Research Report on

"Assessment on the effectiveness of Field Attachment Programme (FAP) of Foundation Training Course (FTC) of Bangladesh Public Administration Training Centre (BPATC)"

Bangladesh Public Administration Training Centre
Ministry of Public Administration
Government of Bangladesh
Savar Dhaka 1343

December 2023

Title Sheet

Title of the Research Report: Assessment on the Effectiveness of Field Attachment Programme of Foundation Training Course of Bangladesh Public Administration Training Centre

Purpose of Submission

The purpose of submission is to evaluate the final report by the concerned authority of Bangladesh Public Administration Training Centre.

Submitted to

Bangladesh Public Administration Training Centre

Savar Dhaka 1343

December 2023

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Acknowledgement

The research team expresses its gratitude to the authority of Bangladesh Public Administration Training Centre for creating the opportunity to conduct this research. The team is grateful to the Research Committee and faculty members of BPATC for recommending the proposal for the approval and continuous monitoring and encouragement for the successful completion of this research. The study has been made possible with the financial support of BPATC. The team gratefully acknowledges the support of BPATC.

The team is grateful to the faculty members of BPATC for their co-operation during the research work, departmental officials of district and upazila administration for their support to organize FGD, interview, questionnaire survey and also for their valuable and constructive opinions and suggestions on this proposal. And the research team is thankful to them.

The study team also owes a great debt to the respondents who spent their valuable time to provide the data for the research. The data collectors, data entry-operators, supervisor, data analyst also deserve thanks for their support and hard works.

The team is also thankful to the colleagues and friends who helped and cooperated to make it successful.

Research Team

December 2023

Mourning Message

The research director, Prof. Rokshana Bilkis, Director (Research and Documentation) of NAEM, died during the period of our research work. The research team is shocked and acknowledges her contributions to the research work with a heavy heart. We pray to the Almighty Allah for the eternal peace of her departed soul. ‘May Allah place her in eternal peace.

The Research Team

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List of Abbreviations

BARD: Bangladesh Academy for Rural Development

BCSAA: Bangladesh Civil Service Administration Academy

BPATC: Bangladesh Public Administration Training Centre

BRDTI: Bangladesh Rural Development Training Institute

DC: Deputy Commissioner

DEC: District Evaluation Committee

FAP: Field Attachment Program

FTC: Foundation Training Course

KSA: Knowledge, Skills and Attitudes

LBSAA: Lal Bahadur Shashree Administration Academy, Mussorie, India

MOPA: Ministry of Public Administration

NAPA: National Academy of Public Administration, Vietnam

NAPD: National Academy for Planning and Development

NASC: National Administrative Staff College, Nepal

NGO: Non-governmental Organisation

RDA: Rural Development Academy

UNDP: United Nations Development Programme

Abstract

Bangladesh Public Administration Training Centre (BPATC) introduced a two-month Field Attachment Programme (FAP) and a six-month Foundation Training Course (FTC) in 2015. Since then, after two-month institutional training at BPATC, the participants of FTC have been attached, i.e., for one week, to their own departments or offices; **ii**. Then, they are attached for the next two-week attachment to the offices at district administration; **iii**. After that, one week to Upazilla**.** Followed by two weeks to their own villages. Then at the Bangladesh Academy for Rural Development (BARD), Kumilla, or at the Rural Development Academy (RDA), Bogra, for two weeks, and finally, vi. They are sent back to the districts for one week. How far the six attachments under FAP are effective in producing the intended outcome is the main issue of this study. The main research questions of this study are:

1. Are the objectives, tasks, methods, and mentoring mechanism of FAP relevant to the roles and responsibilities of the participants?
2. How far can the participants of FAP transfer (apply) knowledge and skills acquired from FAP to their own workplaces?

The main objective of the study is to find out the relevance of FAP to the roles and responsibilities of the participants and assess to what extent the participants of FTC can apply knowledge, skills, and experience of FAP in their professional job activities and link those to policies and strategies at the national level.

This study used the 3rd level of the four-level Kirkpatrick's model to assess the effectiveness of FAP and applied multiple methods such as questionnaire surveys, FGDs, workshops, face-to-face interviews, etc. for data collection. The study team collected data from the members of the district evaluation committee and the supervising officers of the participants in FAP. The study also used data from secondary sources. The study found that the majority of the respondents viewed the FAP as effective in terms of transferring knowledge and skills in the accomplishment of tasks and job responsibilities to their

work places, and each attachment was well-organized, sequential, and logical. However, the participants mentioned that they needed learning materials and logistic support in the field. Guidelines for monitoring, effective coordination with the departments, and integration of all attachments were also sought. The study suggested addressing all the issues found. The study results have policy implications at the national level. The study results can be used as input in further improving and updating the design of the FAP of BPATC.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Bangladesh Public Administration Training Centre (BPATC) has introduced a two-month field attachment program (FAP) for its six-month Foundation Training Course (FTC) since 2015. After completing two-month institutional training at BPATC, the participants of FTC are sent to the field attachment program (FAP) for 8 weeks in different offices and organizations at the upazilla and district levels. i.e., the participants are attached to: **i.** for one week to their own departments or offices to know the goals, objectives, functions, and activities; **ii.** For two weeks to districts to acquaint them with the roles, responsibilities, and activities of the public sector, private sector, and NGOs; followed by **iii.** a one-week attachment to Upazila to know the local administration, development, problems of rural development, poverty reduction, etc. **iv.** Two weeks to their own villages to know the rural economy and the root causes of rural poverty; **v.** two weeks to visit the Bangladesh Academy for Rural Development (BARD), Kumilla, or the Rural Development Academy (RDA) in Bogra, Bangladesh, to know the issues related to rural economy and development and the role of micro-economy in poverty reduction under the attachment program; and vi. Finally, the participants are drawn back to the district for one week to identify economic potential and to know the social, cultural, and historical importance of these respective districts, as well as the evaluation of the participants and rounding up. After completion of the two-month or eight-week attachment program, the participants are drawn back again to BPATC for the rest of the two-month in-house training.

The main purpose of FAP is to let the participants translate knowledge and skills what they have acquired during the first two-month in-house training at BPATC into practice, to orient them to the governmental system at local level, enhance knowledge about the main functions of the government at local level administration and to translate rules, regulation, process, procedure and information into practice, and to learn from real life work environment in the field administration; and let them understand how different departments are interrelated to accomplish

roles and responsibilities as civil servants and also to gain experience from real life activities, and finally to understand the relationship among all these businesses at field level with the policies, strategies, plans and programmes of the government at the central level.

Field attachment is a field-based practical training experience that prepares trainees for the tasks they are expected to perform after receiving their training. Currently, field attachment is known by several names in different disciplines, which include internships, on-the-job training, apprenticeships, probation, industrial training, etc. Industrial training does not only provide academically sound knowledge to individuals for the workforce but also serves as a breeding ground for future skilled technical expertise for industry (Ross et al. 2006). Rezvi (2013) argues that industrial training relates directly to the career interests of students and cannot be overlooked within the context of skill acquisition. The industry trainees are able to assess their chances for varied and competing future careers as they gain better knowledge of the demands of each professional career (Nelson, 1994).

Field attachment is the field-based practical work carried out by the trainees or employees to meet the required job-related competences. The objectives of the field attachment program are to enable learners to get hands-on real-life experience they are expected to work in after the training is over and to provide an opportunity for the trainees to apply the principles and techniques theoretically learned into real-life problem-solving situations. Field attachments, or, by other names, on-the-job training, apprenticeship, probation, industrial training, etc., are an integral part of any professional training. The effectiveness of such programs depends on how professionally they have been designed.

1.2 PROBLEM STATEMENT

The Field Attachment Program (FAP) has been designed to facilitate the participants ability to relate what they learn from institutional training at BPATC during the first two months of in-house training to the real-life work environment at the local level. According to the review of the literature, the effectiveness of the field attachment program of BPATC has not yet been assessed, and there is hardly any in-depth study on assessing the effectiveness of this field attachment program (FAP). As training is a continuous process of improvement, an assessment of the

effectiveness, specifically of such a field attachment program, is needed to identify the challenges, if any, for executing the attachment activities properly and reveal further suggestions to improve the program. Thus, this research aims to make the training more effective. The following research questions have been selected to be studied to assess the effectiveness of the FAP:.

Q 1: Are the objectives, tasks, and methods of learning of each of the attachment programs relevant to the roles and responsibilities of the participants in FAP?

Q 2: How far can the participants transfer knowledge and skills acquired through FAP to their workplaces?

Q 3: Are there any problems in the implementation of attachment programs at FAP?

1.3 RESEARCH OBJECTIVES

Training is a dynamic concept that needs to be updated regularly to maintain the'state-of-the-art' in the changing context. This research has been designed to facilitate BPATC to update the field attachment program through the learning experiences and feedback from the participants for at least the past three years. The primary objective of evaluating any training program is to develop an understanding of whether it has achieved its stated objectives or not. The main objective of the study is to assess to what extent the participants in FTC can utilize knowledge and experience acquired through FAP in their professional job activities. The other objectives are to:

Obj. 1: Assess if the objectives, tasks relevant to the tasks, and job responsibilities of participants in their workplaces (related to Q 1)

Obj. 2: Investigate if the methods and mentoring mechanisms of FAP are appropriate and related to Q 1.

Obj. 3: Assess the effectiveness in terms of the transfer (application) of knowledge and skills (learning outcome) of FAP in the service delivery by the participants in their working places (related to Q 2).

Obj. 4: Identify the problems, if there is any, that need to be addressed for further improvement of the FAP (related to Q 3).

1.4 RATIONALE OF THE STUDY

As technology advances, the training program needs to be updated regularly to meet the organizational goals and objectives and the needs of the trainees to deliver services to people in the changed context. The field attachment program is an integral part of the FTC. Assessing the extent to which the field attachment program can bring about the desired changes is essential so that the attachment program can be re-designed in line with the needs of the participants to achieve the stated objectives of FTC.

The six-month Foundation Training Course of BPATC comprises three phases: the first two months are in-house training at BPATC, the second two months are designed for field attachment programs (FAP), and the third two months are at BPATC for rounding up of the first and second phases and other training activities. As the attachment program has been extended to 8 weeks and an in-depth assessment on the effectiveness of this part has not been done, an in-depth study is needed to explore the effectiveness in terms of the transfer (application) of knowledge and skills acquired through FAP in the workplaces of participants.

Thus, it is necessary to assess whether the program is able to achieve its intended goals and objectives. Since no in-depth study on the field attachment program of FTC is available, an assessment of its effectiveness is worthy of study.

1.5 SCOPE OF THE STUDY

This study will cover only the second part, i.e., the FAP of the FTC.. This study will cover all the attachment programs of inventing their own department or office, district attachment, upazila attachment, own village study, and BARC/RDA program, along with the objectives, tasks, methods, monitoring, and evaluation methods of each of the attachments. This study will not cover the other two first and second parts of FTC. It has been designed to assess effectiveness in terms of the application of knowledge and skills (3^{rd} level of the Kirkpatrick model) only.

1.6 LIMITATIONS

The study had a number of limitations, such as the scarcity of the data, its inaccessibility to the respondents, and response bias. The heads of the departments at Upazila and District and the members of the district evaluation and monitoring committee are very busy with their regular and urgent job responsibilities. The participants in FAP also remain busy with their official work. It seemed very difficult to have them conduct an FGD, a questionnaire survey, and a one-on-one interview. Hence, the number of respondents was less than the number targeted. However, the study team minimized the effects of limitations through repeated persuasions, cross-questioning, etc. The results of the study are generated from a limited data source.

1.7 CHAPTER PLAN

The study report is composed of five chapters. The first chapter has outlined the current context and background of the study, the problem statement, the objectives of the study, the scope and limitations of the study; the **second chapter** analyzes the studies available, reviews relevant literature on the effectiveness of training courses and especially the effectiveness of attachment programs of the training; **chapter three** outlines the methodology of the study; **chapter four** describes the data output; and **chapter five** derives findings and draws conclusions and recommendations regarding the FAP of FTC based on the findings to make it more functional, cost-effective, and need-based.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter reviews studies related to the importance of field attachment programs (FAP) and models of measurement of the effectiveness of training, with a special focus on FAP across the globe. This chapter first reviews the importance of the Field Attachment Program (FAP) of training courses; next, it focuses on the effectiveness of training courses in general and specifically the field attachment program; and then it discusses models for measuring the effectiveness of training programs.

2.1 IMPORTANCE OF ATTACHMENT PROGRAMME

The attachment program is an integral part of any training course. Attachment programs can be in the form of internships, apprenticeships, industrial attachments, on-the-job training, field attachments, etc. (Sugandhi, 2024), depending on the discipline, nature, and objectives of training courses. In public administration training courses, it is termed field attachment, as it is related to mainly the field-level activities of public administration. However, the attachment program is organized for the trainees to learn in a real-world work environment.

The importance of industrial attachment and work placement has been significantly increasing with the advancement of science and technology. An attachment is a structured work experience in a professional work setting during which the learner applies and acquires knowledge and skills (Biraori & Ouko, 2023) from a real-life situation. Industrial attachment plays a crucial role in providing hands-on skills needed to perform well (RP, 2021; Vernon et al., 2020), which are relevant to specific job responsibilities. It is therefore imperative for the training institutions to give it the attention it deserves (Vernon et al. 2020). New employees view industrial attachment as an opportunity to fit into the system easily and understand their duties and responsibilities at work (Agufana, 2022). On the job Training is one of the most pervasive methods for enhancing individual productivity and improving job performance in the work environment (Jaichitra et al.,

2022). It is the most preferred method of training (Jevana, 2017) and *is effective in up-skilling recruits and existing employees* (Mvuyisi, M., & Mbukanma, I., 2023). It is a work-based experience program providing a real-life organizational context (RP, 2021) and real-world challenges (Owusu et al., 2014).

The primary objective of attachment is to achieve a set of specified learning outcomes that can potentially lead to employability skills (Mwaura et al., 2022; LSME, 2019) and perform job responsibilities efficiently and effectively. It involves the application of learned skills in an organization related to job responsibilities. Attachment is regarded as one of the most relevant aspects of the academic curriculum of tertiary institutions across the globe. Industrial attachment offers learners the opportunity to prepare themselves for the job market by gaining relevant insight into what pertains to the world of work (Vida et al., 2023). Attachment has a positive correlation between the field of study and skill development (Owusu et al. 2014).

Several studies have shown that a gap exists between the quality of graduates and the demands of the industry. Consequently, training institutions and employers have accepted the need to bridge the gap in the form of attachments, internships, on-the-job training, and industrial visits. However, some challenges impede effective academic-industry collaboration. The contents of the curricula of the training institutions, although exhaustive, are not job-specific to meet the specific needs of the industry (Howard, 2028). Wilson et al. (2013) emphasize the evaluation and assessment of courses prior to the attachment of the students to their respective workplaces. The study by Mwaura et al. (2022) establishes that industrial attachment exposures influence the development of employability skills. The study thus recommends harmonization on the level of skill exposure during attachment to training course content.

Dondofema et al. (2020) emphasize the assessment of the effectiveness of such attachment programs. The findings of the study revealed that students' perceptions of the effectiveness of industrial training were generally positive, with an average ranking score of ±89.62%. The study established that the major factor that had a positive influence on the perception of the students about the effectiveness of their previous industrial training program was the host company’s support. It was, however, observed that the majority of the students (89%) lacked pre-placement orientation, while another 85% also lacked departmental support during their industrial training

program. The study recommends that students should be given the proper orientation before their placement to give them insight into what to expect while on their internship (Vida et al., 2023).

With the advancement of science and technology, the importance of on-the-job training, attachment, industrial attachment, apprenticeship, and simulation practices in training or any kind of academia has increased. The field attachment is a field-based practical training experience that prepares trainees for the tasks they are expected to perform upon completion of their training GUI. Tertiary education institutions are seen to be increasingly incorporating industrial attachment as a training methodology. This is happening in the private and public sectors. It is one of the views that during the industrial attachment phase, the student is accorded an opportunity to apply a theory learned in the classroom to the real field of work (Vernon, 2020). Among other training methodologies, industrial attachment was found to be a key with respect to professional etiquette, doing extremely well in combination with other methodologies (Dondofema et al. 2020).

It is therefore imperative for academia or training institutions to give them the special attention they deserve. Students are expected to match theory with practice after school (Vernon, 2020). However, lack of attention by the industry in this program is concerning to the students in the study area, who also perceive that what the industry does is different from what they learn at school.

The study finds that there is a linkage between what students learn in school and what the industry is doing. A high percentage (60.6%) of students do not expect to learn new things from the industry. Students had objectives in mind when going for industrial attachment. The study found that 87.9% of student respondents were given supervisors to perform specific work. Students do well in class after industrial attachment, and their GPA is high (63.6%) after industrial attachment. Some conclusions from the findings were that there is a positive linkage between what students learn in school and what the industry does *(ibid.)*.

The importance of attachment programs in academia and also in job-specific training has been increasing across the disciplines in private and public services. Attachment enhances cross-training, which allows learners to experience and practice different work-related skills. Williams

et al. (1993) indicate an average of 90% job guidance provided by the industrial attachment program, creating confidence in the students. The system of on-the-job training was first developed in the late Middle Ages and came to be supervised by craft guilds and town governments. France, Germany, India, the United Kingdom, and the United States are some of the countries that developed on-the-job training from the 9th to the 14th centuries, with guilds structured around apprentices, journeymen, and master craftsmen (ibid.*)*.

Training institutes in different countries arrange attachment programs of various durations, depending on the nature and length of the training course. In India, for example, the induction training (a basic training in India for civil servants) is about 24 months. After the completion of the foundational course of the first four months at Lal Bahadur Shastri Administrative Academy (LBSAA), the probationers of other services are sent to their respective training institutes for professional training for five months, while the probationers of the Indian Administrative Service (IAS) continue to stay at the academy for their professional training (also called institutional training). The IAS probationers are required to undergo two rounds of professional (institutional) training at the academy, with a gap of one year between professional job training and eight weeks for Bharat Darshon (seeing India). Here, the newly recruited civil servants learn from the root level by staying with them. It covers different cultures, ethnic groups, and people at the grassroots level in different parts of the country. This enriches their understanding of culture, lifestyle, socio-economic conditions, and social and economic problems. It subsequently helps those probationers take professional decisions while they are in service. At the end of the one-year field training in the state, the probationers return to the National Academy to undergo a second round of professional training for three months. At this stage, the probationers focus on the discussion of administrative problems and issues they were confronted with or observed during the course of their practical training in the state. The training at this stage is more real-life-oriented. At the end of this training, the probationer has to pass an examination conducted by the *Union Public Service Commission (*UPSC). Only then are the probationers declared officers and sent to the states (LBSAA, 2022).

Similarly, in Sri Lanka, the Institute of Development Administration (SLIDA), the National Administrative Staff College (NASC) of Nepal (NASC, 2022), and the and the National

Academy of Public Administration (NAPA) of Vietnam arrange attachment programs covering different durations (web sites of respective institutions). South Korea, Japan, and Germany (Jae, 2007) have also developed a strategy of linking academia with industry requirements in the name of apprenticeship, where students learn from real.

The government of the Northern Territory of Australia has recently reinstated the International Public Sector Internship Program across multiple sectors. This program is a unique opportunity for public sector staff to live and work in the Territory while learning more about the Northern Territory Public Sector and sharing ideas, knowledge, and cultural understanding (The Australian Public Administration, 2022). The program is available to all government departments seeking to host an incoming international public sector intern.

Field attachment programs are an essential component of in-service training programs, particularly in the government service. It relates to those who can contribute to their career in the near future by constantly measuring their performance and assessing the course.

Bangladesh Public Administration Training Centre (BPATC) also has field attachment programs (FAP) in different courses, including the Foundation Training Course (FTC). Participants in FAP gather practical experience to face the challenges in their professional lives, to apply principles and techniques in real-life situations, and to interact with their functionaries.

2.2 EFFECTIVENESS OF TRAINING PROGRAMME

A well-designed training program contributes to a public organization's performance by ensuring that employees have the knowledge and skills they need to meet the demands of their current and future jobs (Jacobson et al. 2002). Training acts as a vehicle to enhance employee skills and enable them to perform better in their job (Devi & Shaik, 2020). It is generally seen as an important input for getting efficient output from the targeted human resources (Rezvi, 2013).

If the training produces the intended results, it is effective. Effective training makes an employee more proactive, responsive, efficient, and productive. It is crucial for enhancing the knowledge, skills, capacities, and responsiveness of the employee, especially in the public sector, as technology is advancing fast. The value of the training lies in what it achieves.

Training evaluation techniques are one of the tools to collect data from employees and stakeholders. Assessment of the effectiveness of a training program is an essential part of the training cycle. It examines the extent to which knowledge gained is actually transferred to the workplace (Sharwade and Sharma, 2018). Evaluation of training effectiveness is the measurement of improvement in the employee's knowledge, skill, and behavioral pattern within the organization as a result of the training program (Eshna, 2019). Training effectiveness refers to the benefits that the organization and the trainees receive from training (Pandey, 2023).

Benefits from training may include learning new skills, attitudes, or behaviors. Benefits for the organization may include proactive, responsive, real-time service delivery, and more satisfied clients in the public service. This measurement facilitates authority to update, re-design, and implement training with the associated benefits. A training evaluation measures specific outcomes or criteria to determine the benefits of the program. Training outcomes or criteria refer to measures that the trainer and the company use to evaluate training programs. Training evaluation refers to the process of collecting the outcomes needed to determine whether training is effective (Sharwade and Sharma, 2018).

Assessing effectiveness is an integral part of training evaluation. Assessing effectiveness is related to the process of applying knowledge, skills, attitudes, and behaviors to the job situation that they have obtained from the training. Effectiveness measures the degree of actual utilization of training inputs. It integrates two aspects of training, such as the relevance of training input to the job and the degree of relevance, including the degree of actual utilization of training inputs in performing tasks or jobs (Hossain & Husain, 1997:45).

Training's effectiveness can be measured in two ways. first, by the process of performance measurement. The usual metric for determining the effectiveness of a training device is to assess task performance, including measures of behavioral processes and the outcomes of those tasks. The measurement concept of this process is validity. The index of validity is based on the relationship between the performance measurement and the concept of interest. Second is reliability. It includes the consistency or stability of this measurement.

For the effectiveness of a training program, relevant research should have identified a variety of issues, i.e., lack of skilled trainers, need-based training, and availability of digital and physical facilities, which are usually highlighted as problems (Yahya et al., 2015). The researchers have provided suggestions for enhancing the quality of training. The professional advancement of trainers is becoming more and more popular. Several of these key determining elements in that development have been discussed by Loughran (2014). It looks at the process of becoming a trainer as well as a trainee, as well as the fundamentals of training.

Khan (2000) pointed out some important aspects of rural poverty in developing countries and key implications for public policy. In most developing countries, a large proportion of the poor live in rural areas, and poverty in general is more severe than in urban areas. Therefore, the field attachment program contributes to understanding their problems at the grassroots level. The foundation course of BPATC enhances the capacity of young civil servants (Rahman et al., 2021) and builds them for building smart Bangladesh. Civil servants can be well equipped through FAP.

2.3 MEASUREMENT OF EFFECTIVENESS OF TRAINING COURSES

A number of models, concepts, and frameworks for assessing the effectiveness of training programs have been developed over the decades. Some are mentionable, such as the return on investment (ROI) model, the output-cost ratio model, Anderson's five-stage evaluation model, Kirkpatrick's model, etc. (Eshna, 2019; Neendoor, S. 2022). Among these, Kirkpatrick's (1975) model is best known for creating a highly influential 'four-level' model for training course evaluation. The 'Kirkpatrick four-level model' is widely used in assessing the effectiveness of training programs. Four levels, namely reaction, learning, transfer (behavioral change), and results (impact), are designed as a sequence of ways to evaluate training programs. More specifically, effectiveness is directly linked with learning (Level 2), transfer (Level 3), and the results of training (Level 4) of the 'Kirkpatrick Model' (KM).

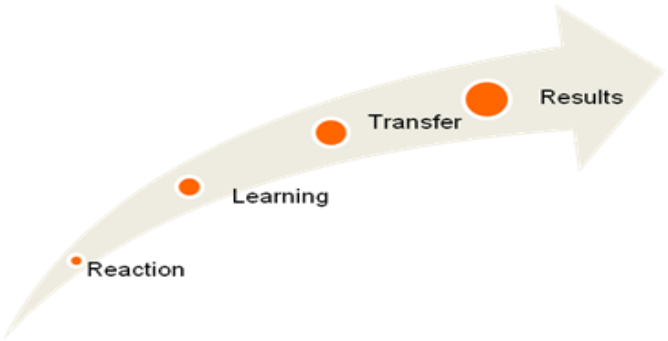

Figure 2.1: *Kirkpatrick Four-Level Training Evaluation Model*

The world is experiencing information and technological revolutions that are determining the variations in the nature of businesses. To meet these variations and beat out the competition in an ever-changing business scenario, human capital is a major weapon used by organizations (Devi & Shaik, 2020). The effectiveness of training varies with age, sex, position, duration (ibid.), etc. The effectiveness of training becomes important in view of the time and resources committed to the training and development activity (Kalavakolano, 2014).

The cost-benefit analysis model of Kalavakolano (2014) focuses more on return to evaluate the feasibility of expenditures on all programs. The evaluation is done at six stages in the model. The success case evaluation model developed by Brinkerhoff and Dressler (2002) argues that the model uses purposive sampling rather than random sampling. The most successful and least successful trainees were identified and interviewed separately in the model. Bushnell proposed an evaluation model based on a systematic instructional design model with three stages: input, process, and output (IPO). Kraiger, Ford, and Salas (2014) proposed the three domains of training outcomes to explain further learning. Their model focuses on three domains of outcomes, namely, cognitive, skill-based, and affective outcomes. Holton's model identifies three outcomes of training: learning, individual performance, and organizational results, all of which are still similar to Kirkpatrick's Levels 2, 3, and 4. The missing element is the first level, reaction (Holton, 2014).

The original Kirkpatrick's model was expanded by J. J. Phillips to include return on investment (ROI) as the fifth level of evaluation. Cannon-Bowers et al. (1995) explained that training

effectiveness is influenced by training motivation and can be evaluated at four levels: learning, training performance, job performance, and results (quoted in Kalavakolano, 2014).

Holton (2005) redefined the next three levels of Kirkpatrick's (1959) model as learning performance, individual performance, and organizational performance. Holton's model identifies three outcomes of training: learning, individual performance, and organizational results, all of which are still similar to Kirkpatrick's Levels 2, 3, and 4. Here the missing element is the first level, reaction (Holton, 2005). Holton stressed that reactions should not be considered a primary outcome of training. Molenda, Pershing, and Reigeluth (1996) developed an evaluation taxonomy based on six strata.

Among the various models reviewed above, the study chose the Kirkpatrick model, which is a globally recognized and widely used method for evaluating the output of the training. The different levels of this method are reaction, learning, behavior, and results (Colman, 2023). The model is evaluated both in formal and informal ways. The Kirkpatrick Model provides guidelines to measure the efficacy of a training program (Juozitis, 2021). In the evaluation process, the widely used strategies for collecting data are asking questions of the trainees through informal discussion or using a formal training questionnaire. This can be done at each level of the training program (ibid.). Phillip's return on investment (ROI) model, Kaufman's Five Levels of Evaluation, Anderson's three-stage model (Neendoor, 2022), Kirkpatrick's four-stage model, and so forth. Besides, there is another four-level framework called CIRO: context, input, reaction, and outcome. Another cost-benefit analysis model is probably the oldest process used to evaluate the feasibility of expenditures on all programs (Kalavakolano, 2014). The Kirkpatrick model is widely applied in assessing the effectiveness of training. This study has used this model for assessing the effectiveness of FAP. Four levels, as explained by Kirkpatrick, are:

Level 1: Reaction measures participant's engagement in the training (e.g., satisfaction) are assessed during the training.

Level 2: Learning analyses are used to measure if they truly understood the training or not in the context of knowledge and skills. It is assessed at the end of the course.

Level 3: Transfer examines if they are utilizing the issues they learned while training at work (e.g., application of knowledge and skills in work places and responsiveness to deliver services and meet clients's needs), and

Level 4: Results determine if the training had a positive impact on the business or organization or not. It is usually assessed after six months to one year of training (IGNOU, 2023).

2.4 CONCEPTUAL FRAMEWORK OF THE STUDY

BPATC arranges a field attachment program (FAP) for the participants in FTC. The main focus of this field attachment program is to orient the participants to relate rules, regulations, processes, procedures, local administration, local development, and contemporary issues of field administration to the real-life work environment. However, this study used only the 3rd level (transfer in this model refers to the application of knowledge and skills and responsiveness of trainees to clients's needs) of the Kirkpatrick Model. The transfer of knowledge and skills in the workplace (3rd level) has been assessed through a 1–5 Likert scale.

The conceptual framework of this study has been developed based on Kirkpatrick's model and a review of literature on the evaluation of the effectiveness of training courses and the FTC and FAP guidelines of BPATC. This study applied level 3 of the Kirkpatrick model, which is the application of knowledge and skills, i.e., transfer (Level 3). In this conceptual framework, training interventions like FAP are the independent variable (IV), whereas effectiveness is the dependent variable (DV). Effectiveness was assessed by a number of indicators, such as changes in roles and responsibilities and so forth. It has been discussed in detail in the next chapter.

The Kirkpatrick model is comprised of four levels, such as: level 1 reaction (participant's engagement in the training), level 2 learning (how far they have improved knowledge and skills and responsiveness towards service delivery), level 3 transfer (how far can the participants transfer knowledge, skills, and responsiveness in the respective work places in the delivery of services), and level 4 impact (the changes in performance at the individual and organizational level in the long run). This study has used the 3rd level of the model only, i.e., learning outcomes from the FAP and transfer (application) of learning outcomes, i.e., knowledge and skills at

trainees' workplaces, for evaluation of the effectiveness of public services. The effectiveness of FAP is impacted by other factors such as the design of FAP objectives, FAP delivery methods, mentoring, monitoring, and evaluation processes. Thus, these factors were included in the conceptual framework of this study.

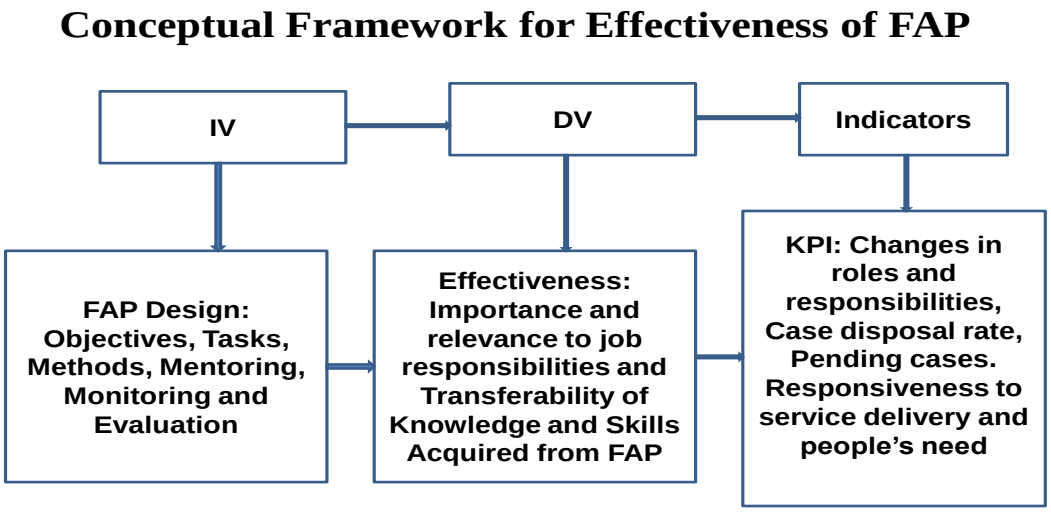

Figure 2.2: *Conceptual Framework of the Study*

Notes:

IV: Independent variable,

DV: dependent variable

KPI: Key performance indicators

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter discusses the methodology- research approaches, methods, tools and techniques applied research processes, selection procedures of the respondents, determining sample size, methods of data collection to assess the effectiveness of FAP of FTC of BPATC. The effectiveness of public services varies with the context, learning environment and digital skills of trainers and trainees. This study has developed a conceptual framework for assessment of the effectiveness based on the four-level training evaluation model of Kirkpatrick (discussed in the previous chapter three), the study used 3rd level of evaluation to assess the effectiveness of FAP. Effectiveness in this study has been assessed in terms of transfer (application of learning outcome) of knowledge and skills acquired from FAP. Methods of data collection includes questionnaire survey on the trainees, interviews with the supervising officers, and FGDs and workshop with the members of the district evaluation committee (DEC) supervising officers.

3.1 STUDY APPROACH

This is a mix of concurrent qualitative and quantitative studies, and unequal weightage was attributed to qualitative and quantitative data. A conclusion was drawn through the process of triangulation of multiple sets of data. It was believed that these mixed methods were likely to add insights as they were considered the most effective, if not all, research questions.

A well design methodology is one that allows valid inferences about the effects of independent variables (e.g., variations in the quality of training) on dependent variables (e.g., individual and collective measures of performance). Determining the effectiveness of training is important to understand how to increase the likelihood that changes performance (application of knowledge and skills), responsiveness to client's needs. Improvement will result from participation of the training programme.

In order to validate the training programme assessment of post training experience (PTE) is very crucial task that has to be conducted in the workplaces of the trained participants. Moreover, a reasonable application time of the training inputs has to be allowed before initiating the assessment of this effectiveness (IGNOU, 2023). Therefore, the study will select trainees who have at least one year experience after they had attended FTC

The effectiveness of FAP has been assessed at the 3rd level of Kirkpatrick model which is transfer knowledge and skills in discharging roles and responsibilities in work places and responsiveness to the client's need and dealings with the people of the participants of FAP.

Effectiveness of any training course specially designed for the advanced level participants are assessed usually at four stages (Eshna, 2019; Pandey, 2023) as explained by Kirkpatrick such as i. reaction is assessed during training, ii. Learning (Learning outcome) is assessed during training and assessment at the end of the course iii. Transfer i.e. application of learning in work places and iv. the impact is assessed after certain period of completion of the course at organisational level. Main focus of this study had been on the transfer (level iii.). Courses completed after the FAP was introduced and during three years from now have been selected.

During the course, the participants rate the course design, contents, and trainers' performance in the prescribed form developed by BPATC. This evaluation format reflects the immediate feelings i.e. reaction during the course. Course management team evaluated the participants by using specified format and traditional method of evaluating the effectiveness by giving assignments, tests etc. These methods of evaluations provided partial idea about the effectiveness of the training courses.

3.2 STUDY DESIGN

As discussed in the previous chapter, the effectiveness of FAP is associated with a number of challenges that are related to the appropriateness of the design, objectives, methods, contents of FAP, evaluation process, trainees and trainers' engagement in FAP activities, monitoring and supervising the quality of the trainers, the learning environment at the delivery level, and recipients ends. These factors were included in the design of the study.

This study was adopted the 3rd level of the Kirkpatrick model to analyse the changes in knowledge, skills and behavioural pattern in the work places of the participants to gauge the effectiveness as outcome of FAP. This study was also been designed to identify the problems relating to application of learning of FAP in the delivery of public services in trainee's workplaces. For this purpose, one set of structured questionnaires with an open-ended section has been developed **(Appendix 1)** to include other problems if they had any. Two sets of data for qualitative and quantitative was not being mixed up or merged to each other, rather two sets of data was analysed separately and the results were integrated. The data was analysed separately and the results of both qualitative and quantitative data were integrated to draw conclusion on the effectiveness of FAP. The research design was shown in **Figure 3.2** in next page.

RESEARCH PROCESS

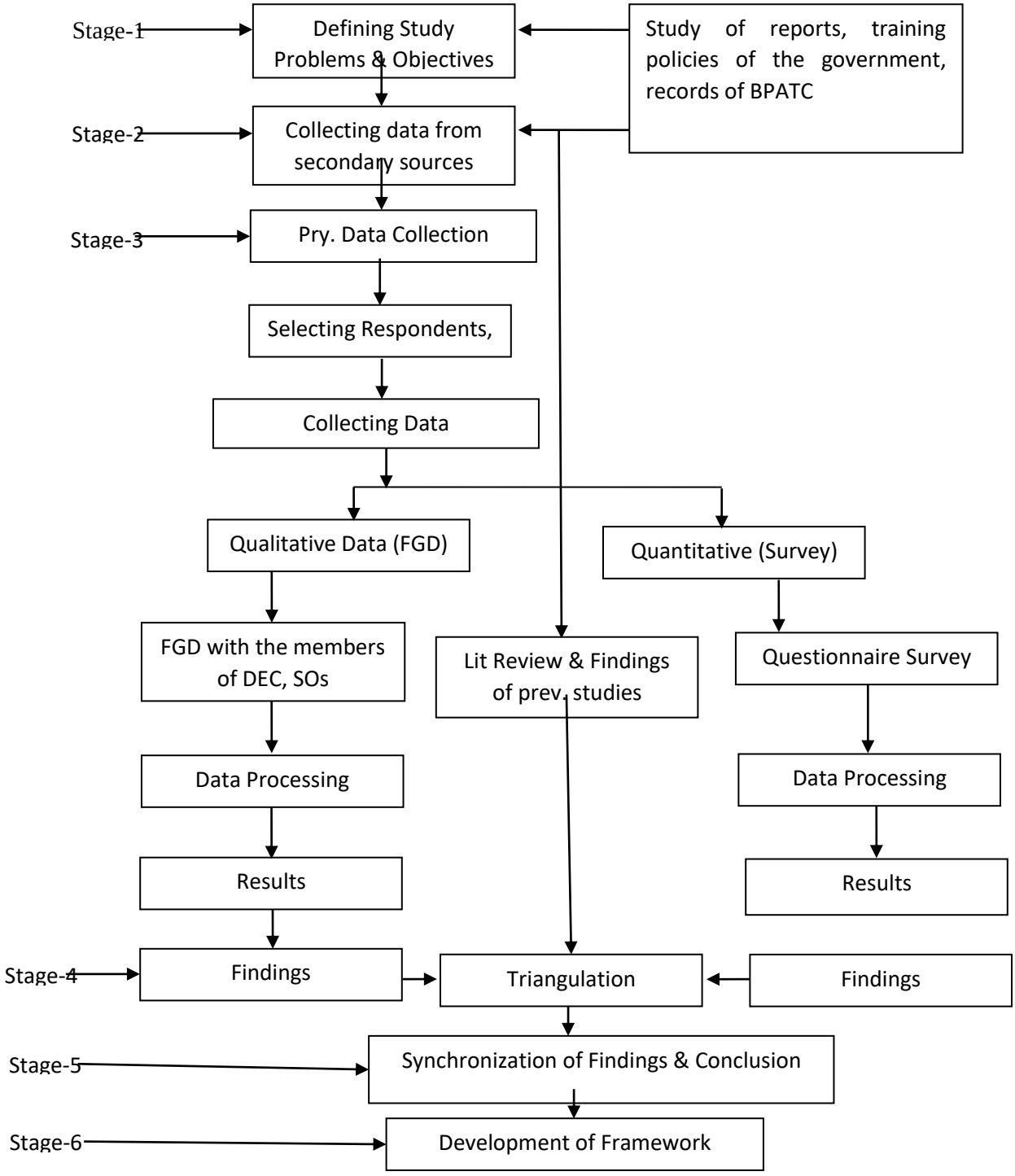

Figure 3.1: *Research Process for Assessment of the Effectiveness of FAP*

3.3 STUDY AREA

The study covered seven upazilas in selected five districts of five divisions. These study areas were selected purposively considering geographical location covering northern, southern, western and eastern part of the country. Study area was shown in table 3.1 below.

Table 3.1: *Study Area*

Sl. No.	Division	District	Upazila
1	Rajshahi	Rajshahi	Paba
2	Chattogram	Habiganj	Habiganj Sadar and Baniachong
3	Dhaka	Faridpur	Bhanga
4	Mymensingh	Sherpur	Sherpur Sadar and Sreebordi
5	Khulna	Khulna	Rupsha

3.4 POPULATION AND SAMPLING

The population of this study constitutes the participants of FAP, members of district evaluation committee, supervising officers. In order to assess the effectiveness of FAP of FTC, the study requires data from the participants those who have attended FTC after being introduced of FAP, data from the members of district evaluation committee, heads of the departments, supervising officers of the participants of FAP.

The trainees, those who have attended FTC at BPATC after the introduction of 2-month FAP and at least one year from 2022 were studied. Officers of all cadre services except BCS (Health) and BCS (Education) were the participants of FTC of BPATC. The study has been designed to cover all cadres and number of respondents of each cadre service has been selected proportionately on the basis of intake and then within the cadre participants selected on random basis and purposively.

The participants of the 64th, 65th, 66th 67th, 68th, 69th, 70th, 71st & 72nd FTC those who have been working at upazilas and districts as Assistant Commissioner, Senior Assistant Commissioner, Agriculture Extension Officer, Additional Superintendent of Police, Fisheries Officer, AC (Land), Land Acquisition Officer (LAO), Assistant Engineer (PWD), Veterinary Surgeon and

Executive Magistrates or equivalent positions. The other respondents were the members of district evaluation committee, supervising officers, Additional Deputy Commissioner (ADC), upazila Nirbahi Officer (UNO) and equivalent officers at district and upazila level.

3.5 DATA COLLECTION METHODS

The data collection methods in this study included survey, interviews, FGDs and workshop. Data collection method, categories of respondents, number of respondents in each area has been shown in the table below.

Table 3.2: *Data collection method, Categories of Respondents and number of respondents*

Method Applied	Categories of Respondents	Total
FGDs	ADC	5
	Other members of district evaluation committees (DEC)	10
	UNOs, supervising officers (SOs) of FAP trainees	10
	AC Land	5
Workshop	Members of DEC, SOs of FAP trainees and trainees	16
Interviews	SOs of trainees of FAP	20
Questionnaire Survey	Participants of FTC	85
Total		151

3.5.1 FOCUSSED GROUP DISCUSSIONS (FGDs)

The purpose of this study is to assess the extent to which the intended objectives of Field Attachment Program (FAP) of Foundation Training Program (FTC) have been achieved and to identify the problems, if there is any, and find out the ways to further improvement. To meet these objectives, the study team organized five FGDs with the members of the district evaluation committee, supervising officers of the trainees. A total of 30 officers attended FGDs.

The focus group discussion is an efficient and effective way to gain insight suggestions. In order to get meaningful information during FGD, the study team has adopted the following steps-

- The study team used checklist with objectives, and pointed out the effectiveness, appropriateness and relevance of each attachment of FAP

- Open-ended questions
- Categorized respondents' identification
- Finalized the transcription process and
- Recorded focus group results.

Five FGDs with the ADCs, heads of the departments and with the supervising officers were organized in five districts (**Table 3.1**). This FGD focused on exploring the effectiveness, appropriateness, relevance, strengths and weaknesses of FAP.

3.5.2 ORGANIZING WORKSHOP

The study team arranged one workshop in Sherpur district. Members of DEC, supervising officers and selected participants were invited and a total of 16 participants attended in these workshop. The participants of workshop were briefed about the purpose of the study and given a check list to derive views and suggestions.

3.5.3 INTERVIEWS

The study team arranged one to one interview for in-depth discussion with the 20 officers 04 from each upazila about how far the participants of FAP can transfer knowledge and skills acquired from FAP their responsiveness to client's need and the appropriateness FAP design. The workshop participants were given a check list to make discussions focused.

3.5.4 QUESTIONNAIRE SURVEY

For collecting the required primary data, a semi-structured questionnaire with multiple choice and close-ended questions (Likert Scale) and open ended questions have been administered to the respondents in the districts, upazilas and transferred departments through the simple random sampling method. Two sets of questionnaires were prepared. Among them one was for the participants of FTC with FAP and another set was for the supervising officers. The aims of those questionnaires were to assess the results of training regarding the application of knowledge and skills in service delivery, responsiveness (behaviour) to the clients' needs in service delivery.

The research questions covered the extent to which the programmes of inventing own office, district attachment, Upazila attachment, village attachment, attachment to BARD/RDA and

exploring district potentials were relevant to their service delivery; to what extent the design of FAP and its objectives and tasks were relevant to their job responsibilities and appropriateness methods of delivery of FAP activities, mentoring and evaluation process.

3.5.5 DESIGNING QUESTIONNAIRES AND DATA COLLECTION

A set of semi-structured questionnaires for the participants of FAP and a set of semi-structured questionnaires for SOs in line with the study objectives have been developed (**Appendix 1**). The main objective of the study is to assess the changes in the performance in terms of application (Transfer) of knowledge and skills of the participants as a result of attending FAP and relevance of FAP design (objectives, tasks, methods, mentoring) to the roles and responsibilities of the participants. In line with the study objectives the questionnaires have been developed with the following sections:

Section 1: Introduction to the study and questionnaire and informed consent

Section 2: Overall effectiveness of FAP

Section 3: Application of knowledge and skills by the participants of FAP

Section 4: Relevance of objectives and tasks to job responsibilities and appropriateness of methods (attachment activities, monitoring and evaluation) and mentoring process of FAP.

Questionnaire survey was conducted on the participants of FAP. Before the survey was conducted, questionnaire was sent the selected participants at their email and briefed them through zoom meeting. After that, research team along with the field supervisor, data collectors visited upazila and districts and collected data from the respondents in person. During data collection, clarification they needed were addressed. A total of 85 participants responded to the questionnaire survey. A distribution of trainees responded to the questionnaire survey has been shown in the Table 3.3 below.

Table 3.3: Distribution of Respondent Trainees by Batches of FTC

Sl	No. of FTC Batches	No. of Respondent Trainees
1	64th	09
2	65th	07
34	66th	06
5	67th	07
6	68th	07
7	69th	09
8	70th	10
9	71st	08
10	72nd	17
11	Not mentioned	05
	Total	85

Mentionable, initially, it was planned to study batches of FTC from 64th to 72nd, but because of non-availability of respondents in the study area, the study has included participants of other batches of FTC to increase the number of respondents.

3.7 DATA ANALYSIS METHOD

In order to assess the effectiveness of attachment programme, the study team applied simple random sampling and purposive sampling techniques based accessibility to the respondents on those who have undergone such training with attachment. The study also applied 1 to 5 Likert Scale to quantify the views of respondents to assess the relevance and effectiveness of FAP. In this study issues related to descriptive statistics such as mean, mode, frequency distribution, standard deviation etc. were used to interpret the quantitative type of data. This study has applied the 3rd level of the Kirkpatrick model, which is the transfer of knowledge and skills and behavioural pattern of the participants in their work places. Effectiveness has been assessed at the 3rd level only. In-depth analysis has been done for the qualitative data to specify the problems that is needed to be addressed to make the attachment programme more effective.

CHAPTER FOUR

ANAYSIS OF DATA OUTPUT

4.0 INTRODUCTION

This chapter has been designed to analyse the data output. This study applied different data collection tools like questionnaire survey, one to one interview, FGDs etc. Workshops were arranged with the members of the district evaluation committee, course management team members, supervising officers and trainee officers. The structure of this chapter has been designed as follows-

- **i.** Overall Learning Outcome,
- **ii.** Importance of FAP of FTC,
- **iii.** Relevance and Appropriateness of FAP,
- **iv.** Application of Knowledge and skills in work places
- **v.** Identification of common problems of FAP

4.1 DATA OUTPUT OF SURVEY

A total 85 participants of FAP responded to the questionnaire survey. The respondents rated overall learning outcome, effectiveness of the attachment programme and appropriateness of designing the FAP through 1-5 Likert Scale from strongly agree to strongly disagree indicator. Following sections analyse the data output and draw conclusions of each section.

4.1.1 Overall Learning Outcome

A questionnaire survey was conducted on the participants of FAP. 85 participants responded to the survey. The overall learning outcome of the field attachment program (FAP) of FTC of BPATC was assessed through 10 parameters using 1 to 5 Likert Scale. The responses of the participants have been shown in table 4.1 below.

Table 4.1: *Overall Learning Outcome of FAP of FTC*

		Degree of Agreement				
		5	**4**	**3**	**2**	**1**
	Overall Learning Outcome (LO) of FAP	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
LO1	FAP was worthy of participants' time	29%	56%	7%	4%	4%
LO2	FAP was successful in terms of grooming trainees	29%	51%	16%	4%	0%
LO3	Participant have experienced what was intended to learn	18%	55%	21%	5%	1%
LO4	After attending FAP participant's behaviour has been changed	23%	51%	20%	5%	1%
LO5	Participant's knowledge & skills improved due to FAP	33%	54%	11%	2%	0%
LO6	The performance of participant's organization/department has improved	18%	53%	25%	5%	0%
LO7	The engagement of the trainees who took part in FAP helped to improve organizational management.	24%	60%	14%	2%	0%
LO8	Participants were more responsive in managing job responsibilities	20%	58%	20%	2%	0%
LO9	Participants have been providing service more professionally	29%	58%	9%	4%	0%
LO10	Other professional qualities	9%	34%	28%	26%	2%

***LO = Learning Outcome**

The responses of the participants are discussed in brief below.

LO1: With respect to worthiness of FAP time, 29% respondents strongly agreed and 56 % agreed that FAP time was worthy in terms of its effectiveness while 4% strongly disagreed.

LO2: With respect to promoting participants as a trainee, 29% respondents strongly agreed strongly that FAP has improved qualities of the trainees, while 51% respondents agreed but no respondent disagreed.

LO3: 55% respondents mentioned that they have experienced what was intended to learn while only 1% strongly disagreed.

LO4: Among the respondents 51% agreed that their behavior has been changed due to FAP and only 1% participants strongly disagreed.

LO5: With regard to improvement of knowledge and skills 33% and 54% participants strongly agreed and agreed respectively, which implies that a total of 87% (33%+54%) fully agreed, while none strongly disagreed. It implies that FAP could improve knowledge and skills of the majority of the participants.

LO6: Among the respondents 53% agreed that after the completion of FAP their organizational performance has increased, while none strongly disagreed.

LO7: In case of organizational improvement 60% participants agreed that they were engaged more after having FAP, while none strongly disagreed.

LO8: With respect to managing job responsibilities 58% agreed while 0% strongly disagreed.

LO9: Among the respondents 58% agreed that the FAP has contributed to provide services more professionally, while 0% strongly disagreed.

LO10: Regarding the statement ‘other professional qualities’ 34% respondents agreed while 2% strongly disagreed.

It has been found from the Table 4.1 above that around 29% to 58% respondents rated the overall effectiveness of FAP in terms of learning outcome from moderate to very high level and only 0% to 3.5% respondents disagreed and/or were neutral.

4.1.2 CHANGES IN ROLES AND RESPONSIBILITY OF THE TRAINEES DUE TO FAP (LEVEL 3)

The respondents were asked to response on a yes/no questions if FAP of FTC could improve their knowledge and skills and contributed to play greater roles and responsibilities in their own office. They were also requested to mention the areas they have greater roles and responsibilities (to mention points only those pertinent to the FAP course). Out of 85 respondents 60 (71%) mentioned that FAP had in many ways contributed to change their roles and responsibilities. Now they are more responsive and pro-active. On the other hand (25 out of 83) 29%) replied negatively. They said that FAP had no effects on their roles and responsibilities.

Respondents mentioned that the areas of greater responsibilities after FAP are mainly innovation, creative work, public relation, service delivery, coordination, participation in decision making, poverty reduction, project management, improving organisational performance and so forth. The details of their responses are given in ***Table 4.2 of Appendix 2***.

The data output suggests that there is a strong association of FAP with the greater roles and responsibilities at participant's work places.

4.1.3 IMPORTANCE OF FAP

The importance of the Field Attachment Program (FAP) of Foundation Training Course (FTC) of Bangladesh Public Administration Training Center (BPATC) has been assessed through 6 parameters using 1 to 5 Likert Scale. The participants were asked to rate the importance of FAP in six areas. A total 85 participants of FAP responded to the questions relating to the importance of FAP. The responses are shown in table 4.2 below.

Table 4.2: *Importance of FAP of FTC*

	Areas of Importance (AI)	Degree of Importance				
		5	4	3	2	1
		Very High	High	Moderate	Least	Not Much
AI1	To know the local government administration	38%	47%	14%	1%	0%
AI2	To know local government organizations and their relationship with the central government	33%	47%	20%	0%	0%
AI3	Coordination with the local level government, field administration, public sector org., NGOs, private sectors and other agencies	29%	44%	25%	1%	1%
AI4	Knowing the problems and potentials of the people at grassroots level	29%	44%	19%	5%	4%
AI5	Knowing the people who were in below poverty line and their problems	32%	40%	26%	0%	2%
AI6	Linkage between field administration and central government	25%	45%	28%	2%	0%

***AI = Areas of Importance**

The importance of FAP was assessed by six indicators namely- Acquiring knowledge about the local government administration **(I1),** Knowledge on local government organizations and their relationship with the central government **(I2**), Coordination with the local level government, field administration and public sector org., NGOs, private sectors and other agencies **(I3),** Knowing the problems and potentials of the people at grassroots level **(I4),** Knowing the people who were in the below poverty line and their problems **(I5),** Linkage between field administration and central government **(I6).** A brief on the responses is given below.

AI1: Among the respondents 38 % and 47% stated that their knowledge about local government administration has increased at very high and at high level respectively, while 0% responded that the importance was not much.

AI2: 33% and 47% participants viewed that their understanding about local government (LG) and relationship between LG and central government has improved at very high to high level due to FAP while none responded that understanding due to FAP was least or not improved not much.

AI3: About coordination among the local level government, public sector organizations, NGOs, private sectors and other agencies 29%, 44% and 25% responded it was important to at very

high, high and moderated level respectively while 1% responded to least, and 1% responded to not much.

AI4: With regard to the knowledge on the problems and potentials of the people at grassroots level, 44% respondents opined that effectiveness of FAP was high in increasing knowledge on problems and potentials of peoples at grassroots level and 4% responded that the contribution of FAP was not much to improve knowledge about people at grassroots level.

AI5: About knowing the people living below poverty line and their problems, 40% respondents responded to it at high level, 32% and 25% at very high and moderate level while 0% responded as least.

AI6: About the importance of linkage between field administration and central government, 45% respondents rated it at a high level due to FAP, while 22% and 25 % rated at very high and moderate levels nobody responded to other two options.

ANALYSIS OF THE DATA OUTPUT

It is seen from the table 4.2 that the majority of the respondents (29.34%- 57.6%) rated that FAP was important from very high to moderate and only 0% to 2.4% viewed that the importance was least to not much. It meant that the participants learnt from field attachment program and there was a positive correlation between the field administration and the central government.

4.1.4 IDENTIFICATION OF COMMON PROBLEMS OF FAP

The respondents were asked to identify the common problems of FAP and to rate the severity of the problems from 1 to 5 in Likert Scale (from very high to not much level). The table 4.3 exhibits the summary of the responses.

The respondents were asked to rate the problems of FAP in terms of lack of mentoring professionally **(IP1),** lack coordination among departments agencies and stakeholders **(IP2)** regarding the busy schedule of the departmental officers **(IP3),** lack of manual for FAP (**IP4) and lastly** lack of learning material **(IP5).**

Table 4.3: *Identification of Problems of the FAP of FTC*

		Degree of Severity				
		5	**4**	**3**	**2**	**1**
	Identification of problem areas (IP) of FAP	**Very High**	**High**	**Moderate**	**Least**	**Not Much**
IP1	Weak mentoring, monitoring and supervision	6%	26%	46%	17%	5%
IP2	Gap in effective coordination among departments, agencies, stakeholders and different attachment programs	7%	26%	43%	11%	13%
IP3	Concerned departmental officers were very busy & they have little time to impart training	6%	35%	35%	15%	9%
IP4	Lack of manual for FAP	10%	29%	39%	15%	7%
IP5	Lack of learning material	11%	28%	41%	12%	7%

***IP = Identification of Problems**

The respondents mentioned that the FAP of FTC of BPATC had a number of problems. A brief on the responses is given below.

IP1: 46% respondents mentioned that mentoring, monitoring and supervision FAP activities were weak at 46% moderate level and 6% and 26% rated it at very high and high levels respectively while 5% respondents mentioned it as "not much" level.

IP2: 43% of the respondents indicated that there was a "moderate" level gap in effective coordination among departments, agencies, stakeholders and different attachment programmes while 11% respondents indicated the gap at "least" level.

IP3: 35% of the respondents stated that the departmental officers had little time to get involved in FAP training activities at high and moderate levels and only 6% indicated it as very high level. They revealed that the concerned departmental officers were very busy and they had little time to impart training while 9% respondents indicated it at "not much" level.

IP4: 10%, 29% 39% of the respondents rated the severity on the problem of lack of FAP Manual at very high, high and moderate levels, while 7% respondents indicated as "Not Much".

IP5: 41% of the respondents indicated the severity of the problem on “the lack of learning material” at "Moderate" level while 7% respondents indicated as "Not Much".

ANALYSIS OF THE DATA OUTPUT

It can be seen from table 4.2 that from 21% to 35% respondents mentioned that FAP had problems at high level, while less than 10% mentioned the problem was at very high level and the rest of the respondents mentioned that FAP had not much problems and 29% to 39% respondents mentioned that FAP officials were weak in mentoring moderate to high levels. They also said that there was a gap of coordination among departments. Besides they mentioned that departmental officials were very busy furthermore no manual and no learning materials were provided. Details of the problems identified by the respondents are given in ***Table 4.3 of Appendix 2.***

4.2 RELEVANCE AND APPROPRIATENESS OF EACH ATTACHMENT OF FAP

This part discusses in details about the relevance objectives and tasks of FAP and appropriateness of methods and mentorship of each attachment FAP. FAP had six attachment programmes namely-

Attachment 1 (A1): Exploring Own Department ((EOD)

Attachment 2 (A2): Attachment with BARD/RDA,

Attachment 3 (3): District attachment,

Attachment 4 (A4): Upazila Attachment,

Attachment 5 (A5): Own Village Attachment,

Attachment 6 (A6): Identification of district potentials.

4.2.1 RELEVANCE AND APPROPRIATENESS OF EXPLORING OWN OFFICE/DEPARTMENT (A1)

The relevance and appropriateness of the participants' own department/own office (EOD) attachment program was assessed through four broad categories namely Objectives, Tasks, Training Method and Mentoring and by 16 indicators - Inventing own office (EOD1), Identification of the functions & objectives of the office (EOD2), Identification of the work culture in the office (EOD3), Analyzing SWOT (EOD4), Assessment of actual performance of the office (EOD5), Estimating the gap between targets & achievements (EOD6), Identification of the root causes of the gap (EOD7), Analyzing files & documents (EOD8), Observation of work

culture of the office (EOD9), Discussion with the employees and stakeholders (EOD10), Consultation with the supervisor/senior officials (EOD11), Monitoring Mechanism (EOD12), Preparing learning diary (EOD13), Examining progress of the assigned works (EOD14), Examining the learning diary (EOD15) and Problem identification (EOD16).

Table 4.4: *Exploring Own Office/Department*

		Degree of Relevance/ Appropriateness				
		5	**4**	**3**	**2**	**1**
	Exploring Own Department (EOD)	**Very High**	**High**	**Moderate**	**Least**	**Not Much**
	Objectives (Relevance)					
EOD1	Inventing own office	20%	52%	23%	4%	1%
EOD2	Identification of the functions & objectives	18%	53%	22%	6%	1%
EOD3	Identification of the work culture in the office	19%	55%	21%	2%	2%
	Tasks (Relevance)					
EOD4	Analyzing SWOT	23%	42%	29%	6%	1%
EOD5	Assessment of actual performance of the office	13%	49%	29%	5%	5%
EOD6	Estimating the gap between targets & achievements	14%	40%	37%	6%	2%
EOD7	Identifying the root causes of the gap	14%	35%	42%	7%	2%
	Training Method (Appropriateness)					
EOD8	Analyzing files & documents	14%	56%	21%	6%	2%
EOD9	Observation of work culture of the office	15%	42%	35%	4%	5%
EOD10	Discussion with the employees and stakeholders	13%	50%	27%	8%	1%
EOD11	Consultation with the supervisor/senior officials	18%	51%	24%	6%	1%
	Monitoring (Appropriateness)					
EOD12	Preparing learning diary	21%	37%	27%	8%	6%
EOD13	Monitoring by the supervising officer	17%	51%	23%	5%	5%
EOD14	Examining progress of the assigned works	12%	54%	25%	8%	1%
EOD15	Examining the learning diary	12%	48%	29%	10%	2%
EOD16	Problem identification	11%	51%	35%	2%	1%

Table 4.4 states the effectiveness of exploring own office/department (FAP 1). The participants were asked to rate the relevance and appropriateness of their own office attachment program by 16 indicators. The participants' responses are discussed below.

EOD1: In response to the effectiveness of inventing own department 52% respondents rated it as high, while 1% as not much.

EOD2: A total 53% respondents mentioned that effectiveness of identification of functions and objectives was high, while 1% as not much.

EOD3: In regard to identification of the work culture in the office 55% mentioned that effectiveness of this program was high, while 2% as not much.

EOD4: About SWOT analysis a total 42% rated effectiveness of it as high while 1% as not much.

EOD 5: About assessment of actual performance of the office**,** only 13% respondents mentioned that the effectiveness of it was very high, while 49% mentioned as high, 29% as moderate, 5% as least, and 5% as not much. It implied that the assessment of the performance of their own office was less effective compared to other activities of the program.

EOD6: Among the total respondents 40% respondents mentioned that estimating the gap between targets & achievements of own office was high while 2% as not much.

EOD7: With respect to identification of the root causes of the gap between the targets and achievement of own office**,** 42% respondents mentioned it as moderate while 2% as not much.

EOD8: 56% respondents indicated that there was a high degree of importance given in the training method to analyze files and documents in own department attachment while 2% indicated as not much.

EOD9: 77% respondents thought that there was moderate to high opportunity to observe work culture of own department while 4% indicated it as least.

EOD10: In regard to discussion with the employees and stakeholders of own department in the training method 50% respondents indicated as high, while 1% as not much.

EOD11: Regarding degree of importance given to consultation with the supervisor/senior officials in the training method of own department attachment 51% respondent rated this activity as high while 1% as not much.

EOD12: Preparing learning diary as monitoring mechanism in own departmental attachment was indicated by highest 37% respondents as high, while 6% viewed it as not much.

EOD13: Monitoring by the supervising officer as a monitoring mechanism in their own departmental attachment was indicated as high by 51% respondents while, 5% indicated as least and 5% as not much.

EOD14: 54% respondents thought that the progress of the assigned work was monitored during their own departmental attachment while 1% indicated as not much.

EOD15: 48% respondents thought that the learning diary was examined during their own departmental attachment while 2% indicated as not much.

EOD16: Problem identification was indicated as high by 51% respondents while 1% indicated as not much.

ANALYSIS OF DATA OUTPUT

It has been found that the majority of the respondents (11.9%- 54.8%) rated that the relevance of objectives and tasks of exploring own office/department of FAP varied from very high to moderate level, while less than 3% respondents mentioned that the program was relevant from least to not much. Response of the trainee ranged from very high (54.8%) to high (52.4%) and moderate level (22.6%) of relevance. Only a few respondents rated its relevance least to not much which is from 1.2% to 3.6%. It implied that the objectives and tasks of own office was relevant with varied ranges. Out 16 activities, identification of the work culture was rated as very high by 54.8% respondents. It means that the participants observed and enjoyed the learning from practical activities.

The appropriateness of methods and mentorship the range of scores rated by the respondents varies from 11% to 56% high to very high, and 21% to 35% respondents rated it at moderate level, while only 1% to 10% rated it least or not much appropriate. It implies that the attachment program one was appropriate at moderate to very high level.

4.2.2 RELEVANCE AND APPROPRIATENESS OF BARD/RDA ATTACHMENT (A2)

After completion of the first week programme at own department/office, the participants were attached to BARD/RDA (**AB/R**) for two weeks. Effectiveness of this attachment programme was assessed through four broad categories namely Objectives, Tasks, Training Method and Mentoring and by 13 parameters under the four broad categories namely "Acquaintance with the history, concepts, techniques of rural development **(AB/R1)"**, "Building capacity to deal with the issues of rural development **(AB/R2)"**, "Enhancing knowledge on rural poverty and rural economy **(AB/R3)"**, "Acquaintance with the rural economy **(AB/R4)"**, "Visiting rural development institutes **(AB/R5)"**, "Identifying the role of cooperatives in rural development **(AB/R6)"**, " Steps taken for FAP activities on national policy **(AB/R7)**, "Addressing present curriculum change(**AB/R8**)", "Existing curriculum on FAP is enough **(AB/R9)"**, "Discussion with concerned employees and stakeholders (**A10)"**. "Observation of physical works **(AB/R11)",** **"**Monitoring Mechanism and preparing learning diary **(AB/R12)"** and "Examining progress reports **(AB/R13)".**

Table 4.5: *Effectiveness of the Attachment of BARD/RDA*

		Degree of Relevance/ Appropriateness				
		5	**4**	**3**	**2**	**1**
	Attachment of BARD/RDA (AB/R)	**Very**	**High**	**Moderat**	**Least**	**Not**
	Objectives (Relevance)					
AB/R1	Acquaintance with the history, concepts, techniques of rural development	26%	45%	28%	1%	0%
AB/R2	Building capacity to deal with the issues of rural development	24%	45%	29%	3%	0%
AB/R3	Enhancing knowledge on rural poverty and rural economy	22%	51%	24%	3%	0%
AB/R4	Acquaintance with the rural economy	21%	56%	19%	0%	4%

	Tasks (Relevance)					
A5B/R	Visiting rural development institutes	35%	44%	20%	1%	0%
AB/R6	Identifying the role of cooperatives in rural development	23%	52%	21%	4%	0%
AB/R7	Steps taken for FAP activities on national policy	20%	47%	28%	4%	1%
AB/R8	Addressing present curriculum change	16%	34%	40%	8%	3%
AB/R9	Existing curriculum on FAP is enough	10%	23%	47%	18%	1%
	Training Method (Appropriateness)					
AB/R10	Discussion with concerned employees and stakeholders	20%	46%	30%	4%	0%
AB/R11	Observation of physical works	15%	51%	30%	3%	1%
	Monitoring Mechanism (Appropriateness)					
AB/R12	Preparing learning diary	20%	45%	25%	8%	3%
AB/R13	Examining progress reports	10%	27%	41%	19%	3%

A summary of data output is given below-

AB/R1 - Regarding acquaintance with the history, concepts, and techniques of rural development during BARD/RDA attachment 45% respondents rated the program at high level while only 1% as least, and 0% as not much.

AB/R2 - On the issue 'building capacity to deal with rural development' 45% respondents rated at high level, while 0% rated it as not much.

AB/R3: About enrichment of knowledge on rural poverty and rural economy 51% respondents rated it at high level, 22% and 24% rated at very high and moderate levels respectively, only 4% reported that BARD/RDA attachment enhanced their knowledge on rural poverty and rural economy at least level 0% rated it as not much.

AB/R4: 56% respondents mentioned that the attachment with BARD/RDA increased their acquaintance with rural economy as high, while 4% as not much.

AB/R5: Regarding usefulness of visiting rural institutes 44% respondents viewed it as high, while 0% rated it as not much.

AB/R6: On the issue of identifying the role of cooperatives in rural development during BARD/RDA attachment, 52% respondents rated it as high, while 0% rated as not much.

AB/R7: Among the respondents 47% opined that their task of taking more steps for FAP activities on national policy during BARD/RDA attachment was as high while 1% rated as not much.

AB/R8: 40% participants rated their opinion on recommending present curriculum change during BARD/RDA attachment as high while 3% rated this part as not much.

AB/R9 – On the question whether the existing curriculum on FAP is enough, 47% respondents rated it as moderate while 1% rated as not much.

AB/R10: 46% respondents rated as high on the statement on training method related to discussion with concerned employees and stakeholders during BARD/RDA attachment while 0% rated as not much.

AB/R11: 51% respondents rated as high regarding physical works were observed during BARD/RDA attachment while 1% rated as not much.

AB/R12: Preparing learning diary as monitoring mechanism during BARD/RDA attachment received 45% ratings as high while only 3% rated as not much.

AB/R13: On the question of examining progress report as monitoring mechanism 41% respondents rated as moderate while 3% as not much.

DATA ANALYSIS

The relevance and appropriateness of attachment with BARD/RDA under the FAP of FTC of BPATC was assessed through 13 areas at very high to not much using 1 to 5 Likert Scales in four broad categories namely **Objectives, Tasks, Methods and Mentoring**. It was found that the majority of the respondents i.e. 10.3% to 56.3% rated the objectives and tasksof the attachment to BARD/RDA were relevant from very high to moderate level and 2.6% to 19.2% rated the from least and not much level. 10% to 47% respondents viewed that the tasks they were given at RARD/RDA attachment was appropriate at very high to moderate level and only less than 10% reported that the program was not much appropriate. The data output suggest that the objectives and tasks of BARD/RDA attachment were relevant. As 10-51% respondents reported, the appropriateness of training methods and monitoring mechanism were appropriate from very high to moderate level. It implies that the attachment to BARD/RDA produced intended results in terms of objectives, tasks, training methods and monitoring mechanism.

4.2.3 RELEVANCE AND APPROPRIATENESS OF DISTRICT ATTACHMENT (A3)

The Appropriateness of District Attachment (**DA**) Programme was assessed through four broad categories- Objectives, Tasks, Training Method and Mentoring and by 11 indicators such as Acquaintance with the activities and work culture of district **(DA1),** Identification of charter of works of the offices **(DA2),** and Identification of the gap between targets & achievements **(DA3),** Identification of work culture **(DA4),** Analyzing stakeholders **(DA5).** Studying the functions of the offices **(DA6),** Analyzing performances of offices for one-year period **(DA7),** Discussions with the stakeholders **(DA8),** Monitoring by the focal point **(DA9),** Evaluating learning diaries **(DA10),** Presentation of reports on activities of 3rd-5th weeks **(DA11).**

DA1: The issue regarding acquaintance with the activities and work culture of district was rated high by 42% respondents while 0% rated it as not much.

DA2: The statement Identification of charter of works of the offices during district attachment" was rated by 58% respondents as high while 0% rated it as not much.

DA3: The statement "Identification of the gap between targets & achievements" 48% rated it as high while 4% rated it as least, and 4% rated it as not much.

DA4: Among the respondents 45% rated "Identification of work culture as high, while 0% rated it as not much.

DA5: 39% respondents rated 'Analyzing stakeholders' as high, 38% rated it as moderate, and 2% rated it as not much.

DA6: On the statement "Studying the functions of the offices 49% respondents rated it as high, while 0% rated it as least and not much.

DA7: Regarding analyzing performances of offices for one-year period 41% respondents rated it as high, while 2% rated it as not much.

DA8: On the issue 'discussions with the stakeholders' 41% respondents rated it as high, while 4% rated it as least, and 4% rated it as not much.

DA9: Among all the participants 42% rated "Monitoring by the focal point (ADC)" as high, while 1% rated it as least.

DA10: For evaluating learning diaries 42% respondents rated it as high, 2% rated it as not much.

DA11: For Presentation of reports on activities of 3rd-5th weeks 51% respondents rated it as high, while 1% rated it as not much.

Table 4.6: *Effectiveness of District Attachment*

		Degree of Relevance/ Appropriateness				
		5	**4**	**3**	**2**	**1**
	District Attachment (DA)	**Very**	**High**	**Modera**	**Least**	**Not**
	Objectives (Relevance)					
DA1	Acquaintance with the activities and work culture of the district attached	29%	42%	27%	1%	0%
	Tasks (Relevance)					
DA2	Identification of charter of works of the offices	26%	58%	16%	0%	0%
DA3	Identification of the gap between targets & achievements	19%	48%	26%	4%	4%
DA4	Identification of work culture	22%	45%	27%	6%	0%
DA5	Analyzing stakeholders	15%	39%	38%	6%	2%
	Training Method (Appropriateness)					
DA6	Studying the functions of the offices	26%	49%	25%	0%	0%
DA7	Analyzing performances of offices for one-year period	19%	41%	28%	9%	2%
DA8	Discussions with the stakeholders	19%	41%	33%	4%	4%
	Monitoring Mechanism (Appropriateness)					
DA9	Monitoring by the focal point (ADC)	38%	42%	16%	1%	2%
DA10	Evaluating learning diaries	25%	42%	23%	8%	2%
DA11	Presentation of reports on activities of 3rd-5th weeks	32%	51%	8%	7%	1%

ANALYSIS OF DATA OUTPUT

The district attachment program of FAP of FTC of BPATC was assessed through 11 parameters using 1 to 5 Likert Scales in four broad categories namely **Objectives, Tasks, Methods and Mentoring**. It was found that the majority of the respondents rated the objectives and tasks were relevant and the method and mentorship of district attachment program of FAP was appropriate and the responses ranged from 20% - 51%.

4.2.4 RELEVANCE AND APPROPRIATENESS OF UPAZILA ATTACHMENT (A4)

The effectiveness of Upazila attachment (UA) programme was assessed through four broad categories namely Objectives, Tasks, Training methods and Mentoring, and 14 parameters such as Understanding the local govt. bodies & their problems (**UA1**), Knowing the poor people & finding the ways to overcome their problems (**UA2**), Assessing the effectiveness of SSNP of the government (**UA3**), Visiting LG bodies (**UA4**), Exploring service delivery process of UP (**UA5**), Identifying targets and achievement of LG bodies (**UA6**), Visiting disadvantaged families (**UA7**), Taking steps taken for poverty alleviation (**UA8**), Reviewing the performance of LG bodies visited (**UA9**), Discussion with the chairmen, member of the UP (**UA10**).Interviewing with the disadvantaged families (**UA11**), Questionnaire survey (**UA12**), Monitoring by the focal point (ADC) (**UA13**) and Evaluating learning diaries (**UA14**)

Table 4.7: *Effectiveness of Upazila Attachment*

		Degree of Relevance/ Appropriateness				
		5	**4**	**3**	**2**	**1**
	Upazila Attachment (UA)	**Very High**	**High**	**Moderate**	**Least**	**Not Much**
	Objectives (Relevance)					
UA1	Understanding the local govt. bodies & their problems	33%	49%	14%	2%	1%
UA2	Knowing the poor people & find the ways to overcome their problems	25%	49%	21%	1%	4%
UA3	Assessing the effectiveness of SSNP of the government	20%	54%	24%	1%	1%
	Tasks (Relevance)					
UA4	Visiting LG bodies	25%	59%	16%	0%	0%
UA5	Exploring service delivery process of UP	22%	49%	22%	4%	2%
UA6	Identifying targets and achievement of LG bodies	19%	51%	27%	2%	1%
UA7	Visiting disadvantaged families	39%	41%	16%	0%	4%
UA8	Taking steps for poverty alleviation	24%	42%	24%	8%	2%
	Training Method (Appropriateness)					
UA9	Reviewing the performance of LG bodies visited	15%	58%	25%	1%	1%
UA10	Discussion with the chairmen, member of the UP	25%	53%	20%	0%	2%
UA11	Interviewing with the disadvantaged families	26%	50%	20%	2%	2%
UA12	Surveying questionnaire	24%	48%	23%	1%	4%
	Monitoring Mechanism (Appropriateness)					
UA13	Monitoring by the focal point (ADC)	38%	40%	18%	4%	1%
UA14	Evaluating learning diaries	21%	44%	25%	8%	2%

UA1: On the statement "Understanding the local govt. bodies & their problems" 49% respondents rated it high while 1% as not much.

UA2: Knowing the poor people & finding the ways to overcome their problems 49% respondents rated it as high while 1% rated as least.

UA3: On "Assessing the effectiveness of SSNP of the government" 54% respondents rated it as high while 1% as not much and another 1% as least.

UA4: On the statement "Visiting LG bodies" 59% respondents rated it as high while 0% rated least and not much.

UA5: For the statement "Exploring service delivery process of UP" 49% respondents rated it as high.

UA6: The statement "Identifying targets and achievement of LG bodies" 515 respondents rated it as high while 1% rated as not much.

UA7: 41% respondents rated the statement "Visiting disadvantaged families" as high while 0% rated as least.

UA8: Regarding the statement "Taking steps for poverty alleviation" 42% respondents rated is as high and 2% rated as not much.

UA9: The statement "Reviewing the performance of LG bodies visited" was rated as high by 58% respondents while 1% rated it as least and another 1% as not much.

UA10: 53% respondents rated high on the statement "Discussion with the chairmen, member of the UP" while 0% rated as least.

UA11: The statement "Interview with the disadvantaged families" was rated as high by 50% respondents while 2% rated it as least and 2% as not much.

UA12: Surveying Questionnaire of the training method was rated high by 48% respondents1 while % rated as least.

UA13: The statement "Monitoring by the focal point (ADC)" was rated as high by 40% respondents.

UA14: The statement "Evaluating learning diaries" was rated as high by 44% respondents while 2% rated it as not much.

DATA ANALYSIS

The Upazila attachment program of the FAP of FTC of BPATC was assessed through 14 parameters using 1 to 5 Likert Scale in four broad categories such as **Objectives, Tasks, Methods and Mentoring**. It was found that the majority of the respondents rated the relevance of upazila attachment under FAP was relevant and the relevance ranged from 29.34%- 57.6%.

4.2.5 RELEVANCE AND APPROPRIATENESS OWN VILLAGE ATTACHMENT (A5)

Table 4.8: *Effectiveness of Own Village Attachment (OVA)*

		Degree of Relevance/ Appropriateness				
		5	**4**	**3**	**2**	**1**
	Own Village Attachment (OVA)	**Very High**	**High**	**Modera**	**Least**	**Not**
	Objectives (Relevance)					
OVA1	Identifying the scope of implementation of the project 'my village, my town'	44%	36%	15%	4%	1%
	Tasks (Relevance)					
OVA2	Analyzing SWOT	31%	52%	14%	4%	0%
OVA3	Preparing action plan	32%	46%	15%	6%	1%
	Training Method (Appropriateness)					
OVA4	Studying the village profile	41%	36%	19%	4%	0%
OVA5	Visiting households, conducting interviews and observations	39%	35%	19%	7%	0%
	Monitoring Mechanism (Appropriteness)					
OVA6	Evaluating learning diary	25%	54%	13%	6%	2%

The effectiveness and appropriateness of village attachment programme was assessed through some areas like identifying the scope of implementation of the project 'my village, my town' (OVA1), Analyzing SWOT (OVA2), Preparing action plan (OVA3), Studying the village profile (OVA4), Visiting households, Conducting interviews and observations (OVA5), Evaluating learning diary (OVA6) etc.

Objective

OVA1: The objective of identifying the scope of implementation of the project 'my village, my town' was rated as very high by 44% respondents while 1% rated it as not much.

Tasks

OVA2: 'Analyzing the SWOT' has been rated as high by 52% respondents while 0% rated it as not much.

OVA3: 52% respondents rated the preparing action plan as high while 1% rated it as not much.

Methods

OVA4: The issue "Methods to study the village profile" was rated very high by 41% respondents while 0% rated it as not much.

OVA5: Visiting households, conducting interviews and observations as a training method has been rated as very high by 39% respondents, 35% and 19% respondents rated the method as high and moderate levels while 0% rated it as not much.

OVA6: Monitoring by evaluating learning diary" was rated as high by 54% respondents while 2 % rated it as not much.

DATA ANALYSIS

The overall learning outcome of the FAP of FTC of BPATC was assessed through 9 parameters using 1 to 5 Likert Scale in four broad categories namely **Objectives, Tasks, Methods and Mentoring**. It was found that the majority of the respondents rated the upazila attachment program of FAP as appropriate and the appropriateness ranged from 29.34%- 57.6%.

In this part the respondents were also asked to identify problems of their own village attachment program and give suggestions against these problems. They smartly identified a number of problems and provided some constructive suggestions. Details are given in ***Table 4.7 of Appendix 2.***

4.2.6 RELEVANCE AND APPROPRIATENESS EXPLORING DISTRICT'S POTENTIALS (A6)

After the completion of all attachment programmes and activities of 7 weeks, the participants were sent back to the districts to explore the potentials of the respective district (district branding). In this last week of FAP, the participants explored the potentials in the areas of history including the liberation war, cultural, social, economic, natural importance in national planning and development. The respondents were asked to assess the appropriateness and effectiveness of this programme in four broad categories.

Table 4.9: *Effectiveness of Exploring District's Potentials (DP)*

		Degree of Relevance/ Appropriateness				
	Exploring the district's Attachment Potentials	**Very High**	**High**	**Moderate**	**Least**	**Not Much**
	Objectives (Relevance)	**5**	**4**	**3**	**2**	**1**
DP1	Exploring the economic potentials & social, cultural importance of the district	41%	48%	8%	1%	1%
	Tasks (Relevance)					
DP2	Assessing of productivity & economic trend of last 10 years	21%	45%	26%	5%	3%
DP3	Estimating the resources & demand	22%	48%	22%	3%	5%
DP4	Identifying two major products of the districts and their potentials	40%	44%	15%	0%	1%
DP5	Identifying marketing channel and the barriers	19%	52%	25%	3%	1%
DP6	Study the social/cultural/historical importance & branding the dist.	32%	48%	16%	3%	1%
	Training Method (Appropriateness)					
DP7	Discussion with the government and NGOs	29%	48%	18%	3%	3%
	Monitoring Mechanism (Appropriateness)					
DP8	Evaluating learning diaries	26%	48%	18%	4%	4%
DP9	Evaluating reports of activities	21%	53%	21%	1%	4%

Assessing parameters are as follows:

DP1: Exploring the economic potentials & social', 'Cultural importance of the district', DP2: 'Assessment of productivity & economic trend of last 10 years', DP3: 'Estimating the resources & demand', DP4: 'Identifying two major products of the districts and their potentials', DP 5: 'Identifying marketing channel and the barriers' DP6: 'Study the social/cultural/historical importance & branding the district, DP 7: 'Discussion with the government and NGOs', DP8: 'evaluating learning diaries', and DP9: 'Evaluating reports of activities'.

Objective

DP1: The objective of **e**xploring the economic potentials & social, cultural importance of the district" was rated as high by 48% respondents while 1% rated it as least, and 1% rated it as not much.

Assessment of productivity & economic trend of last 10 years (**DP2)**:

DP2: 45% respondents rated the assessment of productivity & economic trend of last 10 years at high level, 21% and 26% respondents rated the the item at very high and moderate level, while 3% rated it as not much.

Estimating the resources & demand **(DP3)**:

DP3: 48% respondents rated the tasks of estimating the resources & demand at high while 3% rated it as not much.

DP4: Identifying two major products of the district and their potentials was rated as very high by 40% respondents, at high level by 44% respondents, at moderate level by 15% no one rated it at least level, and only 1% respondents rated it as not much.

DP5: Only 19% respondents rated identifying marketing channel and the barriers at very high level, 52% rated at high, 25% rated it at moderate level, 3% rated it as least, and 1% rated it as not much.

DP 6: 32% respondents rated as very high, on the issue "Studying the social/cultural/historical importance & branding the district 48% rated it as high, 16% rated it as moderate, 3% rated it as least, and 1% rated it as not much.

DP7: Regarding "Discussion with the government and non-government organizations 29% rated it as very high, 48% rated it as high, 18% rated it as moderate, 3% rated it as least, and 3% rated it as not much.

DP8: Regarding "Evaluating learning diaries 26% rated it as very high, 48% rated it as high, 18% rated it as moderate, 4% rated it as least, and 4% rated it as not much.

DP9: About **e**valuating reports of activities 21% rated it as very high, 53% rated it as high, 21% rated it as moderate, 1% rated it as least, and 4% rated it as not much.

DATA ANALYSIS

The effectiveness of exploring potentials of the district was assessed through 9 parameters using 1 to 5 Likert Scale in four broad categories. It was found that the majority of the respondents viewed that the exploring district potential programmes of FAP were effectiveness and this effectiveness ranged from 29.34%- 57.6%.

4.3 RELEVANCE OF FAP DESIGN TO THE DEVELOPMENT OF CIVIL SERVICES

The study team analysed the relevance of each of the six-attachment programmes under FAP and analysed its objectives, tasks, training methods and monitoring and evaluation process of each of the six-attachment programmes of FAP to study rural economy and link those at national level.

Table 4.10: Relevance of the Design of Field Attachment Programmes to Development of Public Services

		Relevance				
		5	**4**	**3**	**2**	**1**
	Relevance of FAP Design (RFD) to the development of civil services	**Very**	**High**	**Moderat**	**Least**	**Not**
RFD1	Objectives	34%	44%	19%	4%	0%
RFD 2	Tasks	29%	44%	24%	2%	1%
RFD 3	Methodology	21%	39%	31%	8%	1%
RFD 4	Monitoring	20%	39%	28%	9%	4%
RFD 5	Evaluation	15%	40%	34%	8%	2%
RFD 6	Learning outcome	28%	47%	20%	4%	1%
RFD 7	Application of learning outcome in own workplace	24%	51%	16%	6%	4%
RFD 8	Self-development	33%	40%	25%	0%	2%
RFD 9	Inter-cadre knowledge	39%	47%	11%	1%	2%

RFD 10	Inter-cadre bondage/relationship	41%	44%	12%	1%	2%
RFD 11	Training Method	18%	51%	29%	1%	1%
RFD 12	Monitoring Mechanism	20%	39%	27%	7%	7%

***Source**: Primary data based on questionnaire of Likert scale*

The Relevance of FAP Design (RFD) was assessed in-terms of Objectives (RFD1), Tasks (RFD2), Methodology (RFD3), Monitoring (RFD4), Evaluation (RFD5), Learning outcome (RFD6), Application of learning outcome in own workplace (RFD7), Self-development (RFD8), Inter-cadre knowledge (RFD9), Inter-cadre bondage/relationship (RFD10), Methodology (RFD11) and Monitoring Mechanism (RFD12).

Table 4.3.1 is about the assessment of Overall Relevance of FAP Design and its objectives, tasks, methods, monitoring, evaluation, learning outcome, application of learning outcome and self-development,

The majority of the respondents rated all of the indicators from very high level to moderate level and ranged from 13 (15.29%) to 43 (50.5%) and from 0 (0%) to 6 (7.05%) respondents rated the overall effectiveness from least to not much level.

The overall objectives (RFD1) of FAP was marked as the highest level effective by 34%, participants while 44% respondents rated it as high, 29% respondents rated the task (OP2) as very high. The inter-cadre knowledge (OP9) was also highly rated by 39% respondents. "The inter-cadre bondage/relationship (OP10)" was also rated as high by 41% respondents.

RFD1: Relevance of FAP Objectives to the development of civil services was rated by 44% respondents as high while 0% rated as not much.

RFD2: According to 44% respondents "Relevance of the Tasks of FAP to the development of civil services" was high while 1% rated as not much.

The methodology (OP3) was rated moderately by 39% respondents and by 21% respondents as very high. "The monitoring (OP4) and evaluation (OP5)" was also rated moderately by 39% and 40% respondents rated them as high, respectively.

RFD3: Relevance of Methodology to FAP Design was rated by 39% respondents as high while 1% rated as not much.

RFD4: The statement "Relevance of FAP Monitoring Design" was rated by 39% respondents as high while 4% rated as not much.

RFD5: The statement "Relevance of the Evaluation method in FAP Design" was rated by 40% respondents as high while 2% rated as not much.

The learning outcome (OP6) was rated highly by 47% respondents and 28% respondents rated it as very high. The application of learning outcome in own workplace (OP7) was rated moderately by 43 (61.4%) respondents and 20 (28.6%) respondents rating it as high.

Self-development (OP8) was rated moderately by 25% respondents and 33% respondents rated it as very high. Methodology (OP11) and monitoring mechanism (OP12) were both rated high by 51% and 39% respondents respectively.

RFD6: The statement "Relevance of the Learning Outcome in FAP Design" was rated by 47% respondents as high while 1% rated as not much.

RFD7: Relevance of the Application of Learning Outcome in FAP Design was rated by 51% respondents as high while 4% rated as not much.

RFD8: Relevance of Self-development method in FAP Design was rated by 40% respondents as high while 0% rated as least.

RFD9: Relevance of Inter-Cadre Knowledge in FAP Design was rated by 47% respondents as high while 1% rated it as least.

RFD10: "Relevance of Inter-Cadre Bondage/relationship in FAP Design" was rated by 44% respondents as high while 1% rated as least.

RFD11: The issue "Relevance of the Training method in FAP Design" was rated by 51% respondents as high while 1% rated it as least and another 1% as not much.

RFD12: Relevance of Monitoring Mechanism in FAP Design was rated by 39% respondents as high while 7% rated least and another 7% as not much.

DATA ANALYSIS

The relevance of FAP design and its objectives, tasks, methods, monitoring, evaluation application of learning outcome and self-development, of the FAP of FTC of BPATC was assessed by 12 parameter which were ranged from very high to not much level using 1 to 5 Likert Scales. It was found that the majority of the respondents (29.34%- 57.6%) rated the overall relevance of the design of each programme of FAP was very high to moderate level effective and only 0 (%) to 6 (7.05%) respondents rated overall relevance as least to not much.

4.4: DATA OUTPUT OF FGD, WORKSHOP AND INTERVIEWS

The study team administered **five FGDs** with the members of district evaluation committee (DEC) supervising officers (SOs) of the trainees and trainees, and **one workshop** with the members of DEC, and SOs in Sherpur and **interviews** with the 20 SOs of trainees in the study areas. The participants of the FGDs, Workshops and Interviews were given research outline, course contents, FAP programs and they were briefed the purpose of the research, FGDs, Workshops and Interviews. The participants of the FGDs, workshops, and Interviews were requested to give their views on the following points-

- How far the trainees of FAP can apply (**transfer)** learning outcomes (knowledge and skills) in their workplaces (in-terms of producing g intended results)
- How far the trainees are **responsive** to public service delivery and client's needs
- **Relevance** of the design (objectives and Tasks) of each attachment program of FAP for the development considering the necessity of the participants,
- **Appropriateness** of the design (Methods and Mentoring) of each attachment program of FAP
- **Strengths** of each attachment program of FAP
- **Weaknesses** of each attachment program of FAP
- **Suggestions** on how to improve the FAP further within the current context of Bangladesh.

The details of the FGD and workshop procedure discussion points and results are given in **Appendix 1**. A summary of discussions is given below-

4.4.1 FOCUSED GROUP DISCUSSION

The participants of FGDs were requested to give their views on the effectiveness of each attachment program. Their views are summarized below in tables 4.11a.

Table 4.11(a): *Data Output of FGD*

W	**Attachment**	**Relevance**		**Appropriateness**	
		Objectives	**Tasks**	**Methods**	**Mentoring**
1	Own office/ department/	VH(6) H(15) M(9) L (0) NM (0)	VH(7) H(7) M(14) L(2) NM (0)	VH(6) H(6) M 10) L (6) NM (2)	VH(6) H(7) M(10) L(4) NM (3)
2-3	BARD/RDA	VH (7) H (8) M (9) L(3) NM (3)	VH(7) H(7) M(10) L(4) NM (2)	VH(5) H(7) M(11) L(6) NM (1)	VH(6) H(7) M(10) L(4) NM (3)
4-5	District	VH(7) H(7) M (10) L(4) NM (2)	VH(7) H(7) M(11) L(3) NM (2)	VH(6) H(6) M(11) L(5) NM (3)	VH(6) H(6) M(10) L(4) NM (4)
6	Upazila	VH (7) H (8) M (10) L (3) NM (2)	VH(7) H(8) M(10) L(3) NM (2)	VH(6) H(7) M(11) L(3) NM (3)	VH(6) H(7) M(9) L(5) NM (3)
7	Village	VH(6) H(7) M(14) L(2) NM (1)	VH(7) H(7) M(13) L(2) NM (1)	VH(7) H(6) M(10) L(4) NM (3)	VH(6) H(6) M(11) L(4) NM (3)
8	District potentials	VH(7) H(8) M(13) L(2) NM (0)	VH(7) H(8) M(13) L(2) NM (0)	VH(5) H(6) M(9) L(7) NM (3)	VH(5) H(6) M(10) L(5) NM (4)

NB: In the above matrix, W has been used for week, VH for very high, H for high, M for moderate, L for least and LM for not much

(i) DISCUSSIONS ON DATA OUTPUT

Table 4.11(a) describes the relevance of objectives and tasks and appropriateness of methods mentoring of program activities of six attachment programs of FAP. The table states that up to 14 (47%) rated objectives at moderate level, 8 (27%) respondents rated it at high level and 7 (23%) respondents rated it at very high level and only up to 4 (13.5%) have rated it at least or not much level. It means that most of the respondents viewed that objectives and tasks of all attachment programs of FAP were relevant from moderate to very high level and only a few have mentioned that the objectives and tasks were either least or not much level.

The rates respect to methods and mentoring of attachment activities and mentoring are relatively lower than the objectives and tasks. The table states that up to 11 (37%) respondents rated it at moderate level, while 5-7 (16% to 23%) rated at high to very high and 3-7 ((0% to 23%) rated methods and mentoring at least and not much level. It indicates that methods and mentoring were relatively less appropriate.

(ii) STRENGTHS OF THE FAP

According to the participants the strength of FAP are as follows:

- Program design under each program under FAP mostly relevant and to some extent appropriate,
- Objectives and tasks of each program of FAP are need-based,
- Participants can learn from real life activities and relate to those what they have learnt at BPATC during in house sessions,
- Structure of the FAP is relevant to the professional responsibilities of the new entrants to the civil services,
- Knowing own office, acquaintance with the departments at district level are appropriate.
- Understanding the problems of rural people, people below poverty line, local potentials are smart enough.
- Coordination at district level public sector departments and their and inter-departmental relationships, NGOs, relationship between local government and central government,

- Understanding service delivery system at field level, understanding the people, their culture, problems, and how get them involved in development decision making and implementation etc.

(iii) WEAKNESSES OF FAP

The weaknesses of FAP as the participants mentioned are-

- Members of the district evaluation and monitoring committee remain busy with their routine job responsibilities;
- It is very difficult for them to allocate enough time required for the effective field attachment program;
- FAP guideline and monitoring manual are needed to guide the participants;
- It is difficult to manage every activities within this time frame of each of the programs of FAP,
- Appropriate mechanism for supervising, monitoring and evaluation of participant's activities and performance is unavailable,
- No guidelines of BPATC for each and every attachment under FAP is available,
- Lack of effective coordination of the programs of FAP, learning design is not action oriented, some activities appear repeatedly.
- It is very difficult to manage transport and accommodation for all participants of FAP at district and upazila level.

(iv) SUGGESTIONS FOR IMPROVEMENT

The participants of the FGDs and Workshops made following suggestions for further improvement of FAP -

- Heads of the departments and the members of the district evaluation committee (DEC) remain busy with their job responsibilities. The departmental head may assign one officer for the FAP and members of DEC may be engaged for monitoring the activities of the participants by rotation.

- FAP guideline and monitoring manual are needed to be prepared and distributed to the participants and other concerned members of the district evaluation and monitoring committee and heads of the departments at district and upazila;
- More action-oriented programs, close supervision, monitoring and evaluation of activities and performance of each trainee are needed. For this purpose, faculty members of BPATC may be assigned for specific district(s);
- Sequence and structure of each program of FAP are needed to be reviewed to make it more logical, consistent, updated and integrated to avoid repetitions and redundancies;
- Duration of FAP needs to be extended as present duration is not enough to manage each of the programs of FAP;
- Learning materials and guidance from BPATC are required to be supplied;
- Coordination among concerned departments and integration of programs in consultation with the departments are needed.

4.4.2 WORKSHOP

The study team arranged a workshop with the members of district evaluation committee, supervising officers of trainees. A total of 16 participants attended the workshop. The participants developed a matrix upon consensus. The matrix has been shown below in Table 4.11b.

Table 4.11b: Data Output of Workshop

Weeks	**Attachments**	**Relevance**		**Appropriateness**	
Weeks	**Attachment**	**Objectives**	**Tasks**	**Methods**	**Mentoring**
1	Own department/office	High	High	Moderate	Moderate
2-3	BARD/RDA	High	High	Moderate	Moderate
4-5	District	High	Moderate	Least	Least
6	Upazila	High	Moderate	Least	Not much
7	Village	High	High	Least	Not much
8	District potentials	High	High	Moderate	Least

(i) Discussions on Data Output

The participants were briefed about the purpose of the workshop and requested to rate the appropriateness of design of FAP. The participants of workshop were given five options the likert scale and rate each attachment program at very high, high, moderate, least, not much levels. The research team members moderated the workshop procedure.

It appears from the table that the participants of the workshop have rated the relevance of objectives and tasks of all six attachments at high with district and upazila at moderate level. The workshop participants have rated FAP activity delivery methods for own department/office and BARD/RDA at moderate and the rests are rated at least and not much level. About mentoring, the participants of the workshop rated mentoring at moderate/ least or not much. It implies that the methods and mentorship were moderately weak in FAP programs.

4.4.3 APPLICATION OF KNOWLEDGE AND SKILLS

The workshop participants were given a check list with 1-5 likert scale to assess the level of application of knowledge and skills by the FAP trainees in their respective work places after FAP is over. They were also given options to assess responsiveness of the trainees to people's needs and service delivery. The workshop participants reported that knowledge of trainees on on public service related rules, regulations, process procedure have increased at moderate to very high level due to FAP, their digital skills in public service delivery and responsiveness to service delivery and peoples need, public relations, coordination skills creativity initiative for innovative works have increased from moderate to very high level due to FAP (table 4.11c).

It appears from the table 4.11c that up to 25% participants rated the application of learning outcome at very high level, up to 31% rated at high and up to 56% rated at moderate level and only 13% in two indicator rated at least level and only one (6%) has rated at not much level. It implies that FAP learning outcome (knowledge, skills, and responsiveness) is strongly associated with the application those in the workplaces of participants.

Table 4.11 c Application of Knowledge and Skills (Learning Outcome) of FAP

Application of Learning outcome in workplaces	Degree of Agreement				
	Very High	High	Moderate	Least	Not Much
Knowledge on public service related rules, regulations, process and procedure has increased	3(19)	4(25)	6(38)	2(12.5)	1(5.5)
Skills in public service delivery has improved	2(12.5)	4(25)	8(50)	2(12.5)	0
Digital skills have increased	3(19)	5(31)	7(35)	1(5.5)	0
Pro-people behavioural pattern has improved	4(25)	5(31)	8(50)	0	0
Knowledge and skills have been improved	4(25)	5(31)	8(50)	0	0
File disposal rate has increased	3(19)	4(25)	9(56)	0	0
Pending cases have decreased	3(19)	3(19)	9(56)	1(5.5)	0
Engagement in improving organizational management has increased	3(19)	4(25)	9(56)	0	0
Assignments with greater job responsibilities has increased	4(25)	4(25)	8(50)	0	0
Public relation has increased	3(19)	5(31)	8(50)	0	0
Creativity has increased	2(13)	3(19)	9(56)	2	0
Coordination among departments have increased	4(25)	4(25	8(50)	0	0
Quality of project management has increased	4(25)	4(25)	8(50)	0	0
Contribution to APA has increased	2(13)	4(25)	9(56)	1	0

4.4.3 INTERVIEWS WITH SUPERVISING OFFICERS

The study team interviewed 20 participants for in-depth discussions about the appropriateness of the FAP design. The interviewees were assured of that their identity would not be disclosed to anybody. The confidentiality and research ethics would be maintained strictly. A summary of the interview has been given in Table 4.11c. The interviewees rated the objectives and tasks of FAP from very high to moderate and methods were rated mostly from high to moderate and mentoring from moderate to least and not much.

Table 4.11d: Data Output of Interviews

W	Attachment	Objectives (Relevance)	Tasks (Relevance)	Methods (Appropriateness)	Mentoring (Appropriateness)
1	Own office/ Department	VH-6 (30), H-8 (40), M-6 (30),	VH-6(30), H-8(40), M-6(30)	VH-2(10), H-3(10), M- 7(35), L-6(30), NM-2(10)	VH-1(5), H-2(10), M-5(25), L-8(40), NM-4(20)
2-3	BARD/ RDA	VH-6(30), H-8(40), M-6(30)	VH-6(30), H-7(35)(35), M-7,	VH-2(10), H-5(25), M-5(25), L-5(25), NM-3(30)	VH-1(5), H-3(15), M-8(40), L-5(15), NM-3(15)
4-5	District	VH-5(25), H-5(25), M-8(40), L-2(10)	VH-6(30), H-5(25), M-9(45),	H-3(15), M-7(35), L-6(30), NM -4(20)	VH-1(5), H-2(10), M-8, L-5(25), NM-3(15)
6	Upazila	VH-5(25), H-5(25), M-8(40), L-2(10)	VH-4(20), H-5(25), M-8(40), L-1(5)	H-1(5), M-6(30), L-9(45), NM-4(20)	H-2(10), M-6(30), L-7(35), NM-5(25)
7	Village	VH-5(25), H-4(20), M-8(40), L-2(10)	VH-5(25), H-4(25), M-7(35), L-3(15), NM-1(5)	H-6(30), M-8(40), L- 3(15), NM-3(15)	H-3(15), M-5(25), L-8(40), NM-4(20)
8	District potentials	VH-5(25), H-4(20), M-7(35), L-3(15), NM-1(5)	VH-4(20), H-4(20), M-10(50), L-2(10)	VH-1(5), H-5(25), M-8(40), L-3(15) NM-3(15)	H-2(10), M-6(30), L- 8(40), NM-4(20)

NB: Figures in parenthesis show corresponding % of respondents

Discussions

It appears from table 4.11c that most of the interviewees up to 8 (40%) rated objectives and tasks of all six attachment programs of FAP from moderate to very high level only 1 (.5%) to 3 (15%) rated at least and not much level. The interviewees rated appropriateness of methods and

mentoring and the rage of rates vary. Up to 8 (40%) interviewees viewed that methods and mentoring are appropriate at least or not much level and up to with

Table 4.12: Application of Knowledge and Skills (Learning Outcome) of FAP of FTC

Application of Learning outcome in workplaces	Degree of Agreement				
	Very High	High	Moderate	Least	Not Much
Knowledge on public service related rules, regulations, process and procedure has increased	4 (20)	8(40)	8 (40)	0	0
Skills in public service delivery has improved	3 (15)	8(40)	7 (7)	2 (10)	0
Digital skills have increased	3 (15)	7(35)	8 (10)	2 (10)	0
Pro-people behavioural pattern has improved	2 (10)	7(35)	8 (40)	2 (10)	1 (5)
File disposal rate has increased	4(20)	8(40)	8 (40)	0	0
Pending cases have decreased	2 (10)	7 (35)	9 (45)	1 (5)	1 (5)
Engagement in improving organizational management has increased	2 (10)	6 (30)	10 (50)	2 (10)	0
Assignments with greater job responsibilities has increased	2 (10)	7 (35)	10 (50)	1 (5)	0
Public relation has increased	3 (15)	6 (30)	9 (45)	2(10)	0
Creativity has increased	2 (10)	6 (30)	11 (55)	1	0
Coordination among departments have increased	3 (15)	7 (35)	9 (45)	1	0
Quality of project management has increased	2 (10)	6 (30)	10 (50)	2(10)	0
Contribution to APA has increased	1 (5)	4 (20)	11 (55)	4	0
Others (pl mention below)					
	5	4	3	2	1

NB: Figures in bracket show % of interviewees

Above table describes the level of application of knowledge and skills by the trainees of FAP in their work places. The supervising officers of trainees were asked to assess the effectiveness of FAP learning outcome in terms of application (transfer of knowledge and skills) of learning outcome. It appears from the above table that 40 to 55 percent respondents have rated that application of learning outcome has increased at moderate level, 30 to40 percent have rated it as high level except the contribution to APA which is 20%, while 10 to 20 percent respondents rated as very high except for contribution to APA. Up to 10 percent respondents reported that application level is least only 5% rated at not much. It implies that the participants of FAP can

transfer their knowledge and skills in their work places from moderate to high level with the higher frequency at moderate level. These findings suggest FAP has strong association with the application of learning outcome at working places. These findings are also consistent with the findings of study of Vernon (2023). Thus study concludes that FAP is strongly associated with the transfer of learning outcome and responsiveness to people's needs.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter derives from data output, draws conclusions and makes recommendations on the basis of study findings. The data output in the previous chapter states that FAP has positive effects on participant's knowledge and skills. Firstly, this chapter discusses overall learning outcome followed by importance, relevance of FAP objectives, tasks, methods and mentorship and application of learning outcome by the participants in their work places and ends with the conclusion, recommendations and policy implications.

5.1 FINDINGS OF SURVEY ON THE PARTICIPANTS OF FAP

5.1.1 OVERALL LEARNING OUTCOME OF FAP

The overall learning outcome of the field attachment program (FAP) of Foundation Training Course (FTC) of Bangladesh Public Administration Training Center (BPATC) was assessed through 9 parameters using 1 to 5 Likert Scales. The respondents were asked if the FAP was worthy of time and scope to apply the learning outcome of FAP in their respective work places.

Findings: It was found that the majority of the respondents (29% - 58%) strongly agreed, agreed or moderately agreed that the overall effectiveness of FAP in terms of worthiness of FAP time and the application of learning outcome were. Only 0%- 4% respondents disagreed or strongly disagreed about the effectiveness of overall learning outcome of FAP. Thus, the study concludes that FAP has effects on overall learning outcome of participants at moderate to very high level.

5.1.2 CHANGES IN ROLES AND RESPONSIBILITY OF THE TRAINEES DUE TO FAP

The respondents were asked if they thought that due to FAP of FTC, they had undertaken greater roles and responsibilities in their office. Out of 85 respondents 60 (70.60%) mentioned that FAP

had in many ways contributed to play greater roles and responsibilities and 25 (29.40%) had replied that FAP had no effects in their roles and responsibilities.

The respondents mentioned that they now play roles in public relation, service delivery, coordination, participation in decision making, improving organisational performance more effectively.

Findings: FAP had contributed to bring about positive changes in the roles and responsibilities of the participants. Now they perform everyday job responsibilities more effectively.

5.1.3 IMPORTANCE OF FAP

The importance of the Field Attachment Program (FAP) of Foundation Training Course (FTC) of Bangladesh Public Administration Training Center (BPATC) was assessed through 6 parameters using 1 to 5 Likert Scale. The majority of the respondents (29%- 58%) rated that FAP was important from very high to moderate and 0% to 2.4% viewed that the importance was least to not much.

Findings: FAP was important for the trainee officers to learn from the real life context. The participants can play greater roles and responsibilities in their respective offices due to FAP. Field Attachment Programme of FAP was *significantly* important in improving the participants' understanding on the development of administration between the local government and central government.

5.1.4 IDENTIFICATION OF COMMON PROBLEMS OF THE FAP OF FTC

The FAP has a number of problems. Problems are related to training methods, lack of manual for mentoring, lack of FAP guidance, accommodation and transports.

It was found that 21% to 35% respondents mentioned that they had problems at high level while less than 10% mentioned that the problem was at very high level and the rest of the respondents mentioned that FAP had not much problems. 29% to 38% respondents mentioned that FAP lacked professionalism in mentoring and lack skills for effective coordination among departments.

Findings: The data output suggests that FAP weaknesses in designing methods for attachment activities, in mentoring, coordination among departments for effective management of FAP. Besides, no manual and learning materials were provided to guide FAP activities**.**

5.1.5 RELEVANCE AND APPROPRIATENESS OF EACH ATTACHMENT PROGRAMME OF FAP

This section is about the findings of relevance and appropriateness of each of the attachment programmes organized under FAP. The study assessed the relevance and appropriateness on the basis of data collected from trainees through questionnaire survey, from the members of district evaluation committee and supervising officers through FGD, workshop and interviews using 1-5 likert scales. Data collected from multiple sources were integrated and derived the following findings-

The relevance and appropriateness of the Field Attachment Program (FAP) of Foundation Training Course (FTC) of Bangladesh Public Administration Training Center (BPATC) was assessed through four broad categories namely **objectives, tasks, training methods and monitoring** by relevant parameters using 1 to 5 Likert Scale. Results are summarized below in table 5.1.

It appears from the Table 5.1 that the majority of the respondents rated the objectives, tasks, training methods and monitoring and evaluation process of exploring own office, BARD/RDA attachment, district attachment, upazila attachment, village attachment and identification of district potential etc. as moderate to high and very high level. And only 1-3% mentioned that the appropriateness of its objectives, tasks, training methods and monitoring and evaluation process of six attachment programs were appropriate from least to not much level.

Table 5.1: Summary of Relevance and Appropriateness of all Attachment Programs of FAP

Sl.	Attachment	Relevance		Appropriateness	
		Objectives	**Tasks**	**Methods**	**Monitoring**
1	Exploring own office/department	VH: 15-17(18-20%) H: 45-47(52-54%) M: 18-20(21-22%) L: 2-5% NM: 1-2%	VH: 13-22% H: 29-47 (34-47%) M: 18-35 (21-41%) L: 2-7(3-9%) NM: 1-5 (1-6%)	VH: 11-15 (13-18%) H: 35-43 (41-51%) M: 20-29 (24-34%) L: 3-7 (5-8%) NM: 1-4 (1-5%)	VH: 9-18 (11-22%) H: 31-45 (36-53%) M: 19-29 (22-34%) L: 4-8 (5-9%) NM: 1-4 (1-5%)
2	BARD/RDA	VH: 17-20 (20-24%) H: 34-45 (40-53%) M: 15-22 (18-26%) L: 0-2 (0-3% NM: 0-3 (0-4%)	VH: 08-28 (9-33%) H: 18-42 (21-49%) M: 16-36 (19-42%) L: 01-14 (1-16%) NM: 0-2 (0-3%)	VH: 12-16 (14-19%) H: 37-41 (44-48%) M: 24 (29%) L:2-3 (3-4%) NM: 0-1 (0-1%)	VH: 8-16 (9-19%) H: 21-36 (25-42%) M: 20-32 (24-38%) L: 6-15 (7-18%) NM: 2-2 (3-3%)
3	District Attachment	VH: 25 (29%) H:36 (42%) M: 23 (27%) L: 1 (1%) NM: 0 (0%)	VH: 13-22 (15-26%) H: 33-49 (39-58%) M: 14-32 (16-38%) L: 0-5 (0-6%)	VH:16-22 (19-26%) H: 35-42 (41-49%) M: 21-28 (25-33%) L: 0-8 (0-9%)	VH: 21-32 (25-38%) H: 35-43 41-51%) M: 7-19 (8-22%) L: 1-7 (1-8%)

			NM: 0-3 (0-4%)	NM: 0-3 (0-4%)	NM: 1-2 (1-3%)
4	Upazila Attachment	VH: 17-28 (20-33%) H: 42-46 (49-54%) M: 12-18 (14-21%) L: 1-2 (1-3%) NM: 1-3 (1-4%)	VH: 16-33 (19-39%) H: 35-50 (41-59%) M: 14-23 (16-27%) L:0-7 (0-8%) NM: 0-3 (0-4%)	VH: 13-22 (15-28%) H: 40-49 (47-58%) M: 17-21 (20-27%) L: 0-2 (0-3%) NM: 1-3 (1-4%)	VH: 18-32 (21-38%) H: 34-37 (40-44%) M: 15-21 (18-27%) L: 3-7 (4-8%) NM: 1-2 (1-3%)
5	Village Attachment	VH: 37 (44%) H: 31 (36%) M: 13 (15%) L:3 (4%) NM: 1 (1%)	VH:26-27 (31-32%) H: 30-31 (35-36%) M: 12-13 (14-15%) L: 3-6 (4-7%) NM: 0-1 (0-1%)	VH: 33-35 (39-41%) H: 30-31 (35-36%) M: 16 (19%) L: 3-6 (4-7%) NM: 0 (0%)	VH: 21 (25%) H: 46 (54%) M: 11 (13%) L: 5 (6%) NM: 2 (3%)
6	District Potentials	VH: 30 (35%) H: 35 (41%) M: 6 (7%) L: 1 (1%) NM: 1 (1%)	VH: 14-29 (16-34%) H:32-38 (38-45%) M: 11-19 (13-22%) L: 0-4 (0-5%) NM: 1-4 (1-5%)	VH: 21 (25%) H: 35 (41%) M: 13 (15%) L: 2 (3%) NM: 2 (3%)	VH: 15-19 (18-22%) H: 35-39 (41-46%) M: 13-15 (15-18%) L: 1-3 (1-4%) NM: 3 (4%)

VH: Very High; H: High; M: Moderate, L: Least, NM: Not Much

Findings

The relevance and appropriateness of FAP design – **objectives, tasks, training methods and monitoring and evaluation methods** of the entire six attachment program under FAP was found relevant and appropriate from moderate to very high levels. The relevance of objectives and tasks varied from moderate level to very high level. The appropriateness of methods and mentorship also varies from moderate to very high.

5.1.6 RELEVANCE OF OVERALL FAP DESIGN- OBJECTIVES, TASKS, METHODS AND EVALUATION METHODS

The relevance of overall FAP design was assessed by objective, tasks, methodology, monitoring, evaluation, learning outcome, application of learning outcome in own workplace, self-development, inter-cadre knowledge, inter-cadre relationship.

The Overall relevance design- objectives, tasks, methods, monitoring, evaluation application of learning outcome, self-development, of the FAP of FTC of BPATC was assessed by 12 parameters at very high to not much level using 1 to 5 Likert Scale. The data states that 29 (34%) respondents mentioned that the objectives of FAP were very relevant and they rated them as high while 37 (44%) rated as high and 16 (19%) rated as moderate and the rests rated as least or not much. The values for other indicators at VH level ranged from 13 (15%) to 35 (42%) and 33 (39%) to 43 (47%) and 9 (10%) to 34 (40%) as moderate. Only 0 (0%) to 8 (9%) respondents mentioned that the relevance of FAP design as least to not much (Table 5.3).

Table 5.2: Relevance of FAP Design and its Objectives, Tasks, Methods and Evaluation

Sl.	**Measures of Relevance**	**Relevance (%)**				
	Relevance of FAP to the development of civil services	**VH**	**H**	**M**	**L**	**NM**
		5	**4**	**3**	**2**	**1**
1	Objectives	34	44	19	4	0
2	Tasks	29	44	24	3	2
3	Methodology	21	39	31	9	1
4	Monitoring	20	39	28	9	4
5	Evaluation	15	40	34	9	3
6	Learning outcome	28	47	20	4	1
7	Application of learning outcome in own workplace	24	51	16	5	3
8	Self-development	33	40	25	0	2
9	Inter-cadre knowledge	39	47	11	1	2
10	Inter-cadre bondage/relationship	41	44	12	1	2
11	Methodology	18	51	27	1	1
12	Monitoring Mechanism	20	39	23	7	7

Findings

It has been found that the majority of the respondents (29.34%- 57.6%) stated that the overall effectiveness of designing of FAP was very high to moderate level relevant and 0 (%) to 8 (9.41%) respondents rated overall relevance from least to not much level. The relevance of FAP design- objectives, tasks, training methods and monitoring and evaluation process was relevant from moderate to high and very level.

5.1.7 APPLICATION OF LEARNING OUTCOME IN PARTICIPANTS WORK PLACES

The data relating to application of knowledge and skills and responsiveness to public service delivery and people's need was collected from the supervising officers and the members of DEC through workshop and interviews with the supervising officers. Total participants were 36. Two sets of data (from workshop and interviews) have been integrated and shown in Table 5.2 below.

Table 5.3: Application of Knowledge and Skills (Learning Outcome) of FAP

Application of Learning outcome in workplaces	Degree of Agreement				
	Very High	High	Moderate	Least	Not Much
Knowledge on public service related rules, regulations, process and procedure has increased	7(19)	12(33)	14(39)	2(6	1(2.8)
Skills in public service delivery has improved	5 (14)	12(33)	15(42)	2 (6)	0
Digital skills have increased	6 (17)	12(33)	15 (42)	3 (8)	0
Pro-people behavioural pattern has improved	6 (17)	12(33)	16 (48)	2 (6)	1 (2.8)
File disposal rate has increased	7(19)	12(33)	17 (47)	0	0
Pending cases have decreased	5(14)	10 (28)	18 (50)	2 (6)	1 (2.8)
Engagement in improving organizational management has increased	5(14)	10 (28)	19 (53)	2 (6)	0
Assignments with greater job responsibilities has increased	17 (17)	11 (31)	18 (50)	1 (2.8)	0
Public relation has increased	6 (17)	11 (31)	17 (47)	2(6)	0
Creativity has increased	4 (12)	9 (25)	20 (56)	3(9)	0
Coordination among departments have increased	7 (19)	11 (31)	17 (47)	1(2.8)	0
Quality of project management has increased	6 (17)	10 (28)	18 (50)	2(6)	0
Contribution to APA has increased	3 (8)	8 (22)	20 (56)	5(14)	0

NB: Figures in bracket show % of interviewees

The data output suggests that participants can transfer their knowledge and skills acquired from FAP in their work places from moderate level to very high level and the rates vary from 8% to 56% and the transfer rates vary from 6% to 9% and only in case of contribution to APA was reported by 5(14%) respondents at 'at least level'. The data collected from the participants also reveal that the level of application of knowledge and skills and their responsiveness ranges from high to very high level (response rate 20% to 60%) and response rate at moderate level vary from 9% to 29% and response rates at 'not much to at least' levels vary from 0% to 5%. These data outputs suggest that the participants can transfer knowledge and skills from moderate to very high level significantly. Thus the study concludes that FAP is effective in terms of transfer of

knowledge and skills and creating responsiveness among its participants. These study findings are also consistent with the findings of Williamson (1993) and Vernon et al. (2020).

5.1.8 STRENGTHS AND WEAKNESSES OF FAP MANAGEMENT

Strengths

Many of the respondents mentioned that the FAP was effective as the participants could learn from real life situation. They mentioned the strength of the following areas such as 'knowing own office', 'acquaintance with the main departments at district level', 'understanding the problems of rural people', people who live below poverty line', 'local potentials', 'effective coordination at district level public sector departments', 'NGOs', 'relationship between local government and central government', 'understanding service delivery system at field level', 'understanding the people, their culture, problems, and how get them involved in proper decision making and implementation' and so forth.

Weaknesses

Major weaknesses of FAP as mentioned by the respondents were short duration of FAP, lack of appropriate mechanism for supervising, monitoring and evaluation of participants' activities and performance, lack of guidelines of BPATC for each and every attachment program under FAP, lack of coordination of the programs of FAP, learning design without action orientation, transport and accommodation problems, of FAP etc.

Suggestions

They provided some suggestions such as more action-oriented programs, close supervision, monitoring and evaluation of activities and performance of each trainee, duration of FAP needs to be extended as present duration is not enough, the issues related to lack of coordination, lack of learning materials, proper guidance from BPATC, insufficient monitoring and coordination, evaluation method needs to be reviewed and so forth.

5.1.9 SUMMARY OF FINDINGS OF FAP

1.0 Application of Overall Learning Outcome (Related to obj. 3): Around 29% to 58% respondents rated the overall effectiveness of FAP in terms of worthiness of FAP time and the application of learning outcome was effective from very high level to moderate. Only 0%- 3.5% respondents disagreed or strongly disagreed on the effectiveness of overall learning outcome of FAP.

2.0 Importance of FAP: Regarding the importance 29.34%- 57.6% respondents stated that FAP was important from very high to moderate and 0% to 2.4% viewed that the importance was least to not much.

3.0 Relevance of FAP (Related to obj. 1 & 2): The relevance and appropriateness of each of the six attachment programs were assessed through four broad categories such as objectives, tasks, methods and mentoring using 1-5 Likert Scale. The majority of the respondents rated its objectives, tasks, training methods, monitoring, evaluation process of exploring own office, BARD/RDA attachment, district attachment, upazila attachment, village attachment and identification of district potential as moderate to high and very high level. Only 1-3% mentioned that the appropriateness of objectives, tasks, training methods and monitoring and evaluation process of six attachment programs were relevant and appropriate least to not much level.

4.0 Application of Learning Outcome (Related to obj. 3): Participants of FAP can transfer their knowledge and skills acquired from FAP in their work places, as majority of the respondents viewed, moderate to very high level. 29%- 58% rated the overall effectiveness of designing the FAP as moderate to very high level effective and 0 (%) to 8 (9.41%) respondents rated overall relevance as least to not much level.

5.0 Common Problems (Related to obj. 4): FAP has weaknesses in designing methods and mentorship at moderate level. 21% to 35% respondents mentioned that FAP had problems at high level, while less than 10% mentioned that the problem was at very high level and the rest of the respondents mentioned that FAP had not so much problems. 29% to 38% respondents mentioned that FAP officials had lack of professionalism in mentoring, lack of skills in effective coordination among departments, busy schedule of departmental officials, scarcity of manual and learning materials to guide FAP activities etc.

i. Specific Problems of FAP

- Members of the district evaluation and monitoring committee remained busy with their job responsibilities and it was very difficult for them to provide enough time which was required for the effective field attachment program;
- Guidelines for FAP activities and monitoring manual were not available to guide the participants and to mentor and monitor the activities of FAP;
- Difficulties to manage different activities within the time frame of each of the program of FAP,
- Mechanism for supervising, monitoring and evaluation of participants' activities and performance was weak,
- Coordination among departments at districts and upazilas was weak,
- Transport facilities and accommodation for all participants of FAP at district and upazila level were not arranged. Participants had to face problems in getting transport and accommodation

ii. Suggestions of the Respondents

- FAP guidelines and monitoring manuals are needed to be prepared and distributed among the participants, mentors and other concerned members of the district evaluation and monitoring committees and heads of the department at district and upazila level;
- More action-oriented programs, close supervision, monitoring and evaluation of activities and performance of each trainee are needed. For this purpose, faculty members of BPATC may be assigned for specific district(s);
- Learning materials, and guidance from BPATC are required to be supplied;
- Coordination among concerned departments and integration of programs in consultation with the departments is highly needed.

5.2: CONCLUSION AND RECOMMENDATIONS

5.2.1 Conclusion

The effectiveness of field attachment program (FAP) is strongly associated with the design i.e., objectives, tasks, delivery methods of training activities and mentorship. Applicability of knowledge, skills and responsiveness largely depend on relevance and appropriateness of FAP design. The achievement of intended objectives depends on assigning tasks in line with the needs, training methods, performance evaluation methods, evaluation of learning outcome. FAP of FTC in public administration covers a wide areas including rules, regulations, process, procedure, maintain 'state-of the art' in public service delivery, skills in modern technology inter-cadre understanding, self-development, innovation, public relation, coordination and overall responsiveness to service delivery and people's need. Field attachment has been a bridge between institutional learning and learning by doing.

5.2.2 Recommendations

The study findings suggest the following recommendations:

- Activities of each of the attachment program of FAP are needed to be mentored and monitored closely to make it more effective.
- District Evaluation Committee (DEC) and heads of the department need to get more involved in monitoring and providing guidance to the participants of FAP.
- The faculties of BPATC are required to get more involved in FAP activities as facilitators.
- A guidelines and manuals are needed to be developed in line with the requirements of each of the attachment programs of FAP.
- Strong coordination with the concerned departments at districts and upazilas is required to be made more effective and functional.
- Local level problems such as accommodation, transport, food etc. are required to be well-addressed to encourage the participants' active involvement in the FAP activities, finally

5.3 POLICY IMPLICATIONS

The study results can be used as input in designing field attachment programs of BPATC and other training institutes to make courses more effective in preparing officers of civil services for smart Bangladesh.

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APPENDICES

Appendix 1.1

Questionnaire for the Trainees of FAP of FTC of BPATC

Bangladesh Public Administration FAP Centre
Ministry of Public Administration
Dhaka-1343

1.0 Privacy and Confidentiality

This questionnaire has been developed for the research titled '**Assessment on the Effectiveness of Field Attachment Program (FAP) of Foundation Training Course (FTC) of Bangladesh Public Administration Training Centre (BPATC)**'. The purpose of this study is to assess to what extent to which the intended objectives of the FAP of FTC has been achieved, to identify the problem, if there is any, and find out the way to further improvement of the FAP of FTC. The trainees are requested to furnish all relevant information and their views to improve the FAP of FTC. The confidentiality of identity of the respondents will be strictly maintained.

For any clarification or for any query, please contact Dr. Md. Mahfuzur Rahman at his email: mahfuzrd2015@gmail.com and or phone 01913348679 or Ms. Jakia Sultana, Deputy Director (Eva) BPATC at her email/ phone 01964920789 and Md. Mamun, Senior Research Officer BPATC.

2.0 Identification

Name of the Organisation/Office	:	
Name of the Respondent (Optional)	:	
Gender	:	Male/Female
Current Place of Work	:	
Date	:	

3.0 Informed Consent

I have read and understood the information about the survey, as provided in the Information Sheet.	
I voluntarily agree to participate in the survey.	

4.0 Information relating to FAP of FTC

1	Please mention the number of FTC that you have attended (e.g. P-67)	
2	Duration of the course (from and to)	
3	Did the FAP activities and outcomes reflect your training needs?	Yes=1/No=2

5.0 Learning Outcome of FAP (Application of Kirkpatrick model)

Table 1.0 Relating to Application of Overall Learning Outcome of FAP of FTC

Please Identify the Application of Learning Outcome of FAP (Pl encircle to show the degree of agreement you feel as a participant of FTC at BPATC)	Degree of Agreement				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Do you think that	5	4	3	2	1
FAP was worth of your time	5	4	3	2	1
FAP was successful in terms of promoting yourself as a trainee	5	4	3	2	1
You have experienced what was intended to learn	5	4	3	2	1
Your knowledge and skills have improved	5	4	3	2	1
After attending the FAP your performance has improved	5	4	3	2	1
The performance of your organization's/ department's has improved	5	4	3	2	1
You are more engaged in improving organizational management	5	4	3	2	1
You can better manage job responsibilities	5	4	3	2	1
You are more responsive in providing service more professionally	5	4	3	2	1
Others (pl mention)	5	4	3	2	1

Table 2.0 Miscellaneous Issues

Identification of Strengths and Weaknesses of FAP		
	What were the major strengths and weaknesses of the FAP?	Strengths: 1…… …… 2……
		Weakness: 1…… …… 2…… ……..
The changed roles and responsibilities of the trainees		
1	Do you think that due to FAP of FTC you have undertaken greater roles and responsibilities in your office?	Yes/No (please put tick mark)
2	If yes, in which areas (please mention points only those were in the FAP course):	1. 2. 3.

Table 3.0 Importance of FAP of FTC

Areas of Importance (Pl encircle to show the degree of importance you feel)	Degree of Importance				
	Very High	High	Moderate	Least	Not Much
	5	4	3	2	1
To know the local government administration	5	4	3	2	1
To know local government organisations and their relationship with the central government	5	4	3	2	1
To coordinate with the local level government, field administration, public sector org., NGOs, private sectors and other agencies	5	4	3	2	1
To know the problems and potentials of the people at grassroots level	5	4	3	2	1
To know the people below poverty line and their problems	5	4	3	2	1
To link up between field administration and central government	5	4	3	2	1

Table 4.0 Identification of Problems of the FAP of FTC Courses

Please identify the degree of severity against each problem (Please **encircle** your response):

Please Identify the Problems of FAP (Pl encircle to show the degree of severity you feel)	Degree of Severity				
	Very High	High	Moderate	Least	Not Much
	5	4	3	2	1
Lack of mentoring professionally	5	4	3	2	1
Lack coordination among departments, agencies, stakeholders	5	4	3	2	1
Departmental officers in providing training are very busy and they have little time to impart training	5	4	3	2	1
Lack of manual for FAP	5	4	3	2	1
Lack of learning materials	5	4	3	2	1
Others (if any)	5	4	3	2	1

Table 5.0 Problems and Lack of manual Suggestions for Improvement of FTC

Sl	**Problem(s)**	**Suggestion(s) for Improvement**

6.0 Relevance and Appropriateness Each Attachment of FAP

Table 6.1 Exploring Own Office/Department

	Degrees of Agreement				
	Very High	High	Moderate	Least	Not Much
Objectives (Relevance)					
Inventing own office	5	4	3	2	1
Tasks (Relevance)					
Identification of the functions & objectives of the office	5	4	3	2	1
Identification of the work culture in the office	5	4	3	2	1
Analysing SWOT	5	4	3	2	1
Assessing actual performance of the office	5	4	3	2	1
Estimating the gap between targets & achievements	5	4	3	2	1
Identification of the root causes of the gap	5	4	3	2	1
Training Method (Appropriateness)					
Analysing files & documents	5	4	3	2	1
Observing the work culture of the office	5	4	3	2	1
Discussing with the employees, stakeholders	5	4	3	2	1
Consulting with the supervisor/senior officials	5	4	3	2	1
Monitoring Mechanism (Appro[riateness)					
Preparing learning diary	5	4	3	2	1
Monitoring by the supervising officer	5	4	3	2	1
Examining progress of the assigned works	5	4	3	2	1
Examining the learning diary	5	4	3	2	1
Identifying problems	5	4	3	2	1

Problem Identification & Suggestions

Please mention problem(s) if you have faced

a.

b.

Please provide suggestion to improve this part of FAP

a.

b.

Assessment of Effectiveness and Appropriateness o FAP of FTC

Table 6.2 Attachment with BARD/RDA

	Degrees of Agreement				
	Very High	High	Moderate	Least	Not Much
Objectives					
Knowing the history, concepts, techniques of rural development.	5	4	3	2	1
Building capacity to deal with the issues of rural development	5	4	3	2	1
Enhancing knowledge on rural poverty and rural economy	5	4	3	2	1
Acquaintance with the rural economy	5	4	3	2	1
Tasks					
Visiting rural development institutes	5	4	3	2	1
Identifying the role of cooperatives in rural development	5	4	3	2	1
Taking more steps for FAP activities on national policy	5	4	3	2	1
Recommending present curriculum change	5	4	3	2	1
Existing curriculum on FAP is enough	5	4	3	2	1
Methodology					
Discussing with concerned employees and stakeholders	5	4	3	2	1
Observing of physical works	5	4	3	2	1
	5	4	3	2	1
Monitoring Mechanism					
Preparing learning diary	5	4	3	2	1
Examining progress reports	5	4	3	2	1

Problem Identification & Suggestions

Please mention problem(s) if you have faced

a.

b.

Please give suggestion to improve this part of FAP

a.

b.

Relevance and Appropriateness o FAP of FTC

Table 6.3 District Attachment

	Degrees of Agreement				
	Very High	High	Moderate	Least	Not Much
Objectives					
Acquaintance with the activities and work culture of district level public sector offices, private sector offices & NGOs	5	4	3	2	1
	5	4	3	2	1
Tasks					
Identification of charter of works of the offices	5	4	3	2	1
Identification of the gap between targets & achievements	5	4	3	2	1
Identification of work culture	5	4	3	2	1
Analysing stakeholders	5	4	3	2	1
Methodology	5	4	3	2	1
Study the functions of the offices	5	4	3	2	1
Analyse performances of offices for one year period	5	4	3	2	1
Discussions with the stakeholders	5	4	3	2	1
	5	4	3	2	1
Monitoring Mechanism					
Monitoring by the focal point (ADC)	5	4	3	2	1
Evaluating learning diaries	5	4	3	2	1
Presentation of reports on activities of 3^{rd}-5^{th} weeks	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1

Problem Identification & Suggestions

Please mention problem(s) if you have faced

a.

b.

Please give suggestion to improve this part of FAP

a.

b.

Relevance and Appropriateness o FAP of FTC

Table 6.4 Upazila Attachment

	Degrees of Agreement				
	Very High	High	Moderate	Least	Not Much
Objectives (Relevance)					
Understanding the local govt. bodies & their problems	5	4	3	2	1
Knowing the poor people & find the ways to overcome the problems	5	4	3	2	1
Assessing the effectiveness of SSNP of the government	5	4	3	2	1
Tasks (Relevance)					
Visiting LG bodies	5	4	3	2	1
Exploring service delivery process of UP	5	4	3	2	1
Identifying targets and achievement so LG bodies	5	4	3	2	1
Visiting disadvantaged families	5	4	3	2	1
Taking steps for poverty alleviation	5	4	3	2	1
Methodology (Appropriateness)					
Reviewing the performance of LG bodies visited	5	4	3	2	1
Discussing with the chairmen, member of the UP	5	4	3	2	1
Interviewing with the disadvantaged families	5	4	3	2	1
Surveying questionnaire	5	4	3	2	1
Monitoring Mechanism (Appropriateness)					
Monitoring by the focal point (ADC)	5	4	3	2	1
Evaluating learning diaries	5	4	3	2	1
	5	4	3	2	1

Problem Identification & Suggestions

Please mention problem(s) if you have faced

a.

b.

Please provide suggestion to improve this part of FAP

a.

b.

Relevance and Appropriateness o FAP of FTC

Table 6.5 Own Village Attachment

	Degrees of Agreement				
	Very High	High	Moderate	Least	Not Much
Objectives (Relevance)					
Identify the scope of implementation of the project ‘my village, my town’	5	4	3	2	1
Tasks (Relevance)					
Analysing SWOT	5	4	3	2	1
Preparing action plan	5	4	3	2	1
Methodology (Appropriateness)					
Studying the village profile	5	4	3	2	1
Visiting, interviewing, observing	5	4	3	2	1
	5	4	3	2	1
Monitoring Mechanism (Appropriateness)					
Evaluating learning diary	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1

Problem Identification & Suggestions

Please mention problem(s) if you have faced

a.

b.

Please provide suggestion to improve this part of FAP

a.

b.

Relevance and Appropriateness o FAP of FTC

Table 6.6 Exploring Potentials of the Attached District

	Degrees of Agreement				
	Very High	High	Moderate	Least	Not Much
Objectives (Relevance)					
Exploring the economic potentials & social, cultural importance of the district	5	4	3	2	1
	5	4	3	2	1
Tasks (Relevance)					
Assessing of productivity & economic trend of last 10 years	5	4	3	2	1
Estimating the resources & demand	5	4	3	2	1
Identifying two major products of the districts and their potentials	5	4	3	2	1
Identifying marketing channel and the barriers	5	4	3	2	1
Studying the social/cultural/historical importance & branding the dist.	5	4	3	2	1
Methodology (Appropriateness)	**5**	**4**	**3**	**2**	**1**
Discussion with the government and non-government organisations	5	4	3	2	1
	5	4	3	2	1
Monitoring Mechanism (Appropriateness)	**5**	**4**	**3**	**2**	**1**
Evaluating learning diaries	5	4	3	2	1
Evaluating reports of activities	5	4	3	2	1
	5	4	3	2	1

Problem Identification & Suggestions

Please mention problem(s) if you have faced

a.

b.

Please provide suggestion to improve this part of FAP

a.

b.

Assessment of Overall Relevance of FAP

Table 7.0: Overall Relevance of Field Attachment Programs

Relevance to the development of civil services of Bangladesh	Degrees of Agreement				
	Very High	High	Moderate	Least	Not Much
Objectives	5	4	3	2	1
Tasks	5	4	3	2	1
Methodology	5	4	3	2	1
Monitoring	5	4	3	2	1
Evaluation	5	4	3	2	1
Learning outcome	5	4	3	2	1
Application of learning outcome in own workplace	5	4	3	2	1
Self-development	5	4	3	2	1
Inter-cadre knowledge and understanding	5	4	3	2	1
Inter-cadre bondage/relationship	5	4	3	2	1
Methodology	5	4	3	2	1
Monitoring Mechanism	5	4	3	2	1
Evaluation	5	4	3	2	1
Others (if you feel, please mention below)	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1

Thank you very much for your support

The research Team

Appendix 1.2

Questionnaire cum check list for the supervising officers of Trainees of FAP

Bangladesh Public Administration FAP Centre
Ministry of Public Administration
Dhaka-1343

1.0 Privacy and Confidentiality

This questionnaire cum check list has been developed for the research titled '**Assessment on the Effectiveness of Field Attachment Program (FAP) of Foundation Training Course (FTC) of Bangladesh Public Administration Training Centre (BPATC)**'. The purpose of this study is to assess to what extent to which the intended objectives of the FAP of FTC has been achieved, to identify the problems, if there is any, and find out the way to further improvement of the FAP of FTC. The supervising officers of trainees are requested to furnish all relevant information and their views to improve the FAP of FTC. The confidentiality of identity of the respondents will be strictly maintained.

For any clarification or for any query, please contact Dr. Md. Mahfuzur Rahman at his email: mahfuzrd2015@gmail.com and or phone 01913348679 or Ms. Jakia Sultana, Deputy Director (Eva) BPATC at her email/ phone 01964920789 and Md. Mamun, Senior Research Officer BPATC.

2.0 Identification

Name of the Organisation/Office	:	
Name of the Respondent (Optional)	:	
Gender	:	Male/Female
Current Place of Work	:	
Date	:	

3.0 Informed Consent

I have read and understood the information about the survey, as provided in the Information Sheet.	
I voluntarily agree to participate in the survey.	

4.0 Questionnaires cum Check Lists for the Supervising Officer of Trainees of FAP

Table 1.0 Application of Knowledge and Skills (Learning Outcome) of FAP of FTC

Please Identify the Learning Outcome of FAP and Application of Learning outcome in workplaces (Pl encircle to show the degree of agreement you feel as a supervising officer)	Degree of Agreement				
	Very High	High	Moderate	Least	Not Much
Do you think that due to FAP, trainees	5	4	3	2	1
Knowledge on public service related rules, regulations, process and procedure has increased	5	4	3	2	1
Skills in public service delivery has improved	5	4	3	2	1
Digital skills have increased	5	4	3	2	1
Pro-people behavioural pattern has improved	5	4	3	2	1
Knowledge and skills have been improved	5	4	3	2	1
File disposal rate has increased	5	4	3	2	1
Pending cases have decreased	5	4	3	2	1
Engagement in improving organizational management has increased	5	4	3	2	1
Assignments with greater job responsibilities has increased	5	4	3	2	1
Public relation has increased	5	4	3	2	1
Creativity has increased	5	4	3	2	1
Coordination among departments have increased	5	4	3	2	1
Quality of project management has increased	5	4	3	2	1
Contribution to APA has increased	5	4	3	2	1
Others (pl mention below)	5	4	3	2	1
	5	4	3	2	1

Assessment of Overall Relevance of FAP of FTC

Table: Overall Relevance of Field Attachment Programs

Relevance to the development of civil services of Bangladesh	Degrees of Agreement				
	Very High	High	Moderate	Least	Not Much
Objectives	5	4	3	2	1
Tasks	5	4	3	2	1
Methods of FAP activities	5	4	3	2	1
Monitoring	5	4	3	2	1
Evaluation	5	4	3	2	1
Learning outcome	5	4	3	2	1
Application of learning outcome in own workplace	5	4	3	2	1
Self-development	5	4	3	2	1
Inter-cadre knowledge and understanding	5	4	3	2	1
Inter-cadre bondage/relationship	5	4	3	2	1
Methodology	5	4	3	2	1
Monitoring Mechanism	5	4	3	2	1
Evaluation	5	4	3	2	1
Others (if you feel, please mention below)	5	4	3	2	1
	5	4	3	2	1

Please identify problems and suggestions (if any)

Thank you very much for your support

The research Team

Appendix 1.3

Guidelines for FGD and Workshop

The guidelines for FGD and Workshop have been prepared. The guidelines contain a brief of the research project, objectives, strategies and procedures.

At first, the participants of the workshop, FGD were briefed and organized into groups and work as per guidelines.

Methodology

Training is a dynamic concept needed to update regularly to maintain the state of the art in the changing context. This study has been covered in five districts in Bangladesh considering geographical location. Both primary and secondary data sources were used in this study. For collecting primary data, both qualitative and quantitative methods were followed. The qualitative method with primary sources includes

In-depth interview with Asst. Commissioner, Sr. Asst. Commissioner, Upazila Agriculture Officer, Agriculture Extension Officer, Addl. Superintendent of Police (Addl SP), Fisheries Officer, AC-Land, Law Acquisition Officer, Asst. Engineer-Works Dept, Vet nary Surgeon and Executive Magistrates with a structured questionnaire.

Study Method

A cross-sectional mixed method has been followed by adopting both qualitative and quantitative techniques.

Selection of Study Area

This study has covered five districts of five divisions with Upazila were selected purposively for conveniences. The proposal was prepared to facilitate BPATC to update Field Attachment Program (FAP) from the experience and feedback of participants of at least past three years from now. Assessing to extend to which the Field Attachment Program to bring about the desired changes is essential so that next attachment program can be redesigned in line with the needs of the participants.

Study Area

Sl. No.	Upazila	District	Division
01	Sherpur Sadar, Srebordi	Sherpur	Mymensingh
02	Hobigonj Sadar, Banyachong	Hobigonj	Sylhet
03	Bhanga	Faridpur	Dhaka
04	Rupsha	Khulna	Khulna
05	Rajshahi Sadar	Rajshahi	Rajshahi

Participants Selection

Officers of all cadres (Except BCS (Health) & BCS (General Education) who have participated in the selected FTC (64th, 65th, 66th, 67th, 68th, 69th, 70th,71st & 72nd) and the participants those have at least one year post-training experiences were the respondents of the study.

Respondents Group

The respondents were three categories as follows-

1. Members of district evaluation committee
2. Supervising officers (Additional Superintendent of Police, UNO, Upazila Fisheries Officer, Upazila Agriculture Officer)
3. The participants of the 64th, 65th, 66th, 67th, 68th, 69th, 70th, 71st & 72nd FTC working at upazilas and districts [such as Assistant Commissioner, Senior Assistant Commissioner, Agriculture Extension Officer, AC (Land), Land Acquisition Officer (LAO), Assistant Engineer (PWD), Vetenary Surgeon and Executive Magistrates],

a) FGD Guidelines

This FGD is focused on to explore the concept, use, strengths and weaknesses. It also provides the ideas about searching qualitative information in the field. The purpose of this study is to assess the extent to which the intended objectives of Field Attachment Program (FAP) of Foundation Training Program (FTC) have been achieved and to identify the problems, if there is any, and find out the ways to further improvement. Moreover, focus group discussion is an efficient and effective way to gain insight suggestions. In order to get meaningful information during FGD, we followed several important guidelines. Such as

A) We used open-ended questions
B) We categorized respondents' identification
C) We finalized the transcription process and
D) We recorded focus group results.

The participants were divided into two groups, one groups were consisted of four to six participants. Each group was given a predetermined semi-structured question led by Dr. Md. Mahfuzur Rahman, Joint research director and Zakia Sultana, another joint research director.

Discussion Points

The following discussion points were given to the FGD groups Relevance and Appropriateness of FAP design- objectives, tasks, methods and mentoring of each attachment program

- Application of learning outcome of FAP in participant's workplaces
- What were the major strengths and weaknesses of the FAP?
- Make recommendations to overcome the weaknesses for better improvement.

The participants were requested to rate the relevance of objectives and tasks appropriateness of methods and mentoring of FAP activities at very high (VH), High (H), Moderate (M), Least (L) and Not Much (NM).

Check List 1: Relevance and Appropriateness of Attachment Programs

Weeks	**Attachments**	**Relevance**		**Appropriateness**	
Weeks	**Attachment**	**Objectives**	**Tasks**	**Methods**	**Mentoring**
1	Own Office department				
2-3	BARD/RDA				
4-5	District				
6	Upazila				
7	Village				
8	District potentials				

b) Workshop Guidelines

A workshop with the members of district evaluation committee, supervising officers of trainees was organized in Shepur. Officers of adjacent upazilas also participated in the work shop. Total number of participants was 16. The participants of the workshop were given a brief on the research and they were also brief the discussion points. Discussion points were mainly FAP design containing objectives, tasks, and methods of FAP activities, mentoring and evaluation of performance of trainees. The participants were requested to rate the relevance of objectives and tasks appropriateness of methods and mentoring of FAP activities at very high (VH), High (H), Moderate (M), Least (L) and Not Much (NM).

Check List 1: Relevance and Appropriateness of Attachment Programs

Weeks	**Attachments**	**Relevance**		**Appropriateness**	
Weeks	**Attachment**	**Objectives**	**Tasks**	**Methods**	**Mentoring**
1	Own Office department				
2-3	BARD/RDA				
4-5	District				
6	Upazila				
7	Village				
8	District potentials				

Check List 2: Application of Knowledge and Skills (Learning Outcome) of FAP of FTC

Application of Learning outcome in workplaces (Pl encircle to show the degree of agreement)	Degree of Agreement				
	Very High	High	Moderate	Least	Not Much
Do you think that due to FAP, trainee's	5	4	3	2	1
Knowledge on public service related rules, regulations, process and procedure has increased	5	4	3	2	1
Skills in public service delivery has improved	5	4	3	2	1
Digital skills have increased	5	4	3	2	1
Pro-people behavioural pattern has improved	5	4	3	2	1
Knowledge and skills have been improved	5	4	3	2	1
File disposal rate has increased	5	4	3	2	1
Pending cases have decreased					
Engagement in improving organizational management has increased	5	4	3	2	1
Assignments with greater job responsibilities has increased	5	4	3	2	1
Public relation has increased	5	4	3	2	1
Creativity has increased	5	4	3	2	1
Coordination among departments have increased	5	4	3	2	1
Quality of project management has increased	5	4	3	2	1
Contribution to APA has increased	5	4	3	2	1
Others (pl mention below)	5	4	3	2	1
	5	4	3	2	1

Problems and Suggestions

Thank you very much for your support

The research Team

APPENDIX 2

Data Output

Gender: Male (63) and Female (22), total 85 respondents.

Study Area: Bhanga in Faridpur, Sherpur Sadar and Sreebordi in Sherpur, Rupsha in Khulna, Banyachong and Habiganj Sadar in Habiganj, Paba in Rajshahi.

Name of the Organisation/Office: Officer of the divisional commissioner (greater divisions)- Chattogram, Khulna, Dhaka and Rajshahi,

Officers of the Deputy Commissioners- Barisal, Habiganj, Jamalpur, khulna, Rajshahi, Faridpur, Sherpur, Office of the Superintendent of Police, Officers of the department of Agricultural Extension, Department of Environment, Department of Fisheries, Department of Livestock services, Public Works, Khulna City Corporation, UNOs, AC (L), Upazila agriculture officer Faridpur, Senior Upazila Fisheries officer Upazila livestock office

4.1 Learning Outcome of FAP (Application Level 3 of Kirkpatrick Model)

Table 4.1: *Relating to Overall Learning Outcome of FAP of FTC*

Learning Outcome of FAP		**Degree of Agreement**				
		Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
		5	**4**	**3**	**2**	**1**
Do participant think that						
FAP was worthy of participants' time	L1	25	48	6	3	3
FAP was successful in terms of promoting participant as a trainee	L2	25	43	14	3	0
Participant experienced what was intended to learn	L3	15	47	18	4	1
After attending the FAP participants' behaviour has changed	L4	19	43	17	4	1
After attending FAP participants' knowledge and skills have been improved	L5	28	46	9	2	0
After completion of FAP the performance of participant's organization/department has improved	L6	15	45	21	4	0
Participants are engaged in improving organizational management after attending FAP	L7	20	51	12	2	0
Participants managed job responsibilities	L8	17	49	17	2	0
Participants provide service more professionally now	L9	25	49	8	3	0
Others (if any, please specify)	L10	8	29	24	22	2

The indicators of the assessment are-

FAP was worthy of participant's time (L1), FAP was successful in terms of promoting participant as a trainee(L2), Participants experienced what was intended to learn(L3), After attending the FAP participants' behaviour has been changed(L4), After attending FAP participants' knowledge and skills have been improved (L5). After completion of FAP the performance of participants' organization/ department improved(L6), Participant are engaged in improving organizational management after attending FAP(L7), Participants managed job responsibilities(L8), Participants provide service more professionally now(L9), Others (if any, please specify) (L10)

4.2 The Changed Roles and Responsibility of the Trainees

Does participant think that due to FAP of FTC they undertook greater roles and responsibilities in their offices? (Put tick mark) Yes/ No. If yes, in which areas (please mention points only those were in the FAP course):

Table 4.2: *Changed roles and Responsibilities due to FAP (Yes/No Questions)*

Areas/Points	**FAP**
Kaizen Purpose	Yes
Integrity	Yes
Management role	Yes
Discipline	Yes
Leading the communities	Yes
Service to the stakeholders	Yes
Empathy building	Yes
Co-ordination among trainees	Yes
Communication with organizations	Yes
Time management	Yes
FAP management in the district	Yes
Manage relationship with other officials	Yes
Understand working environment	Yes
Office Management	Yes
Engagement of marginal people in office programmes	Yes

Areas/Points	FAP
Presenting Bangladesh very positively everywhere	Yes
Quick service delivery to people/stakeholders	Yes
Public engagement	Yes
Problem solving	Yes
Punctuality	Yes
Team building	Yes
Thinking out of the box	Yes
Being responsible	Yes
Digital management	Yes
Working with service receiver	Yes
Online office management	Yes
Leave related issues	Yes
Coordination with other organizations	Yes
Knowing the people who live below poverty line	Yes
Knowing about local government administration	Yes
Public relations	Yes
Improvement of knowledge on SA tools	Yes
District attachment	Yes
Upazila attachment	Yes
Own village	Yes
RDA	Yes
Own office	Yes
Working of NGO	Yes
Working of distressed people	Yes
Public dealings	Yes
Presentation skill	Yes
Improving ICT knowledge improving	Yes
Networking	Yes
Co-operating with other departments	Yes
Responsibilities	Yes
Work distribution	Yes
FAP promoted to enhance service delivering to the village level people	Yes
Internal office communication	Yes
Delivering improved service to people	Yes

Areas/Points	FAP
People handling	Yes
Attitude and behavior	Yes
Visiting different offices	Yes
My village my town programmed	Yes
Experience	Yes
Changing position behavior	Yes
Improved knowledge and skills	Yes
Public service delivery	Yes
Job responsibility	Yes
Management communication	Yes
Local government administration	Yes
Managing capacity in workplace is improved	Yes
Co-ordination with other department	Yes
Selection of stakeholder	Yes
Social safety net	Yes
Accountability to public	Yes
Service providing to mass people	Yes
Mass communication	Yes
Analyzing SWOT	Yes
Problem solving procedures	Yes
Farmer/stakeholder handling	Yes
In service delivery	Yes
Owner satisfaction	Yes
Adjustment with different organizations	Yes
Learning to handle different people	Yes
Increasing participants' knowledge, get a chance to interact with mass people	Yes
Make me more responsible for people	Yes
Adaptation in different environment	Yes
Practical	Yes

60 respondents have mentioned that FAP has in many ways contributed to change their roles and responsibilities and **25 have not given any reply to yes/no question**. Main areas of changes as the respondents mentioned are responsiveness, professionalism, innovativeness, creativity, public relation, service delivery, coordination etc.

Table 4.3: *Problems and Suggestions for Improvement of FAP of FTC*

Problem	**Suggestion for Improvement**
Providing softcopy and hardcopy	The manual should be provided 2/3 days earlier of session
FAP is not real problem oriented	Should be selected sites based on real problems
Not updated with the time	May update addressing the present problems
Theoretical with less variety	Should be added practical activities and variety of activities, including foreign tours
Lecture based, theoretical, and field attachment	Should be added direct field visits, laboratory activities, and foreign tours
Less time duration for FAP	FAP should be increased and it would be at least 6 weeks
Lack of supervision of training institution	Should be ensured active supervision and time to time monitoring
Lack of monitoring, coordination, and materials	Trainings and research, communication, and development must be ensured.
Attached to other district to know problems of own area	Should be provided attachment to the native upazila
Lack of coordination	Coordination should be smart and improved
Excessive rigidity	Training Manual should be easy and it would be befitting with the time
Time shortage and lack of coordination	Duration and better monitoring should be expanded
Lack of knowledge on real life	Duration of district attachment should be increased and tasks on people-oriented issues should be set.
Proper residential problem	Resource persons should be rightly chosen and course curriculum must be modern.
Lack of monitoring and coordination	Please arrange meetings with deputy heads before sending trainees
Lack of opportunity for career development	Please ensure opportunity for career planning and development
Tough time schedule	Schedule be moderate.
Department officers in providing training are busy and have little time	Please take participant evaluation of trainers into account and choose districts carefully
Time limit	Please increase the provided time period for attachment
Short time allocated for FA and lack of learning material	Please increase time and ensure learning material quality
Lack of guidance	Definite guidance and guidelines should be provided
Improve rigorous PT session	Please design PT session scientifically

Problem	Suggestion for Improvement
Rigorous PT session and theoretical class	Please implement PT session scientifically and balance class time, PT session, and rest time
Lack of monitoring, financial assistance, and training equipment/supports	Please develop strong monitoring by BPATC, provide financial assistance before FAP, and design FAP to give trainees practical skills
Insufficient training duration	Such training is needed in every 5 years (for 15 days to 1 month)
Training in other institutions is not up to the work	All training must be on PATC
Accommodation problem	Please take necessary steps to provide proper accommodation
Short time allocated for FA, lack of learning material, and guidance	Specific guidelines, improve monitoring, and increase FAP duration must be provided.
Coordination among departments	Coordination should be improved.
Accommodation and transportation problems	Please take necessary steps to provide better accommodation facilities with food and better and regular transportation
Overlapping of some topics	Overlapping must be stopped.
Lack of service-related manual	Different service-related manuals must be introduced.
Lack of practical knowledge	Hands-on training must be ensured.
Shortage of time	Please increase FAP duration
Lack of monitoring	Please provide proper monitoring
Normal marking	Please encourage participants to motivate themselves
Small duration	Duration should be increased.
Different speaker	It is needed to ensure all participants should have access to some speakers
Limited field trip	Number of field trips must be increased.
Short attachment with rural people	Please take necessary steps to increase attachment with rural people
Theoretical classes	More practical classes should be added.
Tight schedule	Please ensure relax schedules
Lack of coordination for field attachment	Field attachment should be planned with the basis of carefulness
Less FAP duration	FAP duration should be increased

Table 4.4: *Problem Identification & Suggestions* of *BARD/RDA attachment*

Problem	**Suggestion for Improvement**
Lack of resources	More supervision from BPATC is needed.
Short duration	Length must be increased
Short duration to learn more	Attachment time should be increased
Residential problem	Please engage trainees directly with rural people to assess problems
Lack of training facilities	Training facilities must be increased.
Class time not timely maintained	Monitoring of authority should be extended
Limited RDA projects	Please introduce participants to bigger and running projects
Lack of practice-based courses	More research-based classes should be included.
Lack of time	Please enhance the period for better understanding
Poor accommodation at RDA	Better accommodation facilities should be ensured.
Vehicle problems	Please include at least one training facilities faculty with participants in the FAP duration
Lack of accommodation	Food and accommodation should be improved.
Lack of field visits	Field visit duration must be increased to at least 15 days
Lack of coordination	Coordination must be ensured.
Lectures not interesting	Please allocate more time to village-level programs
Lack of professionalism	More skilled teachers and staff should be hired
Flexibility on disciplines	Monitoring by BPATC must be increased.
Maintenance issues	Must be ensured.
Short training duration	Training duration must be increased
Exclude BAPARD from attachment	Capacity of accommodation must be increased.

Table 4.5: *Problem Identification & Suggestions of District Attachment*

problem	**Suggestion for Improvement**
No strong suggestion during upazila attachment	Strong authority suggestion is needed.
Scope is limited to do something for a new trainee	More opportunities for trainees to interact with the community should be provided.
Transportation facilities.	Should be ensured enough vehicles available and improved transportation facilities.
Short duration for attachment	The attachment period should be increased.
Workload of officers for training	This issue must be considered.
Lack of time for upazila attachment	Authority should provide tasks to create practical case studies, provide letters or arrange meetings with UNOs to help trainees, and increase the duration of upazila attachment.
Limited opportunity to explore upazila	Opportunities must be extended to explore Upazilla.
Difficulty in gathering accurate information	Authority should provide training on data collection and analysis techniques.
Limited practical session	Number of practical sessions should be increased.
Limited accommodation	Authority should increase coordination with local administration, arrange more department attachment, and improve accommodation facilities.
Limited vehicle support	Authority must ensure enough vehicles are available.
Real poor families not always selected	Selection of poor families must be prioritized.
Time is too short for large findings	The number of facilitators to support participants must be increased for this large findings.
In-depth understanding not achieved	The authority should ensure day-long attachments to LG bodies required, more involvement with district administration and take steps to show interviews through video, and provide written instructions.
LG bodies lack skill required to make FAP successful	The authority should provide more training and support to LG bodies.
FAP should be in different district	The authority should conduct FAP in a different district from the participants' working division.
Need for rest house	Rest houses should be provided
A specific case study should be included	The authority should provide a specific case study

Table 4.6: *Problem Identification & Suggestions of Upazila Attachment*

Problem	**Suggestion for Improvement**
Time is not proper.	More time should be given.
Time is too short.	Village attachment time should be extended.
Direction from BPATC	Structured direction must be given.
Briefing for all BPATC is not clear	Please give direction to participants to find out one problem from one office and find a solution to it.
Lack of time for SWOT analysis of own village.	Duration for analyzing SWOT for own village attachment must be increased.
Non-cooperation from local government.	The attachment can be real one if the attempt is taken to materialize the action plan.
Taking action by the local government administration to analyzing SWOT.	The local government/administration can take action according to the SWOT analysis.
Meeting for village study	Formal meetings can be arranged in the village study.
Lack of awareness of villagers.	More awareness sessions involving NGOs should be arranged.
Lack of workplaces	Maintaining commitment between different entities must be ensured.
Unusual behavior from the problem solving authority of the villagers.	Problem-solving authority should be more cordial to solve the problems of villagers.
Lack of data problem	Should be taken under consideration.
Very short period	The duration should be at least 15 days.
The helping of poor people takes a long time	Exploring time must be modified.
Upazila administration has limitations to implemented the proposal submitted by trainees	Progress report can be taken from upazila administration to find out what steps have been taken to solve the problems identified by the trainees.
Ignorance	Must be addressed.
Poverty	Photo could be attached.

Table 4.7: *Problem Identification & Suggestions own village attachment programme*

Problem	**Suggestion for Improvement**
Time is too short	Village attachment time should be extended
Difficulty in communicating the needs of the poor people	Authority should find effective communication methods and channels
Lack of structured direction from BPATC	Structured direction and guidance must be provided.
Short duration	Increase attachment time duration
Briefing for all BPATC is not clear	Authority can select specific offices to engage participants for at least half a day each and give clear direction for finding and solving problems
Lack of time for SWOT analysis of own village	Time duration for own village attachment should be increased.
Non-cooperation from local government	The authority should encourage and engage with local government for better cooperation
Lack of proper and specific data	The authority can encourage real attachment to materialize the action plan and work with local government for data collection
Lack of awareness of villagers	More awareness sessions involving NGOs should be arranged.
Lack of workplaces	Please maintain commitment between different entities
Lack of data problem	The local administration can ensure work is done even after recommendation to UNO
The helping of poor people takes a long time	Please increase the duration to 15 days and modify exploring time
Limitations in implementing proposals by Upazila administration	The authority can request to take progress reports from Upazila administration to identify them and take steps to solve problems identified by trainees
Ignorance	Must be addressed seriously.
Poverty	Photos can be attached for better understanding

Table 4.8: *Problem Identification & Suggestions of Exploring District's Potentials (DP)*

Problem	**Suggestion for Improvement**
Lack of instructions	Proper instruction must be provided.
Short scope to explore the attached district because of short time and lack of facility	The authority can consider more facilities during attachment and extend the time of attachment.
Less attention to the district potential	The authority should give proper attention to the district.
Limited time	Duration of time must be extended.
Residence, fuel, vehicle etc. (some offices don't try to understand these problems)	The authority can brief the office chief of the district by DC and ensure these logistics.
Lack of information and time	The authority should make proper arrangements for obtaining information regarding the district.
Transport problem	Transport facilities to the participants must be offered.
Limited scope of exploring natural resources, lack of logistics for exploring natural assets	Acquire knowledge-based education and focus on practical problem-solving must be addressed.
Transportation facilities were not up to the mark	The authority should take proper steps to provide better transportation facilityies and make accurate visits to potential places. Include more practical classes.
Not evaluated anything	Must be addressed.
Accommodation and transportation problem	Improve the capacity of the circuit house and make provisions to increase the interaction of trainees with people of grassroots level.
Shortage of time	The duration of the program must be increased.
Lack of practical knowledge	The authority should focus on acquiring practical knowledge.
Food and accommodation problem	The authority should take steps to ensure proper food and accommodation facilities.
Lack of good speaker	Good speakers must be ensured.