plus total enrollment, and never the annual graduate count alone, because most students would complete service before their final examinations. Under the uniform-distribution assumption across a four-year degree (ASM-03), the national final-year cohort is approximately 1,172,719 students - a figure that would shrink if two- and three-year pass courses dominate the National University mix, an open question registered as GAP-19 because the university does not publish enrollment by year of study.

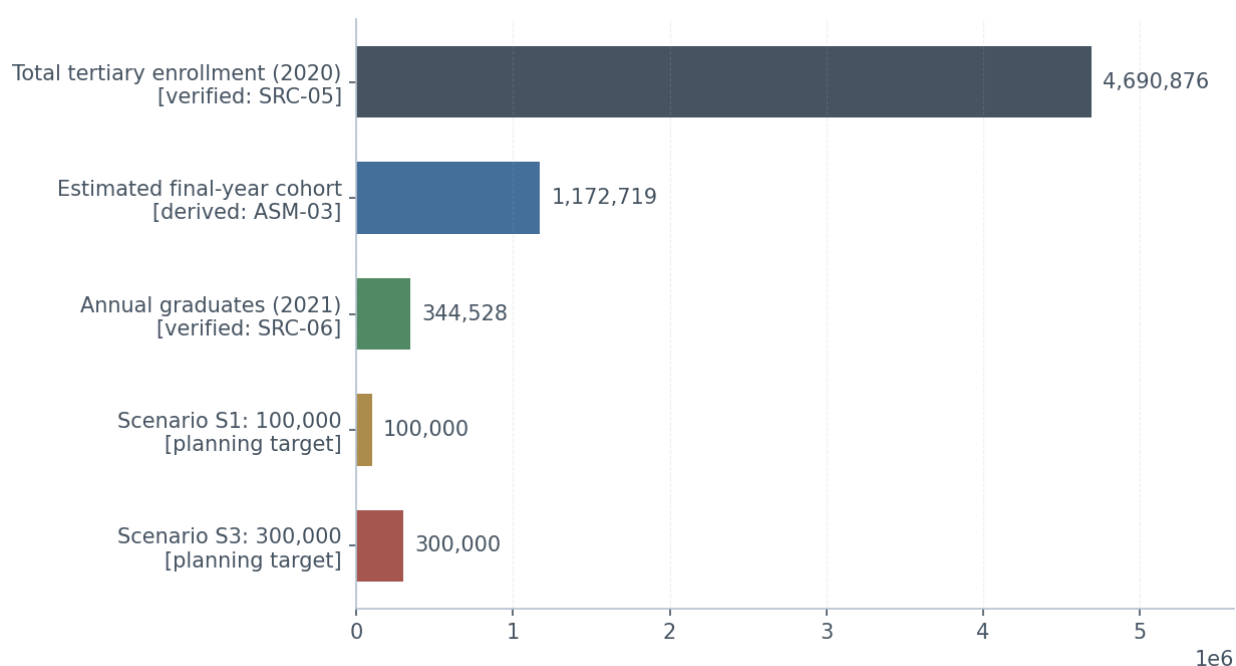


Figure 1. The education-to-service pipeline: verified enrollment stock, derived final-year cohort, verified graduates, and the two planning scenarios. Sources: SRC-05, SRC-06; assumption ASM-03 for derived stages.

The composition of that cohort drives the central feasibility finding. Direct-teaching public universities (excluding the Open University's distance students) and private universities together supply only about 130,000 final-year students per year on the latest verified enrollment figures - roughly 52,700 from the public direct sector and 77,500 from private universities. A 300,000-participant program therefore exceeds the direct-university pool by about 170,000 students, and the shortfall can only be filled by students of National University affiliated colleges. This is not a marginal adjustment but a structural redesign consideration: program architecture, placement logistics, stipend policy and quality assurance would all have to be built around college-based participation near the student's home institution, in a system of 2,260-2,500 colleges whose capacity varies enormously and whose academic calendar is annual rather than semester-based in most institutions.

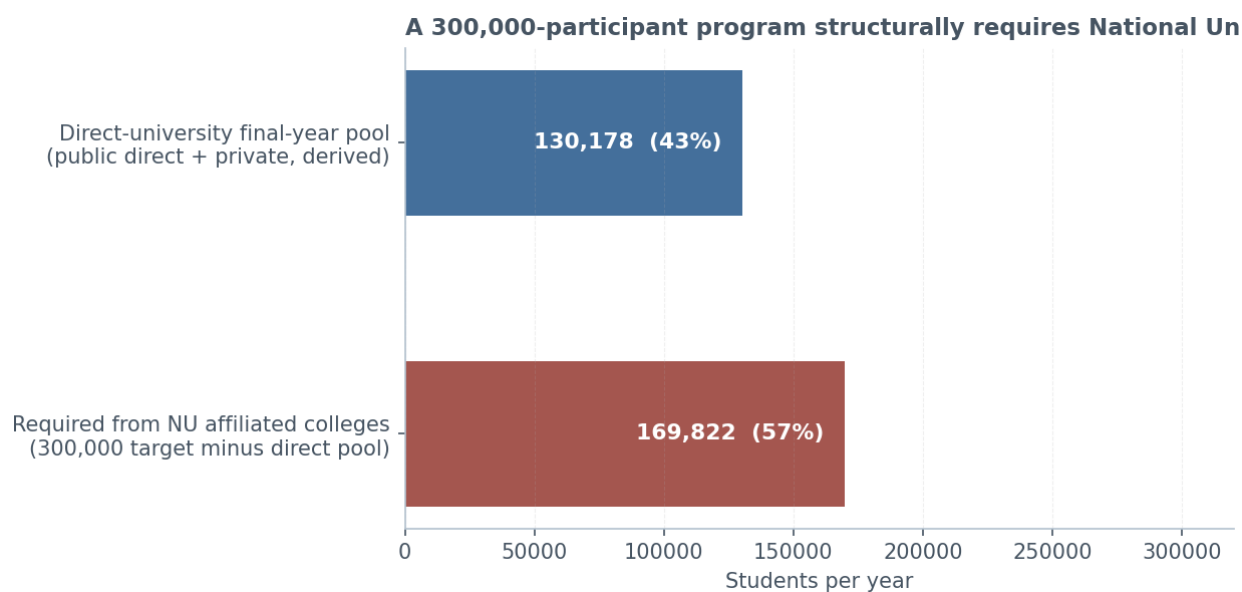


Figure 2. The structural finding: the direct-university final-year pool versus the amount that must come from National University affiliated colleges under the 300,000-participant hypothesis (PL-15, ASM-03/04).

The participation-rate arithmetic frames what the 300,000 hypothesis actually demands. If the national final-year cohort is near 1.17 million, then 300,000 participants represent about 25.6 percent of final-year students nationwide - roughly one in four - or about 6.4 percent of all enrolled students in any given year. The 100,000 scenario, by contrast, requires only about 8.5 percent of the final-year cohort and could technically be met within direct universities and a moderate college contribution. The scenario spread matters because every downstream requirement - placements, supervisors, stipends, verification infrastructure - scales roughly linearly with participation, while institutional readiness does not. The data required to refine these estimates (enrollment by year of study, by institution type and by district) does not exist in any published form and is registered as the highest-priority data gap of this phase (GAP-18, GAP-19).

Pipeline stage	Value	Type	Source/Assumption
Total tertiary enrollment (2020)	4,690,876	Verified	SRC-05; ASM-01
National University students (2025 reporting)	~4,000,000	Reported	SRC-90
Annual graduates, all sectors (2021)	344,528	Verified	SRC-06
Estimated final-year cohort (4-year uniform)	1,172,719	Derived	ASM-03
Direct public university final-year pool	~52,700	Derived (2015 basis)	ASM-03, ASM-04
Private university final-year pool	~77,500	Derived (2021 basis)	ASM-03
Direct-university pool total	130,178	Derived	ASM-03, ASM-04
Shortfall vs 300,000 target	169,822	Derived	PL-15
300,000 as share of final-year cohort	25.6%	Derived	ASM-03
100,000 as share of final-year cohort	8.5%	Derived	ASM-03

Table 1. Pipeline stages with data types. Verified inputs carry SRC keys; derived values carry ASM keys; the full 20-stage pipeline is dataset 12.

4. Academic Program Structures and Curriculum Compatibility

Bangladeshi degree structures are heterogeneous in ways that a one-size-fits-all service semester would collide with. Public universities run two-semester academic years; private universities predominantly run trimesters; and most National University affiliated colleges still operate annual examination cycles. Four-year honours degrees of 120-160 credits are the dominant undergraduate standard, professional programs add their own structures - the MBBS is five years followed by a compulsory one-year rotatory internship that the medical council requires before registration - and engineering programs commonly include one-to-three month industrial attachments in the final year. The Phase 1 program inventory verified faculty and department structures for six universities (Dhaka, Rajshahi, BUET, CUET, BRAC and North South) with 207 records, while the remaining 167 institutions remain unverified (GAP-16), so curriculum-fit conclusions in this section rest on verified examples plus structural facts, not a complete national map.

Program family	Typical structure	Existing service-like components	Service-semester fit
4-year honours (arts, science, social science, business)	8 semesters (public) or 12 trimesters (private); 120-160 credits	None compulsory	Substitute elective credit; duration-neutral design required
NU college pass and honours programs	Annual examination cycles; 2-4 years	None compulsory	Placement near home college; annual-cycle calendar adaptation
MBBS and dental	5 years + compulsory 1-year rotatory internship	Full-year supervised clinical internship (BMDC-gated)	Re-host or recognize internship; no duplication
Engineering	4 years; industrial attachment 1-3 months in final year	Industrial attachment	Re-host attachment in government establishments where curriculum-compatible
Education / B.Ed	1-4 years with teaching practice	Teaching practice in schools	Re-host teaching practice in government schools
Postgraduate programs	1-2 years	Thesis or internship in some programs	Optional track only; compulsory design focuses on undergraduate degrees

Table 2. Program families, existing service-like components, and service-semester fit. The duration-neutral rule (substitute, never add) follows from the session-jam evidence (SRC-97).

The single most important compatibility constraint is session delay. Public universities have chronically run multi-year session jams, and pandemic-era disruptions pushed some programs past five years to complete a four-year degree. Any model that adds a semester or a term to program length would compound this problem, impose additional living costs on students, and collide with the academic calendars of the college system. The design conclusion is therefore strict: a service semester must be duration-neutral by construction - it substitutes existing elective credit, practicum or internship requirements rather than adding time. Where a program already contains a clinical, industrial or field component (as medical, engineering, education and social-work programs typically do), the service semester should be able to re-host that existing requirement inside government institutions, converting an existing cost rather than creating a new one.

Program-level accreditation and professional council rules create the second constraint set. Medical placements must align with the medical council's internship framework rather than duplicate it; education placements in schools must respect child-safeguarding rules; and any change to degree requirements at a public university must pass its academic council and senate, while private universities operate under programme plans approved by the University Grants Commission under the Private Universities Act 2010, and National University colleges follow course and examination regulations set centrally by the National University under its 1992 Act. The practical implication is that a uniform national curriculum mandate would have to travel through at least three different approval mechanisms; the alternative, a national statute that sets a common service requirement while leaving implementation design to each university's statutory bodies, mirrors the Philippine model discussed in Section 11.

5. Government Sectors and Host-Institution Mapping

The sector mapping answers two questions: which government institutions could host students, and what would students actually do. The host universe is anchored to verified institutional counts: the education sector alone offers 65,567 primary schools, more than 19,000 secondary institutions and the 2,260-2,500 National University colleges; the health system offers 418 upazila health complexes plus district hospitals under a six-tier service structure; local government offers nearly 4,600 union parishads, 330 pourashavas and 12 city corporations; and field administration offers 495 upazila complexes and 64 district administrations. Fourteen sectors were mapped with, for each, the host institutions, relevant disciplines, suitable assignments, training needs, expected duration, capacity band, equipment, data-access rules, risks and measurable outputs - the complete mapping occupies dataset 15 of the database, and the discipline-to-assignment mapping occupies dataset 14.

Host network	Verified count	Source	Typical placement use
Government primary schools	65,567 (2023)	SRC-87	Tutoring support; register digitization; library organization
Secondary and junior institutions	19,211-21,086	SRC-88, SRC-89	After-school programs; science support
NU affiliated colleges	2,260-2,500	SRC-90, SRC-91	Campus-based service model (largest volume mechanism)
Upazila health complexes	418	SRC-85	Campaign logistics; queue management; health education
District hospitals	64 districts	SRC-86	As above, hospital scale
Union parishads	4,554-4,585	SRC-81, SRC-82	Record digitization; help desks; mapping
Pourashavas and city corporations	330 + 12	SRC-83, SRC-84	Accessibility audits; documentation; citizen desks
Upazila complexes	495 (503 gazette 2025-26)	SRC-81, SRC-98, SRC-99	Batch placements across sector offices
District administrations	64	SRC-81	Records; citizen service desks

Table 3. Verified host-institution counts and typical placement uses. Counts are verified figures (SRC keys); hosting density per institution remains an assumption (GAP-21).

The discipline matching follows a simple principle: students support structured, low-risk, well-supervised tasks adjacent to their field of study rather than exercising any official function. Computer science students execute approved digitization projects on scoped, non-sensitive systems; statistics students support authorized surveys for the statistics bureau; law students perform supervised legal research and legal-aid clinic assistance; public health students support immunization campaign logistics and health education; business students organize procurement documentation without ever touching bid evaluation; education students tutor and digitize school registers. Every assignment in the mapping carries explicit red lines: no statutory authority, no independent official decisions, no access to confidential records without authorization, and no replacement of qualified employees. The mapping also identifies institutions that should not host routine placements at all - constitutional bodies such as the Election Commission - precisely because proximity risks politicization.

Three sector-level risks deserve emphasis because they shape the safeguards of Section 7. Education-sector placements at scale involve minors, requiring vetting, always-adult-present rules and school-governance agreements. Health placements involve patient data and professional council rules, requiring alignment with the medical council's internship framework. And local government placements involve the citizen data that corruption would most plausibly target - birth registration, beneficiary lists, holding-tax registers - which is why the data-access rules in the mapping require custody to remain with the official custodian while students work on authorized, de-identified or aggregate tasks. The sector split used in the scenario model (education 30 percent, health 15 percent, local government 15 percent, administration and records 10 percent, digital government 8 percent, with the remainder distributed) is a planning assumption (ASM-09) proportioned to the verified host-network sizes, not a policy commitment.

6. Public Service Semester Model Options

Six structural models were evaluated rather than assuming a single design. Model A, the standalone compulsory service semester, maximizes symbolic commitment and depth but imposes the heaviest calendar burden and the longest legislative path. Model B embeds the service component inside an existing semester as a credit-bearing module, which is duration-neutral by construction and administratively lighter but delivers fewer contact hours. Model C converts existing internship, practicum, teaching-practice and industrial-attachment requirements into government-hosted placements - the lowest-cost, fastest-start option because it reuses curriculum space that already exists in professional programs. Model D is a hybrid of classroom instruction and field service across a term. Model E restricts any compulsory requirement to undergraduate degrees while offering postgraduate students an optional track, recognizing that one- and two-year masters programs cannot absorb a full semester. Model F gives clinical, laboratory and research-based degrees bespoke arrangements aligned to their professional councils, of which the medical internship is the standing example.

Model	Structure	Duration neutrality	Legal pathway	Best-fit use
A. Standalone compulsory semester	Dedicated service term outside regular coursework	No - adds time	New primary legislation	Deep immersion in selected universities (pilot variant)
B. Embedded service module	Credit-bearing module inside an existing semester	Yes	University statutory bodies + UGC guidance	Compulsory core at scale
C. Internship conversion	Existing practicum/attachment re-hosted in government	Yes	Program-level academic council approval	Professional degrees (fastest start)
D. Hybrid classroom + field	Split term of instruction and field service	Yes if it replaces a term	University statutory bodies	Disciplines needing preparation before placement
E. Postgraduate optional track	Optional service credit for masters students	Yes	University statutory bodies	Postgraduate programs
F. Professional-degree bespoke	Council-aligned arrangements (e.g., BMDC internship recognition)	Yes	Professional council + university joint rules	MBBS, nursing, education

Table 4. Six structural models evaluated. The recommended architecture layers models B/C (compulsory core), F (professional degrees) and E (postgraduate optional).

Each model was examined against twelve design parameters: duration, academic credit, training requirements, placement allocation, student assessment, attendance and completion rules, supervisor responsibilities, university coordination, host-institution responsibilities, student expenses and financial support, disability accommodations, rural-urban placement balance, safety and insurance, complaints and appeals, and rules for failing or repeating the component. The assessment favors a layered architecture rather than a single model: Model B or C for the compulsory undergraduate core (duration-neutral, legally lightest, compatible with annual-cycle colleges), Model F for professional degrees, and Model E for postgraduate programs. The Philippine comparator described in Section 11 demonstrates that a national statute can mandate a common requirement while institutions implement it through distinct components - a design pattern directly transferable to Bangladesh's mixed university landscape.

Two design parameters deserve explicit mention because they determine equity and safety outcomes. First, financial support: because a placement semester imposes transport, accommodation and foregone-earnings costs, the model treats a stipend floor, needs-based top-ups and placement-near-home-college as default design features, not optional extras - otherwise the requirement converts into a regressive tax on low-income students (risk RSK-03). Second, disability accommodations and safety: the parameter set includes accessible placement options, insurance coverage, a grievance channel with a 30-day resolution standard, and placement-transfer mechanisms for students facing harassment or retaliation. The rules for failing and repeating the service component should mirror ordinary academic supplementary rules so that a failed service semester does not become an unbounded delay risk.

7. Anti-Corruption Mechanisms and Safeguards

The anti-corruption rationale must be evaluated against evidence, not enthusiasm. The strongest causal evidence that information-based monitoring reduces corruption comes from Uganda: Reinikka and Svensson's 2005 study in the *Quarterly Journal of Economics* showed that a newspaper campaign informing schools and parents of their capitation grant entitlements cut the capture of those grants from roughly 80 percent to under 20 percent, a finding confirmed by a 2019 replication. In Brazil, Ferraz and Finan's 2008 study of randomly audited municipalities showed that publicized audit findings reduced the reelection chances of corrupt mayors - disclosure plus electoral consequences produced accountability. These results establish that citizen-facing information, coupled to real consequences, can measurably reduce specific forms of administrative corruption.

Two further studies define the boundaries of that optimism. Olken's 2007 field experiment across more than 600 Indonesian village road projects found that increasing the probability of top-down official audits reduced missing expenditures by about eight percentage points, while grassroots participation in monitoring had weaker effects - a direct caution against assuming that student observation alone changes behavior, and an argument for pairing student monitoring with institutional verification and consequences. The Indian experience with MGNREGA social audits shows a second boundary: where audits ran regularly, wage leakage fell, but transgressors adapted - corruption relocated rather than vanished. Together these findings translate into three design requirements for any Bangladeshi program: student observation must feed genuine verification processes; the verification must connect to consequences administered by institutions; and monitoring mechanisms must evolve because adaptation is guaranteed. Meta-analytic reviews of transparency interventions reach the same conclusion - transparency alone, without capacity to act and without consequences, consistently underperforms expectations.

The honest bottom line. Uganda: grant capture fell from ~80% to under 20% when citizens could monitor (SRC-73). Brazil: publicized audits punished corrupt mayors at the ballot box (SRC-75). Indonesia: official audits beat grassroots monitoring; corruption adapted where audits ran (SRC-76, SRC-77). No student-service program anywhere has rigorous evidence of reducing corruption. Bangladesh would be testing a hypothesis - and the program itself must be corruption-proof (the NYSC certificate-fraud lesson) before it can credibly discipline anyone else's.

No international student-service program - not Indonesia's KKN, not the Philippine NSTP, not Nigeria's NYSC - has been shown by rigorous evidence to have reduced corruption, and Nigeria's experience demonstrates the reverse risk: a service scheme can itself become a corruption object, with certificate fraud reaching ministerial resignation and criminal convictions. The candid conclusion for Bangladesh is that the anti-corruption objective is a plausible, evidence-adjacent hypothesis that the program itself would have to test, and the program would have to be engineered so that its own integrity is beyond doubt - digital completion records with verification, biometric or digital attendance, treasury-direct stipend payment, independent audit and published participation statistics - before it could credibly claim to discipline anyone else's corruption.

Nine candidate mechanisms were specified, each with its problem definition, the student's permitted role, the responsible supervision, the evidence collected, the independent verification mechanism, the referral process, the expected outcome and - critically - the limitations. Six safeguards address student protection from

retaliation, privacy and personal data, impartiality and political neutrality, conflicts of interest, protection against false accusations, and anti-fraud design of the program itself. The full register is dataset 20; the table below summarizes the mechanism families and their evidentiary basis.

Mechanism family	Student role (permitted)	Verification	Evidence basis
Service-delivery monitoring	Structured observation against published charters; time-and-motion records	10% re-observation by program staff	Uganda information campaign (SRC-73); Bangladesh SDI baselines (SRC-80)
Delay and bottleneck documentation	Process-tracking with timestamps from official registers	Cross-check vs dispatch registers	Charter-based; no direct foreign precedent claimed
Records completeness and digitization	Batch digitization of non-sensitive registers; completeness flags	Double-entry; sampling re-checks	Digitization reduces manipulation space (standard audit logic)
Aggregate-data consistency checks	Arithmetic and cross-source checks on published aggregates	Independent recomputation	Administrative-data quality literature
Citizen information and RTI assistance	Help desks; RTI application support; plain-language charters	Desk throughput audit	RTI Act 2009 framework (SRC-31)
Independent evaluation support	Enumeration workforce for independent evaluations	Survey QA, back-checks	Report-card methodology (SRC-79)
Authorized referral of suspected misconduct	Never investigation; confidential referral forms to program protection officer	Documentation standards; oversight review	PIDA 2011 (SRC-52); ACC Act 2004 channels (SRC-53)

Table 5. Mechanism families with permitted student roles, verification and evidence basis. Full 9-mechanism + 6-safeguard register: dataset 20.

The safeguards framework exists because the placement setting concentrates every risk of power asymmetry: students are young, junior, temporary and dependent on supervisor certification for their degree progress. Retaliation protection is therefore engineered first - explicit extension of the 2011 whistleblower statute to program participants, a designated protection officer, an anonymous grievance channel, an immediate transfer mechanism and a strict prohibition on requiring students to confront suspected wrongdoers. Data safeguards keep custody of all personal records with the official custodian and restrict students to authorized, de-identified or aggregate tasks under signed data-handling agreements. Neutrality safeguards prohibit political activity during placement and allocate placements through transparent, published rules rather than discretion. Conflict-of-interest declarations re-allocate students away from offices where relatives serve. Anti-fabrication safeguards require documentary bases and supervisor co-signatures for every finding, with academic-disciplinary consequences for fabricated records. Finally, the anti-fraud design layer - QR-verified digital certificates, biometric attendance, treasury-direct stipends, external audit and published statistics - exists because the NYSC precedent shows that a service program without these layers becomes a fraud platform itself.

8. Capacity and Staffing Analysis

Capacity analysis starts from a distinction that is easy to get wrong: Bangladesh's 521,922 vacant government posts are unmet staffing needs, not hosting capacity. A vacant post cannot supervise anyone. Genuine hosting capacity is a function of trained supervisors, workspace, task design and coordination infrastructure - none of which is published in any consolidated form, which is why the capacity model in dataset 16 is built as labeled low-medium-high assumptions per institution type, anchored to verified institution counts. Under the medium assumptions, the theoretical annual placement capacity across all mapped host networks is roughly 322,000 - upazila complexes contributing about 9,900 at twenty students each, union parishads about 9,100 at two each, primary schools up to 131,000 at two each, secondary institutions about 42,000, National University colleges about 120,000 at fifty per college, health facilities about 5,800, and district administrations about 2,600.

Capacity element	Low	Medium	High	Basis
Upazila complex placements (495)	7,425	9,900	14,850	ASM-11
Union parishad placements (4,554)	4,554	9,108	18,216	ASM-12
Primary school placements (65,567)	65,567	131,134	196,701	ASM-13
Secondary institutions (~21,000)	21,086	42,172	63,258	ASM-13
NU college placements (2,260-2,500)	50,000	120,000	250,000	ASM-14
Health facilities (482)	3,800	5,800	9,600	ASM-15
District administrations (64)	1,280	2,560	3,840	ASM-16
Theoretical total (annual)	155,916	322,174	706,465	Sum - NOT operational capacity
Supervisors at 1:20 - S1 / S2 / S3	5,000 / 10,000 / 15,000			ASM-07

Table 6. Theoretical placement capacity by host network (students/year). The aggregate is a ceiling, not an operational promise; supervision is the binding constraint.

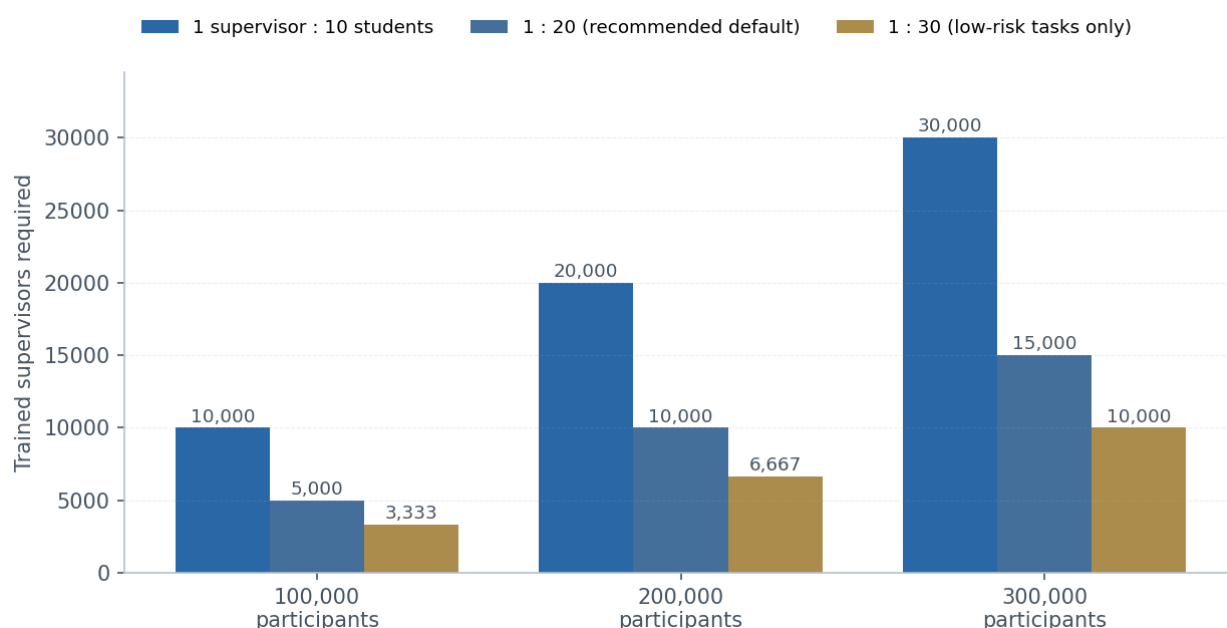


Figure 3. Trained supervisors required under three supervision ratios for each participation scenario (ASM-07). The 1:20 ratio is the recommended planning default; 15,000 supervisors at target scale equals about 1% of all filled government posts.

The theoretical total is deliberately misleading if read as an operational promise, for three reasons the model documents. First, school capacity is bounded by head-teacher supervision bandwidth, not by classroom count; placing two students in each of 65,000 schools requires 65,000 concurrent supervision arrangements. Second, the college-based model - the only mechanism that can absorb the National University volume that the 300,000 target requires - delegates supervision to college teachers who already carry heavy teaching loads, so its medium assumption of fifty students per college per year is a hypothesis to be tested in pilots, not a measured fact. Third, supervision is a trained-scarce resource: at the recommended 1:20 ratio, the scenarios require 5,000, 10,000 and 15,000 certified supervisors respectively, and while a thirty-person central training function could in principle certify 15,000 supervisors a year on a two-day course, building the trainer network, the certification quality and the supervisor workload-recognition systems (through annual confidential report credit, for example) is a genuine institutional construction project that takes years.

The staffing model extends beyond supervisors: roughly one university coordination staff member per 200 enrolled participants implies 500 to 1,500 coordination positions across the 173 universities at scale; one program office staff member per 2,000 participants implies a 50-to-150-person government program administration; and the digital platform must concurrently manage 50,000 to 150,000 live placement records with attendance, supervisor sign-off, grievance intake and verification data. District-level allocation of placements should follow the geographic distribution of enrollment - which is not published (GAP-18) - so the per-upazila and per-district figures in the scenario model are illustrative equal shares rather than an allocation plan.

9. Financial Model

The financial model is a parameterized estimate, not a budget: every line is anchored to a verified Bangladesh price reference where one exists and flagged as a planning assumption where none does. The stipend scenarios of BDT 3,000 to 8,000 per month for four months are bracketed by three anchors - the Department of Youth Development's training allowance precedent of BDT 4,500 per month, the private-sector internship norm of BDT 10,000-15,000, and the garment-sector minimum wage of BDT 12,500 established in December 2023, which the model treats as the ethical floor reference for a full-time-equivalent placement. Transport (BDT 1,000-3,000 per month), accommodation support for the roughly 35-40 percent of students placed away from home, a BDT 500 insurance premium, orientation and training, university and host coordination costs, amortized supervisor training, the digital platform, and monitoring and audit complete the per-participant basket, which totals BDT 25,250 to 69,900 per participant at 300,000 scale.

Cost element (per participant, 4 months)	Low	Medium	High	Anchor
Stipend	12,000	20,000	32,000	DYD 4,500/mo; internships 10-15k; min wage 12,500
Transport	4,000	8,000	12,000	Local commute rates
Accommodation (away-from-home share)	3,200	4,200	6,400	35-40% of students
Insurance	500	500	500	Group premium (needs verification)
Meal supplement	0	2,000	6,000	Scenario choice
Orientation and training	2,000	3,500	5,000	Program design
University coordination	1,000	1,500	2,000	ASM-18
Host institution cost	1,500	2,500	3,500	ASM-18
Supervisor training (amortized)	250	375	500	BDT 5,000-10,000 per supervisor / 20 students
Platform, M&E, management	2,467	3,800	5,333	BDT 500M-1,000M platform + M&E; + admin
TOTAL per participant (300k scale)	25,250	45,825	69,900	Dataset 17

Table 7. Per-participant cost basket at 300,000 scale (BDT, four-month placement). All parameters are labeled assumptions with anchors (dataset 17, GAP-23).

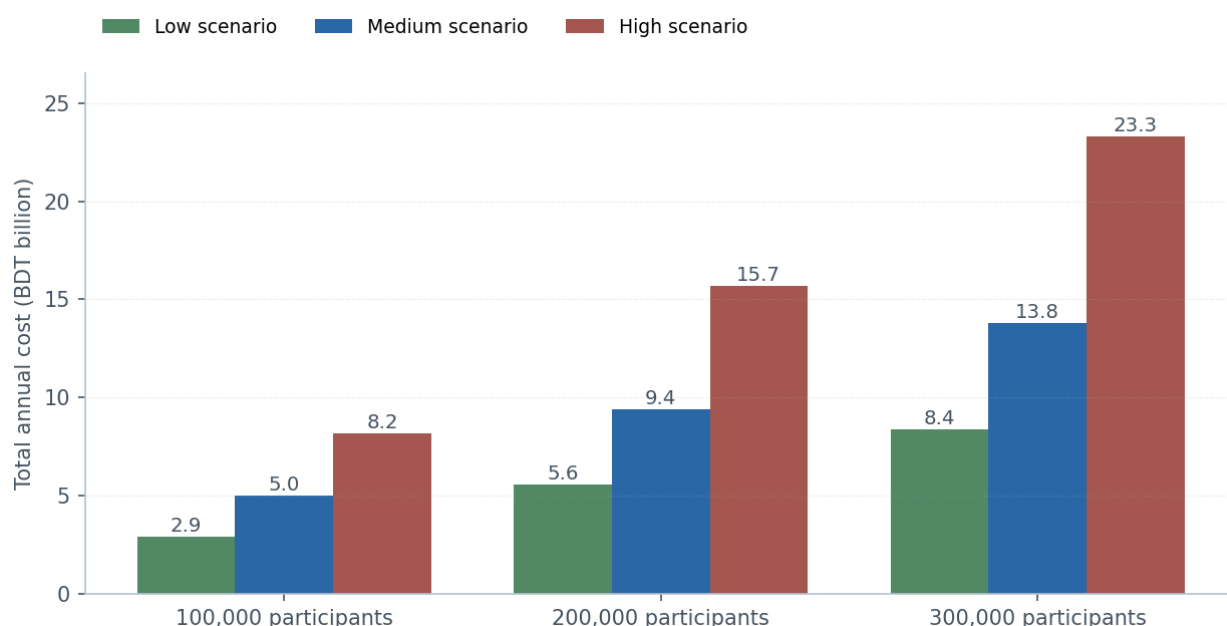


Figure 4. Total annual program cost by participation scenario (BDT billion). Preliminary estimates; no corruption-reduction savings are included anywhere in the model (ASM-22).

Scenario totals follow directly: approximately BDT 2.9-8.2 billion (290-820 crore) per year for 100,000 participants, BDT 5.6-15.7 billion for 200,000, and BDT 8.4-23.3 billion (840-2,330 crore) for 300,000. The government would carry roughly 88 percent of the total through stipends, logistics, platform and administration, with universities carrying orientation and coordination costs - a division that has real implications for public universities, which would require University Grants Commission funding lines, and for private universities, whose cost-sharing stance would shape their participation. One-time setup costs for platform build, legal drafting, institutional agreements and pilot design are estimated at BDT 2-5 billion in the first year. Cost per completed placement, at the assumed 90 percent completion rate, ranges from about BDT 26,000-92,000 across scenarios.

Three modeling disciplines were maintained throughout. First, no savings from corruption reduction are counted anywhere in the model: even if the program eventually reduces leakage, no verified Bangladesh estimate exists from which to compute such savings, and presenting speculative savings as benefits would violate the research protocol (ASM-22). Second, all cost parameters are labeled low-medium-high with their anchors documented in dataset 17, so that any reader can substitute better parameters as procurement quotes, insurance tenders and pilot actuals arrive (GAP-23). Third, the model prices the program honestly at a full-stipend standard: a 'voluntary unpaid' variant would cost dramatically less but would reproduce the equity failure that the risk register identifies as RSK-03, and the NYSC experience shows that underfunded cohorts convert into program dysfunction.

10. Legal and Institutional Feasibility

The legal review produced the sharpest finding of this phase. The National Service Ordinance of 1970 - Ordinance No. XXII of 1970, promulgated on 7 November 1970 under the pre-independence regime - does exist on the Ministry of Law's legislative database, and its full text was verified. It is not, however, a usable authority for the proposed program. The Ordinance provides for compulsory military service: every male citizen aged eighteen to twenty with matriculate or higher education is liable to one year of service in the army, navy or air force, followed by reserve liability to age thirty-five with annual refresher training. It commences only upon a Gazette notification under section 1(3), and no such notification was identified in this research; one comprehensive legal inventory lists it as repealed, and the general preservation of pre-1971 laws by the Validation of Laws Act 1975 does not activate what was never commenced. Its male-only coverage would collide with the constitutional equality guarantees of Articles 27 and 28 in any event. A formal confirmation of its status is registered as GAP-24, but the design conclusion is already firm: a modern civilian program requires new legislation, and nothing in the 1970 Ordinance should be relied upon.

The National Service Ordinance 1970 - verified from the official text (SRC-46). Ordinance No. XXII of 1970 (7 November 1970): compulsory service means one year in the ARMED FORCES for male citizens aged 18-20 with matriculate-plus education (s.3, s.5(4)), reserve liability to age 35 with annual refresher training (s.6-7), student deferments (s.4), and commencement only upon Gazette notification (s.1(3)) - no such notification identified; one legal inventory lists it as repealed (SRC-48). It is military, never commenced, and male-only: it cannot found a civilian, gender-equal university program. Formal confirmation requested via RTI (GAP-24).

The operative university-law framework is more promising for a phased approach. The University Grants Commission Order of 1973 gives the Commission planning, funding, evaluation, statistical and advisory functions - and, crucially, the power under section 5(3) to withhold grants from a university that fails to comply with its recommendations. This is a financial lever rather than a curricular command: course and degree requirements rest with each university's senate and academic council under the individual university acts, with private universities additionally bound by the programme-plan approval requirement of the Private Universities Act 2010, and National University colleges governed centrally by the National University Act 1992. A compulsory national requirement would therefore either legislate uniformly (the Philippine pattern) or thread through at least three approval mechanisms. Voluntary, credit-bearing pilots, by contrast, can proceed under existing university autonomy with University Grants Commission encouragement and - if the government wishes to move faster than statute - grant-conditionality support.

The surrounding statute book supplies the program's safety architecture more readily than its mandate. The Right to Information Act 2009 provides the transparency backbone and a model for institutional disclosure. The Disclosure of Public Interest Information (Protection) Act 2011 provides whistleblower protection that the safeguards framework proposes to extend explicitly to program participants. The Anti-Corruption Commission Act 2004 defines the authorized investigative endpoint of any referral pathway - students route credible flags to supervisors, department heads or the Commission's public channels, never to self-directed investigation. Two questions are flagged for formal legal advice rather than resolved here: whether credit-bearing placements fall outside the employment relationship under the Labour Act 2006, and the

interaction of program rules with public servants' conduct regulations. Finally, the domestic precedent is encouraging: the National Service Programme operated by the Ministry of Youth and Sports since 2009-10 has placed unemployed youth in government offices after training - administrative proof that hosting arrangements can be built without waiting for primary legislation, though its scale and current status need verification (GAP-26).

Instrument	Status (this research)	Key substance	Program relevance
National Service Ordinance 1970	Dormant at best; possibly repealed; military, male-only	1-year armed forces service, ages 18-20, reserve to 35	No usable authority; new legislation required (GAP-24)
UGC Order 1973	In force	Funding, evaluation, advice; grant withholding s.5(3)	Financial lever for university participation
Private Universities Act 2010	In force	UGC-approved programme plans	Channel for private university implementation
National University Act 1992	In force	Central course/examination control for colleges	Gateway for the largest participant pool
Constitution Art. 21 / 27 / 28	In force	Citizen duties; equality; non-discrimination	Values anchor; equality-compliant design mandatory
RTI Act 2009	In force	Information access; disclosure duties	Transparency backbone
PIDA (whistleblower) 2011	In force	Protection of disclosers	Student protection layer
ACC Act 2004	In force	Commission inquiry/investigation powers	Authorized referral endpoint
National Service Programme (2010, administrative)	Operational (scale unverified)	Training + government office placement for youth	Pilot-scale precedent without new statute

Table 8. Legal instruments and their program relevance. Full 15-instrument register with verification levels: dataset 18.

11. International Comparisons

Six comparator programs were documented from official and scholarly sources, selected to span the design space: in-degree community service (Indonesia), legislated tertiary service components (Philippines), post-graduation national service at target scale (Nigeria), voluntary campus-based service (India), paid professional national service (United States), and a deliberate voluntary-first experiment (France). Indonesia's Kuliah Kerja Nyata (KKN) is the closest structural relative: integrated into the higher education curriculum since 1973 as part of the Tridharma - the threefold duty of teaching, research and community service - mandatory at most state universities, credit-bearing, and delivered through village-based team placements of roughly four to eight weeks; Gadjah Mada University alone sends six to seven thousand students to more than four hundred villages each year, and the program has run for half a century in a Muslim-majority Asian democracy of comparable administrative texture to Bangladesh.

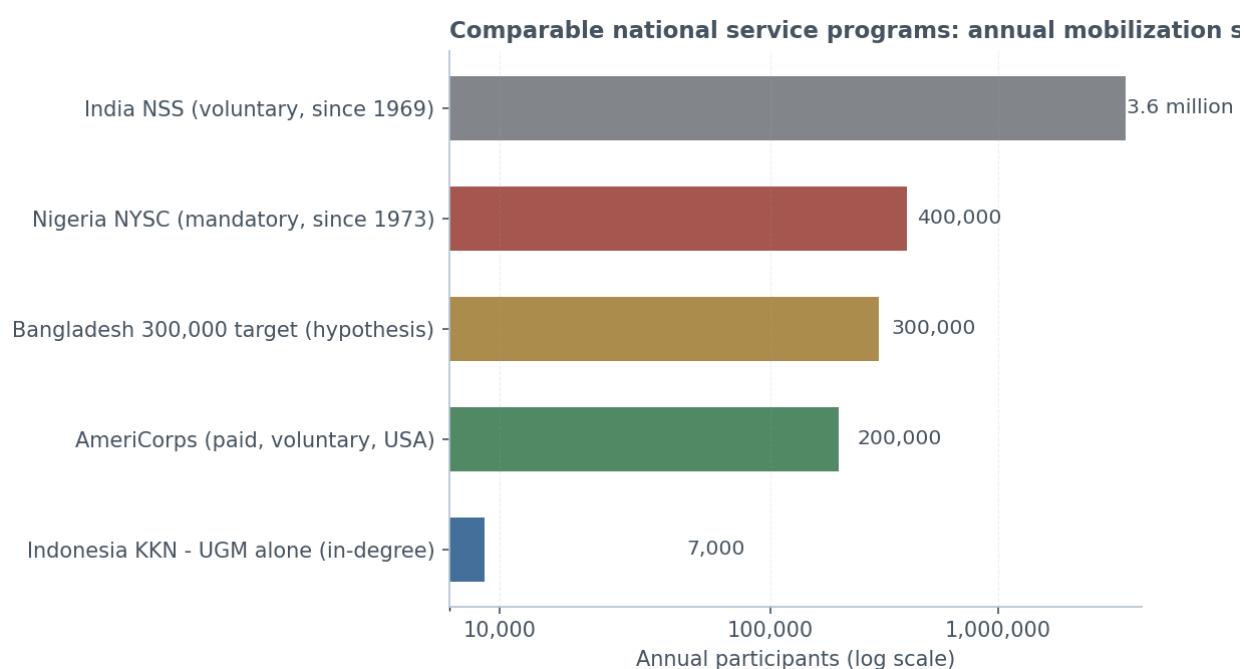


Figure 5. Annual mobilization scale of comparable national service programs (log scale). NYSC scale proves the 300,000 hypothesis is administratively possible; NSS shows the voluntary campus-unit alternative; KKN is the closest in-degree structural model.

The Philippine model supplies the legal template: Republic Act 9163 requires every male and female college student - in any bachelor or technical-vocational program, public or private - to complete a service component of two terms totaling 54 training hours and three academic units, choosing among civic-welfare, literacy-teaching and military-training tracks, with graduates entering a national service reserve. Nigeria supplies the scale proof and the central warning in one package: the National Youth Service Corps, created by decree in 1973, mobilizes roughly 400,000 graduates annually - up from 2,364 in its first year - which demonstrates that a developing-country state apparatus can administer placements at the 300,000 scale Bangladesh is contemplating. Yet NYSC's certificate infrastructure became a corruption object in its own right - forged exemption certificates forced a finance minister's resignation in 2018 and generated anti-corruption commission convictions - proving that verification infrastructure cannot be retrofitted; it must be designed in from day one.

India, the United States and France bracket the voluntary and paid alternatives. India's National Service Scheme has grown from 40,000 volunteers in 37 universities at its 1969 launch to roughly 3.65 million volunteers across 771 universities and nearly 40,000 units - voluntary, campus-based, and organizationally closest to the college-unit model that the pipeline analysis says Bangladesh needs. AmeriCorps places more than 200,000 members annually as paid volunteers with living allowances, education awards, an 89 percent completion target, dedicated evaluation funding and independent audits - the governance benchmark for program integrity. France's Service National Universel chose voluntary-first deployment with a two-week cohesion stay and an 84-hour service engagement, deferring the universal-compulsory question while official scenario studies examined civil-versus-military and voluntary-versus-compulsory combinations - a deliberation pattern directly relevant to Bangladesh's phasing decision. Across all six programs, not one has rigorous evidence of corruption reduction; what they demonstrate is administrative feasibility, durability and the specific failure modes that program design must pre-empt.

Program (country)	Mandator y	Structure	Annual scale	Key lesson for Bangladesh
KKN (Indonesia)	Yes (most state univer sities)	4-8 week village placements, credit-bearing, since 1973	UGM alone 6,000-7,000	In-degree service is durable in a comparable society
NSTP (Philippines)	Yes (all college students)	2 terms x 54 hours, 3 units, three tracks (RA 9163)	Entire tertiary cohort	National statute mandating a credit-bearing component
NYSC (Nigeria)	Yes (graduates under 30)	1 year: orientation + primary assignment + weekly CDS	~400,000	300k-scale is administratively possible; certificate fraud is the central warning
NSS (India)	No (voluntary)	Campus units of ~100 volunteers; 240 hours/year	~3.65 million volunteers	Voluntary campus-unit model fits the NU college system
AmeriCorps (USA)	No (paid voluntary)	10-12 month service terms; living allowance; education award	>200,000	Professional verification, evaluation and audit culture
SNU (France)	No (volunta ry-first)	2-week cohesion stay + 84-hour engagement	Voluntary cohorts	Pilot-then-decide is a legitimate national strategy

Table 9. Six comparator programs. Full 13-field documentation for each: dataset 19 (sources SRC-57 to SRC-72).

12. Monitoring and Evaluation Framework

The monitoring and evaluation framework distinguishes outputs (enrollment, placement, completion, cost per placement), process indicators (graduation delay, student expenses, host satisfaction, supervisor workload, safety incidents), service-effectiveness measures (processing times for pre-registered services, records completeness, complaint resolution), governance outcomes (documented irregularities with verified dispositions, host data quality), and long-term impacts (public service quality, civic outcomes of participants, graduate employability). Nineteen indicators are specified in dataset 22 with definitions, data sources and frequencies. One rule is absolute: the number of allegations or flags reported is never used as a standalone measure of corruption reduction, because it conflates detection with prevalence - a program that finds more irregularities may be working better, not worse. Only verified dispositions - irregularities confirmed by independent verification and their official outcomes - enter the governance indicator.

Attribution requires comparison, so the framework specifies a baseline-and-comparison methodology before national expansion. Phase 1 pilots should pre-register the service list and offices to be measured, capture processing-time and complaint baselines before placements begin (these baselines do not currently exist for most offices - GAP-22), and use offices without placements as comparison groups. Where the program scales, phased rollout across districts creates natural staggered-adoption comparisons, and university administrative records support matched-cohort designs for the education-disruption question: time-to-degree of participants versus matched non-participants is the single most important integrity metric, because the program's promise of duration-neutrality is falsifiable and must be falsified or confirmed with data rather than asserted. Independent oversight - an evaluation function institutionally separated from program operations, with periodic external audit and published reports - is specified as a standing requirement, not an optional refinement, because every failure mode in the international record (NYSC certificates, NYSC ghost participants) involved captured or absent verification.

13. Implementation Risks and Alternatives

Sixteen implementation risks were registered with likelihood, impact and mitigations (dataset 21). The highest-rated cluster concerns education disruption and equity: adding time to degrees in a university system already suffering multi-year session delays (RSK-01), delaying graduation through placement scarcity (RSK-02), and imposing net costs on low-income students (RSK-03) are all high-likelihood, high-impact risks that the design mitigates structurally - duration-neutral credit substitution, guaranteed-placement rules and needs-based stipend top-ups - rather than rhetorically. The exploitation cluster follows: unpaid or underpaid student labor displacing regular work (RSK-04), political interference in placements (RSK-05), favoritism in assignments (RSK-06), harassment and retaliation (RSK-07), and misuse of personal data (RSK-08) are addressed through task catalogues, algorithmic allocation, conflict declarations, the protection-officer architecture and data-handling agreements respectively.

Alternative	Reach	Cost	Legal path	Trade-off
Compulsory semester (proposed)	Full cohorts over time	High	New primary legislation	Scale and equity of obligation vs education-disruption risk
Targeted internships (professional degrees)	Tens of thousands	Low	University statutory bodies only	Fast, cheap, narrow; misses the NU college population
Voluntary national service (NSS-India model)	Uncertain uptake	Low-medium	Administrative program	No mandate risk; scale unpredictable
Credit-bearing voluntary engagement	Self-selecting	Low	University statutory bodies	Middle path; equity concerns remain without stipends
Pilot programs in selected disciplines	5,000-10,000	Low	Existing autonomy	Evidence generation only; no national effect

Table 10. Alternatives to a compulsory national semester and their trade-offs. The report recommends deciding the compulsion question with pilot evidence, not in advance.

The institutional risks define the program's true pace limits. Inadequate supervision (RSK-09) is the binding constraint on scale - the standing rule that expansion never outpaces the supervisor pipeline exists precisely because of it. Administrative overload of host institutions carrying 521,922 vacant posts (RSK-10), duplicate or fabricated service records (RSK-11), corruption within the program itself (RSK-12), excessive expenditure (RSK-13), poor-quality placements driven by quantity targets (RSK-14), constitutional challenge to a weakly-enacted mandate (RSK-15), and retaliation-driven misreporting by monitored offices (RSK-16) complete the register. Against this background the alternatives deserve a fair hearing rather than token treatment: targeted internships for specific disciplines would cost far less and reach professional programs fastest; voluntary service - the Indian model - avoids every compulsory-mandate legal risk at the price of uncertain uptake; and credit-bearing voluntary community engagement offers a middle path. The report's recommendation is not that compulsory participation is preferable but that the compulsory question should be decided by pilot evidence rather than in advance: the phased model runs voluntary pilots first precisely so that the compulsion decision can be made with Bangladeshi data on completion, cost, equity and quality.

14. Phased Implementation Model

The phased implementation model converts the analysis into a decision architecture. Phase 0 (about twelve months) designs the program: drafting primary legislation for the compulsory element while establishing memorandum-of-understanding templates, task catalogues, safeguard protocols and the digital platform specification, and recruiting ten to fifteen universities and five upazila host clusters. Phase 1 (two academic years) runs voluntary, credit-bearing pilots with 5,000-10,000 students across a mixed institutional sample - public direct, private and National University colleges - with every safeguard live from the first placement. Its exit criteria are pre-registered: at least 85 percent completion, zero unresolved retaliation cases, verified duration-neutrality against matched peers, and costs within 150 percent of the medium estimate. Phase 2 (two years) expands to about 50,000 students and begins the college-based model at scale. Phase 3 (three years) scales to 100,000-200,000. Phase 4 reaches the 300,000 target only if every gate has passed and the capacity model has been validated by actual operating data.

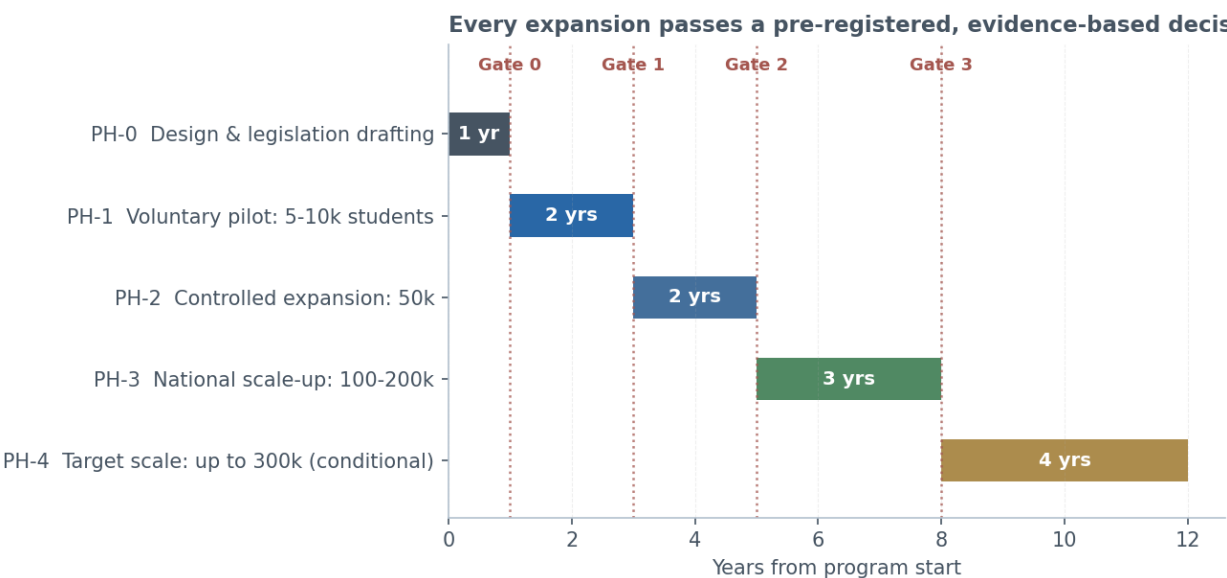


Figure 6. The phased implementation pathway with pre-registered decision gates. Scale never expands faster than the supervisor pipeline; the 300,000 target is reached only after every gate passes.

Each transition is governed by a decision gate with pre-registered criteria rather than political momentum. Gate 0 confirms the legal route with the Ministry of Law. Gate 1 requires the independent pilot evaluation to be published. Gate 2 requires a second evaluation and a treasury commitment for full scale. Gate 3 subjects the accumulated five-year record to parliamentary review before the final decision on the 300,000 question. Two standing rules run across all phases: expansion never outpaces the supervisor pipeline, and the fraud-control architecture (digital completion records, biometric or digital attendance, treasury-direct stipends, external audit, published statistics) is deployed from the first pilot - retrofitted verification is the NYSC lesson. The timeline from design to target scale is realistically eight to twelve years, which is roughly what the successful comparators took; the honest alternative to phasing is not a faster program but a riskier one.

15. Conclusions and Evidence Assessment

The integrated evidence supports five conclusions. First, the 300,000-participant hypothesis is arithmetically plausible but structurally demanding: it equals about one in four final-year students nationwide and cannot be met without the National University college system, which makes the college-based placement model - and the National University's course regulations - the decisive design variable. Second, hosting capacity is real but supervision-bound: verified institution counts plausibly accommodate the target in theory, yet the practical constraints are 15,000 trained supervisors, coordination staffing and verification infrastructure, none of which exists today. Third, the financial cost is material but not astronomical - BDT 8.4-23.3 billion per year at target scale, well within the plausible fiscal range for a program of this reach, provided the stipend standard is maintained rather than hollowed out. Fourth, the legal path is clear: the 1970 Ordinance is a dead end, voluntary pilots need no new statute, and a compulsory element requires new, gender-neutral legislation. Fifth, the anti-corruption objective remains a hypothesis: the international record proves administrative feasibility, not corruption reduction, and the Uganda-Brazil-Indonesia evidence base specifies what a credible mechanism would require - information, verification and consequences - while warning that monitored corruption adapts.

The research has documented what remains unknown with the same care as what is known. Twenty-nine data gaps now carry RTI pathways, of which the most decision-relevant are National University enrollment by year of study (the entire pipeline arithmetic depends on it), enrollment by district (placement allocation), supervision availability by institution type (capacity), service-delivery baselines (attribution), and the formal status of the 1970 Ordinance (legal certainty). The 22 documented assumptions make every derived number in this report auditable and revisable. For the next phase - preparing the evidence-based presentation and formal proposal for the Government of Bangladesh - the recommended sequence is to commission the RTI requests, verify the pilot-design assumptions against Ministry of Law advice, and present the phased model with its decision gates as the program's central governance proposition: a national program that scales only as fast as its evidence.

Appendix A. Assumptions Register (Summary)

Every derived figure in this report traces to one of the 22 assumptions below. Sensitivity notes are in dataset 24 (24_assumptions_register.csv).

ID	Assumption (abbreviated)	Type
ASM-01	Enrollment baseline 4,690,876 (2020)	Verified inputs (SRC-05)
ASM-03	Uniform distribution across 4 study years	Structural
ASM-05/06	Two placement windows/year; 10-20 students per institution	Planning
ASM-07	Supervisor ratios 1:10 / 1:20 / 1:30 (default 1:20)	Planning
ASM-09	Sector split percentages	Planning
ASM-11-16	Hosting densities per institution type	Planning (unverified)
ASM-17/18	Training and staffing ratios	Planning
ASM-19	Platform cost BDT 500M-1,000M	Planning (not a vendor quote)
ASM-20	90% completion rate	Anchored to AmeriCorps 89% target
ASM-21	Stipend scenarios BDT 3,000-8,000/month	Anchored to DYD/internship/wage references
ASM-22	No corruption-reduction savings counted	Methodological rule

Table 11. Assumptions underlying every derived figure in this report.

Appendix B. Source Registry Phase 3 (Summary)

Fifty-four sources were verified during Phase 3 (SRC-46 to SRC-99), all accessed on 15 October 2026, joining the 45 Phase 1 sources for a program total of 99. The table summarizes by stream; complete URLs and classifications are in 25_source_registry_phase3.csv.

Stream	IDs	Examples
Legal texts (official bd laws / statutes)	SRC-46 to SRC-54	National Service Ordinance 1970; UGC Order 1973; PIDA 2011; Constitution; ACC Act 2004
Domestic programs and cost anchors	SRC-55, SRC-56, SRC-92, SRC-93	National Service Programme; DYD allowances; minimum wage; internship market
International comparators	SRC-57 to SRC-72	KKN, NSTP, NYSC, NSS, AmeriCorps, SNU (official + scholarly)
Anti-corruption evidence	SRC-73 to SRC-80	Uganda campaign; Brazil audits; Olken experiment; MGNREGA audits; transparency meta-analyses
Host-network and admin counts	SRC-81 to SRC-99	IFES admin units; schools; UHCs; NU colleges; upazila gazette

Table 12. Phase 3 sources by stream (54 new sources; SRC-46 to SRC-99).

Appendix C. Missing-Data Register (Decision-Critical Items)

Twelve new gaps (GAP-18 to GAP-29) were registered this phase, joining Phase 1's seventeen for a program total of twenty-nine. High-priority items carry RTI recommendations in dataset 26; the five most decision-relevant are listed below.

Gap	Missing dataset	Why it matters	RTI target
GAP-19	NU enrollment by year of study and program type	Entire final-year pool arithmetic	National University
GAP-18	Enrollment by division/district	Placement allocation model	UGC
GAP-21	Supervision availability by institution type	Real hosting capacity	MOPA + Cabinet Division
GAP-22	Service-delivery baselines (times, complaints)	Attribution methodology	Cabinet Division GRS
GAP-24	Formal status of National Service Ordinance 1970	Legal certainty	Ministry of Law

Table 13. The five most decision-relevant data gaps with RTI targets. All twelve new gaps: dataset 26.

Appendix D. Deliverables and Data Dictionary Map

The Phase 3 research package comprises this report, a 17-sheet Excel workbook, and 16 new CSV datasets (files 12-27), which join the Phase 1 files (01-11) in the research directory. The workbook's Phase 3 Summary sheet reproduces the headline findings with source keys for quick reference, and every dataset records its reporting period, sources, definitions, verification status and limitations.

File	Contents
12_participation_pipeline.csv	20 pipeline stages: verified enrollment inputs + derived cohorts
13_participation_scenarios.csv	57 scenario rows: placements, supervisors, sector splits for 100k/200k/300k
14_program_service_mapping.csv	27 discipline clusters mapped to supervised assignments with red lines
15_sector_host_mapping.csv	14 sectors with institutions, disciplines, training, confidentiality, risks, outputs
16_capacity_model.csv	Hosting capacity ranges + supervisor/staffing requirements
17_financial_model.csv	Per-participant costs + scenario totals (low/medium/high, BDT)
18_legal_framework.csv	15 legal instruments with verification status and relevance
19_international_models.csv	6 comparator programs, 13 documentation fields each
20_anticorruption_mechanisms.csv	9 mechanisms + 6 safeguards
21_risk_register.csv	16 risks with likelihood/impact/mitigation
22_me_framework.csv	19 indicators by type (output/process/effectiveness/governance/impact)
23_phased_implementation.csv	Phases PH-0 to PH-4 with entry/exit criteria and gates
24_assumptions_register.csv	ASM-01 to ASM-22 with basis and sensitivity
25_source_registry_phase3.csv	54 sources with URLs and access dates
26_missing_data_phase3.csv	12 gaps with RTI pathways
27_data_dictionary_phase3.csv	Field definitions for all Phase 3 files

Table 14. Phase 3 machine-readable deliverables (files 12-27), joining Phase 1 files 01-11.