

Evaluation of Regional Exposure Visits of Core Courses of BPATC

Project Advisor

A.Z.M. Shafiqul Alam
Rector

Project Director

Md. Akram Husain
MDS (Project)

Joint Project Directors

Banik Gour Sundar, MDS
Md. Sanwar Jahan Bhuiyan, Director
Md. Shafiqul Haque, Deputy Director

Research Associates

Md. Sharif Hasan, Deputy Director
Tanjur Ahmed Joarder, Assistant Programmer
Mohammad Mamun, Research Officer



Bangladesh Public Administration Training Centre
Savar, Dhaka

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Preface

In order to expose the participants with the best practices and development strategies of developing countries of Asia Region, the Strengthening of BPATC project arranges Regional Exposure Visits (REVs) for the participants of SSC, ACAD and top 30 of FTC. Since June 2006 a total number of 1776 trainees of three courses attended the overseas study visits (to countries like India, Malaysia, Singapore, China, Japan, Thailand and Vietnam) under the arrangement of SBPATC project that cost a total of Taka 4061.38 Lakh.

One of the main objectives of SBPATC (Phase-III) project is to conduct research on different issues, but no study so far has been conducted to review the achievement of its objectives. Besides, Ministry of Public Administration and BPATC authority has put high importance on examination of the outcome of the SBPATC Project especially of overseas study tours attended by the participants of core course. Therefore, the proposed study has looked into the effectiveness and eventual impact of the overseas study visits.

The main objectives of this study were to identify the gathered knowledge and skills that help to take initiatives for administrative reform or change for better efficiency of civil service; to identify the managerial capability of the Civil Servants who have participated in the foreign visit programmes for effective delivery of goods and services to the citizens; to investigate the relationship of participants' satisfaction and the effectiveness of foreign visit programmes; and to identify the factors that might be helpful for policy guidelines.

Through this research a good number of suggestions have been found for the further improvement of the REV. It is also evident from the observations of the supervising officers of visiting officials that significant changes have been found in the attitude and mindset of the latter. From the research findings it was found that most of the officers were enthusiastic about the good practices of the countries visited and they shared their learnings of REVs with their colleagues in own office. A good number of participating officers tried to implement those learning in own office within the limited authority and resources.

The dedicated research team tried its level best to make the report error free; even though the team might not be succeeded to formulate a flawless report with professional language and in-depth analysis.

The research team strongly believes that the research outcome would be a good resource for taking initiative for further improvement of REV management. The team also believes that research findings and recommendations would help the policy planners to formulate HRD strategies in public sector as well as academicians to raise debate on that issue. If so happened, the team will feel justification of their efforts.

List of Abbreviations

Acronyms	Elaborations
ACAD	Advanced Course on Administration and Development
ADAPT	Advanced Design Approaches for Personalised Training
NAPD	National Academy for Planning and Development
ASTD	American Society for Training and Development
BPATC	Bangladesh Public Administration Training Centre
BCS	Bangladesh Civil Service
BARD	Bangladesh Academy for Rural Development
BSTD	Bangladesh Society for Training and Development
CIPP	Context, Input, Process, Product
COTA	Civil Officers' Training Academy
DIR	Demographic Information of the Respondents
FTC	Foundation Training Course
HRM	Human Resource Management
HRD	Human Resource Development
ISD	International and System Development
IPO	Input, Process, Output
ICT	Information and Communication Technology
JDCF	Japan Debt Cancellation Fund
IIP	Investment in People
MATT	Managing at the Top
PATP	Public Administration Training Policy
PTU	Post Training Utilisation
PAVE	Promoting Added Value Evaluation

PCA	Principal Component Analysis
RDA	Rural Development Academy
REV	Regional Exposure Visit

Acronyms	Elaborations
SSC	Senior Staff Course
SFTC	Special Foundation Training Course
SPSS	Statistical Product and Service Solutions
TQM	Total Quality Management
TVS	Training Validation System
USA	United State of America

Executive Summary

Introduction

The overseas study visits organised by the SBPATC Project aim to facilitate international exposure to participants of three core courses and concerned faculty members to gather experiences of best practices of Public Administration from developed and developing countries. The main objectives of these overseas study tours include identifying and analysing the development strategies of the countries visited and comparing them with those in Bangladesh and find out similarities and dissimilarities, then selecting the best option for our practice. Further, recognising and examining the reform processes and implementation strategies of the country visited, and understanding specific strategies that those countries have adopted for their economic development and then proposing how to replicate the new ideas in development arena of Bangladesh are also included in the objectives. Since June 2006 a total number of 1776 (upto 2012-13) trainees of three courses attended the overseas study visits to countries like Malaysia, Indonesia, India, Sri Lanka, Singapore, China, Japan, Thailand and Vietnam under the arrangement of the SBPATC Project that cost a total of Taka 4061.38 lakh. Trainees had the opportunity to gather first hand experiences on successful implementation of development initiatives in various developed and developing countries. However, no study has been conducted before to assess the outcome or impact of the said study tours.

One of the main objectives of the SBPATC (Phase-III) Project is to conduct research on different issues, but no study has been so far, conducted to review the achievements of its objectives. Besides, Ministry of Public Administration and BPATC authority realised the importance of examining the outcome of the SBPATC Project especially of overseas study tours attended by the participants of core course. Therefore, the present study tried to explore the effectiveness and eventual impact of the overseas study visits.

Objectives of the study

The main objectives of this study are to –(i) identify knowledge and skills that help to take initiatives for administration reform or change for better efficiency of civil servants; (ii) identify the managerial capability of the civil servants who have participated in the

foreign visit programmes for effective delivery of goods and services to the citizen; (iii) investigate the relationship of participants' satisfaction and the effectiveness of foreign visit programmes; and (iv) identify the factors that might be helpful for policy guidelines.

Methods of the study

This study is based on quantitative method. It has been conducted through questionnaire survey among the participants of SSC, ACAD and FTC organised by BPATC as well as their supervisors. Individual survey was arranged to collect data from the respondents. For this study the target population was drawn from participants of FTC, ACAD and SSC who attended overseas visits as part of their training courses which were organised by the SBPATC Project. For convenience of the study, we purposively considered the participants of overseas visits organised during the financial year 2011-2012. We considered participants of 56th-58th SSC, 78th – 84th ACAD, and 48th – 50th FTC. We distributed a pre-tested questionnaire among all participants of overseas visits of the said courses conducted during financial year 2011-2012. We received 301 filled in questionnaires from them. Secondly, we sent another set of pre-tested questionnaires among 100 supervisory officials of the participants who took part in overseas visits. The rank and status of supervisory officials range from Senior Assistant Secretary to Secretary to the government. Among the supervisory officials 30 responded to the said questionnaires.

Before collecting primary data we developed two sets of questionnaires, one for participants of overseas visits and the other one for their supervisory officials. The questionnaires were shared with the experts and also pre-tested. For secondary data, we consulted relevant research reports, books and documents. We also solicited expert opinions starting from the proposal preparation phase up to report writing phase. Experts include one former Secretary, one national expert on training and consultancy and one international consultant on training. Finally, we scrutinised all collected primary data and analysed them by using SPSS 12.0 and presented them in tables and graphs.

Findings, conclusions and recommendations

The study found that changed mindset was evident in the behaviours of the officers after the visit. It has also increased their confidence level. This type of foreign exposure visit improves the knowledge base of public officers. The experiences of overseas visits have broadened the mindset and outlook of the participants which helps them to make decision in office as well as personal life. BPATC authority deserves appreciation for organising such type of visits. Therefore, BPATC should continue this project that contributes significantly to uphold overall standard and mindset of the officers. From the analysis and findings of the study, following recommendations are made in order to make the Overseas Visit (OV) effective:

1. All officers should prepare papers on the basis of the tour and present their papers individually in presence of all concerned at BPATC. They should capture a lot of learning points and suggestions relevant to the development of Bangladesh.
2. The participants of Advanced Course on Administration and Development (ACAD) and also Senior Staff Course (SSC) are from civil administration and armed forces divisions. It contributes significantly to improve civil-military relations by developing interaction as well as bond among them. Overseas study visit will be more useful and effective one, if there is a visit programme to any of the armed forces installations of the country of visit (s).
3. Duration of the visit should be extended to 15-20 days. Developed countries may be selected for foreign exposure visits.
4. There should be joint collaboration with the counterpart government organisations. Visit to government organisations and direct interaction with the government officials of visiting countries could make the visit more effective and fruitful.
5. The programme should be more intensive. There should be more emphasis on learning compared to recreation. Combination of class room discussions and visits to organisations for experiencing best practices can be the learning strategy of the OV. The class room activities can be designed comprising workshops, experience sharing sessions, sharing best practices etc. by the high officials of the visiting countries.

6. Group-wise presentation on specified learning areas in feedback seminar is the best way to cross sharing of knowledge. In feedback seminar, representatives from concerned ministries can be invited and ministry-wise executable action plans can be the essential part of the feedback reports.
7. Every officer should be given one task on the basis of overseas study/visit to implement in his/her arena. At the end of the OV, the participants must formulate one action plan on the basis of his/her learning/experience from OV. Evaluation should be made according to implementation report followed by some sorts of reward.
8. There should be arrangement to make the participants know various issues related to socio-economic development, transition in economic policy, role of ruling party/government in the development process as well as comparison of all these with Bangladesh. Before arranging study visit, the project authority may assess need of the participants and determine the themes of the visit on the basis of need of the participating officers' organisations.
9. Overseas study visit should take place in those countries which are similar to our country in respect of socio-economic conditions or the countries which are developing in a steady way.
10. The study visit is generally evaluated by the group presentations. But in the group presentations, it is quite impossible to involve all the individuals. So, in order to make the visit fruitful, alongside group presentation, individual reporting system should be introduced showing how the experience of overseas study visit matches with development of own country.
11. The study visit should be arranged during the course period so that the participants can compare the efficiency level of Bangladesh and the country visited. During the OV one important and relevant module like Negotiation Skills, Project Management, Leadership and Change Management, e-Governance etc. can be covered with real life exposure.
12. Bangladesh Public Administration Training Centre (BPATC) or Ministry of Public Administration (MoPA) should directly contact the public sector training institutes of the countries to be visited through our foreign missions and arrange food and

accommodation accordingly. Such initiatives will contribute significantly to make the overseas visit more effective.

13. The overseas visit is one of the important parts of career development training courses of India, Sri Lanka, Pakistan and some other developing countries of the region. In order to meet the needs of capacity building for the officers of Bangladesh Civil Service as well as faculty members of BPATC, the Strengthening of BPATC Project (Phase-I) was implemented during the financial year of 2005-2006. Since June 2006 a total number of 1776 trainees of three courses attended (up to June 2012) the overseas study visits under the arrangement of the SBPATC Project that cost a total of Taka 4061.38 lakh financed by JDCF. So, OV has become obvious part of the core courses. Since it is not possible to drop the OVs of core courses, it is better to transfer the initiatives to revenue budget. This initiative will make the OVs of core courses sustainable.

Indications for future research

Through this research a good number of suggestions have been found for further improvement of the overseas visit. It is also evident from the observations of the supervising officers of visiting officials that significant changes have been found in the attitude and mindset of the latter. However, the research could not identify any specific changes as the outcome of the visit. Rather, most of the officers are enthusiastic about the good practices of the countries visited. Actually impact study is not possible within such a short span of time. Future research in this area may explore the mechanism to determine the impact of this programme. Such research may also give emphasis on the monitoring of application of the lessons learnt from this programme. No specific suggestion is evident to develop a mechanism to extract optimal service from the management firm through effective coordination among BPATC, management firm, host country and the organisations to be visited. Further research is needed in this area too.

CHAPTER ONE

Introduction

1.0 Background of the study

Members of Bangladesh Civil Service (BCS) are entrusted with the constitutional obligation to deliver effective service to the citizens. Government of Bangladesh has given priority on human resource development (HRD) through training for the civil servants to keep abreast with the new knowledge, skills and attitudes so that they can deliver effective and need-based service to the clients. Corresponding to the priority of the government, Bangladesh Public Administration Training Centre (BPATC), a non-profit and service-oriented organisation, imparts career development training to the civil servants of all levels both at home and abroad. The Centre conducts three core courses namely Foundation Training Course (FTC), Advanced Course on Administration and Development (ACAD) and Senior Staff Course (SSC). In order to strengthen civil-military relationship mid level and senior level armed forces officials participate in ACAD and SSC respectively along with their civilian colleagues. To address both the organisational needs and individual needs, the Centre undertakes the Strengthening of Bangladesh Public Administration Training Centre (SBPATC) Project (Phase-III).

1.2 Human resource development activities of BPATC

The general purpose of training and HRD is to create an efficient and innovative, responsive and accountable, devoted and pro-people, honest and committed public service system to meet various challenges of internal and external environments of the organisation. Training and HRD programmes are considered as one of the major catalysts for improvement of performance of individuals. It can create new administrative culture for coping with the rapidly changing technology, challenges of globalisation and pressure of the market economy. Training is seen as one of the important tools to implement the national vision as reflected in various policies, plans and programmes of the government. It is also used for promotion of administrative

efficiency, higher productivity and optimal utilisation of human resources for the greater welfare of the citizens.

Institutionally, BPATC is entrusted with the responsibilities of enhancing the capacity of the public administrative system to analyse, develop and implement national policies; building an effective, innovative, accountable, transparent and committed public service capable of delivering quality and cost effective services to the people; developing progressive attitude in the public servants to assume greater enabling and facilitating role in the performance of their duties as leaders and agents of change and finally facilitating a dynamic and enlightened Public Administration capable of integrating and transforming progressive ideas into reality for establishing good governance and for meeting the challenges of the 21st century.

It is also the responsibility of BPATC to create a congenial environment for attracting trainees as well as trainers for making training attractive, enjoyable and rewarding. BPATC is also mandated to conduct meaningful research for enriching own capacity as well as public management of the country. According to the Public Administration Training Policy (PATP) 2003, BPATC is entitled to get necessary support from government to establish itself as the apex training institution and as a think-tank capable of providing advisory services to the government on public policy, administration and management matters. In the same clause of PATP, BPATC is advised to establish linkage with other training institutions, both public and private, at home and abroad.

Considering the mandated responsibility, BPATC, the apex HRD institute of the country, since its inception in 1984, has been engaging its utmost efforts to impart need-based, results-oriented and market-responsive training programmes aimed at developing professionalism in the civil servants at different levels. In order to fulfill its mandated commitments, BPATC, with its all limitations, imparted 70 batches of Foundation Training Courses for the new entrants of all cadres of Bangladesh Civil Service (BCS) covering 13,218 participants. Over the period of last 27 years, BPATC imparted as much as 87 batches of Advanced Course on Administration and Development covering 2,389 Deputy Secretaries of BCS and equivalent officers from the armed forces. BPATC also successfully completed 61 batches of Senior Staff Course covering 1,192 Joint Secretaries of the government and equivalent officers from the armed forces. Other than

core courses, BPATC also covered 9,525 participants of different levels by imparting seminars, workshops, special training programmes etc.

In terms of management development, BPATC successfully organised and completed MATT-1 and MATT-2 HRD programmes. As one of the partner organisations (DFID, MOPA, BPATC) BPATC facilitated 40 mainstream batches and 18 stage-2 groups covering 2,028 participants during 7 years of MATT 2 programme ended in 2013) with a view to creating a critical mass of reform-minded civil servants who, through mutual support and pressure, at strategic and influential locations within the civil service, and through their own improved performance, will generate and demand administrative reform from inside the Bangladesh Civil Service. Through MATT-2 development workshops, a good number of BPATC faculty members have developed expertise in experiential learning and management development techniques.

BPATC also took initiatives to enhance the institutional capacity of the Centre to train public servants in TQM to manage public sector with the assistance of JICA. Under Phase-I of the TQM Project, a pool of certified TQM trainers was created and very effective TQM training materials were developed while a total of 140 small improvement projects were implemented. Phase-II of the same project aims at having nationwide coverage of TQM by implementing ± 12000 small improvement projects each year until 2017.

To some extent, quantitatively its success can be accepted but in terms of quality there are some questions and doubts often raised by the patriotic intellectual folk. In order to face the challenges of ever changing environment, BPATC must consider the quality of the training. The citizen-clients are now expecting rapid, efficient and quality public services. In the context of ever changing environment of governance, enhanced expectations of general people, complex role of media and civil society, emergence of life-long learning, competition between public and private sectors, and multidimensional challenges of virtualisation, BPATC has to develop competent leaders with cosmopolitan outlook, strategic thinking, global perspective in civil service of Bangladesh. In order to instill those leadership qualities and broaden their outlook, there is no other way but to arrange regional exposure visits to different developing countries like Malaysia, India, China, Thailand, Vietnam, Sri Lanka and Singapore.

1.3 Statement of problem

One of the main objectives of the SBPATC Project is — to facilitate international exposure to the participants of three core courses and the faculty members concerned to gather experiences of best practices of Public Administration from developed and developing countries. Under this international exposure programme of the project, overseas study tours used to be organised after completion of in-country training courses. All trainees of SSC and ACAD participate in overseas tours while only the top thirty participants of FTC enjoy this opportunity. The study tours have provided officials an international exposure to know the international standards and to make them capable to compare theirs with international standards. The main objectives of these tours are:

1. To identify and analyse the development strategies of those countries visited and compare it with those in Bangladesh and find out similarities and dissimilarities, then select the best option for our practice;
2. To identify and analyse the reform processes and implementation strategies of the country visited;
3. To experience specific strategies which those countries have adopted for their economic development and then suggest how to replicate the new ideas in our development arena.

Since June 2006 a total number of 1776 trainees of three courses attended the overseas study visits under the arrangement of SBPATC Project that cost a total of Taka 4061.38 Lakh. Trainees had the opportunity to gather first hand experiences on the successful implementation of development initiatives of various developed and developing countries. However, no study has been conducted yet to assess the outcome or impact of the said study tours.

1.4 Rationale of this study

Institutional capacities of the government are essential for economic and social development of the country, which requires sophisticated service delivery system.

Ministry of Public Administration aims at enhancing the overall performance of the civil servants through training and higher study at home and abroad. As an apex-training institute BPATC, is mandated to impart quality training to Class I officers of all levels from government, autonomous and non-government organisations. Besides, armed forces officers are also imported training at BPATC. To meet the needs of BPATC, Strengthening of BPATC Project (Phase- I & II) was implemented in the financial years of 2005-2006 and 2006-2008 respectively.

To accommodate unattended activities of the previous phases and also to continue the existing activities, this third phase of the project with a total amount Taka 4000.00 Lakh for 05 (Five) years duration (November, 2008 to 30th June, 2012) is under implementation. The objectives of Strengthening of BPATC (Phase III) Project include: conduct research on different pressing issues; and to facilitate international exposure to participants of BPATC core courses.

Apart from the participants of different courses the faculty members concerned also participated in that programme and also gathered experience of best practices of Public Administration from developed and developing countries from the study tours. Accordingly, the participants of Senior Staff Course (SSC), Advanced Course on Administration and Development (ACAD) and thirty top scoring participants of Foundation Training Course (FTC) are sent to study tours in SAARC countries and nearby other countries like India, Sri Lanka, Malaysia, Singapore, China, Japan, Thailand and Vietnam.

One of the main objectives of SBPATC (Phase-III) Project is to conduct research on different issues, but no study so far was conducted to review the achievement of its objectives. Besides, Ministry of Public Administration and BPATC authority has put high importance on examination of the outcome of the SBPATC Project especially of the overseas study tours attended by the participants of core courses. Therefore, the proposed study will look into the effectiveness and eventual impact of the overseas study visits.

1.5 Research questions of this study

Assessment of training impact is an integral part of the training process. Assessment of training impact is to determine the effect of the training on— *individuals' job*

performance (on-the-job application of new knowledge, attitudes, and skills; work that meets or surpasses professional or organisational requirements), and *organisational performance* (quality of services, client satisfaction). Impact of training is about measuring the long-term effects of training in terms of— how trainees retain and continue to apply capacity they developed in training, what effects this capacity has had on the performance of the institution, i.e. quality of services it provides. But measuring impact of any short training or study tour is really difficult. Considering the technicalities and difficulties the proposed study will inquire the following questions:

- ❖ Does this visit give knowledge and skills to compare administrative reform with respect to own country and visited country? If so, to what extent the participant has gathered skills and knowledge?
- ❖ Does this foreign tour develop leadership skills of the participating trainees? If so, to what extent the participants have gathered leadership skills?
- ❖ Does this programme contribute as a motivational factor for the participants of the core courses? If so, to what extent this exposure visit motivates the trainees?
- ❖ Does this foreign study tour increase learning behaviour towards their day to day working life? If so, to what extent this learning behaviour has an impact on their work performance?
- ❖ Does this regional exposure visit make an impact on group dynamics? If so, to what extent it has an effect on group dynamics?
- ❖ Does this foreign visit programme bring any behavioural change in their managerial tasks? If so, to what extent the behavioural change contributes in taking new initiatives in own organisation?

1.6 Research objectives of the study

The general purpose of the research is to study the level of effectiveness of foreign exposure visits in terms of acquisition of new knowledge and modern outlook that help the participants to take initiative reform and organisational development in own organisation:

- ❖ To identify the level for knowledge and skills acquired from overseas studies that help taking initiative for changes and implementation of those changes for better service delivery in own organisations.
- ❖ To identify the level of managerial capabilities (in terms of improved outlook, strategic thinking, leadership and team spirit) of the participants for leading and reforming own organisations for better service delivery.
- ❖ To investigate the effectiveness of foreign exposure visit in terms of participants' level of satisfaction.
- ❖ To identify the factors that might help to formulate policy guidelines for further improvement of foreign exposure visits.

1.7 Anticipated outcome of the study

The findings of the proposed study are intended to be used for credible assessment of expectations and achievements of REV's. The findings will be used as valuable inputs for evaluating and selecting the key components of the future projects on leadership capacity building of the Civil Service of Bangladesh as well.

1.8 Organisation of this study

The study is divided into six chapters such as:

Chapter 1: Introduction of the study that includes background of the study, human resource development activities of BPATC, problem statement of this study, rationale of this study, research questions, research objectives and anticipated outcome of this study.

Chapter 2: Literature review includes organisational learning, individual development, organisational development, motivation and leadership in administration, team in organisation and its outcome.

Chapter 3: Research methodology, in this chapter, the search methodology and data collection procedures are presented. This study has been carried out by using in-depth qualitative and quantitative methods. Research instrument like questionnaire is

development by a team of experts . Two sets of questionnaires are used for this study to collect data. Appropriate statistical tools were used for analysis of data.

Chapter 4: Data analysis, results and findings. This chapter presents analysis of findings from the survey. This chapter provides frequency distribution, respondents' demographic profiles, qualitative description of development of India, China and Bangladesh in terms of economic development, administrative development, organisational development, individual development, leadership development, motivation and so on.

Chapter 5: Conclusion and recommendations are drawn in this chapter derived from data analysis and findings. Some future research directions and limitations are also provided in this chapter.

CHAPTER TWO

Literature Review

2.1 Introduction

Training and Instructional Science is not yet an organised subject in training and education arena of Bangladesh. But as a part of HRM, training and HRD are considered as vital issues. A bulk of literature and theory have been made in this area by pedagogic and andragogic experts. Under this study, available theories, models and schools of thoughts are reviewed and discussed.

So far the review of literature is concerned, it can be necessarily commented that no conclusive research or comprehensive study has been made exclusively on this issue in Bangladesh since independence in 1971. But a limited number of research studies were done on impact study of local training of Bangladesh. Examining those research models and techniques could be a source of associated theoretical base of this study.

2.2 Post-training evaluation

Post-training evaluation is a process to take reactions of the participants as to how they have found and experienced a particular training programme. Post-training evaluation is usually done at the end of the last session where participants are asked to fill in one or more structured forms. Under the post-training evaluation the authority asks questions on the objectives of the programme and how far they were achieved through the training interventions taken during the programme. It also seeks information on contents, reading materials, presentation, trainers' mannerism, and relation with other participants.¹

Actually, post-training evaluation or end-of-course evaluation is not a perfect way to evaluate training effectiveness. Attaining immediate training objectives is not the only result of a training course. It must have a far-reaching and long-term effect. In a course-

¹ Human Resource Development (1999), Institute of Applied Manpower Research, Narela, New Delhi-110040.

end evaluation, the training management wants to get immediate happy reactions from the participants. But an evaluatory exercise has to go far beyond the immediate training objectives. Training evaluation must be done after a reasonable period within which the effect of training programme upon the performance of the trainees and organisation can be observed. That the ultimate objectives of a training programme are to increase the level of efficiency of the trained personnel and as a result of their earned efficiency the organisational efficiency is also expected to be increased though training is not the only factor for organisational efficiency; other factors also work simultaneously for organisational efficiency.

2.3 Post training utilisation

The Public Administration Training Policy (PATP) has been adopted by the government of the People's Republic of Bangladesh on the 6th May, 2003. Since promulgation of the PATP in 2003 no study has been conducted yet either partially or wholly on PATP for assessing its implications on training and HRD of public administration. But under Article number 11 of PATP, emphasis was given on post training placement, post training utilisation of training-acquisitions, monitoring of post training utilisation at organisational levels. To get an all out idea on post training utilisation, the following article is mentionworthy, that is "To make best use of training and to derive maximum value for money spent on training, due attention should be given to post training utilisation of the trained manpower. (i) Post training placement: The personnel unit of all ministries/divisions/departments or autonomous bodies or corporations will exercise due care regarding placement of officials on completion of their training. To ensure proper use of trained persons, post-training assignments will be determined before completion of the training courses. On completion of training an officer will, if the training is of technical nature or involves any special or professional knowledge, work at least for one year in the concerned ministry from where he was sent for training. To make best use of specialised training and technical professional knowledge of the officials, Ministry of Establishment will chalk out proper career plans. It will monitor post-training utilisation in the country and will bring out an annual assessment report on the situation obtaining in this area. (ii) Implementation mechanisms: Ministry of Establishment will be responsible for overseeing, monitoring post training utilisation at the macro level." So, it

is the statutory obligation of government to ensure effective training by obtaining proper PTU, monitoring and creating congenial environment for post training utilisation.

Since adoption of the Public Administration Training Policy in 2003, local and foreign trainings have been being regulated by that policy. Before promulgation of the Public Administration Training Policy, different circulars issued by erstwhile Ministry of Establishment (at present Ministry of Public Administration) used to regulate local and foreign training programmes. Whatever the sources of regulation, relevancy of the foreign training, post training utilisation and matching of the acquired knowledge and placement are some essential conditions of foreign training. It is expected that, after getting very costly foreign training the concerned trainees will dedicate their professional and specialised knowledge and skill in development process of the country by performing their duties in relevant fields.

It is imperative to mention here that the provisions regarding post-training utilisation that have been enumerated in PATP are as follows;

“On return from foreign training for 6 months and above an officer will be employed for a period of two years in the field in which the training has been obtained.

- i. An officer after returning from training will have to serve the government for a specified period to be determined by the government.*
- ii. To make best use of training and to derive maximum value for money spent on training, due attention should be given to post training utilisation of the trained manpower.*
- iii. The personnel unit of all ministries/division/departments or autonomous bodies or corporations will exercise due care regarding placement of officials on completion of their training. To ensure proper use of trained persons, post-training assignments will be determined before completion of the training courses. On completion of training an officer will, if the training is of technical nature or involves any special or professional knowledge, work at least for one year in the concerned ministry from where he was sent for training. To make best use of specialised training and technical professional knowledge of the officials*

Ministry of Establishment will chalk out proper career plans. It will monitor post-training utilisation in the country and will bring out an annual assessment report on the situation obtaining in this area.

Post training utilisation is taken as a formal and routine exercise in many training institutions. This type of formal and routine evaluatory exercise is criticized in the National Training Policy (1996) of India. The policy affirms “The formal, routine evaluatory exercises done by many training institutions at the end of the programme are usually superficial, mechanical and contain very little insight. An exercise in evaluation must take the training programme as a whole, the climate of training, the methodology adopted, the effectiveness or otherwise of the programme, the sustainability and responsiveness of the participants, the impact of training upon the participant as an individual and upon his work in the organisation as a whole. Has the programme contributed significantly to the realisation of the organisational objectives? This is a valid point to be investigated. In such an exercise the organisation’s active cooperation is indispensable. After all, the effectiveness of a programme on the ground can be judged only if the knowledge, skills, expertise imparted to the trainees are allowed to be applied or experimented with the organisation. Cost-effectiveness must inevitably be a point of enquiry”.

So, under the exercise of Post-Training Utilisation (PTU), it is the chartered responsibility of the evaluation team to ask the management of the organisation whether the imparted training is useful or not; whether the trained officers are in a position to utilise their knowledge, skills and expertise gained from the training programme; whether the trained officers have substantial amount of contribution in enhancement of productivity and efficiency of the organisation. For getting a clear scenario of PTU, the supervisor of the trained officers can be interviewed. Finally, as the ultimate stakeholders of the organisation, the service recipients or the clients or the customers must be interviewed for getting the level of the satisfactions on the rendered services by the trained officers of the organisation.

Evaluation of the effectiveness of the training upon the participants is primarily the responsibility of the organisation but in order to do this exercise professionally assistance from the training institutes or third-party experts can be taken. For getting authentic,

neutral, unbiased results from the PTU exercise, there are not so many options but to engage third-party experts.

The organisation must also review its training objectives in the light of experiences gained from the earlier programmes. After completion of such type of exercise, it may discover that its training objectives have been inadequately formulated or that they are either too large, imprecise or narrow, or impracticable of realisation through training, or that they do not focus on the vital tasks needed for the realisation of the organisation's objectives.

A frequent exchange between the organisations, their trained personnel and their training institutions may lead to regular and periodic, formal and informal, evaluation followed by marginal adjustments. This will help keep training objectives aligned with changing needs. Donald L. Kirkpatrick, Professor Emeritus, University of Wisconsin, first published his Model of Training Evaluation in 1959, in a series of articles in the Journal of American Society of Training and Development. Since 1959 the Kirkpatrick Model has been widely used and re-used in evaluation of training programmes in different training and development institutes. Kirkpatrick Model for training evaluation is considered as a comprehensive model because of its coverage and levels of evaluation. Donald Kirkpatrick's book titled Evaluating Training Programs (1994) defined his originally published ideas of 1959; it is rather further improvement of his model and his model has now become arguably the most widely used and popular model for the evaluation of training and learning.

The four levels of Kirkpatrick's evaluation model essentially measure:

- reaction of student - what they thought and felt about the training
- learning - the resulting increase in knowledge or capability
- behaviour - extent of behaviour and capability improvement and implementation/application
- results - the effects on the business or environment resulting from the trainee's performance

All these measures are recommended for full and meaningful evaluation of learning in organisations, although their application broadly increases in complexity, and usually cost, through the levels from level 1-4.

Commonly used approaches to educational evaluation have their roots in systematic approaches to the design of training. They are typified by the instructional system development (ISD) methodologies, which emerged in the USA in the 1950s and 1960s and are represented in the works of Gagné and Briggs (1974), Goldstein (1993), and Mager (1962). Evaluation is traditionally represented as the final stage in a systematic approach with the purpose to improve interventions (formative evaluation) or make a judgment about worth and effectiveness (summative evaluation) (Gustafson & Branch, 1997). More recent ISD models incorporate evaluation throughout the process (see, for example, Tennyson, 1999).

Six general approaches to educational evaluation can be identified (Bramley, 1991; Worthen & Sanders, 1987) as follows:

- Goal-based evaluation
- Goal-free evaluation
- Responsive evaluation
- Systems evaluation
- Professional review
- Quasi-legal

Goal-based and systems-based approaches are predominantly used in the evaluation of training (Philips, 1991). Various frameworks for evaluation of training programmes have been proposed under the influence of these two approaches. The most influential framework has come from Kirkpatrick (Carnevale & Schulz, 1990; Dixon, 1996; Gordon, 1991; Philips, 1991, 1997). Kirkpatrick's work generated a great deal of subsequent work (Bramley, 1996; Hamblin, 1974; Warr et al., 1978). Kirkpatrick's model (1959) follows the goal-based evaluation approach and is based on four simple questions that are translated into four levels of evaluation. These four levels are widely known as reaction, learning, behaviour, and results. On the other hand, under the systems approach, the most influential models include: Context, Input, Process, Product (CIPP) Model (Worthen & Sanders, 1987), Training Validation System (TVS) Approach (Fitz-Enz, 1994), and Input, Process, Output, Outcome (IPO) Model (Bushnell, 1990).

Table 1 presents a comparison of several system-based models (CIPP, IPO, & TVS) with a goal-based model (Kirkpatrick's). Goal-based models (such as Kirkpatrick's four

levels) may help practitioners think about the purposes of evaluation ranging from purely technical to covertly political purpose.

Table 1: Comparison among the models of training evaluation

Kirkpatrick (1959)	CIPP Model (1987)	IPO Model (1990)	TVS Model (1994)
1. Reaction: to gather data on participants reactions at the end of a training programme	1. Context: obtaining information about the situation to decide on educational needs and to establish programme objectives	1. Input: evaluation of system performance indicators such as trainee qualifications, availability of materials, appropriateness of training, etc.	1. Situation: collecting pre-training data to ascertain current levels of performance within the organisation and defining a desirable level of future performance
2. Learning: to assess whether the learning objectives for the programme are met	2. Input: identifying educational strategies most likely to achieve the desired result	2. Process: embraces planning, design, development, and delivery of training programmes	2. Intervention: identifying the reason for the existence of the gap between the present and desirable performance to find out if training is the solution to the problem
3. Behaviour: to assess whether job performance changes as a result of training	3. Process: assessing the implementation of the educational programme	3. Output: Gathering data resulting from the training interventions	3. Impact: evaluating the difference between the pre- and post-training data
4. Results: to assess costs vs. benefits of training programmes, i.e., organisational impact in terms of reduced costs, improved quality of work, increased quantity of work, etc.	4. Product: gathering information regarding the results of the educational intervention to interpret its worth and merit	4. Outcomes: longer-term results associated with improvement in the corporation's bottom line- its profitability, competitiveness, etc.	4. Value: measuring differences in quality, productivity, service, or sales, all of which can be expressed in terms of dollars

However, these models do not define the steps necessary to achieve purposes and do not address the ways to utilise results to improve training. The difficulty for practitioners following such models is in selecting and implementing appropriate evaluation methods (quantitative, qualitative, or mixed). Because of their apparent simplicity, “trainers jump

feet first into using [such] model[s] without taking the time to assess their needs and resources or to determine how they'll apply the model and the results" (Bernthal, 1995, p. 41). Naturally, many organisations do not use the entire model, and training ends up being evaluated only at the reaction, or at best, at the learning level. As the level of evaluation goes up, the complexities involved increase. This may explain why only levels 1 and 2 are used.

On the other hand, systems-based models (e.g., CIPP, IPO, and TVS) seem to be more useful in terms of thinking about the overall context and situation but they may not provide sufficient granularity. Systems-based models may not represent the dynamic interactions between the design and the evaluation of training. Few of these models provide detailed descriptions of the processes involved in each step. None provides tools for evaluation. Furthermore, these models do not address the collaborative process of evaluation, that is, the different roles and responsibilities that people may play during an evaluation process.

2.5 Current practices in evaluation of training

Evaluation becomes more important when one considers that while American industries, for example, annually spend up to \$100 billion on training and development, not more than "10 per cent of these expenditures actually result in transfer to the job" (Baldwin & Ford, 1988, p.63). This can be explained by reports that indicate that not all training programmes are consistently evaluated (Carnevale & Shulz, 1990). The American Society for Training and Development (ASTD) found that 45 percent of surveyed organisations only gauged trainees' reactions to courses (Bassi & van Buren, 1999). Overall, 93% of training courses are evaluated at Level One, 52% of the courses are evaluated at Level Two, 31% of the courses are evaluated at Level Three and 28% of the courses are evaluated at Level Four. These data clearly represent a bias in the area of evaluation for simple and superficial analysis.

This situation does not seem to be very different in Europe, as evident in two European Commission projects that have recently collected data exploring evaluation practices in Europe. The first one is the Promoting Added Value through Evaluation (PAVE) Project, which was funded under the European Commission's Leonardo da Vinci Programme in

1999 (Donoghue, 1999). The study examined a sample of organisations (small, medium, and large), which had signaled some commitment to training and evaluation by embarking on the UK's Investors in People (IiP) standard (Sadler-Smith et al., 1999). Analysis of the responses to surveys by these organisations suggested that formative and summative evaluations were not widely used. On the other hand, immediate and context (needs analysis) evaluations are more widely used. In the majority of the cases, the responsibility for evaluation was that of managers and the most frequently used methods were informal feedback and questionnaires. The majority of respondents claimed to assess the impact on employee performance (the 'learning' level). Less than one-third of the respondents claimed to assess the impact of training on organisation (the 'results' level). Operational reasons for evaluating training were cited more frequently than strategic ones. However, information derived from evaluations was used mostly for feedback to individuals, less to revise the training process, and rarely for return on investment decisions. Also, there were some statistically significant effects of organisational size on evaluation practice. Small firms are constrained in the extent to which they can evaluate their training by the internal resources of the firm. Managers are probably responsible for all aspects of training (Sadler-Smith et al., 1999).

The second study was conducted under the Advanced Design Approaches for Personalised Training-Interactive Tools (ADAPT^{IT}) Project. ADAPT^{IT} is a European project within the Information Society Technologies programme that is providing design methods and tools to guide a training designer according to the latest cognitive science and standardisation principles (Eseryel & Spector, 2000). In an effort to explore the current approaches to instructional design, a series of surveys were conducted in a variety of sectors including transport, education, business, and industry in Europe. The participants were asked about activities that take place including the interim products produced during the evaluation process, such as a list of revisions or an evaluation plan. In general, systematic and planned evaluation was not found in practice nor was the distinction between formative and summative evaluation. Formative evaluation does not seem to take place explicitly while summative evaluation is not fully carried out. The most common activities of evaluation seem to be the evaluation of student performance (i.e. assessment) and there is not enough evidence that evaluation results of any type are used to revise the training design (Eseryel et al., 2001). It is important to note here that

the majority of the participants expressed a need for evaluation software to support their practice.

2.6 Capacity building and SBPATC Project

Members of Bangladesh Civil Service (BCS) Cadres are meant to provide services to the people. Committed and brilliant young officers are recruited for BCS cadres-who are entrusted with the responsibility to serve the nation in a better way. To provide effective services to the people, these officials need to undergo intensive training both at home and abroad.

BPATC is facing pressure to meet the training needs for all cadre officers of Bangladesh Civil Service. Regularly (almost in every year) Public Service Commission is recruiting a good number of officers for different cadres like Administration, Health, Agriculture, Education etc. Most of the newly recruited civil servants cannot avail the opportunity of uniform Foundation Training offered by BPATC. According to Govt. Service Rule, without this Foundation Training their services cannot be confirmed and thus their future career may be hampered. To fulfill this vital requirement they need to have training. But now, due to lack of one common institution capable to provide basic trainings to all, new officers are getting their training in a scattered way in different training institutes like Bangladesh Academy for Rural Development (BARD) in Comilla, Rural Development Academy (RDA) in Bogra, National Academy for Educational Management (NAEM), National Academy for Planning and Development (NAPD) in Dhaka etc. But all the cadre officers are supposed to undergo uniform in-service training in BPATC. This target can be achieved through arranging more training courses and developing skills of faculty Members of BPATC. The proposed Strengthening of Bangladesh Public Administration Training Centre (Phase-II) Project aims at achieving that target through strengthening BPATC by developing skills and enhancing capacity of the faculty members and trainee officers of different cadre services. Implementation of this project expects most of the newly recruited officers can be covered under uniform Foundation Training.

Institutional capacities of the Government are essential for economic and social development of the country, which requires sophisticated service delivery system. Ministry of Public Administration aims at enhancing the overall performance of the civil

servants through training and higher studies. BPATC, being the apex-training institute imparts training to Class I officers of all levels from government, autonomous, non-government organisations and armed forces. Hence, the faculty members of BPATC need to be equipped with the latest knowledge and skills in different fields of Public Administration to impart better training.

To meet the needs of BPATC, Strengthening of BPATC Project- (Phase-I) was implemented in the financial year of 2005-2006. Subsequently, Strengthening of Bangladesh Public Administration Training Centre (Phase-II) Project was implemented during 2006-2008.

To accommodate unattended activities of the previous phases and also to continue the existing activities, the third phase of the project with a total amount Taka 4000.00 Lakh for 05 (Five) years duration (November, 2008 to 30th June, 2013) was proposed.

This project was mainly taken to meet the deficiencies in the field of foreign training, which is hindering BPATC to perform its function more effectively. The SBPATC project was designed for financial years of 2008-2009, 2009-2010, 2010-2011, 2011-2012 and 2012-2013. As mentioned earlier, attempts have been made to maintain the continuity of the Strengthening of BPATC Project (Phase-I, Phase-II and Phase-III) to bridge the gap between needs and realities and to facilitate continuous institutional development of BPATC.

The Project Document of SBPATC Project proposed following justifications in DPP (DPP, p. 07 of Strengthening of BPATC, Phase-III):

1. Previous projects enhanced skills and expertise of the officers to promote capacity and institutional strength in order to meet the upcoming challenges of the Public Administration and civil service sector. This project will contribute to continuous strengthening of BPATC and improvement in public sector management covering all relevant aspects.
2. Previous projects played supportive roles in modernising Public Administration providing training for entry and junior level, mid level and senior civil servants and other officers to accelerate that modernisation process. For continuous development in public service delivery systems, another phase is necessary.

3. The study tours, study-visit, and long term programmes have provided officials an international exposure. They have been able to know the international standards and capable to compare themselves with international standard. This kind of foreign exposure from the third phase of the project will definitely enrich other officials and hence the total service delivery systems. These initiatives in future will create a new generation of skilled leaders to assume leadership roles in Public Administration sector.
4. The activities enumerated in the projects are essential in nature. The skills and motivations of civil servants should be continuously improved through such efforts. The third phase of SBPATC Project is expected to facilitate BPATC to impart need-based training for the government officials. Through this project BCS Officers and BPATC faculty members will get opportunities to enhance their skills and knowledge. This project should be continued in phases to develop rest of the officers and other prospective faculty members. This type of project should also be welcoming to retain the pro-training and pro-reform attitude of the participants of the core courses that has created through launching of the previous phases of the SBPATC Project.

Under these justifications of the Overseas Study Tours, the intended objectives which were enumerated in Report of the Feedback Seminar on Civil Service Capacity Building (2008) were i) to have an exposure on the changing trends and best practices in the public administration of the visiting countries; ii. To learn about the reform process and development strategies and to have a comparative snapshot between the country visited and Bangladesh; iii) to experience specific strategies the country has adopted for its economic development and to suggest how to replicate the new ideas in our development arena.

In order to achieve the targeted objectives of overseas study tours, the Project Management Office (PMO) selected Indian Institute of Public Administration of Delhi, National Academy of Public Administration of Vietnam, AIT of Thailand, Beijing Administrative College of China, INTAN of Malaysia etc. Since June 2006, as many as 1776 (upto 2012-13) participants visited those institutions. Immediately after their visit traditionally PMO arranged feedback seminars for sharing the acquired knowledge. The

reports of feedback seminars are important sources of secondary information for this study.

CHAPTER THREE

Methodology

3.1 Introduction

This study is based on quantitative method. It has been conducted through questionnaire survey among the participants of SSC, ACAD and FTC organised by BPATC as well as their supervisors. Individual survey was arranged to collect data from the respondents. Collected data were analysed by SPSS 12.0.

3.2 Target population

For this study the target population was drawn from participants of FTC, ACAD and SSC who attended overseas visits as part of their training courses which were organised by SBPATC Project.

3.3 Sampling procedure

- Firstly, for convenience of the study, we purposively considered the participants of overseas visits organised during the financial year 2011-2012. For this study we considered participants of 56th-58th SSC, 78th – 84th ACAD, and 48th – 50th FTC. We distributed a pre-tested questionnaire among all participants of overseas visits of the said courses conducted in the financial year 2011-2012. We received 301 filled-in questionnaires from them.
- Secondly, we administered another set of pre-tested questionnaires among 100 supervisory officials of the participants who took part in overseas visits. The rank and status of supervisory officials vary from Senior Assistant Secretary to Secretary to the Government. Out of 100 questionnaires, we received filled-in 30 of them.

3.4 Questionnaire development and survey

Before collecting primary data we developed two sets of questionnaires, one for participants of overseas visits and another one for their supervisory officials, for collecting primary data from the respondents. The questionnaires were shared with the experts and also pre-tested. For secondary data, we consulted relevant research reports, books and documents.

3.5 Expert opinion

The study also solicited expert opinions starting from the proposal preparation phase up to report writing phase. Experts include one former Secretary, one national expert on training and consultancy and one international consultant on training.

3.6 Data analysis and presentation

Firstly, we scrutinised all collected primary data and presented them in tables and graphs and analysed by using relevant statistical techniques.

CHAPTER FOUR

Data Analysis and Findings

4.0 Introduction

For this study both qualitative and quantitative analyses have been done. The study objectives are drawn to identify knowledge and skills that help to take initiatives in administrative reform or change and to implement those changes for effective and efficient civil service. In addition, the study intended to identify the managerial capabilities of the participants who have participated in the foreign visit programme for effective delivery of services to the citizen. Thirdly, the objective of this study is to investigate the relationship between participant satisfaction and the effectiveness of foreign visit programme. In order to achieve the study objectives, the study team administered opinion survey to get information from the respondents. Data were collected from five groups of respondents, for example:

Principal respondents (who participated the study tour):

- i. Participating officers of FTCs
- ii. Participating officers of ACAD
- iii. Participating officers of SSC

Secondary respondents (supervisory officials of the participating officers):

- i. ADCs, Additional SPs, Deputy Chief who supervise officers equivalent to Assistant Secretary;
- ii. Joint Secretaries, Commissioners and equivalent officers who supervise Deputy Secretaries and equivalent officers;
- iii. Additional Secretaries and equivalent officers who supervise Joint Secretaries and equivalent to them.

4.1 Demographic information of the respondents

4.1.1 Respondent position at work place

Table 2 depicts the respondents' position at their organisations. Among the respondents who have visited India and China are from specially FTC, ACAD and SSC participants.

Table 2 describes respondent's rank and it reveals that among the respondents the ranks of Deputy Secretary are the most dominating sample size (47.2%). The second highest (27.6%) are representing from FTC i.e. who are entry level officials of Bangladesh Civil Service. Joint Secretary representation is about 20% as participants from SSCs held at BPATC.

Table 2: Status of principal respondents as per position

Position	Frequency	Percent	Valid Percent	Cumulative Percent
JS/equivalent	57	18.9	18.9	18.9
DS/equivalent	142	47.2	47.2	66.1
AS/equivalent	83	27.6	27.6	93.7
Other	19	6.3	6.3	100.0
Total	301	100.0	100.0	
Position	Frequency	Percent	Valid Percent	Cumulative Percent
JS/equivalent	57	18.9	18.9	18.9
DS/equivalent	142	47.2	47.2	66.1
AS/equivalent	83	27.6	27.6	93.7
Other	19	6.3	6.3	100.0
Total	301	100.0	100.0	

4.1.2 Status of principal respondents as per course attended

Table 3 describes the number of participant as per attended courses at BPATC. It is found that among the attended courses, the participants were high from ACAD (56.8%), the second score was from FTC where the third score was from SSC. It is noticed that the respondents of FTC were from 3 batches, ACAD were from 7 batches, and SSC were from 6 batches.

Table 3: Number of respondents by course

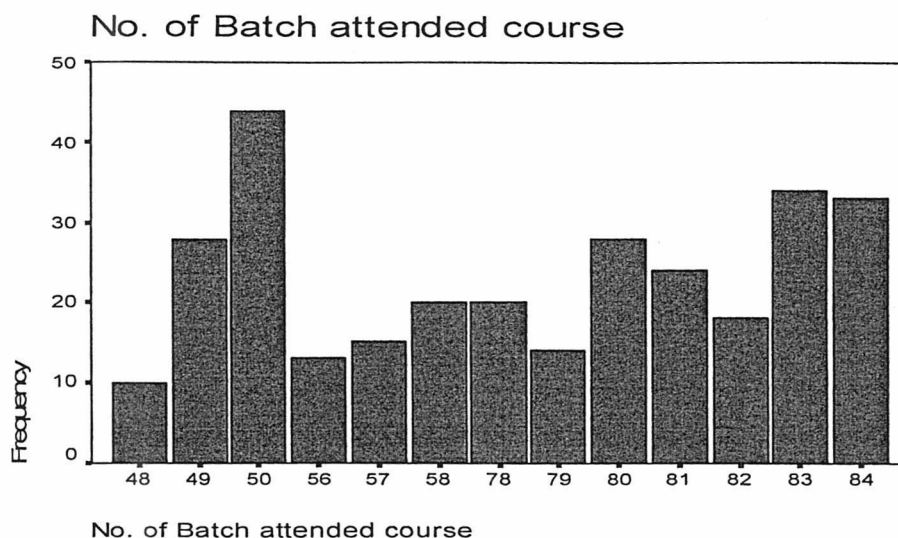
Name of Course	Frequency	Percent	Valid Percent	Cumulative Percent
SSC	48	15.9	15.9	15.9
ACAD	171	56.8	56.8	72.8
FTC	82	27.2	27.2	100.0
Total	301	100.0	100.0	

4.1.3 Distribution of visited participants as per Course attended

The provision is that in case of FTC only top thirty participants are allowed to go on foreign visit, whilst from ACAD and SSC all participant are allowed to go on foreign visit. *It is mentionable that there was a system of sending top 10 participants to foreign country until 48th FTC.* The following Table 4 describes the course and batch wise number of participants who have visited assigned country as a foreign country visit.

Table 4: Number of respondents by batch

No. of courses and batches	Frequency	Percent	Cumulative Percent
48 FTC	10	3.3	3.3
49 FTC	28	9.3	12.6
50 FTC	44	14.6	27.2
56 SSC	13	4.3	31.6
57 SSC	15	5.0	36.5
58 SSC	20	6.6	43.2
78 ACAD	20	6.6	49.8
79 ACAD	14	4.7	54.5
80 ACAD	28	9.3	63.8
81 ACAD	24	8.0	71.8
82 ACAD	18	6.0	77.7
83 ACAD	34	11.3	89.0
84 ACAD	33	11.0	100.0
Total	301	100.0	



4.1.4 Countries Visited by the participants

The following Table 5 depicts the number of participants of the three core courses who visited mainly two Asian countries namely China and India as a study tour programme. Among the two countries, out of total 301 participants, 154 (51.2%) visited India (FTC), while 147 (48.8%) visited China (SSC and ACAD).

Table 5: Number of respondents by the countries visited

	Frequency	Percent	Valid Percent	Cumulative Percent
China	147	48.8	48.8	48.8
India	154	51.2	51.2	100.0
Total	301	100.0	100.0	

4.1.5 Gender distribution

Table 6 describes the gender distribution of respondents. Among the respondents (n=301), there were 41 (13.6%) female participants and the rest 260 (86.4%) were male.

Table 6: Number of respondents by sex

Sex	Frequency	Percent	Cumulative Percent
Female	41	13.6	13.6
Male	260	86.4	100.0
Total	301	100.0	

4.2 Analysis of qualitative survey results on acquisition of knowledge and skills

4.2.1 Development strategies and applicability in Bangladesh context

4.2.1.1 Views made by FTC participants (n=82)

An open ended question was asked to the respondents to identify at least three strategies of development in respect to the visited countries that could be applicable in Bangladesh. As a development strategy in the scale of 1 to 6 (least applicable to highly applicable). Most common strategies identified by the respondents are presented in the following Table 4.6. The total number of respondent from FTC was 82. All have not given their responses in identifying strategies. Multiple responses came out from the respondents, and the most common strategies were clustered. We calculated respondents' views with frequency and presented them in Table 7.

In the questionnaire survey respondents were asked to identify at least three strategies of development of the country he/she has visited and determine applicability of those strategies in the context of Bangladesh: [The scale of applicability measured in the frequency scale was 1-6. Here 1=least applicable, 2= to some extent applicable, 3=moderately applicable, 4=more than applicable, 5=moderately high applicable, and 6=highly applicable.

The identified and listed strategies are: 'economic development, technological advancement and social market economy. The frequency of this variable is highly applicable (36); moderately high applicable (19). Therefore, results revealed that the economic and technological development programmes that have been taken by Indian Government, would be very much applicable for Bangladesh as well.

'Infrastructural development strategy' also scored 35 in frequency with the scale of 'Highly Applicable'. In the same variable respondent also opined 18 in frequency with 'moderately high applicable' for Bangladesh. So, Bangladesh could follow the Indian strategy with respect to infrastructural development.

'Administrative reform, good governance and decentralisation' strategy is identified more by the respondents as a development strategy for Bangladesh. The magnitude of

this strategy scored the highest 47 frequency. Therefore, this strategy could be replicated for Bangladesh as well. Rest of the strategies got low score. Still these are also applicable for Bangladesh.

Table 7: Identified strategies of development of India experienced by the FTC participants

Sl.	Cluster	Scale Frequency					
		1	2	3	4	5	6
1	Economic Development, Technological Advancement and Social Market Economy		2	3	10	19	36
2	Infrastructural Development Strategy		1	1	5	18	35
3	Social justice, Combating Corruption and Rule of Law					2	5
4	Administrative Reform, Good Governance and Decentralisation			3	6	23	47
5	HRM, Education & Training					1	4
6	Miscellaneous						1

4.6.3 Views made by ACAD participants (n=171)

There was an open ended question to the respondents, to identify at least three strategies of development in respect to visited country that is applicable to Bangladesh as a development strategies in the scale of 1 to 6 (least applicable to highly applicable). Most commonly identified strategies that have been specified by the respondents are given in the following Table. The total number of respondents from ACAD was 171. All have not given their responses in the following strategies. Multiple responses came from the respondents. The identified strategies have been clustered in six major groups. Respondents' views are given in Table 8.

Table 8: Identified strategies of development of China experienced by the ACAD participants

Sl.	Cluster	Scale Frequency					
		1	2	3	4	5	6
1	Economic Development, Technological Advancement and Social Market Economy	1	1	7	19	43	57
2	Infrastructural Development Strategy	1	-	-	8	33	44
3	Social justice, Combating Corruption and Rule of Law			4	7	19	17
4	Administrative Reform, Good Governance and Decentralisation			5	25	37	36
5	HRM, Education & Training (HRD)				12	29	41
6	Miscellaneous						

Table 8 suggested that all the strategies taken by the China Government would be highly applicable for Bangladesh. Respondents recommended that those strategies can be adopted by Bangladesh. Apart from economic development, technology advancement and social market economy, infrastructural development strategy, social justice, combating corruption and rule of law, administrative reform, good governance and decentralisation, HRM and HRD is highly recommended by the respondents. The human resource management and HR development strategy of China could also be very much applicable for Bangladesh.

4.6.4 Views made by SSC participants

There was an open ended question to the respondents, to identify at least three strategies of development in respect to the visited country that would be applicable to Bangladesh as a development strategy in the scale of 1 to 6 (least applicable to highly applicable). Most commonly identified strategies that have been specified by the respondents are given in the following table. The total number of respondents from SSC was 48. All have not given their responses in the following strategies. Multiple responses came from the respondents, and the identified strategies were clustered. Respondents' views are given in the Table 9.

The Table 9 presents six major identified clustered strategies for development. Respondents have given their views on the strategic areas and they have been calculated with frequency. The respondents gave their views with scale from ‘more than applicable to highly applicable’. In this Table 9 Joint Secretaries have given their views especially on ‘administrative reform, good governance and decentralisation’. Economic and Technological development is also given priorities to be replicated in Bangladesh for development. Moreover, they have given emphasis on development strategies of HRM and HRD. Therefore, some of the strategies, which China Government has already adopted there, could also be replicated in Bangladesh for development.

Table 9: Identified strategies of development of China experienced by the SSC participants

Cluster	Scale Frequency					
	1	2	3	4	5	6
Economic Development, Technological Advancement and Social Market Economy	6	-	2	9	13	11
Infrastructural Development Strategy	-	-	1	5	7	7
Social justice, Combating Corruption and Rule of Law	1	1	-	1	5	6
Administrative Reform, Good Governance and Decentralisation	2	-	3	8	14	20
HRM, Education & Training (HRD)	-	-	-	1	3	8
Miscellaneous						1

4.6.5 Identification of the best strategy to be replicated in Bangladesh as per participants' views

A question was asked to the participants who visited foreign country as an exposure study visit from the core course of BPATC, to identify the best strategy that can be replicated for the development of Bangladesh. Participants' opinions are listed below as per courses.

4.6.6 Best strategy identified by FTC participants

Selected FTC participants visited India as foreign study tour and they were asked to identify the development strategies which could be replicated in the context of Bangladesh. Identified strategies are given frequency weightage. Here FTC batches were 48th, 49th, and 50th.

Table 10: Best strategy identified by FTC participants

Cluster	Frequency
Economic Development, Advancement and Social Market System	25
Infrastructural Development Strategy	50
Social Justice, Combating Corruption and Rule of Law	9
Administrative Reform, Good Governance and Decentralisation	53
HRM, Education and Training	11
Miscellaneous/ Others	4

Table 10 revealed that entry level government officials have given their views on mostly 'administrative reform, good governance and decentralisation (53)' and 'Infrastructure Development (50)'. As per respondents' frequency, it is revealed that these two strategies could be highly replicable for Bangladesh.

4.6.7 Best strategy identified by ACAD participants

A question was asked to the participants who visited foreign country as an exposure study visit from the core course of BPATC, to identify the best strategy that can be replicated for the development of Bangladesh. Participants' opinions are listed below as per courses.

ACAD participants visited China and India. The participants visited different offices and development projects and government functionary institutions. From their gained experiences, they have identified some of strategies, which might be applicable for Bangladesh. A set of strategies have been identified and frequency is given against all

those strategies. It is found that HRM & HRD strategies got the highest frequency (56), where as the second highest frequency (55) goes to infrastructure development strategy. Moreover, administrative reform, good governance and decentralisation also scored high frequency (52). However, their identified strategies are basically appropriate for Bangladesh as well (Table 10).

Table 11: Best strategy identified by ACAD participants

Cluster	Frequency
Economic Development, Advancement and Social Market System	31
Infrastructural Development Strategy	55
Social Justice, Combating Corruption and Rule of Law	25
Administrative Reform, Good Governance and Decentralisation	52
HRM, Education and Training (HRD)	56
Miscellaneous/ Others	9

4.6.8 Best strategy identified by SSC participants

A question was asked to the participants who visited foreign country as an exposure study visit from the core course of BPATC, to identify the best strategy that can be replicated for the development of Bangladesh. Participants' opinions are listed below as per courses.

SSC participants visited China. Different offices and development projects and government functionary institutions have been visited by the participants. From their exposure visit, they have identified some of strategies, which might be applicable for Bangladesh. A set of strategies have been identified and frequency is given against all those strategies. It is found that administrative reform, good governance & decentralisation strategies got the highest frequency (25), where as the second highest frequency (09) was to Infrastructure Development Strategy. Moreover, economic development, advancement and social market system and social justice, combating corruption and rule of law also scored high frequency (06). However, their identified strategies are basically appropriate for Bangladesh as well (Table 12).

Table 12: Best strategy identified by SSC participants

Cluster	Frequency
Economic Development, Advancement and Social Market System	6
Infrastructural Development Strategy	9
Social Justice, Combating Corruption and Rule of Law	6
Administrative Reform, Good Governance and Decentralisation	25
HRM, Education and Training	5
Miscellaneous/ Others	4

4.6.9 Institutional support for applying new learning or knowledge

An open ended question was asked to the participants who visited foreign countries how they can replicate new skills or learning or knowledge at their own organisations. Some of the important issues that they have identified are clustered in the following area from their multiple responses.

4.6.9.01 Institutional support to be required for applying new learning identified by FTC

Selected FTC participants visited India as foreign study tour and they were asked to identify the institutional supports to replicate new skills or learning or knowledge at their own organisations. Identified institutional supports are given frequency weightage.

Table 13: Institutional support to be required for applying new learning identified by FTC participants

Cluster	Frequency
Logistic/ Technical/ Physical Support	63
Financial Support	10
Capacity Development and HRD	23
Decentralisation/ Delegation/ Devaluation, Reforms in public Administration	57
Leadership and Organisational Culture(MINDSET)	40
Others	12

Table 13 revealed that entry level Government officials have given their views on mostly ‘logistic/technical/physical support (63)’ and ‘decentralisation/delegation/devaluation, reform in public administration (57)’. As per respondents’ frequency, it is revealed that these institutional supports could be highly replicable in their organisations.

4.6.9.02 Institutional support to be needed for applying new learning or knowledge identified by ACAD participants

An open ended question was asked to the participants on their return from overseas study tour how they can replicate new skills or learning or knowledge at their own organisations. Some of the important issues that they have identified are clustered in the following area from their multiple responses.

ACAD participants visited China and India. From their gained experiences, they have identified some of requirements/supports, which might be applicable in their organisations. A set of institutional requirements/supports have been identified and frequency is given against all those strategies. It is found that leadership and organisational culture (mindset) got the highest frequency (108), where as the second highest frequency goes to (42) capacity development and HRD. Moreover, ‘logistic/ technical/ physical support also scored high frequency (37). However, their identified strategies are basically appropriate for Bangladesh as well (Table 14).

Table 14: Institutional support to be required for applying new learning identified by ACAD participants

Cluster	Frequency
Logistic/Technical/ Physical Support	37
Capacity Development and HRD	42
Decentralisation/Delegation/Devaluation, Reforms in Public Administration	22
Leadership and Organisational Culture (MINDSET)	108
Others	11

4.6.9.03 Institutional support to be required for applying new learning identified by SSC participants

An open ended question was asked to the SSC participants on return from overseas study tour how they can replicate new skills or learning or knowledge at their own organisations. Some of the important issues that they have identified are clustered in the following areas from their multiple responses.

SSC participants visited China. From their exposure visit, they have identified some of requirements/supports, which might be applicable in their organisations. A set of institutional requirements/supports have been identified and frequency is given against all those strategies. It is found that leadership and organisational culture (mindset) got the highest frequency (51), where as 'logistic/technical/physical support' got the second highest frequency (11). Moreover, capacity development and HRD and financial support also scored high frequency (10) and (09) respectively. However, their identified strategies are basically appropriate for Bangladesh as well (Table 15).

Table 15: Institutional supports to be required for applying new learning identified by SSC participants

Cluster	Frequency
Logistic/ Technical/ Physical Support	11
Financial Support	10
Capacity Development and HRD	09
Decentralisation/ Delegation/ Devaluation, Reforms in Public Administration	03
Leadership and Organisational Culture (MINDSET)	51
Others	01

4.8 Reform initiatives taken by China and India

The Participants who visited China and India were asked to identify at least three reform initiatives from the country they have visited. From their answers and observations the following analysis and findings were done.

4.8.01 Significant reform areas mentioned by FTC

The participants of FTC visited India and were exposed with its administrative reform initiatives. They have identified some of the core areas of reform initiatives taken by India on which Bangladesh Government could give emphasis in the form of reform initiatives.

Table 16 revealed that FTC participants have given their views on mostly 'administrative reform (79), reform in communication (67) and 'economic reform and long-term development plan (54). As per respondents' frequency, it is revealed that above mentioned reform initiatives are the driving forces of their development.

Table 16: Significant reform initiatives of India identified by participants of FTC

Cluster	Frequency
Economic Reform & Long term development Plan	54
Reform in Communication	67
Judicial & Legal Reform	12
Administrative Reform	79
Education, HRM and Training (HRD)	10
Miscellaneous/ Others	

4.8.02 Significant reforms taken place in China

The participants of ACAD, who have visited China, have mentioned and identified the following reforms that took place in China. These output and identified reforms are very much related to the context in Bangladesh. Thus, Bangladesh Government can give emphasis on those areas for reform initiatives. As per cluster of reforms, frequency distribution is presented in the following Table.

Table 17: Significant reform initiatives identified by the participants of ACAD

Cluster	Frequency
Economic reform & long term development plan	83
Reform in communication	51
Judicial & legal reform	57
Administrative reform	142
Education, HRM and training	61
Miscellaneous/others	15

4.8.03 Significant reform initiatives taken place in China

Same question was asked to the SSC participants, who have visited China as foreign field visit. Same areas of clustering reforms are also identified by the SSC participants, and the frequency distribution is presented in the following Table.

SSC participants are very much involved as an agent of Bangladesh Government in implementing policy decision. Thus, identified areas could be applicable for Bangladesh as well.

A set of 'reform initiatives' have been identified and frequency is given against all those initiatives. It is found that administrative reform got the highest frequency (54), where the second highest frequency (19) went to economic reform and long-term development plan. Moreover, education, HRM and training (HRD) also scored high frequency (10).

Table 18: Significant reform initiatives identified by the participants of SSC

Cluster	Frequency
Economic Reform& Long Term Development Plan	19
Reform in Communication	07
Judicial & Legal Reform	04
Administrative Reform	54
Education, HRM and Training (HRD)	10
Miscellaneous/ Others	04

4.9 Replicability of identified reforms of China for Bangladesh Civil Service

ACAD and SSC participants visited China. They have been asked to identify the areas which could be replicable for Bangladesh as well. They have identified a set of clustering areas, which are (frequency distribution) presented in the following Table. From SSC the total number of respondents was 49, and from ACAD the number of respondents was 99. Ten areas were identified by them as potential ones for Bangladesh Civil Service (BCS). Frequency distribution is given in the Table 19.

Table 19: Replicable potential reforms areas for Bangladesh Civil Service

Cluster	Course	
	SSC (n= 49)	ACAD (n=99)
Administrative Reforms	13	21
Leadership Quality, Political Reform and Commitment	6	15
Decentralisation of Local Government	6	4
Land reform & Digitisation	3	4
Capacity Development and HRD(Mind Setup)	4	18
Infra-structural Development (Traffic Management)	6	12
Combating Corruption and Good Governance, Transparency	10	19
Economic Development & Resource Management(ICT), Co-operative Farming	5	20
E-governance & E-service	4	1
Service Delivery System	3	2

From the table 19 it has been seen that participants who visited China mainly put an emphasis on administrative reform (13,21), combating corruption, good governance and transparency (10,19) and economic development & resource management (ICT), co-operation (5, 20) which might have potentiality for replicating in Bangladesh Civil Service.

4.10 Replicability of identified reforms of India for Bangladesh Civil Service

The participants, who have visited India, were also asked the same question (replicable potential area for BCS). The total number of ACAD participants was 72, and FTC 82.

They have identified some reform areas which might have potentiality to be replicated in Bangladesh Civil Service. A set of reform areas have been identified and frequency is given against all those reforms and their potentialities. It is found that administrative reforms got the highest frequency (53), where as the second highest frequency (30) went to combating corruption, good governance and transparency. Moreover, economic development & resource management (ICT), co-operation also scored high frequency (25). However, their identified reform areas are basically appropriate for Bangladesh as well (Table 20).

Table 20: Replicable potential reforms areas for Bangladesh Civil Service

Cluster	Course		Total 154
	ACAD (n=72)	FTC (n=82)	
Administrative Reforms	25	28	53
Leadership Quality, Political Reform and Commitment	2	18	20
Decentralisation of Local Government	5	6	11
Land Reform & Digitisation	11	8	19
Capacity Development and HRD(Mind Setup)	9	14	23
Infra-structural Development (Traffic Management)	2	12	14
Combating Corruption and Good Governance, Transparency	4	26	30
Economic Development & Resource Management(ICT), Co-operative Farming	7	18	25
E-governance & E-service	10	-	10
Service Delivery System	3	3	6

4.11 Organisational supports required for replicate the identified reform issues in own organisation

SSC, ACAD and FTC participants were asked what are the steps required to replicate those identified issues in the context of Bangladeshi organisations. From the three core courses participant's views are clustered and presented in the following Table. Frequency distribution is presented in the following Table. Respondents were varied from each of the courses.

Results revealed that HRD is important element for implementing reforms in Bangladesh. Thus, civil servants capability, their skills and knowledge should be enhanced to replicate reform initiatives which have been taken by China and India. Moreover, leadership is also given priority by the participants, who have visited China and India.

Table 21: Clustering of supports required for replicating perceived reforms in own organisation

Cluster	FTC	ACAD	SSC
Logistic/ Technical/ Physical Support	47	33	10
Financial Support	22	18	02
Capacity Development and HRD	39	87	-
Decentralisation/ Delegation/ Devaluation, Reforms in public Administration	65	12	21
Leadership and Organisational Culture(MINDSET)	60	101	08
Others	03	08	-

4.12 Overall recommendations about the REVs by the participants

Along with visit duration, some other points came from open ended questionnaire, as they were asked to identify some issues, which are found as important outcome from the visit. The respondents comments on the following issues and their frequency distribution are given in the following Table.

Table 22: Recommendations made by the participants of FTC, ACAD and SSC

Cluster	FTC	ACAD	SSC
More duration	07	27	08
More academic	05	35	15
More study visit (govt org.)	41	104	27
Effective tour management (BD High Commission)	64	41	05

Participants gave emphasis on “more study visit (govt. org.)”, “effective tour management (Bangladesh High Commission)”, and “Longer duration” in order to make the overseas study visit more effective.

4.12 Quantitative analysis of opinions of participants

4.12.2 Identification of intensity of learning (achievement) acquired by the participants

Participants of REV were asked to identify their level of achievements in 12 specific areas. They were asked to rate their acquisitions in terms of team building, leading cross-functional team, acquisition of new ideas, new outlook, new sense of direction at work, exchange information and share knowledge with each other, understanding cultural diversity among organisations, developing themselves as a global manager, professional development, help technology transfer, broadening horizon of knowledge and reinforcing the idea of striving for achieving shared goal. Variable items are measured with a 6 point scale. From the Table 23, it is revealed that all the items obtained high mean values that means the REV is very effective in acquisition of essential qualities of a good manager. Among the variables the item ‘broaden outlook’ scored 5.01 mean values which is the highest. Moreover, the standard deviation of the rating points are around 1.2 and less which indicates that the data points (rating points) are clustered closely around the mean. In giving opinion, the participants were very close and consistent with each other.

Since the participants of REV opined that the visits helped them a lot to acquire useful knowledge and outlook, it is very valid expectation that acquired knowledge and outlook will help them to implement prudent public policy for the country.

Table 23: Intensity of learning (achievement) acquired by the participants

	Mean	Std. Deviation
LA01: I am exposed to team learning	4.63	1.149
LA02: I can utilise my learning with cross-functional teams to solve problems	4.50	1.151
LA03: I acquired significant new ideas from the visit	4.89	1.157
LA04: The visit substantially broadened my outlook	5.01	1.158
LA05: The visit equipped with new sense of direction at work	4.57	1.131
LA06: The visit helped to exchange information and share knowledge with each other	4.68	1.216
LA07: I understood cultural diversity among organisations I visited	4.70	1.144
LA08: The visit contributes a lot to make me a global manager	4.49	1.171
LA09: The visit helped for my professional development substantially	4.55	1.198
LA10: The visit worked as a powerful tool for technology transfer	4.23	1.231
LA 11: The visit facilitated to broaden my horizon of knowledge	4.82	1.169
LA 12: The visit reinforced the idea of striving for achieving shared goal	4.67	1.114

4.12.1 Reliability of variable items

Variables items are verified with Cronbach Alpha reliability test. In order to perform the scale reliability test independent variables were categorised under five major areas (dependent variables) like team learning, knowledge, individual development, organisational development and motivation. From the Table 24 it is evident that for all

the data sets Cronbach's Alpha values are found between .853 to .932 that means internal consistency of the variables is very high at the level of 'excellent'. It is also revealed from the Table 24 that the independent variables on teambuilding scored comparatively lower values while the organisational development and individual development scored comparatively higher values.

Table 24: Variables Reliability Test Result

Major Variables	Items	Cronbach's Alpha value
Team learning	LA: 1,2	.853
Acquisition of Knowledge	LA: 3,4,5,6,7	.918
Individual development	LA:8,9,10,11,12 and MS9	.922
Organisational development	MS: 3,4,5,6,7,8	.932
Motivation/change factor/agent	MS: 1,2,10	.906

4.12.3 Principal component analysis (PCA)

From the 10 motivational items and 12 learning variable items, 5 major dependent variables were extracted and computed through principal component analysis (PCA). Under this measurement, descriptive statistics (mean and standard deviation) were applied. From the Table 25 it is found that all the computed variables have high mean values (above 4.5). From this analysis, conclusion can be drawn that REVs have positive impact on developing teambuilding, acquisition of knowledge, individual and organisational development and capacity of change management.

Table 25: Principal component analysis (PCA)

Computed variables	N	Minimum	Maximum	Mean	Std. Deviation
TEAMLEAR	301	1.00	6.00	4.5664	1.07342
KNOWLEAR	301	1.00	6.00	4.7721	1.00745
ID	301	1.00	6.00	4.6041	.98341

OD	301	1.00	6.00	5.0836	.89211
CHANGEFA	301	1.00	6.00	4.9468	1.02241

*ID=Individual Development; OD=Organisational Development

4.12.4 Data normality test result on computed variables

Data normality test was done through Kolmogorov-Smirnow test. From the Table 25 it is found that the skewness is between +.50 and +1.00, so the pattern of distribution of data is moderately skewed. The same time, the distribution with Kurtosis of the data is found less than 0 and 3 which is the indication of platykurtic distribution. Compared to a normal distribution, its central peak is lower and broader, and its tails are shorter and thinner. So pattern of all the data set is almost normally distributed and quite acceptable in terms of reliability.

Table 26: Data normality test result

	Mean	SD	Kurtosis	Std. Error	Skewness	Std. Error
TEAMLEAR	4.5664	1.07342	-.929	.140	.850	.280
KNOWLEAR	4.7721	1.00745	-1.203	.140	1.470	.280
ID	4.6041	.98341	-.977	.140	1.190	.280
OD	5.0836	.89211	-1.665	.140	3.459	.280
CHANGEFA	4.9468	1.02241	-1.363	.140	2.169	.280

4.12.5 Descriptive statistics on motivational variables

The dependent variable motivation is measured with 10 independent variables. They were asked to rate their level of motivation obtained from the REVs in terms acquisition of 'new insights' and 'global outlook', develop 'change in mindset', develop new 'urge for developing own country', internalise 'strategic thinking' and 'patriotism', developing 'professionalism' and 'innovation' and 'change-managing leadership' and reinforce 'inclusive attitude'. From the Table 26, it is found that all the independent variables scored high level of mean values. The high level of standard deviation signifies the positive contribution of REVs for motivating participants.

Moreover, the standard deviation of the rating points are around 1.00 and less which indicates that the data points (rating points) are clustered closely around the mean. In giving opinion, the participants were very close and consistent with each other.

Table 27: Descriptive statistics on motivational variables

Variable items	Mean	Std. Deviation
MS 01: The visit has developed new insights in my outlook	4.95	1.109
MS 02: The visit has acted as a force for change in mindset	4.88	1.140
MS 03: The visit has developed a new urge in me for the development of my country	5.22	1.048
MS 04: The visit has influenced me to think strategically for long term national development	5.25	1.003
MS 05: The visit has influenced me to think that benevolent patriotic leadership is instrumental for national development	5.37	.959
MS 06: The visit has been effective in terms of developing global outlook	4.91	1.038
MS 07: The visit has contributed significantly in developing professionalism in me	4.78	1.085
MS 08: The visit is an encouragement for me to be an innovative leader	4.98	1.060
MS 09: The visit has reinforced inclusive attitude in decision making	4.86	1.073
MS 10: The visit has elevated my level of confidence to work as a leader of change	5.01	1.092

4.12.5 T statistics for motivation variable items

To find out the association of independent variable to dependent variable (motivation) chi-square test was run. From the Table 27, it is found that all the independent variables have significant association with dependent variable that is motivation. Calculated chi-

square value is smaller than the Tabular chi-square value. Therefore, the null hypothesis is accepted.

Table 28: Test Statistics for motivation variable items

Variable items	Chi-square	df	Sig.
MS 01: The visit has developed new insights in my outlook	231.565	5	.000
MS 02: The visit has acted as a force for change in mindset	214.462	5	.000
MS 03: The visit has developed a new urge in me for the development of my country	368.110	5	.000
MS 04: The visit has influenced me to think strategically for long term national development	379.671	5	.000
MS 05: The visit has influenced me to think that benevolent patriotic leadership is instrumental for national development	478.382	5	.000
MS 06: The visit has been effective in terms of developing global outlook	243.166	5	.000
MS 07: The visit has contributed significantly in developing professionalism in me	226.502	5	.000
MS 08: The visit is an encouragement for me to be an innovative leader	260.189	5	.000
MS 09: The visit has reinforced inclusive attitude in decision making	239.857	5	.000
MS 10: The visit has elevated my level of confidence to work as a leader of change	270.914	5	.000

4.12.6 Test statistics for learning from REV's

To find out the association of independent variable to dependent variable (learning) chi-square test was run. From the Table 29, it is found that all the independent variables have significant association with dependent variable that is learning from the REV's.

Calculated chi-square value is smaller than the Tabular chi-square value. Therefore, the null hypothesis is accepted.

Table 29: Chi-square test of variables

	Chi-square	df	Sig.
LA01: The visit has developed a new insights in my outlook	188.628	5	.000
LA02: The visit has acted as a force for change in mindset	190.063	5	.000
LA03: The visit has developed a new urge in me for the development of my country	217.651	5	.000
LA04: The visit has influenced me to think strategically for long term national development	264.056	5	.000
LA05: The visit has influenced me to think that benevolent patriotic leadership is instrumental for national development	191.259	5	.000
LA06: The visit has been effective in terms of developing global outlook	154.262	5	.000
LA07: The visit has contributed significantly in developing professionalism in me	181.332	5	.000
LA08: The visit is an encouragement for me to be an innovative leader	163.352	5	.000
LA09: The visit has reinforced inclusive attitude in decision making	157.093	5	.000
LA10: The visit has elevated my level of confidence to work as a leader of change	115.113	5	.000
LA11: The visit has developed new insights in my outlook	193.492	5	.000
LA12: The visit has acted as a force for change in mindset	190.781	5	.000

4.12.7 Correlations with computed variables

Correlation statistics result major computed variables found that the variables are high and there is significant relationship (at the level of 5%). The variables are having influences on foreign study visit.

Table 30: Correlations with computed variables

Variables	1	2	3	4	5
TEAMLEAR	1	.708**	.684**	.612**	.640**
KNOWLEAR	.708**	1	.865**	.763**	.793**
ID	.684**	.865**	1	.780**	.841**
OD	.612**	.763**	.780**	1	.892**
CHANGEFA	.640**	.793**	.841**	.892**	1

** Correlation is significant at the 0.01 level (2-tailed).

4.12.8 Relationship between learning, motivation, courses and visited countries

This study explored the relationship among the core variables ‘learning attributes’ and ‘motivation attributes’, visited countries and ‘courses’. The Pearson Correlation is performed to find out the relationship among those variables, countries and courses and it is found that from the courses and countries, participants have positive understanding to acquire learning behaviour and they are to some extent motivated to have the visit to respective countries.

Table 31: Relationship between variables, courses and countries

	LA	MS	SSC	ACAD	FTC	China	India
LA	1	.819**	-.003	-.005	.006	-.145*	.145*
MS	.819**	1	.020	-.005	-.012	-.114*	.114*
SSC	-.003	.020	1	-.500**	-.268**	.446**	-.446**
ACAD	-.005	-.005	-.500**	1	-.701**	.208**	-.208**
FTC	.006	-.012	-.268**	-.701**	1	-.597**	.597**
China	-.145*	-.114*	.446**	.208**	-.597**	1	-1.000**
India	.145*	.114*	-.446**	-.208**	.597**	-1.000**	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

4.12.8 Future prediction regression model summary

Regression model is specified with ‘organisational development’, ‘team learning’, ‘knowledge’ and ‘individual development’. In this model dependent variable was

'change agent'. Model summary Table 32 revealed that the correlation coefficient between the independent and dependent variables is very high (+.922). Where the adjusted R-square is accounting for 84.8% of total variance explained. This result indicates that the variables have impact on change agent as dependent variable.

Table 32: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.922	.850	.848	.39891

a Predictors: (Constant), OD, TEAMLEAR, KNOWLEAR, ID

4.12.9 Analysis of variance

Analysis of variance (ANOVA) indicates that the variables have significant relationship with change agent. The model is significant at the level 5%.

Table 33: Analysis of variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	266.492	4	66.623	418.676	.000
	Residual	47.102	296	.159		
	Total	313.594	300			

a Predictors: (Constant), OD, TEAMLEAR, KNOWLEAR, ID

b Dependent Variable: CHANGEFA

4.12.10 Coefficients influences factor variance explained

For this study, simple regression was performed. Regression result revealed that among the variables 'individual development' has positive impact on change agent, which explained 32.8% of total variance. And 'organisational development' has also positive impact on change agent, which explained 58.6% of total variance explained.

Table 34: Coefficients of variance

Model	Variables	Un-standardised Coefficients	Standardised Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	-.363	.135		-2.686	.008
	TEAMLEAR	.023	.031	.025	.751	.453
	KNOWLEAR	.046	.050	.045	.924	.356
	ID	.341	.051	.328	6.700	.000
	OD	.672	.043	.586	15.557	.000

a Dependent Variable: CHANGEFA

4.13 Results of data analysis of supervisors of the participants

In order to validate the opinions passed by the officers, the study team was convinced to take opinion of the supervisors under whom they are working. The supervisors are the persons who could observe the behavioural change of the participants occurred due to their learning from the regional exposure visits. Total 30 supervisors are examined with structured questionnaires. The survey was conducted mainly through sending and receiving questionnaires by postal mail. The survey covered the officials both from ministry and field administrations. The analysis of data was given below:

4.13.1: Demographic information:

Among the 30 supervisors, female was 4 (13%) and rest 26 (87%) was male officers.

Table 35: Category of respondents by sex

Respondent	Frequency	Percent	Valid Percent	Cumulative Percent
Female	4	13.3	13.3	13.3
Male	26	86.7	86.7	100.0
Total	30	100.0	100.0	

4.13.2: Countries visited:

The supervising officers were asked to specify the country visited by the officer under his surveillance. From the Table 35, it is found that among those 30 officers 17 (57%) visited China and rest 13 (43%) visited India as the part of their REV's.

Table 36: Number of participants by country visited

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	China	17	56.7	56.7	56.7
	India	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

4.13.3: Sharing experience by the participants

The supervisors were asked whether or not the officers under him shared their experience obtained from the visiting countries. A total of 28 supervising officers responded that 28 out of 30 shared their experiences with them. From the table it is found that 93% officers shared their experience obtained from the regional exposure visits.

Table 37: Number of participants who shared experience with their supervisors

Did the officials share their experiences they obtained from the overseas study visit organised by BPATC?	Yes	%	No	%
	28	93.3%	02	7.7%
	n=30			

4.13.4 New experiences/ Ideas shared by participants

The supervising officers were asked what types of new ideas and experiences had been shared by the officers who visited foreign countries. To answering the questions they mentioned that 17 participants shared excellent experiences regarding economic development, sustainable development, technological development, and social market on their return from the visits. Among the officers under their surveillance, 15 of them shared that the administrative reform, Good Governance, e-Governance and result-based project management are some of their new experiences perceived from the overseas visits. Eight participants shared that infrastructure development strategy and urban planning are two new ideas for them while 3 mentioned land management and 2 mentioned preservation of cultural heritage and healthcare services are new learning for them.

Table 38: New ideas/experiences they shared with supervisors

Cluster	Frequency	Total
Economic Development, Sustainable Development, Agricultural Development, Technological Development and Social Market Economy	17	17
Administration Reform, Good Governance & E-governance, Result based Management (Modern Project Management) and Decentralisation	15	15
Infrastructural Development Strategy and Urban Planning	8	8
Social Justice, Combating Corruption and Rule of Law	4	4
Land Management	3	3
Retention of Cultural Heritage	2	2
Service Delivery and Health care	2	2
HRM, Education & Training	1	1

4.13.5 The most relevant idea/experience for development of Bangladesh

Under this survey, the supervisors were asked to identify the most relevant idea/experience which is relevant for the development of Bangladesh. Among the 30 supervisors, 20 (66.6%) opined that civil service reform, public service delivery and Good Governance are the most relevant idea/experience for the development context of Bangladesh. Among the 30 participants only 07 (23.3%) supervisors opined that economic and agricultural development is the best idea/experience for the development context of Bangladesh while 3 (10%) opined for infrastructural and communication development.

Table 39: Most relevant idea/experience for the development context of Bangladesh

Cluster	Total	%
Civil Service Reform, Public Service Delivery, Development of ICT as mode of service Delivery(e-Governance) & Good Governance	20	66.6%
Economic and Agricultural Development	7	23.3%

Infrastructural and Communication Development	3	10%
---	---	-----

4.13.6 Level of initiative to apply the learning by the participants

The supervisors were asked whether or not the officials under them took any initiative to apply the new learning obtained from their regional exposure visits. From Table 40 it is found that out of 30 only 20 (66.66%) officials took initiatives to apply the learning obtained from the REV's. As to reply the same question it is found that 33.33% (10 out of 30) officers did not take initiatives to apply those learning.

Table 40: Level of initiative to apply the learning by the participants

Did the officials working under your supervision try to apply any new learning in your organisation/institution?	Yes	%	No	%
	20	66.66%	10	33.33%
	n=30			

4.13.7 The most significant learning which the officials tried to apply

The supervisors were asked to identify the most significant learning tried to apply in own organisation by the visiting officers. Out of 30 supervisors only 18 replied the question. Among them, about 50% (9 out of 19) supervisors mentioned the most significant learning they tried to apply in own organisation is development of ICT system and e-Governance innovations for corruption free speedy service delivery.

Table 41: Most significant learning the Official(s) tried to apply

Cluster	Total	%
Development of ICT system and Practicing e-Governance innovations for corruption free speedy work.	9	47.3%
Following Bottom-up approach in offices and project management	5	26.3%
Practicing Digital Land Management System	2	10.5%

Addressing Traffic Management	1	05.2%
Miscellaneous/ Others(Time management, proactive, speedy work)	2	10.5%

4.13.8 Seeking support from the supervisors by the visiting officials

The supervisors were asked to reply how many of their subordinate officials sought help from them to implement their learning. In reply, 83% (25 out of 30) supervisors mentioned that the officials under their surveillance sought help from them for smooth implantation of their learning. From the same respondents about 17 mentioned that their subordinate officers did not seek any form of help from them for implementing their learning.

Table 42: The level of seeking help from supervising officers in implementation of the learning

Did the official(s) solicit any supports from you in order to apply their new experiences they acquired from the overseas visit?	Yes	%	No	%
	25	83.33%	05	16.66%
	n=30			

4.13.9 Level of motivation of the officials from the REV

The supervising officials were asked to identify the level of motivation of the visiting officials from the REV. It is assumed that the REV can be treated as one of the driving forces of motivation for the participants. The supervisors were then asked to identify the motivational level of the participants they observed in their behaviours. They were asked to rate eight behavioural patterns which were taken as the independent variables to motivation. From the Table 43, it is found that among the eight variables all scored very high mean values. From the following table it is revealed that REV is one of the important factors for motivating participants.

Table 43: Level of motivation of the officials from the REV

Variables	N	Minimum	Maximum	Mean	SD	Kurtosis	Kweness
LA1: The visit has contributed to bring about positive changes in the mindset of the official	30	1	5	4.00	1.20	-1.272	.910

LA2: The visit has developed a new urge among the officials for the development of our country	30	1	5	3.87	1.30	-1.329	.890
LA3: The visit has influenced the officials to think strategically for national development	30	1	5	3.93	1.38	-1.200	.313
LA4: The visit has been effective in terms of developing global outlook among the officials	30	1	5	4.10	1.42	-1.419	.677
LA5: The visit contributed significantly in developing professional attitude among the officials	30	1	5	4.10	1.42	-1.496	.826
LA6: The visit is an encouragement for the official to be innovative leader	30	1	5	4.10	1.34	-1.641	1.561
LA7: The visit has reinforced inclusive attitude among the officials in decision making	30	1	5	3.80	1.34	-1.144	.251
LA8: The visit has elevated level of confidence among the officials to work as leader of change	30	1	5	3.80	1.32 4	-1.136	.405
Valid N (list wise)	30						

From the Table 43, it is revealed that supervisors of the visiting officials believe that the REVs contribute immensely in developing positive mindset (SD 4.00), global outlook (SD 4.10), professional attitude (SD 4.10) and innovative leadership (SD 4.10) in the participants of core courses who visited regional countries as part of their REVs.

4.13.10 Implications of the REVs

The supervising officers were asked to pass opinion on the implications of the regional exposure visits by the participants of core courses of BPATC. The following three

questions were asked to them and against their opinions they were requested to rate levels of implications of REV's within 1 to 5 ordinal scales.

- i. The overseas study programme contributes to the reform initiatives of the government to improve the quality of service delivery;
- ii. The overseas study programme contributes substantially to bring about reform in Bangladesh Civil Service; and
- iii. The overseas study programme helps the officials to develop them as future leaders of the country.

To answer the question number-1, the supervising officers opined that the overseas study programme contributed significantly to bring about reform initiatives of the government to improve the quality of service delivery. The opinion on the first question obtained 4.03 mean value and 1.189 standard deviation which were highly acceptable.

To answer the question number-2, the supervising officers opined that overseas study programme substantially contributed to bring about reform in Bangladesh Civil Service. The opinion on the second question obtained 3.87 mean value and 1.042 standard deviation which were also largely acceptable.

Table 44: Implications of the REV's perceived by the supervisors

Variables	N	Mini	Maxi	M	SD	Kurtosis	Keweness
MS1: The overseas study programme contributes to the reform initiatives of the government to improve the quality of service delivery	30	2	5	4.03	1.189	-.728	-1.102
MS2: The overseas study programme contributes substantially to bring about reform in Bangladesh civil service	30	2	5	3.87	1.042	-.305	-1.188
MS3: The overseas study programme helps the officials to develop them as future leaders of the country	30	2	5	4.07	1.172	-.825	-.901
Valid N (list wise)	30						

To answer the question number-3, overseas study programme helped the officials to develop them as future leaders of the country. The opinion on the third question obtained 4.07 mean value and 1.172 standard deviation which were highly acceptable.

4.14 Findings of the research

From the analysis done in the previous part of the report, the following findings are drawn out:

- 4.14.1 From the analysis of data it is found that participants in general perceived, experienced and identified the development strategies of visiting countries. Most of the participants correctly identified the development strategies of the country concerned.
- 4.14.2 Most of the participants of three courses, also correctly identified the best development strategies of the visiting countries. Participants of all the exposure visits attended academic discussions in class room, visited demonstration of the best practices of visiting countries and got first hand exposure in site-seeing. From those activities, they were enabled to identify the best development strategies of the visiting countries correctly.
- 4.14.3 One of the important objectives of the exposure visit was to get oriented about the on-going administrative reforms in the visiting countries. For examining their perceptions about this issue, they were asked to share their experience about administrative reform. Most of the participants identified e-Governance, combating corruption, administrative decentralisation, and sound HRM practices as the most significant administrative reform components of the visiting countries.
- 4.14.4 Participants of all courses also identified infra-structure development, e-Governance, combating corruption, administrative decentralisation, and sound HRM practices as the significant administrative reform issues which could be replicable in the context of Bangladesh.
- 4.14.5 Participants of the study tours identified technical, physical, logistics and financial supports with able leadership and positive mindset of superior as some essential requirement for replicating the learnings in own organisation.
- 4.14.6 Most of the participants recognised that they learnt essential knowledge and skill about team building and leadership capability from the study tour.
- 4.14.7 Most of the participants of regional exposure visits recognised the REV as one of the important tools for motivation. In assessing their level of motivation due to REVs, it is found that the mean value of their opinion is around 5 (under 1-6 scale)

with low level of standard deviation (highly acceptable). Actually in our culture, REV is found as one of the important tools for motivation and in this study, nothing is found exceptional than that proposition.

4.14.8 Under this study, though it was not possible to take empirical evidence, but supervisors of the participants recognised that they experienced a significant level of positive change in the activities of the visiting officers under their surveillance.

4.14.9 Supervisors of the participants opined that about two third of their subordinating officers who have participated REVs shared their learning with them and other colleagues of their own organisations.

4.14.10 From the opinion of supervisors of the visiting officers it is revealed that about two third of participating officers tried to replicate their learnings in own organisation.

4.14.11 A good number of participants (about two third) sought essential logistic and administrative support from their respective supervisors for implementing their learnings obtained from REVs.

4. 15 Suggestions made by the participants for improving effectiveness of REVs

Respondents of all categories were asked to make recommendations for further improvement of regional exposure visits. A good number of respondents made their suggestions for improving the effectiveness of the regional exposure visits. The compiled suggestions were displayed in Table-45. The major concerns and suggestions made by participants are discussed below categorically:

4.15.1 About duration

Participants of all courses made suggestion for extending duration of REVs. The current duration of REVs of all courses is 10 days including travel time. Generally, two days are needed for travel time and one or two days are spent for weekend in visiting countries; so effective duration for REVs is actually 6 working days. Within the six working days, it is experienced that covering all the intended issues is very difficult for the host organisation. Therefore, 39 out of 301 opined for extension of duration of REVs.

4.15.2 About the manner of tour

A good number of participants want to include more academic inputs in class room as well as in internal visits. Out of 301 participants, 55 opined for more classes or visits which have academic flavour. The participants want more academic flavour even though the visits are only dedicated to historical places.

Table-45: Clustered suggestions for making REVs more effective

No	Clustered Suggestions	SSC n=48	ACAD n=171	FTC n=82	Total N=301
01	More Duration	8	24	07	39
02	More Academic	15	35	05	55
03	More Study Visit(govt. Organisation)	27	104	64	195
04	Effective tour management	5	41	41	87
05	Others	0	0	02	02

4.15.3 About the internal study visits

The highest number of participants suggested for more internal study visits. A total of 195 participants out of 301 suggested more internal study visits to different public organisations. Out of them a good number suggested that visits must be arranged to ministries or government departments. Since all the participants are from government organisations, they want to get exposed to on-going reform and best practices in public sector.

4.15.4 About tour management

Out of 301 respondents, 89 expressed their aspirations about better tour management. They opined that managing tour by operator is not always well organised. The operator sometimes fails to understand the purpose and philosophy of REV. A good number of participants suggested arranging REVs involving Bangladeshi foreign missions to visiting countries.

CHAPTER FIVE

Conclusion and Recommendations

It is found that signs of changed mindset were visible in the behaviours of the officers after their overseas visit. It has also enhanced their confidence level. This type of foreign exposure visit improves the knowledge base of public officers. The experiences of overseas visit have broadened the mindset and outlook of the participants which helps them to make decision in office as well as personal life. BPATC authority deserves appreciation for organising such type of visit. Therefore, BPATC should continue this project that contributes significantly to improve and broaden overall standard and mindset of the officers.

In order to make the Regional Exposure Visit (REV) more effective the following recommendations are made:

1. All officers should prepare papers made on the basis of the tour and lastly present their papers individually in presence of all concerned at BPATC. They should deposit a lot of learning points and suggestions relevant to the development of Bangladesh.
2. The participants of Advanced Course on Administration and Development-ACAD (also Senior Staff Course Course) are from civil administration and armed forces divisions. It contributes significantly to improve civil-military relations by developing channels of interaction as well as friendly bond among them. Overseas study visit will be more useful and effective, if there is a visit programme to any of the armed forces installations of the country (s) visited.
3. Duration of the visit should be extended to 20- 30 days. Developed countries should be visited.
4. There should be joint collaboration between two governments so that - the visiting government officials can interact and share experiences with the government officials of the host country during the visit. Arrangement should also be made to gather practical work experiences of the country visited.

5. Every officer should be given one task on the basis of overseas study/visit to implement in his/her arena. Evaluation should be made according to that task followed by some sorts of rewards or benefits.
6. The programme should be more intensive. Therefore, there should be more emphasis on learning compared to recreation.
7. A group, consisting of officials, should be formed on the basis of their performance in the SSC, ACAD and FTC. The group may be sent to the relevant countries with which Bangladesh has cultural and administrative similarities and submit a report to the government. The Ministry of Public Administration can hold workshops and seminars on the report and put specific suggestions to the government if found acceptable.
8. Visit programme may be arranged according to the need of the participating officers' organisations.
9. Participants should be made aware of our administrative and bureaucratic system so that they can identify the hurdles one faces in bringing about changes in our system.
10. Initiatives should be taken to run the project under government budget in order to maintain continuity of such programmes.
11. Overseas study visit should take place in countries which are similar to ours in respect of socio-economic conditions where they have hard achieved any specified success in a field/sector which we need to develop.
12. More workshops, experience sharing programmes with the visiting countries' high officials should be arranged in order to acquire knowledge regarding development aspects.
13. There should be arrangement to let the participants know various issues related to socio-economic development, transition in economic policy, role of ruling party/government in the development process as well as the comparison of all these with Bangladesh.

14. The study visit should be arranged during the course period so that the participants can compare the efficiency level of Bangladesh and the country visited. Such arrangement will also enable them to identify the difference between the administration of our country and the country of visit.
15. Bangladesh Public Administration Training Centre (BPATC) or Ministry of Public Administration (MoPA) should directly contact the public sector training institutes of the countries to be visited and arrange food and accommodation. Such an initiative will contribute significantly to make the regional exposure visit more effective.

Indications for Future Research

Through this research a good number of suggestions have been found for further improvement of the regional exposure visit. It is also evident from the observation of the supervising officers of the participants that significant changes have taken place in the attitude and mindset of the latter.

However, the research could not identify any specific changes as an outcome of the visit. Rather, most of the officers are enthusiastic about the good practices of the countries visited. Actually impact study is not possible within such a short span of time. Future research in this area may explore the mechanism to determine the impact of this programme. Such research may also put emphasis on the monitoring of application of the lessons learnt from this programme.

No specific suggestion is evident to develop a mechanism to extract optimal service from the tour management firm through effective coordination among BPATC, management firm, host country and the organisations to be visited. Further research is needed in this area too.

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Annex-1: Questioner for Principal Respondent

Bangladesh Public Administration Training Centre
Savar, Dhaka

Learning from Overseas Study Visits by the Participants of Core Courses of BPATC: A Study

[Since June 2006 a total number of 1776 trainee officials of FTC, ACAD and SSC attended the overseas study visits under the arrangement of SBPATC project. Trainee officials of BCS at different levels had the opportunity to gather first hand experiences on the successful implementation of development initiatives of various developed and developing countries. However, no study has been conducted until now to assess the level of learning obtained by the trainee officials and its applicability. Thus, the present study aimed at identifying the learning from the overseas study visits by the trainees and its applicability in the context Bangladesh in order to make the forthcoming overseas study visits more effective. This survey questionnaire is prepared for obtaining opinions of the participants of FTC, ACAD and SSC about their learning organised by SBPATC project. We humbly request you to fill out the questionnaire and return to Mr. Md. Akram Husain, MDS (Project), BPATC. We solicit your support in conducting our study by providing the information required].

Part I: Demographic information [Please put tick✓ mark where appropriate]:

1. Name:
2. Designation:
3. Present Place of Posting:
4. Course Attended: Course Name-----, Batch-----
5. Country Visited:-----
6. Please give information of your immediate supervisory official:

☐ Name:

☐ Designation:

☐ Present Address:

☐ Mobile Phone:
7. Gender: ☐ Female ☐ Male

Part II: Learning from the Overseas Visit

8. Please identify at least three strategies of development of the country you have visited and determine applicability of those strategies in the context of Bangladesh: [Please measure the applicability with the scale of 1-6. Here 1 = Least Applicable (LA) and 6=Highly Applicable (HA).

Development Strategy	Level of Applicability (Put tick✓ Mark)					
1.	1	2	3	4	5	6
2.	1	2	3	4	5	6

Development Strategy	Level of Applicability (Put tick✓ Mark)					
3.	1	2	3	4	5	6

9. Please mention the best strategic option you have identified which could be replicated in our country:

10. Please measure your exposure visit in the following items with the scale of measurement mentioned. The statements are about **your own learning areas**. For each statement, please tick mark (✓) only one number that best suits your opinion on the given scale. 1= strongly disagree; 6= strongly agree.

Learning Areas		Scale					
1	I am exposed to team learning	1	2	3	4	5	6
2	I can utilise my learning with cross-functional teams to solve problems	1	2	3	4	5	6
3	I acquired significant new ideas from the visit	1	2	3	4	5	6
4	The visit substantially broadened my outlook	1	2	3	4	5	6
5	The visit equipped with new sense of direction at work	1	2	3	4	5	6
6	The visit helped to exchange information and share knowledge with each other	1	2	3	4	5	6
7	I understood cultural diversity among organisations I visited	1	2	3	4	5	6
8	The visit contributes a lot to make me a global manager	1	2	3	4	5	6
9	The visit helped for my professional development substantial	1	2	3	4	5	6
10	The visit worked as a powerful tool for technology transfer	1	2	3	4	5	6
11	The visit facilitated to broaden my horizon of knowledge	1	2	3	4	5	6
12	The visit reinforced the idea of striving for achieving shared goal	1	2	3	4	5	6

11. Please identify the requirements/supports from your institutions/organisations in order to apply the *new learning/knowledge* you acquired from the overseas visit:

1.

2.

3.

12. Please mention at least three reform initiatives you identified from the country you have visited:

1.

2.

3.

13. Do you see any potentialities of replication of those reform initiatives in Bangladesh Civil Service? Please specify below:

14. What steps are required to replicate the reform initiatives in the context of your own organisation?

1.

2.

3.

15. The following statements are about the driving forces to enhance your **motivation at your workplace from the foreign exposure visit**. The level of motivation is measured on the given scale. Please tick (✓) only the number that best represents your position on the given scale. 1= strongly disagree; 6= strongly agree.

Motivational statement		Scale					
1	The visit has developed a new insights in my outlook	1	2	3	4	5	6
2	The visit has acted as a force for change in mindset	1	2	3	4	5	6
3	The visit has developed a new urge in me for the development of my country	1	2	3	4	5	6
4	The visit has influenced me to think strategically for long term national development	1	2	3	4	5	6
5	The visit has influenced me to think that benevolent patriotic leadership is instrumental for national development	1	2	3	4	5	6
6	The visit has been effective in terms of developing global view	1	2	3	4	5	6
7	The visit has contributed significantly in developing professionalism in me	1	2	3	4	5	6
8	The visit is an encouragement for me to be an innovative leader	1	2	3	4	5	6
9	The visit has reinforced inclusive attitude in decision making	1	2	3	4	5	6
10	The visit has elevated my level of confidence to work as a leader of change	1	2	3	4	5	6

16. Please give your specific recommendations (if any) in order to make the Overseas Study Visit more effective:

Signature and date

We extend our thanks and gratitude for your time and cooperation.

Annex-2: Questioner for Supervising Officers

Bangladesh Public Administration Training Centre
Savar, Dhaka

Learning from Overseas Study Visits by the Participants of Core Courses of BPATC: A Study

[Since June 2006 a total number of 1776 trainee officials of FTC, ACAD and SSC visited China, Egypt, India, Indonesia, Malaysia, Thailand and Vietnam as a part of their overseas study under the arrangement of SBPATC project. Trainee officials of BCS at different levels had the opportunity to gather first hand experiences on the successful implementation of development initiatives of various developed and developing countries. However, no study has been conducted until now to assess the level of learning obtained by the trainee officials and its applicability. Thus, the present study aims at identifying the learning from the overseas study visits by the trainees and its applicability in the context of Bangladesh in order to make the forthcoming overseas study visits more effective. This survey questionnaire is prepared for obtaining opinions of the supervisor officials of the participants of FTC, ACAD and SSC about their (supervisors) understanding on the learning from their (trainees) overseas study visits. We humbly request you to fill out the questionnaire and return to Mr. Md. Akram Husain, MDS (Project), BPATC. We solicit your support in conducting our study by providing the information required].

Part I: Demographic information [Please put tick✓ mark where appropriate]:

1. Name:
2. Designation:
3. Present Place of Posting:
4. Gender: ☐ Female ☐ Male

Part II: Learning from the Overseas Visit by the official(s)

5. Please mention the country which was visited by the official (s) working under your supervision:
☐ China ☐ Vietnam ☐ Thailand, ☐ Malaysia ☐ Indonesia, ☐ Egypt ☐ India
6. Did the official(s) share their experiences they obtained from the overseas study visit organised by BPATC?
☐ Yes ☐ No
7. If 'YES', what are the new ideas/experiences they shared with you?
 - 1.
 - 2.
 - 3.
8. According to your opinion which idea/experience is most relevant to the development context of Bangladesh?

9. Did the official(s) working under your supervision try to apply any new learning in your institutions/organisations?

☐ Yes

☐ No [If 'NO', please go to question number 12]

10. If 'YES', please mention the most significant learning the official(s) tried to apply in your institutions/organisations:

11. Did the official(s) solicit any supports from you in order to apply their *new experiences* they acquired from the overseas visit:

☐ Yes

☐ No

12. The following statements are about the driving forces to enhance the motivation of the official(s) from the foreign exposure visit. The level of motivation is measured on the given ordinal scale. Please tick (✓) only the number that best suits his/her position on the given scale. 1= strongly disagree; 5= strongly agree.

Motivational statement		Scale				
1	The visit has contributed to bring about positive changes in the mindset of the official(s)	1	2	3	4	5
2	The visit has developed a new urge among the official(s) for the development of our country	1	2	3	4	5
3	The visit has influenced the official(s) to think strategically for national development	1	2	3	4	5
4	The visit has been effective in terms of developing global view among the official(s)	1	2	3	4	5
5	The visit has contributed significantly in developing professional attitude among the official(s)	1	2	3	4	5
6	The visit is an encouragement for the official(s) to be innovative leader	1	2	3	4	5
7	The visit has reinforced inclusive attitude among the official(s) in decision making	1	2	3	4	5
8	The visit has elevated level of confidence among the official(s) to work as leader of change	1	2	3	4	5

13. The following statements are about your overall opinion on the usefulness of overseas study programme under the core courses (SSC, ACAD and FTC) organised by BPATC. Please measure your opinion on the given ordinal scale. 1= strongly disagree; 5= strongly agree.

Your Opinion		Scale				
1	The overseas study programme contributes to the reform initiatives of the government to improve the quality of service delivery	1	2	3	4	5
2	The overseas study programme contributes substantially to bring about reform in Bangladesh Civil Service	1	2	3	4	5
3	The overseas study programme helps the officials to develop them as future leaders of the country	1	2	3	4	5

14. Please give your specific recommendations (if any) in order to make the Overseas Study Visit more useful:

Signature and date

We extend our thanks and gratitude for your time and cooperation.

Annex-3: Tabulation sheets on qualitative questions

Question

FTC- QUESTION No-8

Batch 48th FTC, Respondents-10 (Visiting Country-India)

8. Please identify at least three strategies of development of the country you have visited and determine applicability of those strategies in the context of Bangladesh: [Please measure the applicability with the scale of 1-6. Here 1 = Least Applicable (LA) and 6=Highly Applicable (HA).

Cluster	Frequency					
	1	2	3	4	5	6
Economic Development, Technological Advancement and Social Market Economy				2	4	6
Infrastructural Development Strategy				3	5	8
Social justice, Combating Corruption and Rule of Law						
Administration Reform, Good Governance and Decentralization			1			3
HRM, Education & Training						
Miscellaneous						

Batch 49th FTC, Respondents-28 (Visiting Country-India)

8. Please identify at least three strategies of development of the country you have visited and determine applicability of those strategies in the context of Bangladesh: [Please measure the applicability with the scale of 1-6. Here 1 = Least Applicable (LA) and 6=Highly Applicable (HA).

	Frequency					
	1	2	3	4	5	6
Economic Development, Technological Advancement and Social Market Economy		1	3	7	9	14
Infrastructural Development Strategy				2	6	5
Social justice, Combating Corruption and Rule of Law			1			2
Administration Reform, Good Governance and Decentralization			1	2	10	7
HRM, Education & Training						3
Miscellaneous				2		

Batch 50th FTC, Respondents-44 (Visiting Country-India)

8. Please identify at least three strategies of development of the country you have visited and determine applicability of those strategies in the context of Bangladesh: [Please measure the applicability with the scale of 1-6. Here 1 = Least Applicable (LA) and 6=Highly Applicable (HA).

Cluster	Frequency					
	1	2	3	4	5	6
Economic Development, Technological Advancement and Social Market Economy		1		3	6	16
Infrastructural Development Strategy		1	1		7	22
Social justice, Combating Corruption and Rule of Law					2	5
Administration Reform, Good Governance and Decentralization			1	4	13	37
HRM, Education & Training					1	1
Miscellaneous						1

ACAD- QUESTION NO-8

Batch 78th ACAD, Respondents-20 (Visiting Country-China)

8. Please identify at least three strategies of development of the country you have visited and determine applicability of those strategies in the context of Bangladesh: [Please measure the applicability with the scale of 1-6. Here 1 = Least Applicable (LA) and 6=Highly Applicable (HA).

Cluster	Frequency					
	1	2	3	4	5	6
Economic Development, Technological Advancement and Social Market Economy			1	1	3	2
Infrastructural Development Strategy				1	2	1
Social justice, Combating Corruption and Rule of Law				2	5	1
Administration Reform, Good Governance and Decentralization				8	9	6
HRM, Education & Training			1	1	7	8
Miscellaneous						

Batch 79th ACAD, Respondents-14 (Visiting Country-India)

8. Please identify at least three strategies of development of the country you have visited and determine applicability of those strategies in the context of Bangladesh: [Please measure the applicability with the scale of 1-6. Here 1 = Least Applicable (LA) and 6=Highly Applicable (HA).

Cluster	Frequency					
	1	2	3	4	5	6
Economic Development, Technological Advancement and Social Market Economy					2	6
Infrastructural Development Strategy				2	1	4
Social justice, Combating Corruption and Rule of Law				1	1	2
Administration Reform, Good Governance and Decentralization		2		1	2	8
HRM, Education & Training					2	
Miscellaneous						1

Batch 80th ACAD, Respondents-28 (Visiting Country- China)

8. Please identify at least three strategies of development of the country you have visited and determine applicability of those strategies in the context of Bangladesh: [Please measure the applicability with the scale of 1-6. Here 1 = Least Applicable (LA) and 6=Highly Applicable (HA).

Cluster	Frequency					
	1	2	3	4	5	6
Economic Development, Technological Advancement and Social Market Economy			3	2	10	12
Infrastructural Development Strategy				1	3	5
Social justice, Combating Corruption and Rule of Law			1	4	4	9
Administration Reform, Good Governance and Decentralization				3	8	1
HRM, Education & Training				2	3	9
Miscellaneous						4

Batch 81st ACAD, Respondents-24 (Visiting Country-India)

8. Please identify at least three strategies of development of the country you have visited and determine applicability of those strategies in the context of Bangladesh: [Please measure the applicability with the scale of 1-6. Here 1 = Least Applicable (LA) and 6=Highly Applicable (HA).

Cluster	Frequency					
	1	2	3	4	5	6
Economic Development, Technological Advancement and Social Market Economy				4	9	11
Infrastructural Development Strategy		1	1	2	9	12
Social justice, Combating Corruption and Rule of Law						
Administration Reform, Good Governance and Decentralization				5	5	10
HRM, Education & Training					2	4
Miscellaneous						

Batch 82nd ACAD, Respondents-18 (Visiting Country- China)

8. Please identify at least three strategies of development of the country you have visited and determine applicability of those strategies in the context of Bangladesh: [Please measure the applicability with the scale of 1-6. Here 1 = Least Applicable (LA) and 6=Highly Applicable (HA).

Cluster	Frequency					
	1	2	3	4	5	6
Economic Development, Technological Advancement and Social Market Economy (STRATEGIC PLANNING)		1		2	2	5
Infrastructural Development Strategy					2	2
Social justice, Combating Corruption and Rule of Law	1				3	2
Administration Reform, Good Governance and Decentralization				1	1	1
HRM, Education & Training, Leadership				2	5	7
Miscellaneous						

Batch 83rd ACAD, Respondents-34 (Visiting Country-India)

8. Please identify at least three strategies of development of the country you have visited and determine applicability of those strategies in the context of Bangladesh: [Please measure the applicability with the scale of 1-6. Here 1 = Least Applicable (LA) and 6=Highly Applicable (HA)].

Cluster	Frequency					
	1	2	3	4	5	6
Economic Development, Technological Advancement and Social Market Economy	1		2	6	13	11
Infrastructural Development Strategy	1			3	12	13
Social justice, Combating Corruption and Rule of Law	1					
Administration Reform, Good Governance and Decentralization			3	2	11	6
HRM, Education & Training		1		4	3	2
Miscellaneous						

Batch 84th ACAD, Respondents-33 (Visiting Country- China)

8. Please identify at least three strategies of development of the country you have visited and determine applicability of those strategies in the context of Bangladesh: [Please measure the applicability with the scale of 1-6. Here 1 = Least Applicable (LA) and 6=Highly Applicable (HA)].

Cluster	Frequency					
	1	2	3	4	5	6
Economic Development, Technological Advancement and Social Market Economy			1	4	6	10
Infrastructural Development Strategy				3	5	7
Social justice, Combating Corruption and Rule of Law			2	7	6	3
Administration Reform, Good Governance and Decentralization			2	5	1	4
HRM, Education & Training	1			3	7	11
Miscellaneous						2

SSC-QUESTION NO-8

Batch 56th SSC, Respondents-13 (Visiting Country- China)

8. Please identify at least three strategies of development of the country you have visited and determine applicability of those strategies in the context of Bangladesh: [Please measure the applicability with the scale of 1-6. Here 1 = Least Applicable (LA) and 6=Highly Applicable (HA).

Cluster	Frequency					
	1	2	3	4	5	6
Economic Development, Technological Advancement and Social Market Economy	1			4	5	2
Infrastructural Development Strategy				2	4	1
Social justice, Combating Corruption and Rule of Law	1	1			1	2
Administration Reform, Good Governance and Decentralization	2		1	1	2	4
HRM, Education & Training						2
Miscellaneous						1

Batch 57th SSC, Respondents-15 (Visiting Country- China)

8. Please identify at least three strategies of development of the country you have visited and determine applicability of those strategies in the context of Bangladesh: [Please measure the applicability with the scale of 1-6. Here 1 = Least Applicable (LA) and 6=Highly Applicable (HA).

Cluster	Frequency					
	1	2	3	4	5	6
Economic Development, Technological Advancement and Social Market Economy	1			3	2	7
Infrastructural Development Strategy						4
Social justice, Combating Corruption and Rule of Law				1	3	4
Administration Reform, Good Governance and Decentralization					7	6
HRM, Education & Training						4
Miscellaneous						

Batch 58th SSC, Respondents-21 (Visiting Country- China)

8. Please identify at least three strategies of development of the country you have visited and determine applicability of those strategies in the context of Bangladesh: [Please measure the applicability with the scale of 1-6. Here 1 = Least Applicable (LA) and 6=Highly Applicable (HA).

Cluster	Frequency					
	1	2	3	4	5	6
Economic Development, Technological Advancement and Social Market Economy	4		2	2	6	2
Infrastructural Development Strategy			1	1	3	2
Social justice, Combating Corruption and Rule of Law					1	
Administration Reform, Good Governance and Decentralization			2	7	5	10
HRM, Education & Training				1	3	2
Miscellaneous						

FTC- QUESTION No-9

Batch 48th FTC, Respondents-10 (Visiting Country-India)

- 9 Please mention the best strategic option you have identified which could be replicated in our country:

Cluster	Frequency	Total
Economic Development, Advancement and Social Market System		2
Infrastructural Development Strategy		10
Social Justice, Combating Corruption and Rule of Law		1
Administrative Reform, Good Governance and Decentralization		1
HRM, Education and Training		
Miscellaneous/ Others		

Batch 49th FTC, Respondents-28 (Visiting Country-India)

- 9 Please mention the best strategic option you have identified which could be replicated in our country:

Cluster	Frequency	Total
Economic Development, Advancement and Social Market System		21
Infrastructural Development Strategy		31
Social Justice, Combating Corruption and Rule of Law		5
Administrative Reform, Good Governance and Decentralization		23
HRM, Education and Training		8
Miscellaneous/ Others		4

Batch 50th FTC, Respondents-44 (Visiting Country-India)

- 9 Please mention the best strategic option you have identified which could be replicated in our country:

Cluster	Frequency	Total
Economic Development, Advancement and Social Market System		2
Infrastructural Development Strategy		9
Social Justice, Combating Corruption and Rule of Law		3
Administrative Reform, Good Governance and Decentralization		29
HRM, Education and Training		3
Miscellaneous/ Others		

ACAD- QUESTION No-9

Batch 78th ACAD, Respondents-20 (Visiting Country- China)

- 9 Please mention the best strategic option you have identified which could be replicated in our country:

Cluster	Frequency	Total
Economic Development, Advancement and Social Market System		6
Infrastructural Development Strategy		2
Social Justice, Combating Corruption and Rule of Law		3
Administrative Reform, Good Governance and Decentralization		6
HRM, Education and Training		10
Miscellaneous/ Others		

Batch 79th ACAD, Respondents-14 (Visiting Country-India)

- 9 Please mention the best strategic option you have identified which could be replicated in our country:

Cluster	Frequency	Total
Economic Development, Advancement and Social Market System		1
Infrastructural Development Strategy		4
Social Justice, Combating Corruption and Rule of Law		
Administrative Reform, Good Governance and Decentralization		7
HRM, Education and Training		2
Miscellaneous/ Others		1

Batch 80th ACAD, Respondents-28 (Visiting Country- China)

- 9 Please mention the best strategic option you have identified which could be replicated in our country:

Cluster	Frequency	Total
Economic Development, Advancement and Social Market System		8
Infrastructural Development Strategy		4
Social Justice, Combating Corruption and Rule of Law		5
Administrative Reform, Good Governance and Decentralization		11
HRM, Education and Training		7
Miscellaneous/ Others		2

Batch 81st ACAD, Respondents-24 (Visiting Country-India)

- 9 Please mention the best strategic option you have identified which could be replicated in our country:

Cluster	Frequency	Total
Economic Development, Advancement and Social Market System		3
Infrastructural Development Strategy		10
Social Justice, Combating Corruption and Rule of Law		2
Administrative Reform, Good Governance and Decentralization		9
HRM, Education and Training		3
Miscellaneous/ Others		1

Batch 82nd ACAD, Respondents-18 (Visiting Country- China)

9 Please mention the best strategic option you have identified which could be replicated in our country:

Cluster	Frequency	Total
Economic Development, Advancement and Social Market System		7
Infrastructural Development Strategy		
Social Justice, Combating Corruption and Rule of Law		3
Administrative Reform, Good Governance and Decentralization		5
HRM, Education and Training		15
Miscellaneous/ Others		1

Batch 83rd ACAD, Respondents-34 (Visiting Country-India)

9 Please mention the best strategic option you have identified which could be replicated in our country:

Cluster	Frequency	Total
Economic Development, Advancement and Social Market System		6
Infrastructural Development Strategy		30
Social Justice, Combating Corruption and Rule of Law		1
Administrative Reform, Good Governance and Decentralization		9
HRM, Education and Training		3
Miscellaneous/ Others		1

Batch 84th ACAD, Respondents-33 (Visiting Country- China)

9 Please mention the best strategic option you have identified which could be replicated in our country:

Cluster	Frequency	Total
Economic Development, Advancement and Social Market System		2
Infrastructural Development Strategy		9
Social Justice, Combating Corruption and Rule of Law		11
Administrative Reform, Good Governance and Decentralization		4
HRM, Education and Training		16
Miscellaneous/ Others		3

SSC QUESTION- 9**Batch 56th SSC, Respondents-13 (Visiting Country- China)**

9 Please mention the best strategic option you have identified which could be replicated in our country:

Cluster	Frequency	Total
Economic Development, Advancement and Social Market System		
Infrastructural Development Strategy		3
Social Justice, Combating Corruption and Rule of Law		4
Administrative Reform, Good Governance and Decentralization		2
HRM, Education and Training		4
Miscellaneous/ Others		

Batch 57th SSC, Respondents-15 (Visiting Country- China)

9 Please mention the best strategic option you have identified which could be replicated in our country:

Cluster	Frequency	Total
Economic Development, Advancement and Social Market System		2
Infrastructural Development Strategy		3
Social Justice, Combating Corruption and Rule of Law		1
Administrative Reform, Good Governance and Decentralization		9
HRM, Education and Training		
Miscellaneous/ Others		1

Batch 58th SSC, Respondents-21 (Visiting Country- China)

9 Please mention the best strategic option you have identified which could be replicated in our country:

Cluster	Frequency	Total
Economic Development, Advancement and Social Market System		4
Infrastructural Development Strategy		3
Social Justice, Combating Corruption and Rule of Law		1
Administrative Reform, Good Governance and Decentralization		14
HRM, Education and Training		1
Miscellaneous/ Others		3

FTC- QUESTION No-11

Batch 48th FTC, Respondents-10 (Visiting Country-India)

11 Please identify the requirements/supports from your institutions/organisations in order to apply the *new learning/knowledge* you acquired from the overseas visit:

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		12
Financial Support		1
Capacity Development and HRD		4
Decentralization/ Delegation/ Devaluation, Reforms in public Administration		2
Leadership and Organisational Culture(MINDSET)		2
Others		2

Batch 49th FTC, Respondents-28 (Visiting Country-India)

11 Please identify the requirements/supports from your institutions is in order to apply the *new learning/knowledge* you acquired from the overseas visit:

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		28
Financial Support		
Capacity Development and HRD		9
Decentralization/ Delegation/ Devaluation, Reforms in public Administration		40
Leadership and Organisational Culture(MINDSET)		17
Others		9

Batch 50th FTC, Respondents-44 (Visiting Country-India)

11 Please identify the requirements/supports from your institutions/organisations in order to apply the *new learning/knowledge* you acquired from the overseas visit:

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		23
Financial Support		9
Capacity Development and HRD		10
Decentralization/ Delegation/ Devaluation, Reforms in public Administration		15
Leadership and Organisational Culture(MINDSET)		21
Others		1

ACAD- QUESTION No-11

Batch 78th ACAD, Respondents-20 (Visiting Country- China)

11 Please identify the requirements/supports from your institutions/organisations in order to apply the *new learning/knowledge* you acquired from the overseas visit:

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		1
Financial Support		
Capacity Development and HRD		8
Decentralization/ Delegation/ Devaluation, Reforms in public Administration		6
Leadership and Organisational Culture(MINDSET)		14
Others		2

Batch 79th ACAD, Respondents-14 (Visiting Country-India)

11 Please identify the requirements/supports from your institutions/organisations in order to apply the *new learning/knowledge* you acquired from the overseas visit:

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		1
Financial Support		1
Capacity Development and HRD		2
Decentralization/ Delegation/ Devaluation, Reforms in public Administration		2
Leadership and Organisational Culture(MINDSET)		15
Others		1

Batch 80th ACAD, Respondents-28 (Visiting Country- China)

11 Please identify the requirements/supports from your institutions/organisations in order to apply the *new learning/knowledge* you acquired from the overseas visit:

Cluster	Frequency	Total
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Logistic/ Technical/ Physical Support		7
Financial Support		5
Capacity Development and HRD		1
Decentralization/ Delegation/ Devaluation, Reforms in public Administration		6
Leadership and Organisational Culture(MINDSET)		19
Others		1

Batch 81st ACAD, Respondents-24 (Visiting Country-India)

11 Please identify the requirements/supports from your institutions/organisations in order to apply the *new learning/knowledge* you acquired from the overseas visit:

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		7
Financial Support		5
Capacity Development and HRD		4
Decentralization/ Delegation/ Devaluation, Reforms in public Administration		
Leadership and Organisational Culture(MINDSET)		10
Others		

Batch 82nd ACAD, Respondents-18 (Visiting Country- China)

11 Please identify the requirements/supports from your institutions/organisations in order to apply the *new learning/knowledge* you acquired from the overseas visit:

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		7
Financial Support		5
Capacity Development and HRD		2
Decentralization/ Delegation/ Devaluation, Reforms in public Administration		1
Leadership and Organisational Culture(MINDSET)		16
Others		

Batch 83rd ACAD, Respondents-34 (Visiting Country-India)

11 Please identify the requirements/supports from your institutions/organisations in order to apply the *new learning/knowledge* you acquired from the overseas visit:

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		21
Financial Support		6

Capacity Development and HRD		10
Decentralization/ Delegation/ Devaluation, Reforms in public Administration		2
Leadership and Organisational Culture(MINDSET)		19
Others		2

Batch 84th ACAD, Resondents-33 (Visiting Country- China)

11 Please identify the requirements/supports from your institutions/organisations in order to apply the *new learning/knowledge* you acquired from the overseas visit:

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		12
Financial Support		6
Capacity Development and HRD		15
Decentralization/ Delegation/ Devaluation, Reforms in public Administration		3
Leadership and Organisational Culture(MINDSET)		25
Others		5

SSC- QUESTION No-11

Batch 56 SSC, Respondents-13 (Visiting Country- China)

11 Please identify the requirements/supports from your institutions/organisations in order to apply the *new learning/knowledge* you acquired from the overseas visit:

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		4
Financial Support		5
Capacity Development and HRD		2
Decentralization/ Delegation/ Devaluation, Reforms in public Administration		
Leadership and Organisational Culture(MINDSET)		13
Others		

Batch 57th SSC, Respondents-15 (Visiting Country- China)

11 Please identify the requirements/supports from your institutions/organisations in order to apply the *new learning/knowledge* you acquired from the overseas visit:

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		4
Financial Support		1
Capacity Development and HRD		4
Decentralization/ Delegation/ Devaluation, Reforms in public Administration		
Leadership and Organisational Culture(MINDSET)		18
Others		

Batch 58th SSC, Respondents-21 (Visiting Country- China)

11 Please identify the requirements/supports from your institutions/organisations in order to apply the *new learning/knowledge* you acquired from the overseas visit:

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		3
Financial Support		4
Capacity Development and HRD		3
Decentralization/ Delegation/ Devaluation, Reforms in public Administration		3
Leadership and Organisational Culture(MINDSET)		20
Others		1

FTC- QUESTION No-12

Batch 49th FTC, Respondents-28 (Visiting Country-India)

12 Please mention at least three reform initiatives you identified from the country you have visited

Cluster	Frequency	Total
Economic Reform& Long term development Plan		49
Reform in Communication		18
Judicial & Legal Reform		
Administrative Reform		43
Education, HRM and Training		3
Miscellaneous/ Others		

Batch 50th FTC, Respondents-44 (Visiting Country-India)

12 Please mention at least three reform initiatives you identified from the country you have visited

Cluster	Frequency	Total
Economic Reform& Long term development Plan		5
Reform in Communication		49

Judicial & Legal Reform		12
Administrative Reform		36
Education, HRM and Training		7
Miscellaneous/ Others		

ACAD- QUESTION No-12

Batch 78th ACAD, Respondents-20 (Visiting Country- China)

12 Please mention at least three reform initiatives you identified from the country you have visited

Cluster	Frequency	Total
Economic Reform& Long term development Plan		12
Reform in Communication		
Judicial & Legal Reform		3
Administrative Reform		28
Education, HRM and Training		13
Miscellaneous/ Others		

Batch 79th ACAD, Respondents-14 (Visiting Country-India)

12 Please mention at least three reform initiatives you identified from the country you have visited

Cluster	Frequency	Total
Economic Reform& Long term development Plan		16
Reform in Communication		1
Judicial & Legal Reform		2
Administrative Reform		23
Education, HRM and Training		
Miscellaneous/ Others		2

Batch 80th ACAD, Respondents-28 (Visiting Country- China)

12 Please mention at least three reform initiatives you identified from the country you have visited

Cluster	Frequency	Total
Economic Reform& Long term development Plan		5
Reform in Communication		7
Judicial & Legal Reform		3

Administrative Reform		16
Education, HRM and Training		4
Miscellaneous/ Others		1

Batch 81st ACAD, Respondents-24 (Visiting Country-India)

12 Please mention at least three reform initiatives you identified from the country you have visited

Cluster	Frequency	Total
Economic Reform& Long term development Plan		
Reform in Communication		4
Judicial & Legal Reform		17
Administrative Reform		24
Education, HRM and Training		10
Miscellaneous/ Others		6

Batch 82nd ACAD, Respondents-18 (Visiting Country- China)

12 Please mention at least three reform initiatives you identified from the country you have visited

Cluster	Frequency	Total
Economic Reform& Long term development Plan		10
Reform in Communication		8
Judicial & Legal Reform		5
Administrative Reform		5
Education, HRM and Training		10
Miscellaneous/ Others		

Batch 83rd ACAD, Respondents-34 (Visiting Country-India)

12 Please mention at least three reform initiatives you identified from the country you have visited

Cluster	Frequency	Total
Economic Reform& Long term development Plan		20
Reform in Communication		19
Judicial & Legal Reform		8
Administrative Reform		34
Education, HRM and Training		

Miscellaneous/ Others		3
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Batch 84th ACAD, Respondents-33 (Visiting Country- China)

12 Please mention at least three reform initiatives you identified from the country you have visited

Cluster	Frequency	Total
Economic Reform& Long term development Plan		20
Reform in Communication		12
Judicial & Legal Reform		19
Administrative Reform		12
Education, HRM and Training		24
Miscellaneous/ Others		3

SSC- QUESTION No-12

Batch 56th SSC, Respondents-13 (Visiting Country- China)

12 Please mention at least three reform initiatives you identified from the country you have visited

Cluster	Frequency	Total
Economic Reform& Long term development Plan		6
Reform in Communication		1
Judicial & Legal Reform		
Administrative Reform		17
Education, HRM and Training		3
Miscellaneous/ Others		3

Batch 57th SSC, Respondents-15 (Visiting Country- China)

12 Please mention at least three reform initiatives you identified from the country you have visited

Cluster	Frequency	Total
Economic Reform& Long term development Plan		8
Reform in Communication		4
Judicial & Legal Reform		3

Administrative Reform		17
Education, HRM and Training		1
Miscellaneous/ Others		1

Batch 58th SSC, Respondents-21 (Visiting Country- China)

12 Please mention at least three reform initiatives you identified from the country you have visited

Cluster	Frequency	Total
Economic Reform& Long term development Plan		5
Reform in Communication		2
Judicial & Legal Reform		1
Administrative Reform		20
Education, HRM and Training		6
Miscellaneous/ Others		

Question No -13

Country visited by the participants: China

13 Do you see any potentialities of replication of those reform initiatives in Bangladesh Civil Service?
Please specify below:

Cluster	Course		Total 148
	SSC (49)	ACAD (99)	
Administrative Reforms	13	21	34
Leadership Quality, political reform and commitment	6	15	21
Decentralization of Local Government	6	4	10
Land reform & Digitization	3	4	7
Capacity Development and HRD(Mind Setup)	4	18	22
Infra-structural Development (Traffic Management)	6	12	18
Combating Corruption and	10	19	29

good governance, transparency			
Economic Development & Resource Management(ICT), co-operating farming	5	20	25
E-governance & E-service	4	1	5
Service Delivery System	3	2	5

Country visited by the participants: India

- 13 Do you see any potentialities of replication of those reform initiatives in Bangladesh Civil Service?
Please specify below:

Cluster	Course		Total 154
	ACAD (72)	FTC (82)	
Administrative Reforms	25	28	53
Leadership Quality, political reform and commitment	2	18	20
Decentralization of Local Government	5	6	11
Land reform & Digitization	11	8	19
Capacity Development and HRD(Mind Setup)	9	14	23
Infra-structural Development (Traffic Management)	2	12	14
Combating Corruption and good governance, transparency	4	26	30
Economic Development & Resource Management(ICT), co-operating farming	7	18	25
E-governance & E-service	10		10
Service Delivery System	3	3	6

FTC- QUESTION No-14

Batch 48th FTC, Respondents-10 (Visiting Country-India)

- 14 What steps are required to replicate the reform initiatives in the context of your own organisation?

Cluster	Frequency	Total
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Logistic/ Technical/ Physical Support		3
Financial Support		2
Capacity Development and HRD		4
Decentralization/ Delegation/ Devolution, Reforms in public Administration		
Leadership and Organisational Culture(MINDSET)		7
Others		2

Batch 49th FTC, Respondents-28 (Visiting Country-India)

14 What steps are required to replicate the reform initiatives in the context of your own organisation?

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		13
Financial Support/Economy		16
Capacity Development and HRD		20
Decentralization/ Delegation/ Devolution, Reforms in public Administration		41
Leadership and Organisational Culture(MINDSET)		30
Others		1

Batch 50th FTC, Respondents-44 (Visiting Country-India)

14 What steps are required to replicate the reform initiatives in the context of your own organisation?

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		31
Financial Support		4
Capacity Development and HRD		15
Decentralization/ Delegation/ Devolution, Reforms in public Administration		24
Leadership and Organisational Culture(MINDSET)		23
Others		

ACAD- QUESTION No-14

Batch 78th ACAD, Respondents-20 (Visiting Country- China)

14 What steps are required to replicate the reform initiatives in the context of your own organisation?

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		1

Financial Support		2
Capacity Development and HRD		14
Decentralization/ Delegation/ Devolution, Reforms in public Administration		
Leadership and Organisational Culture(MINDSET)		11
Others		3

Batch 79th ACAD, Respondents-14 (Visiting Country-India)

14 What steps are required to replicate the reform initiatives in the context of your own organisation?

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		
Financial Support		
Capacity Development and HRD		8
Decentralization/ Delegation/ Devolution, Reforms in public Administration		
Leadership and Organisational Culture(MINDSET)		13
Others		3

Batch 80th ACAD, Respondents-28 (Visiting Country- China)

14 What steps are required to replicate the reform initiatives in the context of your own organisation?

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		4
Financial Support		4
Capacity Development and HRD		18
Decentralization/ Delegation/ Devolution, Reforms in public Administration		5
Leadership and Organisational Culture(MINDSET)		13
Others		

Batch 81st ACAD, Respondents-24 (Visiting Country-India)

14 What steps are required to replicate the reform initiatives in the context of your own organisation?

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		3
Financial Support		3
Capacity Development and HRD		1

Decentralization/ Delegation/ Devolution, Reforms in public Administration		6
Leadership and Organisational Culture(MINDSET)		12
Others		1

Batch 82nd ACAD, Respondents-18 (Visiting Country- China)

14 What steps are required to replicate the reform initiatives in the context of your own organisation?

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		6
Financial Support		3
Capacity Development and HRD		8
Decentralization/ Delegation/ Devolution, Reforms in public Administration		
Leadership and Organisational Culture(MINDSET)		6
Others		1

Batch 83rd ACAD, Respondents-34 (Visiting Country-India)

14 What steps are required to replicate the reform initiatives in the context of your own organisation?

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		17
Financial Support		2
Capacity Development and HRD		18
Decentralization/ Delegation/ Devolution, Reforms in public Administration		
Leadership and Organisational Culture(MINDSET)		16
Others		

Batch 84th ACAD, Respondents-33 (Visiting Country- China)

14 What steps are required to replicate the reform initiatives in the context of your own organisation?

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		2
Financial Support		4
Capacity Development and HRD		20
Decentralization/ Delegation/ Devolution,		1
Leadership and Organisational Culture(MINDSET)		30

Others		
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SSC- QUESTION No-14

Batch 56 SSC, Respondents-13 (Visiting Country- China)

14 What steps are required to replicate the reform initiatives in the context of your own organisation?

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		6
Financial Support		
Capacity Development and HRD		5
Decentralization/ Delegation/ Devolution, Reforms in public Administration		
Leadership and Organisational Culture(MINDSET)		6
Others		2

Batch 57th SSC, Respondents-15 (Visiting Country- China)

14 What steps are required to replicate the reform initiatives in the context of your own organisation?

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		3
Financial Support		1
Capacity Development and HRD		7
Decentralization/ Delegation/ Devolution, Reforms in public Administration		
Leadership and Organisational Culture(MINDSET)		2
Others		

Batch 58th SSC, Respondents-21 (Visiting Country- China)

14 What steps are required to replicate the reform initiatives in the context of your own organisation?

Cluster	Frequency	Total
Logistic/ Technical/ Physical Support		1
Financial Support		1

Capacity Development and HRD		6
Decentralization/ Delegation/ Devolution, Reforms in public Administration		
Leadership and Organisational Culture(MINDSET)		13
Others		6

FTC- QUESTION No-16

Batch 48th FTC, Respondents-10 (Visiting Country-India)

16 Please give your specific recommendations (if any) in order to make the Overseas Study Visit more effective:

Cluster	Frequency	Total
More Duration		2
More Academic		
More Study Visit(govt. Organisation)		10
Effective Tour Management(BD High Commission)		6

Batch 49th FTC, Respondents-28 (Visiting Country-India)

16 Please give your specific recommendations (if any) in order to make the Overseas Study Visit more effective:

Cluster	Frequency	Total
More Duration		3
More Academic		
More Study Visit (govt. Organisation)		11
Effective Tour Management(BD High Commission)		24
Others		2

Batch 50th FTC Respondents-44 (Visiting Country-India)

16 Please give your specific recommendations (if any) in order to make the Overseas Study Visit more effective:

Cluster	Frequency	Total
More Duration		2
More Academic		5
More Study Visit (govt. Organisation)		20
Effective Tour Management(BD High Commission)		34

ACAD- QUESTION No-16

Batch 78th ACAD, Respondents-20 (Visiting Country- China)

16 Please give your specific recommendations (if any) in order to make the Overseas Study Visit more effective:

Cluster	Frequency	Total
More Duration		6
More Academic		4
More Study Visit(govt. Organisation)		11
Effective Tour Management(BD High Commission)		1

Batch 79th ACAD, Respondents-14 (Visiting Country-India)

16 Please give your specific recommendations (if any) in order to make the Overseas Study Visit more effective:

Cluster	Frequency	Total
More Duration		
More Academic		3
More Study Visit (govt. Organisation)		8
Effective Tour Management(BD High Commission)		1

Batch 80th ACAD, Respondents-28 (Visiting Country- China)

16 Please give your specific recommendations (if any) in order to make the Overseas Study Visit more effective:

Cluster	Frequency	Total
More Duration		3
More Academic		9
More Study Visit (govt. Organisation)		23
Effective Tour Management(BD High Commission)		3

Batch 81st ACAD, Respondents-24 (Visiting Country-India)

16 Please give your specific recommendations (if any) in order to make the Overseas Study Visit more effective:

Cluster	Frequency	Total
More Duration		3
More Academic		3
More Study Visit (govt. Organisation)		24
Effective Tour Management(BD High Commission)		6

Batch 82nd ACAD, Respondents-18 (Visiting Country- China)

16 Please give your specific recommendations (if any) in order to make the Overseas Study Visit more effective:

Cluster	Frequency	Total
More Duration		1
More Academic		3
More Study Visit(govt. Organisation)		13
Effective Tour Management(BD High Commission)		1

Batch 83rd ACAD, Respondents-34 (Visiting Country-India)

16 Please give your specific recommendations (if any) in order to make the Overseas Study Visit more effective:

Cluster	Frequency	Total
More Duration		3
More Academic		5
More Study Visit (govt. Organisation)		19
Effective Tour Management(BD High Commission)		18

Batch 84th ACAD, Respondents-33 (Visiting Country- China)

16 Please give your specific recommendations (if any) in order to make the Overseas Study Visit more effective:

Cluster	Frequency	Total
More Duration		8
More Academic		8
More Study Visit (govt. Organisation)		6
Effective Tour Management(BD High Commission)		11

SSC- QUESTION No-16

Batch 56th SSC, Respondents-13 (Visiting Country- China)

16 Please give your specific recommendations (if any) in order to make the Overseas Study Visit more effective:

Cluster	Frequency	Total
More Duration		4
More Academic		3
More Study Visit(govt. Organisation)		7
Effective Tour Management(BD High Commission)		2

Batch 57th SSC, Respondents-15 (Visiting Country- China)

16 Please give your specific recommendations (if any) in order to make the Overseas Study Visit more effective:

Cluster	Frequency	Total
More Duration		2
More Academic		1
More Study Visit (govt. Organisation)		5
Effective Tour Management(BD High Commission)		1

Batch 58th SSC, Respondents-21 (Visiting Country- China)

16 Please give your specific recommendations (if any) in order to make the Overseas Study Visit more effective:

Cluster	Frequency	Total
More Duration		2
More Academic		11
More Study Visit (govt. Organisation)		15
Effective Tour Management(BD High Commission)		2