

POST-TRAINING UTILIZATION STUDY OF ACAD
In Search of Designing A Need-Based Training Curriculum

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June 2015

Acknowledgement

The study has left the author in debt to many persons. He would like to take this opportunity to express his deep sense of gratitude to :

- Mr. Mesbah-Ul Alam, former MDS, BPATC and Secretary, Ministry of Land and Adviser of this study for his able guidance and suggestions.
- Mr. Syed Mahboob Hassan, former MDS, BPATC and Additional Secretary, MoPA and Ms. Kanka Jamil, MDS, BPATC for providing their valuable comments and evaluating the research report as "External Evaluator" and "Internal Evaluator" of the study respectively .
- Engg. Mahbubul Alam, Managing Director, Built Tech Consultants Ltd., Mirpur, Dhaka and Ms. Nusrat Sharmeen, Assistant Professor (Physics), BPATC School & College, BPATC, Savar, Dhaka for their hard work as "Research Associates" of the study.
- Ms. Shayla Mostafa, Kazi Sabbir Ahmed and Mr. Md. Abdul Matin for conducting their assigned Focused Group Discussions (FGDs) of the study.
- Ms. Shayla Mostafa, Kazi Sabbir Ahmed, Mr. Md. Abdul Matin and Mr. Md. Mohibul Islam for working as Data Collectors of the study.
- Mr. Nilimesh Sarkar and Ms. Shakila Mostafa for working as Data Processor of the study. They have done a splendid job in compiling the survey data and making necessary tabulation.
- Mr. Md. Raquibul Islam for taking pains in typing the whole research report as Word Processor.
- Mr. Md. Korban Ali for taking so much trouble in discharging his responsibility as Office Assistant of the study.

Kazi Hasan Imam
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June, 2015

Table of Contents

Sl. #	Contents	Page No.
i.	Acknowledgement	i
ii	Table of Contents	ii
iii	List of Tables	iv
iv	List of Figures	v
v	List of Abbreviations	vi
vi	Executive Summary	vii
Chapter-I : Introduction		01-15
1.1	The Background and Coverage of the ACAD	1
1.2	The Emerging Challenges of Mid-Level Government Officials	3
1.3	Post-Training Utilization and Curriculum Development : Concepts and Meanings	5
1.3.1	Methods Involved in the Study of PTU	7
1.4	Objectives of the Study	9
1.5	The Conceptual Framework of the Study	9
1.5.1	Training Needs Assessment (TNA)	11
1.5.2	Training Inputs	12
1.5.3	Internal Validation	12
1.5.4	External Validation/PTU	13
1.5.5	New Needs Discovered	13
1.5.6	Key Features to be Considered in the Present Study	13
1.6	Justification/Rationale of the Study	14
1.7	The Scopes and Limitations of the Study	15
Chapter-II : Methodology of the Study		16-24
2.1	FGD Guidelines and Reconnaissance Survey	16
2.2	Preparation and Formulation of Survey Questionnaire	16
2.3	Sample Size, Sample Design and Sampling Procedure	17
2.4	Methods of Data Collection	20
2.5	Methods of Compilation and Tabulation	20
2.6	Methods of Analysis	20
2.7	Organization of the Study Report	23
Chapter-III : PTU & TNA Analysis and Findings		25-51
3.1	Assessing KSA Requirements in Delivering Services	25
3.1.1	Assessing Knowledge Requirements in Delivering Services & Its Fulfillment	27
3.1.2	Assessing Skills Requirements in Delivering Services & Its Fulfillment	32
3.1.3	Assessing Attitudes Requirements in Delivering Services & Its Fulfillment	35
3.2	Effectiveness/Usefulness of ACAD	39
3.2.1	Effectiveness of Course Objectives	39

Sl. #	Contents	Page No.
3.3	Effectiveness/Usefulness of the Course Inputs in Service Delivery	
3.3.1	Effectiveness/Usefulness of Different Modules & Its Course Contents	40
3.3.1.1	Usefulness of Poverty Reduction Modules and Topics	40
3.3.1.2	Usefulness of Development Economics & Globalization Module	43
3.3.1.3	Usefulness of Project Cycle Management Module	43
3.3.1.4	Usefulness of Individual Action Plan Module	44
3.3.1.5	Usefulness of Public Service Management Module	44
3.3.1.6	Usefulness of Ethics in Public Administration Module	44
3.3.1.7	Usefulness of Environment and Disaster Management Module	44
3.3.1.8	Usefulness of Gender and Development Module	45
3.3.1.9	Usefulness of Conflict Resolution and Negotiation Techniques Module	45
3.3.1.10	Usefulness of Language Skills Module	45
3.3.1.11	Usefulness of ICT and e-Governance Module	46
3.3.1.12	Usefulness of Physical Conditioning and Games Module	46
3.3.1.13	Usefulness of Study Tours/Visits Module	46
3.3.1.14	Usefulness of Contemporary Issues Module	46
3.4	Effectiveness of the Adopted Methods	47
3.5	The Participants Performance	47
3.6	New Needs Discovered	49
3.7	Other issues for Further Improvement of the Course	50
3.8	Key Issues and Lessons	51
Chapter-IV : Summary Findings, Recommendations & Conclusions		52-55
4.0	Summary Findings	
4.1	Recommendations	52
4.2	Conclusions	54
Annexures		55
	Annexure-I : Tables	56-74
	Annexure -2 : FGD Guideline-I	56
	Annexure -3 : FGD Guideline-II	61
	Annexure -4 : Survey Questionnaire	63
Selected Bibliography		65
		75-77

List of Tables

Table #	Contents	Page No.
1	Required Knowledge of ACAD Participants in Delivering Services at the Level of Deputy Secretaries and Equivalents	27
2	Rate of Fulfilment of Required Knowledge Through ACAD in Delivering Services at the Level of Deputy Secretaries and Equivalents	30
3	Distribution of Respondents and Rate of Required Knowledge Gap of the Potential ACAD Participants in Delivering Services at Job Situation	31
4	Required Skills of ACAD Participants in Delivering Services at the Level of Deputy Secretaries and Equivalents	32
5	Rate of Fulfilment of Required Skills Through ACAD in Delivering Services at the Level of Deputy Secretaries and Equivalents	33
6	Distribution of Respondents and Rate of Required Skills Gap of the Potential ACAD Participants in Delivering Services at Job Situation	34
7	Required Attitudes of ACAD Participants in Delivering Services at the Level of Deputy Secretaries and Equivalents	35
8	Rate of Fulfilment of Required Attitudes Through ACAD in Delivering Services at the Level of Deputy Secretaries and Equivalents	37
9	Distribution of Respondents and Rate of Required Attitudes Gap of the Potential ACAD Participants in Delivering Services at Job Situation	39
10	Effectiveness of the Course Objectives (78 th – 87 th ACAD) As Rated by Participants	40
11	Effectiveness of the Course Modules (78 th – 87 th ACAD) As Rated by Participants	41
12	Module-wise Average Extent of Usefulness (in %) of the Course Contents of ACAD in Delivering Services as Deputy Secretaries and Equivalents	42
13	Module/Topic-wise Average Extent of Usefulness (in %) of the Course Contents of ACAD in Delivering Services as Deputy Secretaries and Equivalents	56
14	Effectiveness of the Adopted Methods (78 th – 87 th ACAD) As Rated by Participants	47
15	The Participants' Course-wise (76 th – 85 th ACAD) Performance Levels (Grading)	49

List of Figures

Fig. #	Contents	Page No.
1.1	The Most Essential Components of PTU Systems Approach	11
2.1	Sample Design : Stratified Clusters of Respondents	18
2.2	Sample Design : Stratified Clusters of Respondents (in %)	19
2.3	Sample Design: Stratified Clusters of Respondents (in %)	19
3.1	Resulted r_s Values of Required Knowledge at Deputy Secretary Level	29
3.2	Resulted r_s Values of Fulfillment of Required Knowledge Through ACAD	30
3.3	Resulted r_s Values of Required Skills at Deputy Secretary Level	33
3.4	Resulted r_s Values of Fulfillment of Required Skills Through ACAD	34
3.5	Resulted r_s Values of Required Attitudes at Deputy Secretary Level	36
3.6	Resulted r_s Values of Fulfillment of Required Attitudes Through ACAD	38
3.7	Average Extent of Usefulness (in %) of Different Modules of ACAD in Delivering Services as Deputy Secretaries and Equivalents	43
3.8	The Participants' (76 th – 85 th ACAD) Performance Levels	48
3.9	The Participants' Course-wise Average (76 th – 85 th ACAD) & Linear Performance Levels	48

List of Abbreviations

ACAD	=	Advance Course on Administration and Development
ADP	=	Annual Development Plan
BPATC	=	Bangladesh Public Administration Training Centre
DPP	=	Development Project Proposal
FGD	=	Focused Group Discussion
FYP	=	Five Year Plan
GO	=	Government Organization
IAP	=	Individual Action Plan
ICT	=	Information Communication Technology
HRM	=	Human Resource Management
KSA	=	Knowledge, Skills, Attitudes
MDGs	=	Millennium Development Goals
MTBF	=	Mid-Term Budgetary Framework
NGO	=	Non-Government Organization
NIPA	=	National Institute of Public Administration
PPA	=	Public Procurement Act
PPP	=	Public Private Partnership
PPR	=	Public Procurement Rules
PRSP	=	Poverty Reduction Strategy Paper
PTU	=	Post Training Utilization
TNA	=	Training Needs Assessment
TPP	=	Technical Project Proposal
TQM	=	Total Quality Management
WTO	=	World Trade Organization

Executive Summary

1.0 Introduction

The "Advanced Course on Administration and Development" (ACAD) is a generic input-based training course designed to enhance participants' capacity in terms of broad-based and at the same time some specific area-based knowledge, skills and attitudes required in delivering services as Deputy Secretary and equivalent officers of the Government. BPATC started ACAD in 1984 which was basically designed and developed based on NIPA experience and experience of some of the then eminent faculty of the centre. From then ACAD experienced a series of time-befitting changes in its curriculum including different modules, topics, objectives and targets. These changes were made based on outputs of multi-faceted feedback processes like, course-end-of evaluation, faculty consultations, field observations etc. In the recent past, BPATC developed and introduced a separate TNA-based curriculum for ACAD in 2009 where many of the modules and topics of earlier ACAD remained the same. This means, the earlier curriculum was not a vague one. However, before introducing the new curriculum, BPATC piloted the program in 2-3 batches of participants and on the basis of feedback the new one replaced the earlier one in 2010. Since then, the new curriculum has been in operation.

1.1 The Background and Coverage of the ACAD

The history of commencing formal mid-level training course for the Government officials traces back into the early sixties during the Pakistani period. The systematic planning for the country's economic development, started in 1955, but it was lacking scope for training the civil servants in formulating and implementing Government's plans. Ultimately, the training for mid-level officials started commencing in 1962 at NIPA (Dhaka).

After the emergence of Bangladesh, the areas of training courses were modified and enhanced. BPATC changed the objectives and contents of the course inherited from the erstwhile NIPA, with the paradigm shift of creating an integrated career civil servant of

Bangladesh in 1980. The curriculum adopted by BPATC for ACAD also underwent changes for several times as mentioned earlier.

1.2 The Emerging Challenges of Mid-Level Government Officials

On the eve of the new millennium states are facing tremendous challenges. Economic forces of globalisation, innovative technological changes, and transnational organisations with their enormous financial powers, global policy frameworks and the new equations in global power are set to change the public sector across the globe. All these have led to put the public sector under intense scrutiny and there is a growing consensus about its limitations and capabilities. In fact, the relations between the state, market, non-governmental sector and the citizens have changed considerably during the last two decades. This has paved the way to re-examine the role of the public sector in a different light. Nowadays, it is seen more of facilitator who steers others who can deliver better services and acts as a catalyst to inject competition in service delivery.

1.3 Post-Training Utilization and Curriculum Development : Concepts and Meanings

Post Training Utilization is such a training evaluation method through which the relevance, effectiveness, efficacy and applicability of a training course in the actual workplace can be assessed. It is carried out at least after six months or more from the completion of the training course. The course may be fine-tuned, up-graded or redesigned in the light of the study-results.

In most cases, the most important weaknesses found in PTU that the designed training programs lack integrated framework, coherence and a holistic composition; training programs are often organized without proper TNA. The present study has followed a system approach in the process of PTU/TNA analysis.

1.4 The Objectives of the Study

The main objective of the study is "to design a need-based curriculum" for ACAD, the implementation of which can enable the mid-level Government officials best facing the

challenges of the field realities. However, the specific objectives of the study are as follows :

- a. To assess and analyze the extent of applicability of knowledge and skills gained through the existing ACAD training in the field realities;
- b. To identify the potential participants' needs of knowledge, skills and attitudinal changes that best fit in facing the existing and up-coming challenges in the field situation; and
- c. To devise and develop an effective curriculum for ACAD the implementation of which will enable the mid level Government officials best facing the challenges.

1.5 The Conceptual Framework of the Study

Post-Training Utilization (PTU) Study finds out the extent of applicability of acquired knowledge and skill from a certain training course in the real field situation. If PTU-result indicates any mismatch, effective curriculum development for that training course requires re-assessment of training needs of the clientele groups and re-organization of its curriculum based on the re-assessed TNA.

If the study finds major aspects of the existing curriculum of ACAD appropriate, effective and relevant to the stakeholders and the knowledge and skills gained through it are, in a reasonable extent, applicable in the field situation, the course inputs will be deemed to have satisfied the demands/needs of the clientele groups. In that case, the centre can go on with the existing status of the curriculum. If there is any suggestion for further improvement of the curriculum, the centre may consider to incorporate the same in the future ACADs.

In order to be effective, training has to be need-based. The present study adopted a framework of systems approach — an approach which embodies all structural sequences of training. The following schematic representation captures the most essential components of the system for measuring the effectiveness and usefulness of ACAD.

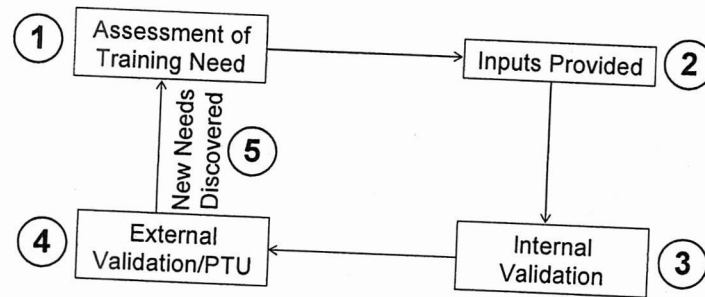


Fig.-1: The Most Essential Components of PTU Systems Approach

Unless the training program completes the entire circuit as depicted below, training is bound to suffer.

1.6 Key Features Considered in the Study

The study considered the following issues for measuring the acceptability or unacceptability of the existing ACAD curriculum:

- Whether the training needs re-assessment validates the earlier assessment based on which the curriculum of the existing ACAD was designed;
- Whether the inputs provided through ACAD are very effective (internal validation);
- Whether the participants' performance (learning) is significantly acceptable (internal validation); and
- Whether the inputs provided through ACAD are significantly useful in the participants' job situation (external validation).

If the curriculum, based on the aforementioned measuring tools, is not an acceptable level, new curriculum will be designed based on the re-assessed training needs.

1.7 The Scopes and Limitations of the Study

ACAD is a generic management-training course on administration and development for the mid-level Government officials. The whole gamut of mid level Government officials involves a number of stakeholder groups. Their job responsibilities have a wide variation. The nature of ACAD itself is a limitation for developing an effective curriculum for all mid level Government official in a unified form. Therefore, efforts have been made

to prioritize the challenges they face or might face and address the curriculum development issues accordingly.

The study intended to capture views from all the concerned stakeholders for measuring the usefulness of ACAD inputs in job situation, but due to some constraints subordinates' views were not taken into consideration.

2.0 Methodology of the Study

An empirical approach has been adopted for conducting the study. Both primary and secondary information and data have been utilized for the study. Relevant published and unpublished documents have been reviewed and consulted. A number of FGDs were organized with different stakeholder groups for identifying & prioritizing the challenges, needs, values, cultures and environment of the mid level Government officials. Based on the aforesaid review, consultation and FGD-inputs, a comprehensive PTU/TNA Survey questionnaire was developed, pre-tested, finalized and the PTU/TNA survey was conducted among the concerned stakeholder groups adopting a stratified purposive random sampling procedure. To prepare the questionnaire a pilot survey was conducted with the help of a preliminary questionnaire. The questionnaire was finalized on the basis of the feedback from the pilot survey.

The total sample size of the study was 159. FGDs & superiors' validation included 36 and the survey included 123 officials. As mentioned earlier, a stratified purposive random sampling technique was adopted to select the samples of the study. First of all, stratification was made on the basis of job levels i.e. Deputy Secretary as direct incumbent and Joint Secretary as the supervising authority of the incumbents. The incumbents were again stratified into (a) Deputy Secretaries, who underwent ACAD and (b) Deputy Secretaries, who did not undergo ACAD (potential participants). The ACAD participants also clustered into former and existing (participants of on-going course) ones. All of them were again stratified into male and female.

Five separate FGDs were conducted amongst 30 former, existing and potential ACAD participants to identify the most important areas of knowledge, skills and attitudes that

one requires in delivering services at job situation as Deputy Secretary or equivalent. That was done with the help of a structured FGD-Guideline. The former and existing ACAD participants determined the extent of knowledge, skills and attitudes they acquired through ACAD. The potential ACAD participants determined their knowledge, skills and attitudes gaps in delivering services at job level. Later on, in another FGD the identified knowledge, skills and attitudes required to deliver services at field level were validated by six officials working as supervising authority (Joint Secretary) level.

The study has used both simple and cross-tabulation for its analyses. In most cases, cross-tabulation process was followed to make the relevant data and information more meaningful. Graphical representations like bar diagrams, line graphs, pyramidal chart, conical diagram etc. and other statistical techniques, such as corresponding weighing methods and reverse order weighing methods to responses with ranks and Spearman's Rank Correlation of Coefficient were employed for analyzing and interpreting data. The analytical description has been made mostly according to the corresponding tables and statistical techniques and tests employed. Relevant data and information from secondary sources have been incorporated during analysis of primary ones.

3.0 Analysis and Findings

The study has drawn the following findings based on its analysis:

- ACAD is a generic input-based training course designed to enhance participants' capacity in terms of broad-based and at the same time some specific area-based knowledge, skills and attitudes required in delivering services as Deputy Secretary and equivalent.
- The existing ACAD curriculum and its implementation processes along with its delivery mechanisms and adopted tools and techniques also reflect similar KSA-based systems approaches. This means that the identified training needs of the present study are very much similar to those of the earlier ones excepting the newly identified two areas: (a) Change Management and (b) Private Sector Development.

- Results of the statistical tests (Spearman's Rank Correlation of Co-efficient) employed indicate that there is a significant (at 0.01 level) consistency amongst the views of former, ongoing (existing) and potential ACAD participants regarding their required **Knowledge, Skills and Attitudes** in delivering services in the job situation and the extent of fulfillment of those ones through ACAD.
- The training needs re-assessment validates the earlier assessment based on which the curriculum of the existing ACAD was designed.
- One of the identified most important areas of training needs is "Private Sector Development" issues which is not at all covered under the existing ACAD curriculum and there is a considerable demand regarding incorporation of the same into ACAD curriculum.
- Statistics reveals that the potential participants have considerable **Knowledge, Skills and Attitudes (KSA)** gaps in delivering services in their job situation and those KSA-gaps have been found considerably fulfilled through ACAD. This once again proves the necessity of ACAD.
- Statistics illustrates that the average rate of achievement of every individual objective or the average objective of the course as a whole is highly satisfactory.
- The inputs provided through ACAD have been found very effective (internal validation).
- The participants' performance has been found very good (internal validation).
- The inputs provided through ACAD have been found very useful in the participants' job situation (external validation).
- The linear regression line drawn based on the average performance of different course participants of the latest available 10 ACADs indicates that the participants' performance were very high (more than eighty five in %).
- The re-assessment of ACAD training needs strongly indicated that the Government officials of this level has little or no knowledge about private sector development i.e. business : how it functions and operates, how it is linked with

the country's and global economy, the problems it faces and how it could be better regulated towards boosting up the country's economy.

- Many of the Government officials work in the business regulatory bodies or in private sector development service providing agencies without any knowledge or with little knowledge about private sector. This creates huge understanding gaps between the officials working in both the sectors.
- Studies indicate that all most all the Government officials working at different tiers have a strong negative attitude towards private sector development where profit making is considered to be a sin or crime. In fact, profit making is not at all a crime or sin so long legal aspects are maintained and due taxes are paid on a regular basis. However, BPATC may give a strong thought on introducing private sector development issues (in the form of a separate module) in ACAD curriculum.
- The ACAD has been found too hectic by the participants in terms of its volume of inputs delivered and course duration i.e. the allocated time-frame within which the set inputs are delivered.
- The training needs re-assessment process identified some high priority issues whose rate of fulfillment with the existing shape of ACAD is not sufficient.
- There is an ample opportunity to improve the methods adopted in delivering inputs of some modules like "Public Service Management", "Ethics in Public Administration" and IAP.

5.0 Recommendations

- A minor fine-tuning of ACAD in terms of its curriculum, course duration and methods adopted needs to be made in a manner suggested in the analysis parts of the study.
- "Gender and Development" module should be scaled down or the same should be tried on test basis with considerable change in its delivery mechanisms (methods adopted).

- "Private Sector Development" issues should be introduced as a separate module of ACAD curriculum.
- Duration of ACAD should be increased or the volume of inputs from comparatively less prioritized/important issues should be reduced.
- The identified high priority issues, whose rate of fulfillment with the existing shape of ACAD is not sufficient, should be allocated more time and effort.
- Methods adopted in delivering inputs of some modules like "Public Service Management", "Ethics in Public Administration" and IAP may be improved.
- PTU/TNA study of the course should not be adopted as a one-shot effort. It should be a regular and continuous one. The feedback processes adopted by BPATC should also be continued and there should be a regular follow up process to look into the befittingness of the curriculum with those of the job requirements.

6.0 Conclusions

The present study finds the existing ACAD in its current shape more or less okay. But it needs a minor fine-tuning in terms of its curriculum, course duration and methods adopted in a manner suggested in the analysis parts of the study. BPATC should conduct PTU/TNA study of the course on a regular and continuous basis. The feedback processes adopted by BPATC should also be continued and there should be a regular follow up process to look into the befittingness of the curriculum with those of the job requirements.

POST-TRAINING UTILIZATION STUDY OF ACAD

In Search of Designing A Need-Based Training Curriculum

CHAPTER - I

1.0 Introduction

The "Advanced Course on Administration and Development" (ACAD) is one of the career development management training courses of Bangladesh Public Administration Training Centre (BPATC) designed for the mid-level Government officials.

Development administration demands building of a new professionalism by today's civil servants at all levels. Development, both as a goal and as an action program, has passed through a number of orientations, strategies and methodologies. The goals of development and the means of attaining it, however, remain elusive and the search for an agreed paradigm still continues. The entire process of development administration necessitates acquisition of a set of new skills and internalization of a cluster of new values in tune with the needs of democratic administration, market economy and globalization. All these will help in building administrative capability that is in short supply in the developing countries including Bangladesh.

The role of mid-level administrators in formulating and executing development policies is well recognized. As they are drawn from diverse disciplines, the need to give them well-knit knowledge and understanding in various dimensions of development and identifying means of accomplishing goals of development is deemed essential. Apart from training sessions, a forum is necessary to exchange individual knowledge and experiences acquired by them on development issues. In the face of this reality the Advanced Course on Administration and Development (ACAD) is required to be designed to provide the mid-level administrators up to date knowledge on administration and development.

1.1 The Background and Coverage of the ACAD

The history of commencing formal mid-level training course for the Government officials traces back into the early sixties during the Pakistani period. The systematic planning

for the country's economic development, started in 1955, could not achieve satisfactory performance during the First Five Year Plan period¹ (1955-1960). The plan was lacking scope for training the civil servants in formulating and implementing Government's plans, which was identified as one of the major failure of the plan². The Government machinery of the then Pakistan felt the need for training of mid-level officials on administration and development. There was also a donor pressure on the issue. Ultimately, the process of institution building started in the 1960's and training for mid-level officials started commencing in 1962 at NIPA (Dhaka).

In the pre-liberation period, the major areas of ACAD were (a) Introduction to Public Administration, (b) Management Process, (c) Management Analysis, (d) Human Relations, (e) Personal Administration, (f) Financial Administration, (g) Social and Economic Development and Administrative Requirements, (h) Structure and Functions of the Government and (i) The Administrators and the Public Interests³. After the emergence of Bangladesh, the areas of training courses were modified and enhanced. Although BPATC, after inheritance of the course from the erstwhile NIPA, changed the objectives and contents of the course with the paradigm shift of creating an integrated career civil servant of the Bangladesh Civil Service in 1980⁴. The curriculum adopted by BPATC for ACAD underwent changes several times. The whole curriculum of ACAD incorporated (a) Leadership Development, (b) Changing Public Sector, (c) Governmental System, (d) Development Economics, (e) Globalization and International Negotiation, (f) Poverty Reduction Issues, (g) Gender and Development, (h) Environment and Sustainable Development, (i) Project Management, (j) Information and Communication Technology, (k) English Language Skills, (l) Techniques in Conducting Research, (m) Physical Conditioning & Games, (n) Ethics in Administration and (o)

¹ Ali, Shaikh Maksud. : Training for Higher Civil Servants - A NIPA Approach, a research mimeo.

² Haque, Md. Mozammel and Azim, Mrs. Ayesha (1996). : *Assessment of Training Need of Mid-Level Officers : A Research Study on ACAD, BPATC, Savar, Dhaka*, p. 10.

³ Rahman, M. Safiur and Jalil, M.A. (1984). : "Twenty-Three Years of Training Programmes of the National Institute of Public Administration (NIPA)", in : *Administrative Science Review*, Vol. XIV, No. 1 (March, 1984), pp. 108-109, Dhaka.

Contemporary Administration and Development Issues (National and International). The course is claimed to have been designed in such a way that its successful completion will enable the participants :

- to enhance capability, think strategically and manage changes efficiently;
- to enhance efficiency to deliver better services and to work in a team;
- to improve the ability to collect, analyze and present data & information effectively in order to take proper decisions ;
- to identify and analyze the issues of development, design development project and manage them properly;
- to enhance skills by using ICT; applying the e-governance and improve service delivery;
- to improve the interpersonal, intra-institutional and trans-boarder negotiation skills.

Training methods like lecture and discussions, seminar paper preparation and presentation, study tour and field visit, foreign study tour, syndicate work, role play, case study, film show etc. are supposed to be adopted in training sessions.

1.2 The Emerging Challenges of Mid-Level Government Officials

On the eve of the new millennium states are facing tremendous challenges. Economic forces of globalisation, innovative technological changes, and transnational organisations with their enormous financial powers, global policy frameworks and the new equations in global power are set to change the public sector across the globe. All these have led to put the public sector under intense scrutiny and there is a growing consensus about its limitations and capabilities. In fact, the relations between the state, market, non-governmental sector and the citizens have changed considerably during the last two decades. This has paved the way to re-examine the role of the public sector in a different light. Nowadays, it is seen more of facilitator who steers others who can deliver better services and acts as a catalyst to inject competition in service delivery. All recent global reform efforts therefore aim to make governments to be more efficient,

⁴ The World Bank (1983). : *Bangladesh Staff Appraisal Report : Public Administration (Training, Personnel and Management) Project*. South Asian Projects Department, Education and Manpower Development Unit, The World Bank Report No. 4181-BD, p. 9.

effective, accountable and facilitating market forces. The fundamental direction of change has been to make the government function more like the private sector with the underlying assumption that the format to be adopted will be efficient, effective and democratic. Another important response of the challenges to governance has been to make the system more 'user-friendly' i.e. customer/clientele oriented as well as employee friendly- offering more choices to both of them.

Governance in developing countries involves coping with a range of socio-economic needs and demands that far exceed the capacity of the government to respond. The public management reforms in developing countries are constrained by economic and social realities of those countries and thus the political and social consequences emerging from reform initiatives must be addressed as part of the change strategy. Moreover, the public sector in those countries will continue to play an important role in years to come and there must be continued focus on access to basic public services. Thus, while the developed countries are concerned with reorientation of state apparatus from regulation towards greater service of the state, in the developing ones reforms are more concerned with increasing the capabilities of the administrative system in offering citizen friendly service delivery based on choices of the citizens.

Against this backdrop, the realization and pressure for reform is very much existent in most of the developing countries. Bangladesh is no exception to such pressures. As the world changes and the effects of globalization are felt by all, the public sector in Bangladesh must accordingly change to meet future challenges. Although since 1972, many committees and commissions were formed for public sector reforms, the whole exercise has resulted into mere rhetoric as changes so far have been merely cosmetic and failed to bring about substantial changes in public sector structure and delivery of services. Most scholars opine that bureaucratic resistance and lack of political will are prime stumbling blocks in case of reforms. There is no doubt that any reform effort in Bangladesh to be successful need to be home-grown and owned by the bureaucracy and there must be strong and persistent political will and vision to bring about sustainable changes. In the context of still evolving democratic governance institutions and practices, ownership of any changes by key actors — the bureaucracy and

politicians are crucial. Otherwise reform efforts are bound to fail in the long run. One would argue that there seems to be an undercurrent of change within the public sector as the bureaucracy is willing to accommodate some changes and improve service delivery. But what is their vision for the public sector service delivery system in Bangladesh for achievement of development goals in face of changing global environment? How mid level Government officials can lead change initiatives to meet those challenges? How they will have to perceive of service delivery systems to the citizens who actually fund public sector service delivery activities? And what are the expectations of citizens — who are recipients of such services? What do they expect from the public servants? A training program designed or to be designed for mid level government officials must pay conscious attention to those questions.

1.3 Post-Training Utilization and Curriculum Development : Concepts and Meanings

Post Training Utilization is such a training evaluation method through which the relevance, effectiveness, efficacy and applicability of a training course in the actual workplace can be assessed. Normally, it is carried out at least after six months or more from the completion of the training course. It is carried out through structured questionnaire to see how the trained person is doing in the workplace. Opinions of the trained persons, their supervisor, subordinates, peer groups, clientele and other stakeholders are collected to ascertain if the training had any positive impact on the performance of the trained persons in the actual work situation. The course may be fine-tuned, up-graded or re-designed in the light of the study-results.

In most cases, the most important weaknesses found in PTU that the designed training programs lack integrated framework, coherence and a holistic composition; training programs are often organized without proper TNA. For many training institutes courses are decided by the controlling ministries or directorates. Faculty has no say about duration or course contents. Training institutions often lack post-training follow-up activities. Course contents may not fully capture the demands of the workplace. The trained persons find their training irrelevant or inadequate to match assignments in the work situation. Sessions are organized without critically assessing the relevance of the

sessions or the performance of the (guest) speakers. Sometimes sessions are included to fit in influential members of the faculty or preferred guest speakers.

Bhatt⁵ has identified as many as four ideology groups, who conceived and determined curriculum in four different ways. *The Social Efficiency Ideology* group, who believes in "scientific instrumentalism", recognizes the needs of the clientele, objectives of activities, competencies and changing behavioural patterns of the society (within a cause-effect, action-reaction or stimulus-response context) as the core considerations of curriculum. *The Scholar Academic Ideology* group believes in the perspective of academic disciplines in a hierarchical framework of searching for, disseminating and learning of the truth within one part of the universe of knowledge. *The Child Study Ideology* group focuses directly upon the needs and concerns of the individual, where learning becomes an affair involving the drawing out of the inherent capabilities and the teacher becomes as a facilitator. They also consider the contents, environments, unit of works, materials and methodologies as the integral parts of curriculum. *The Social Reconstruction Ideology* group views curriculum in social perspective, where the very survival of the society is believed to be threatened because of its traditional and ineffective mechanisms to deal with problems and actions need to be directed towards reconstructing the society with a new strategic vision. Barnes⁶ identified set-objectives, designed contents, adopted methodologies, knowledge, skills & competencies of the instructors, needs of the clientele groups, management, control and evaluation systems as the principal domains of curriculum. Raffe⁷ gave emphasis on contexts rather than contents. Bhatt and Sharma⁸ considered the process and the procedural aspects with time-dimension as important issues of curriculum development or improvement.

⁵ Bhatt, B. D. (1996). : *Curriculum Reform : Change and Continuity*. Kanishka Publishers, New Delhi, pp. 1-8.

⁶ Barnes, Douglas (1985). : *Practical Curriculum Study*. Routledge & Kegan Paul, London, Boston and Henley, pp. 1-30 & 109-131.

⁷ Raffe, David (1985). : "The Content and Context of Educational Reform. In : *Curriculum & Assessment : Some Policy Issues*. ed. Raggatt, Peter & Weiner, Gaby, Pergamon Press, Oxford, New York etc., pp. 67-69.

⁸ Bhatt, B. D. and Sharma, S. R. (1992). : *Principles of Curriculum Construction*. Kanishka Publishing House, Kailash Nagar, Delhi, pp. 41-66.

Workers within the field of curriculum have sought for many years to determine a proper definition of the word "curriculum". The end result of their endeavors always seems to be the additions of another new improve definition over the issue and further criticism of other inadequate definitions⁹. A classroom teacher might believe that curriculum is "all of the planned and organized experiences designed to help participants learn that take place within the institution". An institution guidance counselor might assert that curriculum is "all the experiences the participants encounter within the institution — be they planned or unplanned, organized or unorganized, instructional or non-instructional". A Director in charge of supplies for the institution might think that curriculum is "all of the instructional materials — books, handouts, audio-visuals, other learning kits etc. — used within the institution by the teachers to help participants learn". The others might conceive curriculum that "consists of the curriculum guides or course syllabi published by the authority of the institution". *"Some curriculum writers have claimed that the definitional issues surrounding the word curriculum are of little significance, and that no matter how the word curriculum is defined, the definition does not significantly affect the types of issues and problems dealt with by either curriculum workers or the curriculum field as a whole"*¹⁰. However, the present study will encompass all the elements, as conceived by the above mentioned different ideology groups, under the purview of curriculum development.

1.3.1 Methods Involved in the Study of PTU/TNA

It is imperative at this stage to point out the limitations of external validation. By definition, external validation has a constricted applicability. Lack of appropriate and tested methods has been an inhibiting factor in the study of post training utilization. Methodological issues encompassing the gamut of study population, selection procedures, instruments and use of appropriate techniques in training research are being debated.

⁹ Bhatt, B. D.(1996). : *Curriculum Reform : Change and Continuity*. Kanishka Publishers, New Delhi, p. 14.

¹⁰ *ibid*, p. 17.

The most frequently quoted method is that of comparative method. Two groups of clientele, one experimental and the other controlled are studied. Matched by characteristics of the two groups, the differences in performances are attributed to the training inputs. This method again poses a problem in respect of resource allocation in terms of money and time.

Adoption of superior-subordinate feedback and in some cases colleagues as a method in the PTU study for assessing the training utilization has been advocated. Success of this method, however, depends on the objective responses given by these three groups of people and presupposes thorough knowledge of the task performed by the concerned officer. In many cases, superiors can provide specific and limited information which is not adequate to provide an overall view necessary for training assessment. More important is that in our administrative culture superiors and in particular subordinates are hesitant to pass any remarks against his subordinates or superiors to a stranger despite the existence of a rapport, built consciously for free exchange of information.

For assessing training utilization, case studies, seminars and workshops with the former participants have been in use. Case study in particular is a powerful tool for identifying qualitative and behavioural change with the former participants. This method provides greater insight into the training utilization, but one can not cover sufficient number of participants because of exorbitant demand in terms of the quality of observer and the time required.

Considering the scopes and limitations of the aforementioned methods, the present study takes a system approach in combination of (a) re-assessment of TNA and comparing the results with those of the earlier ones, (b) verification of effectiveness of inputs provided and inputs required, (c) verification of learning outputs, (d) assessment of utilization of inputs in the job situation and (e) validation of superiors, professionals and experts methods into consideration.

1.4 The Objectives of the Study

The main objective of the study is "to design a need-based curriculum" for ACAD, the implementation of which can enable the mid-level Government officials best facing the challenges of the field realities. However, the specific objectives of the study are as follows :

- a. To assess and analyze the extent of applicability of knowledge and skills gained through the existing ACAD training in the field realities;
- b. To identify the potential participants' needs of knowledge, skills and attitudinal changes that best fit in facing the existing and up-coming challenges in the field situation; and
- c. To devise and develop an effective curriculum for ACAD the implementation of which will enable the mid level Government officials best facing the challenges.

1.5 The Conceptual Framework of the Study

Post-Training Utilization (PTU) Study finds out the extent of applicability of acquired knowledge and skill from a certain training course in the real field situation. If PTU-result indicates any mismatch, effective curriculum development for that training course requires re-assessment of training needs of the clientele groups and re-organization of its curriculum based on the re-assessed TNA. The training needs of a particular clientele group change with changing needs of the time. Society and the Government systems & policies are ever changing. Therefore, training needs of the clientele groups are always in changes. Moreover, curriculum development cannot be considered as a one-shot effort, but a continuous process. The present study considers the gaps between required generic performance and existing performance of the participants of ACAD as their training needs, which would be taken into consideration for developing curriculum, if required.

Curriculum development has many facets, which includes course objectives, course contents, and designed course requirements, training methods to be adopted, evaluation systems and management issues. BPATC has a long experience in conducting ACAD. It has a designed curriculum and prescribed course management

systems. Therefore, it's better to review the existing curriculum (whether it fulfils the needs of the clientele groups) rather than to develop a new one first. The clientele and stakeholder groups may have certain views about the designed curriculum and training management systems of the course. The present study intends to take the views of different stakeholder groups through FGDs, questionnaire survey, consulting formatted course evaluation reports and results of other feedback processes adopted by the centre etc.

If the study finds the existing curriculum of ACAD appropriate to the stakeholders and the knowledge and skills gained through it are, in a reasonable extent, applicable in the field situation, the course inputs will be deemed to have satisfied the demands/needs of the clientele groups. In that case, the centre can go on with the existing status of the curriculum. If there is any suggestion for further improvement of the curriculum, the centre can incorporate the same in the future ACADs.

If the major aspects of the existing curriculum are found appropriate, effective and relevant and the knowledge & skills gained caters the needs of facing challenges in the field situation by the participants/respondents, the study will deem to have validated the effectiveness, appropriateness and relevancy of the curriculum. It should be mentioned here that this type of validation can also be made through regular course evaluation in future, because the curriculum of the course will or may require minor changes with the changing circumstances of the society and the Government every time. Moreover, the centre can develop and adopt a need-based strategic action plan, so that continuous updating of knowledge, skills and other competencies can be developed amongst the faculty and the participants through the process.

Value of training lies in what it achieves : raising the productivity of the clientele and augmenting the organizational effectiveness. Although we have a long tradition in training, particularly in public administration, credibility of training was never established on a sound basis. As a result the program failed to create and urge among the top management groups to increase the effectiveness of their organizations through training of their employees. Growth of professionalism was stunted. Credibility of training and growth of professionalism are inseparable and interdependent.

In order to be effective, training has to be need-based. Conceptually, it should be orchestrated within the framework of systems approach — an approach which embodies all structural sequences of training. The following schematic representation captures the most essential components of the system.

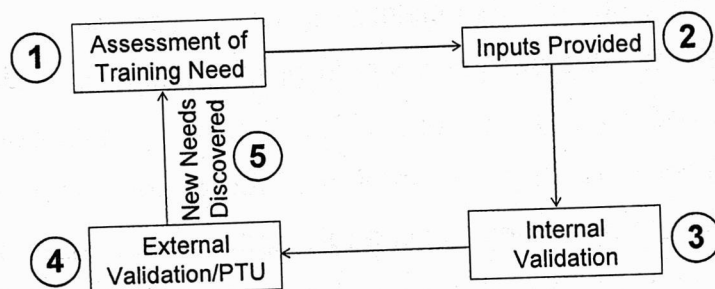


Fig.-1: The Most Essential Components of PTU Systems Approach

Unless the training program completes the entire circuit as depicted above, training is bound to suffer.

1.5.1 Training Needs Assessment (TNA)

TNA occupies the cardinal position in determining the degree of usefulness or applicability of training in the job situation. A perfect TNA has to have a perfect matching with the job requirement. As mentioned earlier, Bangladesh Public Administration Training Centre (BPATC) started administering Advanced Course on Administration and Development (ACAD) since its inception in 1984. Before that the course was administered by the former National Institute of Public Administration (NIPA). At the beginning, BPATC redesigned the ACAD based on NIPA-experience and the experiences of some renowned civil servants and management trainers. Since then the ACAD underwent noticeable changes based on institutional feedback processes. The centre conducted a number of TNA studies on ACAD. How far those studies were taken into consideration in redesigning ACAD might be questioned. The current ACAD is said to have been designed based on a sound TNA study. However, it should be noted that all the Deputy Secretaries and equivalent officials working across the Government do not perform same type of job responsibilities. The responsibility of officials at this level varies from positions to positions even within and among Ministries, Departments,

agencies and field administration. ACAD is a generic development management type of training course where focus has been mainly given on the generic management knowledge, skills and attitudes required to perform job responsibilities of the Government officials working at the aforementioned level.

1.5.2 Training Inputs

Inputs of the existing ACAD are also claimed to have been identified and designed in line with the TNA results. The designed inputs or curriculum consisting of 13 different modules were validated by 2-3 trial-runs. BPATC has an institutionalized system of course management for smooth administration of the course. Throughout the course, day to day program starts according to schedule, guest speakers and faculty members arrive on time such that no training hour is lost, strict discipline is maintained in an atmosphere of goodwill, cooperation and mutual understanding. Classroom facilities and other facilities create or ensure a good training environment for the participants.

1.5.3 Internal Validation

The purpose of ACAD training is to transfer certain knowledge and skills to the participants and inculcate positive attitudes towards improving their performance on the job. In a training situation, learning experience is of paramount importance. A perfectly designed program has little value if inputs are not effectively transferred to the participants. Internal validation is, therefore, a necessary condition and quintessence of the training.

Internal validation system consisting of a series of tests and exercises designed to ascertain the behavioural aspects specified profoundly influences the learning experience and retaining capabilities of the participants.

A need based training course which is internally valid will have greater chances of relevance and utilization of training in the job. However, internal validation is not a guarantee for greater utilization of training in the field. Because, a training course can be internally valid without having any relevance to job requirement, a case more akin to our training scenario today. Therefore, a proper assessment of need followed by an

appropriate internal validation augments the possibility of using inputs effectively in the job situation. The relationship between internal validation and post training utilization is an intimate one and should not be treated in isolation, although they constitute distinct sub-system.

The present study considered internal validation in terms of its input validation (program evaluation) and output validation (learning evaluation). The quantitative performances in the tests and exercises designed to evaluate the learning and retaining level of the participants could be taken as a yard stick of internal validation of the program.

1.5.4 External Validation/PTU

External validation constitutes the last component of training in its sequential framework. In training literature, external validation has been defined as a series of tests and assessments designed to ascertain whether behavioural objectives of an internally valid program were realistically based on an accurate initial identification of training needs in relation to the criteria of effectiveness adopted by the organization. External validation, therefore, addresses itself to verify the relevance of the training inputs which were administered to the participants against a job situation. A training based on an empirically verified TNA is expected to be in consonance with demands of job.

1.5.5 New Needs Discovered

Both the internal and external validation processes may discover some new needs, if any, which would have to be addressed for better service delivery in the job situation. Training management has to incorporate those into the re-designed curriculum.

1.5.6 Key Features to be Considered in the Present Study

The study will consider the following issues for measuring the acceptability or unacceptability of the existing ACAD curriculum:

- Whether the training needs re-assessment validates the earlier assessment based on which the curriculum of the existing ACAD was designed;
- Whether the inputs provided through ACAD are very effective (internal validation);

- Whether the participants' performance (learning) is significantly acceptable (internal validation); and
- Whether the inputs provided through ACAD are significantly useful in the participants' job situation (external validation).

If the curriculum, based on the aforementioned measuring tools, is not an acceptable level, new curriculum will be designed based on the re-assessed training needs.

1.6 Justification/Rationale of the Study

It is sometimes said that Bangladesh Public Administration Training Centre (BPATC), without proper TNA study, developed an "of the self" curriculum for the mid level Government officials and based on that curriculum has been conducting ACAD for more than 25 years. Even no PTU has been conducted to examine the applicability of the course. Although one effort was made in late 80's to conduct TNA, no professional expert in conducting TNA was involved in the process. Therefore, the outcome of the study failed to address the reality. Some other efforts were also made to conduct some piece-meal TNA. Evidence does not indicate that the results of those studies were really reflected in the ACAD curriculum.

Bangladesh is a resource scarce country. Huge resources are spent to conduct ACAD every year. Government officials of this level play a very vital role in formulating and implementing the Government policies, development and administrative activities. To perform such important duties and responsibilities effectively, they need to undergo appropriate training. Training has no other alternative in building their required capabilities and making them able to shoulder such important responsibilities of the nation. Therefore, Training needs to be appropriate. Now is the time to examine the applicability of such training to face the real life challenges in workplace of the mid level Government officials and if required, develop an appropriate curriculum for them. The present study intends to deal with the problem in a professional manner.

In view of this, the present study will be of immense help for the centre in general and for the potential mid level Government officials who will undergo ACAD in particular.

The study may also be helpful for the concerned trainers, researchers and policy makers.

1.7 The Scopes and Limitations of the Study

ACAD is a generic management-training course on administration and development for the mid-level Government officials. The whole gamut of mid level Government officials involves a number of stakeholder groups from diverse background. Their job responsibilities have a wide variation. The nature of ACAD itself is a limitation for developing an effective curriculum for all mid level Government official in a unified form. Therefore, efforts have been made to prioritize the challenges they generally face or might face and address the curriculum development issues accordingly.

The study intended to capture views from all the concerned stakeholders for measuring the usefulness of ACAD inputs in job situation, but due to some constraints subordinates' views were not taken into consideration.

CHAPTER - II

2.0 Methodology of the Study

An empirical approach has been adopted for conducting the study. Both primary and secondary information and data have been utilized for the study. Relevant published and unpublished documents have been reviewed and consulted. A number of Focused Group Discussion (FGDs) were organized with different stakeholder groups including GOB agencies and relevant professionals for identifying & prioritizing the challenges, needs, values, cultures and environment of the mid level Government officials. Based on the aforesaid review, consultation and FGD-inputs, a comprehensive PTU/TNA Survey questionnaire was developed, pre-tested, finalized and the PTU/TNA survey was conducted among the concerned stakeholder groups adopting a stratified purposive random sampling procedure. To prepare the questionnaire a pilot survey was conducted with the help of a preliminary questionnaire. The questionnaire was finalized on the basis of the feedback from the pilot survey.

2.1 FGD Guidelines and Reconnaissance Survey

The prime focus of the study is 'to examine the befittingness of the existing curriculum of ACAD in delivering services at field level by the mid-level Government Officials and if required, design a need-based curriculum' for them, the implementation of which can enable them best facing the challenges of the field realities. The primary targets of the survey were the mid-level Government Officials who underwent ACAD and the potential participants who are yet to undergo ACAD. Before commencing the FGDs of detailed survey, a FGD Guideline and preliminary questionnaire was developed and a pilot survey was conducted with the help of the preliminary questionnaire to gather data in line with the purpose and conceptual framework of the study. The questionnaire was finalized only after incorporating feedback from the pilot survey.

2.2 Preparation and Formulation of Survey Questionnaire

The pilot survey provided a basis for preparation of a comprehensive questionnaire. In fact, the final questionnaire comprised two basic parts. Part-I included questions on knowledge, skills and attitudes required by the Deputy Secretaries and their equivalent

officers in delivering services at job situation [Annexure-4, Part-I/A and Part-I/B]. Part-I/A [for former or existing participants only] also included the extent of fulfillment of those aspects through ACAD and Part-I/B [for potential participants only] included the extent of gaps of those aspects in delivering services as Deputy Secretary or equivalent at job situation. This part was designed on the basis of FGDs'-feedback and superiors' (Joint Secretary's) validation. Part-II incorporated questions regarding rate of usefulness of the existing module/topics [contents] of ACAD in delivering services at job situation. Both open-ended and close-ended questions were formulated to collect views of the respondents.

2.3 Sample Size, Sample Design and Sampling Procedure

The total sample size of the study was 159. FGDs & superiors' validation included 36 and the survey included 123 officials. A stratified purposive random sampling technique was adopted to select the samples of the study. First of all, stratification was made on the basis of job levels i.e. Deputy Secretary as direct incumbent and Joint Secretary as the supervising authority of the incumbents.

The incumbents were again stratified into (a) Deputy Secretaries, who underwent ACAD and (b) Deputy Secretaries, who did not undergo ACAD (potential participants). The ACAD participants also clustered into former and existing (participants of on-going course) ones. All of them were again stratified into male and female [Fig.-2.1, 2.2 and 2.3].

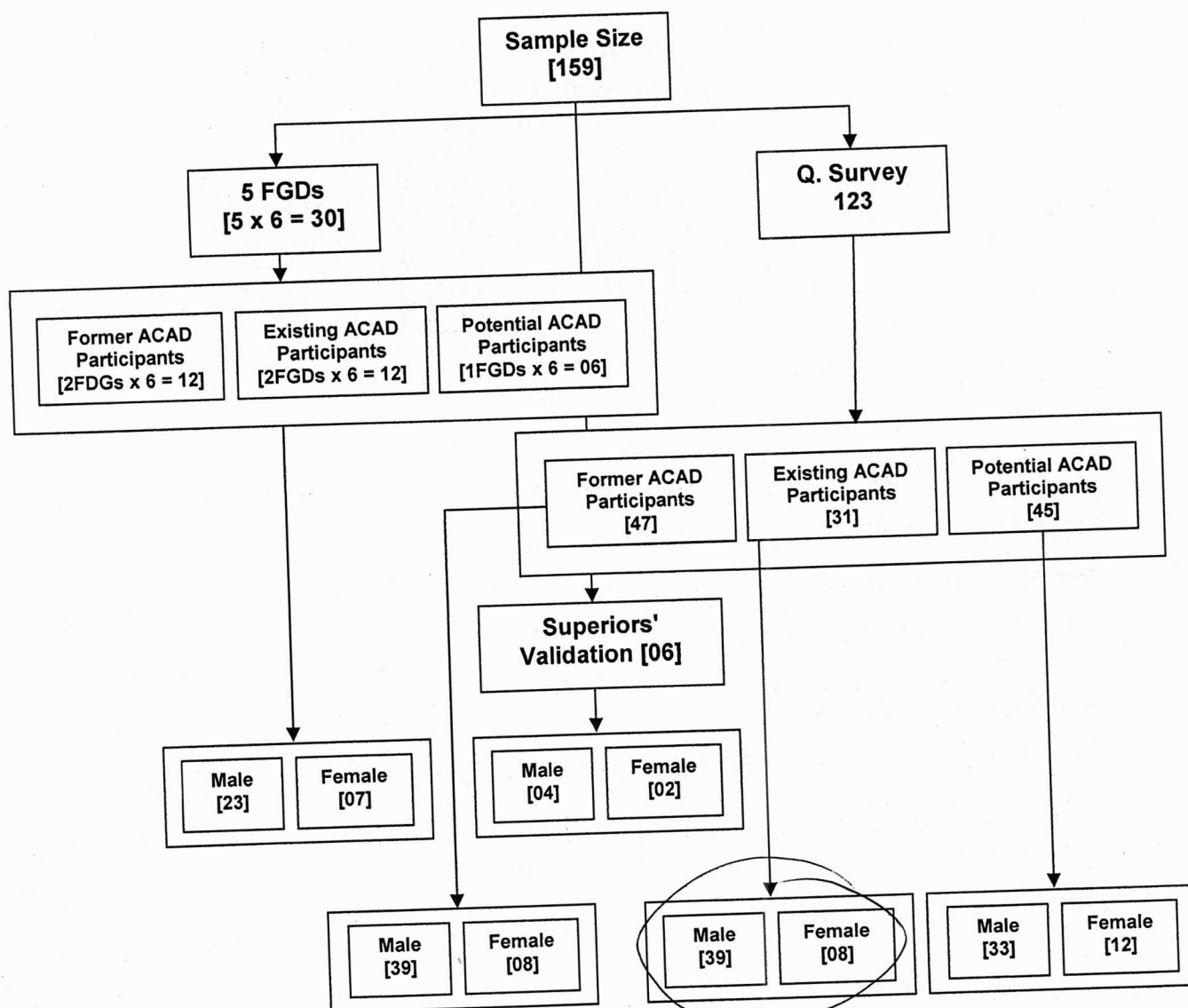


Fig-2.1 : Sample Design : Stratified Clusters of Respondents

As illustrated in fig-2.1, five separate FGDs were conducted amongst 30 former, existing and potential ACAD participants to identify the most important areas of knowledge, skills and attitudes one requires in delivering services at job situation as Deputy Secretary or equivalent. That was done with the help of a structured FGD-Guideline [Annexure-2, and Annexure-3]. The former and existing ACAD participants were also asked to determine the extent of knowledge, skills and attitudes they acquired through ACAD. The potential ACAD participants were asked to determine their knowledge, skills and attitudes gaps in delivering services at job level [Annexure-4].

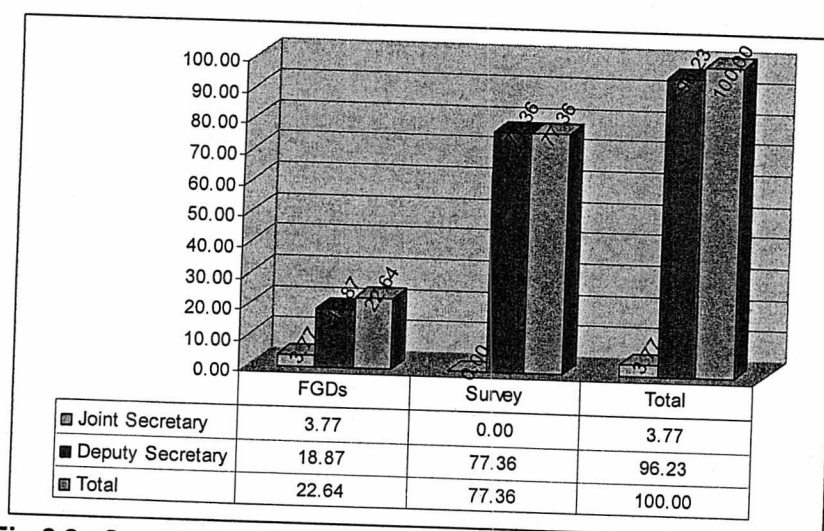


Fig-2.2 : Sample Design : Stratified Clusters of Respondents (in %)

Later on, in another FGD the identified knowledge, skills and attitudes required to deliver services at field level were validated by six officials working as supervising authority (Joint Secretary) level.

As mentioned earlier, the first part of the survey questionnaire [Annexure-4, Part-I/A and Part-I/B] was prepared on the basis of FGDs-feedback. The second part incorporated questions on usefulness of the course contents in job situation of the incumbents. The study adopted purposive random sampling procedures. The total number of survey samples was 123.

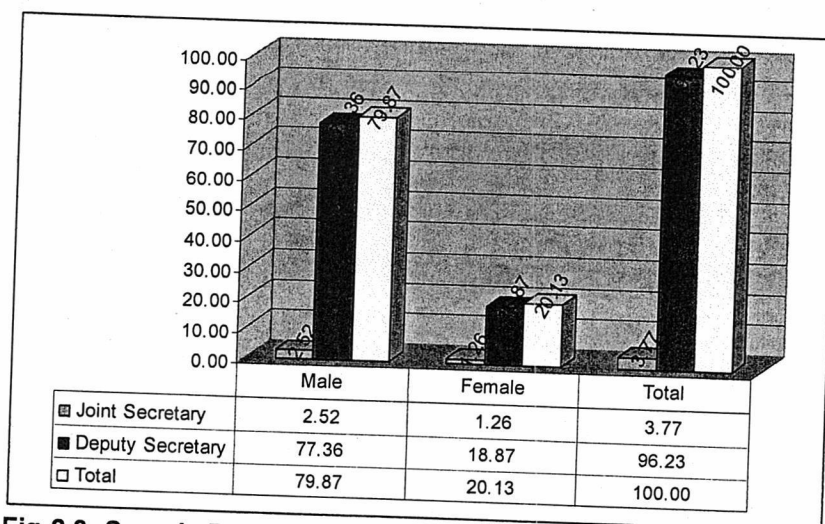


Fig-2.3: Sample Design: Stratified Clusters of Respondents(in %)

2.4 Methods of Data Collection

The researcher himself collected the secondary data by consulting available relevant published and unpublished documents. Along with the researcher, a number of investigators and data collectors were also recruited to collect primary data through FGDs and survey questionnaire. They underwent requisite training, briefing and discussions for conducting the FGDs/survey effectively. The data collectors took interviews of the respondents personally. The investigators supervised the field level data collection processes. The investigators and the data collectors were selected basing on their education and experiences on such activities. There was continuous supervision of the researcher during field survey. The investigators and the data collectors also consulted the researcher when problems arose. The data collection processes were crosschecked by the researcher and by the respective investigator.

2.5 Methods of Compilation and Tabulation

After completion of the field survey, all the filled in questionnaires were sorted out in accordance with their stratum. Responses in the filled in questionnaire were checked. Questionnaires, which were not properly filled in or with irrelevant responses, were rejected. A dummy table plan was prepared before completion of the questionnaire survey. The tabulation proforma was finalized after collecting the primary data. Then the data were compiled and tabulated in accordance with the analytical aspects set out in the conceptual framework of the study.

2.6 Methods of Analysis

The study has used both simple and cross-tabulation for its analyses. In most cases, cross-tabulation process was followed to make the relevant data and information more meaningful. Graphical representations like bar diagrams, line graphs, pyramidal chart, conical diagram etc. and other statistical techniques, such as corresponding weighing methods and reverse order weighing methods to responses with ranks and Spearman's Rank Correlation of Coefficient were employed for analyzing and interpreting data. The analytical description has been made mostly according to the corresponding tables and

statistical techniques and tests employed. Relevant data and information from secondary sources have been incorporated during analysis of primary ones. 21

The process of weighing system of ranked responses was as follows :

Ranks of the Responses	Corresponding Assigned Weights
1	1
2	2
3	3
4	4
5	5
6	6

The sum of weighted value of each individual parameter was then calculated with the following formula :

$$S = \sum (n_1 \times 1), (n_2 \times 2), (n_3 \times 3), (n_4 \times 4), (n_5 \times 5), (n_6 \times 6)] \dots \dots \dots [\text{Formula-1}]$$

Where, S = Sum of weighted rank value of a certain parameter;

n = Number of responses;

n₁ = Number of responses against certain parameter with rank 1;

n₂ = Number of responses against certain parameter with rank 2;

n₃ = Number of responses against certain parameter with rank 3;

n₄ = Number of responses against certain parameter with rank 4;

n₅ = Number of responses against certain parameter with rank 5;

n₆ = Number of responses against certain parameter with rank 6;

and 1, 2, 3, 4, 5 and 6 are the corresponding weight values assigned for Rank 1, Rank 2, Rank 3, Rank 4, Rank 5 and Rank 6 respectively.

The process of reverse-order weighing system of ranked responses was as follows :

Ranks of the Responses	Corresponding Assigned Weights
1	5
2	4
3	3
4	2
5	1

The sum of weighted value of each individual parameter was then calculated with the following formula :

$$S = \sum (n_5 \times 5), (n_4 \times 4), (n_3 \times 3), (n_2 \times 2), (n_1 \times 1)] \dots \dots \dots \text{[Formula-2]}$$

Where, S = Sum of weighted rank value of a certain parameter;

n = Number of responses;

n_5 = Number of responses against certain parameter with rank 1;

n_4 = Number of responses against certain parameter with rank 2;

n_3 = Number of responses against certain parameter with rank 3;

n_2 = Number of responses against certain parameter with rank 4;

n_1 = Number of responses against certain parameter with rank 5;

and 5, 4, 3, 2 and 1 are the corresponding reverse-order weight values assigned for Rank 1, Rank 2, Rank 3, Rank 4 and Rank 5 respectively.

Then, considering the weighted values (with highest rank) of all the responses for a particular parameter as 1 (the highest possible value) index value of each parameter was calculated with the help of the following formula :

$$I_v = \frac{S}{N \times r_n} \dots \dots \dots \text{[Formula-3]}$$

Where, I_v = Index value of a certain parameter;

S = Sum of weighted rank value of a certain parameter;

N = Total number of responses against a certain parameter;

r_n = The highest possible rank value/weight value for a certain parameter;

Again, considering the weighted values (with highest rank) of all the responses for a particular parameter as hundred percent, percentage-wise weights/strengths of each parameter was calculated with the help of the following formula :

$$S_{tn} = \frac{S}{N \times r_n} \times 100 \dots \dots \dots \text{[Formula-4]}$$

Where, S_{tn} = Strength or Degree (in %) of opinion of a certain parameter;

- S = Sum of weighted rank value of a certain parameter;
 N = Total number of responses against a certain parameter;
 r_n = The highest possible rank value/weight value for a certain parameter;

It is important to note that the foregoing statistical procedures were performed to convert ordinal data into more quantifiable form so that the respondents' views on aspects can be depicted more effectively.

Spearman's Rank Correlation of Co-efficient i.e.

$$r_s = 1 - \frac{6 \sum d^2}{n^3 - n} \dots \dots \dots \text{[Formula-5]}.$$

was employed applying permutation-combination methods among the respondents of different clusters for checking consistency or veracity of their views to draw statistical inferences.

- Here, r_s = Spearman's Rank Correlation of Coefficient
 d = Differences in rank of paired values
 n = Number of pairs

Therefore, the hypothesis, where r_s is used would be as follows :

1. Null Hypothesis (H_0) : There is no significant consistency amongst the views of the respondents of different incumbent-groups.
2. Alternative Hypothesis (H_1) : There is a significant consistency amongst the views of the respondents of different incumbent-groups.

2.7 Organization of the Study Report

The study report consists of four chapters. Chapter-I deals with the introductory aspects of ACAD including a very brief review of its background and coverage, the emerging challenges of mid-level Government officials, concepts and meanings of PTU & curriculum development, objectives of the study, conceptual framework, justification/rationale and scope and limitation of the study. Chapter-II illustrates the

methods adopted in conducting the study and the means of analysis. Chapter-III has been designed to analyze the collected data and information in line with the set objectives and the conceptual framework of the study. These mainly include (1) the TNA/PTU (training needs re-assessment or the training needs validation, (2) input validation or input re-assessment, (3) internal validation (in terms of program evaluation and participants' evaluation), (4) external validation i.e. usefulness of the inputs delivered, in the existing service delivery situation and (5) new needs discovered, if any. Summary findings and recommendations have been illustrated in Chapter-IV. Lastly, concluding remarks have also been made in this chapter.

CHAPTER - III

3.0 PTU & TNA Analysis and Findings

As illustrated earlier, ACAD is a generic input-based training course designed to enhance participants' capacity in terms of broad-based and at the same time some specific area-based knowledge, skills and attitudes required in delivering services as Deputy Secretary and equivalent officer of the Government. BPATC started ACAD in 1984 which was basically designed and developed based on NIPA experience and experience of some of the then eminent faculty of the centre. From then ACAD experienced a series of time-befitting changes in its curriculum including different modules, topics, objectives and targets. These changes were made based on outputs of multi-faceted feedback processes like, course-end-of evaluation, faculty consultations, field observations etc. In the recent past, BPATC developed and introduced a separate TNA-based curriculum for ACAD in 2009 where many of the modules and topics of earlier ACAD remained the same. This means, the earlier curriculum was not a vague one. However, before introducing the new curriculum, BPATC piloted the program in 2-3 batches of participants and on the basis of feedback the new one replaced the earlier one in 2010. Since then, the new curriculum has been in operation.

The present study looked into the PTU & TNA of ACAD in two separate dimensions. First of all, attempts were made to re-assess the TNA of ACAD participants and compare the results with that of the existing one. The re-assessment was performed through a series of FGDs and questionnaire survey. Secondly, attempts were also made to assess the extent of effectiveness and usefulness (internal and external validation respectively) of the existing ACAD curriculum in the participants' job situation. This was done through a series of activities like conducting questionnaire survey, analyzing time-time-series data generated by the Evaluation Department of the centre both on course evaluation and the participants' performance evaluation.

3.1 Assessing KSA Requirements in Delivering Services

The Deputy Secretaries and other equivalent Government officials require certain areas of **Knowledge, Skills and Attitudes (KSA)** in delivering services in their job situation. The

FGD-results validated by their supervising officials, have indicated their following KSA requirements: 26

(a) Knowledge Requirements:

- Seminar Paper Presentation
- Globalization
- Environmental Management/Conservation of Bio-Diversity
- English Language
- Computer Literacy/ICT
- Leadership Development
- Crisis Management
- Analytical Power
- Physical Fitness
- Development Economics / Economic Condition of Bangladesh
- MDGs & PRSP
- WTO & International Trade
- New Public Management/TQM
- Bangladesh Parliament
- Conflict Management & Negotiation
- Gender & Development
- Laws & Regulations
- Project Management & PPP
- Change Management
- Reforming/Changing Public Sector
- Private Sector Development
- Poverty Reduction
- Energy Resources of Bangladesh
- Good Governance

(b) Skills Requirements:

- English Language Skills
- Negotiation Skills
- ICT Skills
- Presentation Skills
- Seminar Paper Writing Skills
- E-Governance Skills
- Aid Effectiveness Skills
- Personnel Management/HRM
- Market Economy
- Project Management & PPP

(c) Attitudes Requirements:

- Pro-activeness
- Quick Response/Customer Responsiveness / Positive Attitudes
- Prompt in Decision Making
- Mindset Change

- Fellow Feelings to Colleagues/Developing Good Relations in Work Place
- Democratic Attitudes
- Innovative Attitudes
- Leadership Attitudes
- Value for Money
- Continuous Improvement of Works
- Cooperative Attitudes
- Risk Taking Attitudes
- Active
- Protecting HR & Fundamental Rights
- Protecting Child Rights
- Displaying Citizen Charter in Workplace
- Formulating Individual Action Plan
- Motivational
- Communicative

The existing ACAD curriculum and its implementation processes along with its delivery systems and adopted tools and techniques also reflect similar KSA-based systems approaches. This means that the identified training needs of the present study are very much similar to those of the earlier ones excepting the newly identified two areas: (a) Change Management and (b) Private Sector Development.

3.1.1 Assessing Knowledge Requirements in Delivering Services & Its Fulfillment

The identified aforementioned areas of knowledge required for the Deputy Secretaries and equivalents in delivering services at job situation were prioritized by both the FGD and survey respondents. The study converted the ordinal responses into more quantitative form (in %) following a series of statistical procedures mentioned in the methodology of the study.

Table-1 : Required Knowledge of ACAD Participants in Delivering Services at the Level of Deputy Secretaries and Equivalents

#	Identified Areas of Required Knowledge	Given Priority of Identified Knowledge (in %) by Participants			
		Former	Existing	Potential	Average
1	Seminar Paper Presentation	3.89	3.79	3.95	3.88
2	Globalization	17.56	16.42	17.63	17.20
3	Environmental Management/Conservation of Bio-Diversity	6.82	6.65	6.75	6.74
4	English Language	1.53	1.35	1.45	1.44
5	Computer Literacy/ICT	4.58	3.59	3.79	3.99
6	Leadership Development	6.89	7.21	7.29	7.13
7	Crisis Management	2.29	2.4	2.31	2.33
8	Analytical Power	1.53	1.33	1.25	1.37

#	Identified Areas of Required Knowledge	Given Priority of Identified Knowledge (in %) by Participants			
		Former	Existing	Potential	Average
9	Physical Fitness	0.63	0.66	0.58	0.62
10	Development Economics / Economic Condition of Bangladesh	9.16	9.27	9.36	9.26
11	MDGs & PRSP	3.15	2.95	3.23	3.11
12	WTO & International Trade	2.29	1.93	1.74	1.99
13	New Public Management/TQM	3.92	3.86	3.72	3.83
14	Bangladesh Parliament	0.58	0.56	0.74	0.63
15	Conflict Management & Negotiation	8.37	8.71	8.63	8.57
16	Gender & Development	0.76	1.06	0.96	0.93
17	Laws & Regulations	3.2	3.15	2.91	3.09
18	Project Management & PPP	8.4	10.39	9.59	9.46
19	Change Management	0.61	0.65	0.72	0.66
20	Reforming/Changing Public Sector	3.17	2.99	3.13	3.10
21	Private Sector Development	6.85	7.01	6.72	6.86
22	Poverty Reduction	0.76	0.82	0.79	0.79
23	Energy Resources of Bangladesh	2.29	2.39	2.12	2.27
24	Good Governance	0.77	0.86	0.64	0.76
Total/Average		100.00	100.00	100.00	100.00

Note : Resulted r_s values of (1) Former-Existing, (2) Existing-Potential and (3) Former-Potential are 0.931, 0.983, 0.917 respectively, where r_s value at 0.01 significant level is 0.485.

The required areas of knowledge were prioritized by the former, ongoing (existing) and potential ACAD participants who underwent practical exposure to service situation of Deputy Secretaries and equivalents. The study identified (a) Globalization (17.20%), (b) Project Management & PPP (9.46%), (c) Development Economics/Economic Condition of Bangladesh (9.26%), (d) Conflict Management & Negotiation (8.57%), (e) Leadership Development (7.13%), (f) Private Sector Development (6.86%) and (g) Environmental Management/Conservation of Bio-Diversity (6.74%) as the most important areas of knowledge. The other identified important knowledge areas are (a) Computer Literacy/ICT (3.99%), (b) Seminar Paper Presentation (3.88%), (c) New Public Management/TQM (3.83%), (d) MDGs & PRSP (3.11%), (e) Reforming/Changing Public Sector (3.10%) and (f) Laws & Regulations (3.09%) etc. [Table-1]. Results of the statistical test (Spearman's Rank Correlation of Co-efficient) employed indicate that there is a significant (at 0.01 level) consistency amongst the views of former, ongoing (existing) and potential ACAD participants [Table-1 & Fig.-3.1].

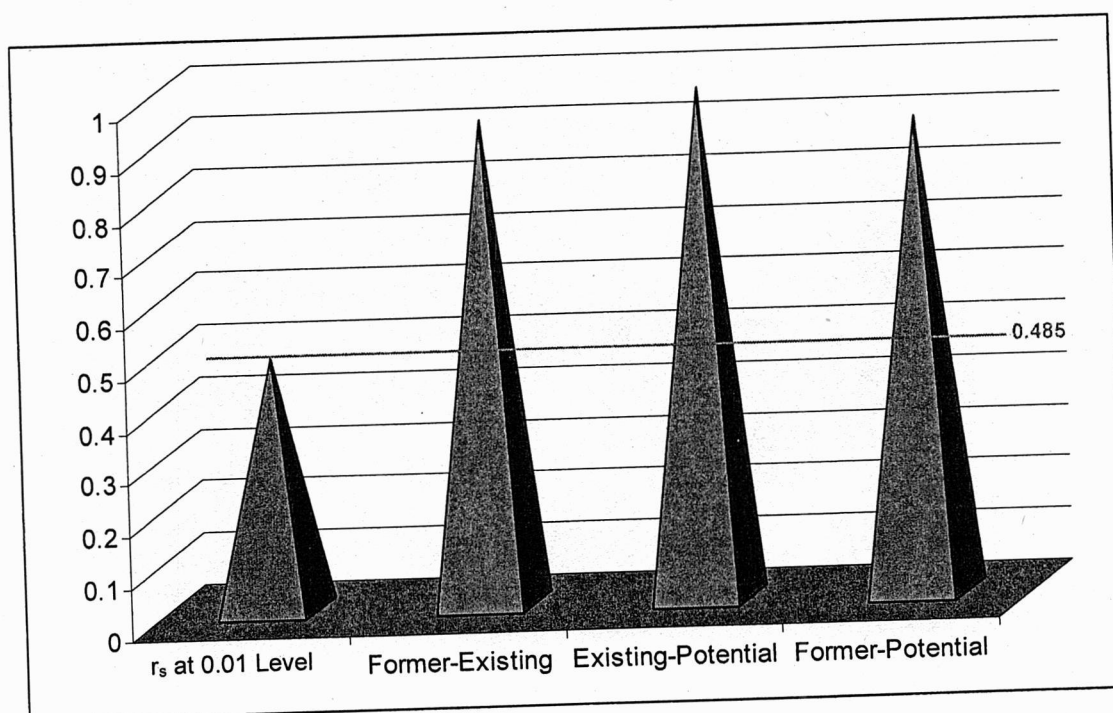


Fig.-3.1 : Resulted r_s Values of Required Knowledge at Deputy Secretary Level

Again, the respondents who underwent ACAD training and have practical exposure to field situation determined the extent of fulfillment (in %) of their required knowledge through ACAD. Views were taken only from the former and ongoing (existing) ACAD participants. Based on the average rate of fulfillment, the mostly fulfilled areas of knowledge are (a) Physical Fitness (90.62%), (b) Computer Literacy/ICT (83.00%), (c) Energy Resources of Bangladesh (81.45%), (d) Crisis Management (81.29%), (e) MDGs & PRSP (81.13%) and Seminar Paper Presentation (80.63%). The other most fulfilled areas of knowledge are (a) Good Governance (73.25%), (b) WTO & International Trade (70.56%), (c) Environmental Management/Conservation of Bio-Diversity (66.82%) and (d) Conflict Management & Negotiation (62.37%). The statistical evidence indicates that one of the prioritized needs i.e. private sector development is not at all covered in ACAD [Table-2]. Results of the statistical test (Spearman's Rank Correlation Co-efficient) employed indicate that there is a significant (at 0.01 level) consistency between the views of former and ongoing (existing) ACAD participants [Table-2 & Fig.-3.2].

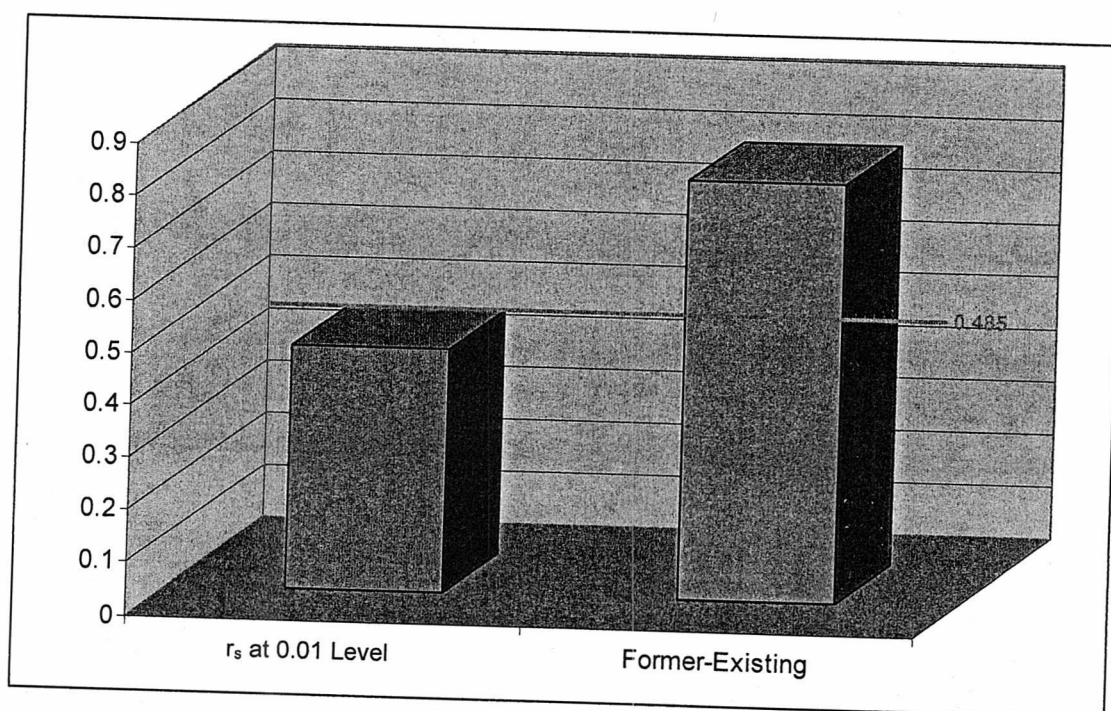


Fig.-3.2 : Resulted r_s Values of Fulfilment of Required Knowledge Through ACAD

Table- 2: Rate of Fulfilment of Required Knowledge Through ACAD in Delivering Services at the Level of Deputy Secretaries and Equivalents

#	Identified Areas of Required Knowledge	Rate of Fulfilment of Knowledge (in %) by Participants		
		Former	Existing	Average
1	Seminar Paper Presentation	80.00	81.25	80.63
2	Globalization	53.00	54.00	53.50
3	Environmental Management/Conservation of Bio-Diversity	66.67	66.97	66.82
4	English Language	50.00	49.00	49.50
5	Computer Literacy/ICT	82.50	83.50	83.00
6	Leadership Development	47.67	46.63	47.15
7	Crisis Management	80.00	82.57	81.29
8	Analytical Power	85.00	87.73	42.50
9	Physical Fitness	90.00	91.23	90.62
10	Development Economics / Economic Condition of Bangladesh	29.00	30.13	29.57
11	MDGs & PRSP	80.00	82.25	81.13
12	WTO & International Trade	70.00	71.12	70.56
13	New Public Management/TQM	55.00	54.59	54.80
14	Bangladesh Parliament	50.00	49.58	49.79
15	Conflict Management & Negotiation	60.00	64.73	62.37
16	Gender & Development	45.00	44.00	44.50
17	Laws & Regulations	02.00	1.30	1.65
18	Project Management & PPP	26.00	25.00	25.50
19	Change Management	00.00	0.00	0.00
20	Reforming/Changing Public Sector	30.00	32.29	31.15
21	Private Sector Development	00.00	0.00	0.00

#	Identified Areas of Required Knowledge	Rate of Fulfillment of Knowledge (in %) by Participants		
		Former	Existing	Average
22	Poverty Reduction	50.00	53.29	51.65
23	Energy Resources of Bangladesh	80.00	82.89	81.45
24	Good Governance	70.00	76.50	73.25
Total/Average		52.87	50.44	51.66

Note : Resulted r_s values of Former-Existing is 0.800, where r_s value at 0.01 significant level is 0.485.

Statistics reveals that one of the identified most important areas i.e. private sector development issues is not at all covered under the existing ACAD curriculum [Table-2].

Table- 3: Distribution of Respondents and Rate of Required Knowledge Gap of the Potential ACAD Participants in Delivering Services at Job Situation

#	Identified Areas of Required Knowledge	Distribution of Respondents		Average (in %) Knowledge Gap
		No.	%	
1	Seminar Paper Presentation	43	95.56	95.69
2	Globalization	36	80.00	74.39
3	Environmental Management/Conservation of Bio-Diversity	24	53.33	59.92
4	English Language	45	100.00	67.50
5	Computer Literacy/ICT	39	86.67	90.00
6	Leadership Development	42	93.33	58.54
7	Crisis Management	25	55.56	61.35
8	Analytical Power	29	64.44	80.59
9	Physical Fitness	25	55.56	95.72
10	Development Economics / Economic Condition of Bangladesh	29	64.44	52.58
11	MDGs & PRSP	32	71.11	81.52
12	WTO & International Trade	38	84.44	80.53
13	New Public Management/TQM	35	77.78	79.87
14	Bangladesh Parliament	19	42.22	49.29
15	Conflict Management & Negotiation	45	100.00	88.68
16	Gender & Development	7	15.56	26.63
17	Laws & Regulations	5	11.11	21.23
18	Project Management & PPP	41	91.11	89.87
19	Change Management	38	84.44	100.00
20	Reforming/Changing Public Sector	27	60.00	85.13
21	Private Sector Development	28	62.22	100.00
22	Poverty Reduction	26	57.78	43.56
23	Energy Resources of Bangladesh	18	40.00	73.54
24	Good Governance	19	42.22	75.64
Total/Average		29.79	66.20	67.28

Statistics also reveals that excepting a few identified areas like (a) Gender and Development, (b) Laws and Regulation, (c) Poverty Reduction, (d) Bangladesh Parliament etc. there is a huge knowledge gap amongst most of the potential ACAD participants [Table-3]. This once again proves the necessity and befittingness of the

existing ACAD curriculum. However, the centre may give a thought on incorporation of private sector development issues into the ACAD curriculum. Some other studies also suggest the same that there are huge understanding gaps between public sector and private sector personnel¹¹.

3.1.2 Assessing Skills Requirements in Delivering Services & Its Fulfillment

The FGDs' and survey respondents identified as many as ten priority skill-areas which they require in their service delivery situation. As per their prioritization, the most important priority skill areas for service delivery are (a) English Language Skills (20.89%), (b) ICT Skills (20.78%), (c) Negotiation Skills (15.85%), (d) Project Management & PPP (15.65%), (e) Presentation Skills (10.24%) and (f) Seminar Paper Writing Skills (7.19%) [Table-4]. The other important skills identified are (a) Personnel Management/HRM (3.17%) and (b) e-Governance Skills (3.13%). Results of the statistical test (Spearman's Rank Correlation of Co-efficient) employed indicate that there is a significant (at 0.01 level) consistency amongst the views of former, ongoing (existing) and potential ACAD participants [Table-4 and Fig.-3.3].

Table-4 : Required Skills of ACAD Participants in Delivering Services at the Level of Deputy Secretaries and Equivalents

#	Identified Areas of Required Skills	Given Priority of Identified Skills (in %) by Participants			
		Former	Existing	Potential	Average
1	English Language Skills	20.85	21.00	20.82	20.89
2	Negotiation Skills	16.00	15.54	16.00	15.85
3	ICT Skills	20.75	20.80	20.78	20.78
4	Presentation Skills	10.40	9.98	10.34	10.24
5	Seminar Paper Writing Skills	7.20	7.22	7.15	7.19
6	E-Governance Skills	3.21	2.98	3.20	3.13
7	Aid Effectiveness Skills	1.61	1.53	1.78	1.64
8	Personnel Management/HRM	3.18	3.13	3.20	3.17
9	Market Economy	1.59	1.49	1.33	1.47
10	Project Management & PPP	15.21	16.33	15.40	15.65
Total/Average		100.00	100.00	100.00	100.00

Note : Resulted r_s values of (1) Former-Existing, (2) Existing-Potential and (3) Former-Potential are 0.976, 0.970, 0.982 respectively, where r_s value at 0.01 significant level is 0.746.

¹¹ Bangladesh Enterprise Institute (2009). : TNA and Program Recommendation : Design and Pilot Implementation of Civil Service Training Program for Private Sector Development, Gulshan Avenue, Dhaka, Oct. 11, 2009.

Since the former and ongoing (existing) participants underwent ACAD and have practical work experience as Deputy Secretary and equivalent, they were asked to determine the extent of fulfillment of identified required skills through ACAD. Their views reflect that most of the identified skills, excepting "Market Economy" (although market economy is not a skill) are sufficiently fulfilled through ACAD, although there is an ample scope to enhance the rate of fulfillment [Table-5 and Fig.-3.4].

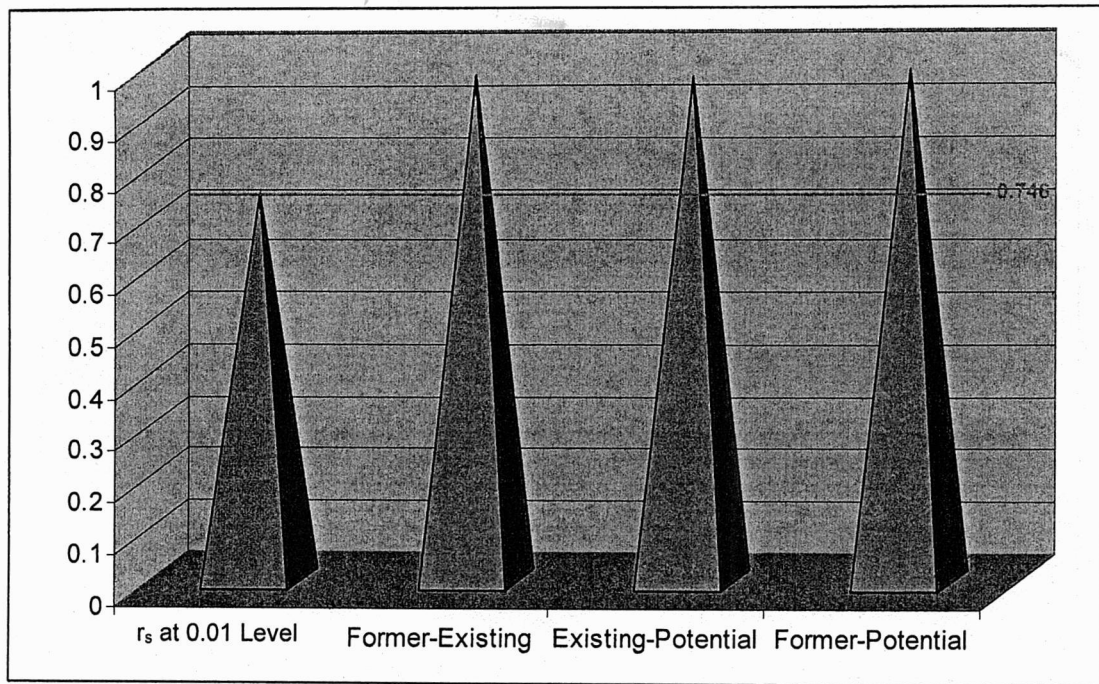


Fig.-3.3 Resulted r_s Values of Required Skills at Deputy Secretary Level

The statistical test employed reveals that there is a significant (at 0.01 level) consistency between the views given by the former and ongoing (existing) ACAD participants [Table-5 and Fig.-3.4].

Table-5 : Rate of Fulfilment of Required Skills Through ACAD in Delivering Services at the Level of Deputy Secretaries and Equivalents

#	Identified Areas of Required Skills	Rate of Fulfilment of Skills (in %) by Participants		
		Former	Existing	Average
1	English Language Skills	52.57	55.73	54.15
2	Negotiation Skills	38.00	39.13	38.57
3	ICT Skills	57.83	57.86	57.85
4	Presentation Skills	71.00	74.00	72.50
5	Seminar Paper Writing Skills	83.00	84.66	83.83

#	Identified Areas of Required Skills	Rate of Fulfillment of Skills (in %) by Participants		
		Former	Existing	Average
6	e-Governance Skills	75.00	75.12	75.06
7	Aid Effectiveness Skills	85.00	87.13	86.07
8	Personnel Management/HRM	60.00	57.86	58.93
9	Market Economy	2.00	1.52	1.76
10	Project Management & PPP	45.00	39.45	42.23
Total/Average		56.94	57.25	57.09

Note : Resulted r_s values of Former-Existing is 0.970, where r_s value at 0.01 significant level is 0.746.

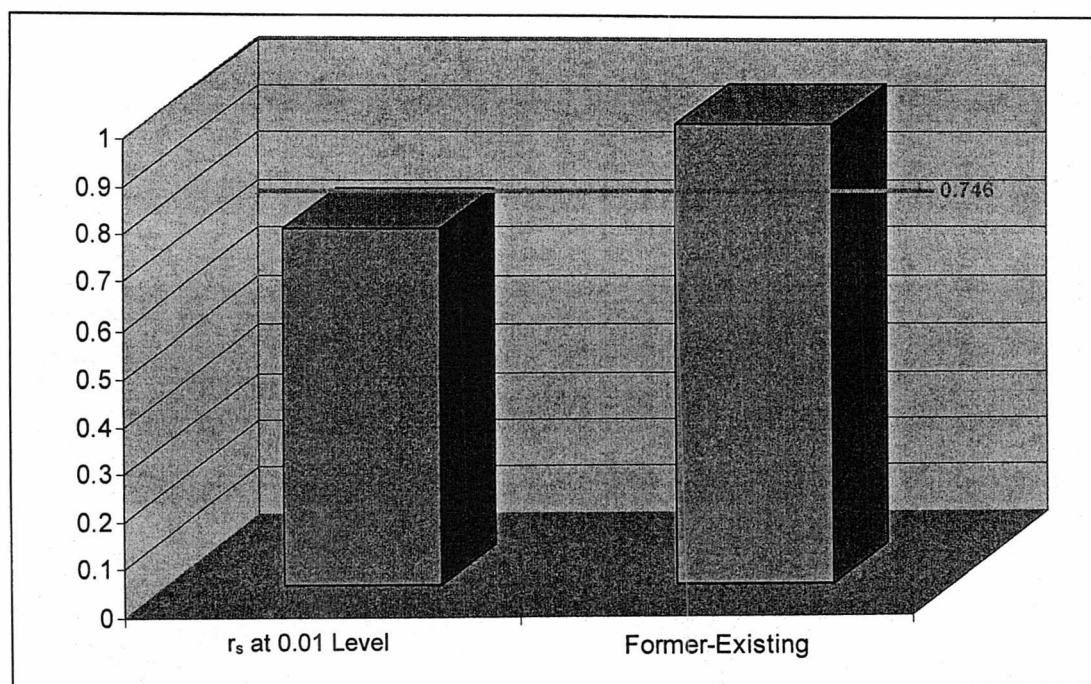


Fig.-3.4 Resulted r_s Values of Fulfilment of Required Skills Through ACAD

Again, the potential ACAD were asked to determine the skills gap (in %) in delivering services as Deputy Secretary and equivalent. Statistics, excepting Personnel Management/HRM, shows that they have a very high level skill gap in all other identified skill areas [Table-6]. The average skill gap of different skill areas is 81.29%. This once again proves the necessity and befittingness of the existing ACAD curriculum.

Table-6 : Distribution of Respondents and Rate of Required Skills Gap of the Potential ACAD Participants in Delivering Services at Job Situation

#	Identified Areas of Required Skills	Distribution of Respondents		Average (in %) Skills Gap
		No.	%	
1	English Language Skills	39	86.67	74.15
2	Negotiation Skills	44	97.78	91.36
3	ICT Skills	42	93.33	84.78

#	Identified Areas of Required Skills	Distribution of Respondents		Average (in %) Skills Gap
		No.	%	
4	Presentation Skills	35	77.78	72.13
5	Seminar Paper Writing Skills	43	95.56	87.83
6	eGovernance Skills	45	100.00	97.23
7	Aid Effectiveness Skills	8	17.78	89.00
8	Personnel Management/HRM	21	46.67	44.36
9	Market Economy	38	84.44	84.65
10	Project Management & PPP	33	73.33	87.39
Total/Average		34.80	77.33	81.29

3.1.3 Assessing Attitudes Requirements in Delivering Services & Its Fulfillment

Studies indicate that the government officials are never encouraged to be pro-active and innovative but only rule binding. The FGDs and survey respondents were asked to identify the most important areas of attitudes required for the Deputy Secretaries and equivalents in delivering services at job situation. They were also asked to prioritize the identified areas of attitudes.

The required areas of attitudes were prioritized by the stratified clusters of respondents i.e. former, ongoing (existing) and potential ACAD participants who underwent practical exposure to service situation of Deputy Secretaries and equivalents. The study identified (a) Pro-activeness (19.39%), (b) Quick Response/Customer Responsiveness/ Positive Attitudes (18.53%), (c) Innovative Attitudes (9.26%), (d) Fellow Feelings to Colleagues/Developing Good Relations in Work Place (6.60%) and (e) Cooperative Attitudes (6.36%). The other identified important attitudes areas are (a) Protecting HR & Fundamental Rights (4.90%), (b) Value for Money (4.22%), (c) Protecting Child Rights (4.20%) and (d) Continuous Improvement of Works (4.11%) etc. [Table-7]. Results of the statistical test (Spearman's Rank Correlation of Co-efficient) employed indicate that there is a significant (at 0.01 level) consistency amongst the views of former, ongoing (existing) and potential ACAD participants [Table-7 & Fig.-3.5].

Table-7 : Required Attitudes of ACAD Participants in Delivering Services at the Level of Deputy Secretaries and Equivalents

#	Identified Areas of Required Attitudes	Given Priority of Identified Attitudes (in %) by Participants			
		Former	Existing	Potential	Average
1	Pro-activeness	19.79	19.39	18.99	19.39
2	Quick Response/Customer Responsiveness / Positive Attitudes	18.75	17.95	18.89	18.53

#	Identified Areas of Required Attitudes	Given Priority of Identified Attitudes (in %) by Participants			
		Former	Existing	Potential	Average
3	Prompt in Decision Making	3.13	3.09	3.09	3.10
4	Mindset Change	2.08	2.1	1.98	2.05
5	Fellow Feelings to Colleagues/Developing Relations in Work Place Good	6.25	7.21	6.33	6.60
6	Democratic Attitudes	3.13	3.13	3.25	3.17
7	Innovative Attitudes	7.29	7.85	7.56	7.57
8	Leadership Attitudes	1.04	1.04	1.14	1.07
9	Value for Money	4.17	4.27	4.23	4.22
10	Continuous Improvement of Works	4.17	4.07	4.09	4.11
11	Cooperative Attitudes	6.25	6.65	6.18	6.36
12	Risk Taking Attitudes	1.04	1.33	0.99	1.12
13	Active	3.13	3.04	3.21	3.13
14	Protecting HR & Fundamental Rights	5.21	4.23	5.27	4.90
15	Protecting Child Rights	4.17	4.19	4.23	4.20
16	Displaying Citizen Charter in Workplace	3.13	2.98	3.23	3.11
17	Formulating Individual Action Plan	1.04	0.97	1.12	1.04
18	Motivational	3.13	3.42	3.09	3.21
19	Communicative	2.08	1.96	2.11	2.05
20	Promotional	1.02	1.13	1.02	1.06
Total/Average		100.00	100.00	100.00	100.00

Note : Resulted r_s values of (1) Former-Existing, (2) Existing-Potential and (3) Former-Potential are 0.653, 0.962, 0.656 respectively, where r_s value at 0.01 significant level is 0.534.

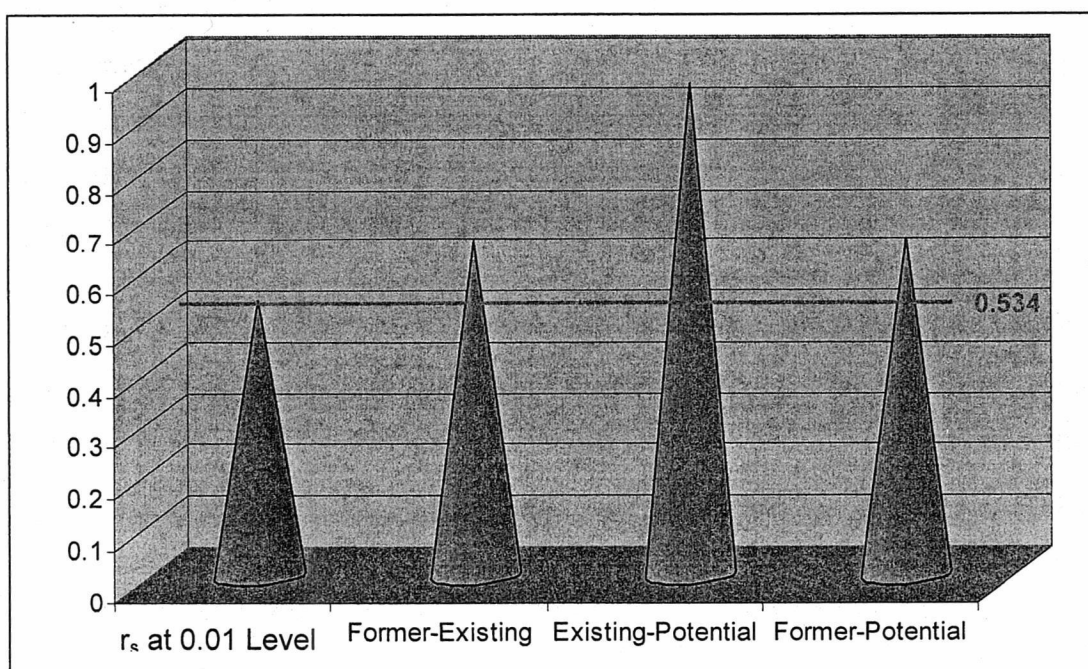


Fig-3.5 : Resulted r_s Values of Required Attitudes at Deputy Secretary Level

Again, the respondents who underwent ACAD training and have practical exposure to field situation determined the extent of fulfillment (in %) of their required attitudes through ACAD. Views were taken only from the former and ongoing (existing) ACAD participants.

Based on the average rate of fulfillment, the most fulfilled areas of attitudes are (a) Prompt in Decision Making (95.49%) (b) Mindset Change (95.45%), (c) Democratic Attitudes (95.34%), (d) Leadership Attitudes (95.10%) and (e) Promotional attitudes (82.50%). The other most fulfilled areas of attitudes are (a) Innovative Attitudes (71.50%), (b) Protecting HR & Fundamental Rights (70.50 %) and (c) Communicative attitudes (70.26%).

Table-8 : Rate of Fulfilment of Required Attitudes Through ACAD in Delivering Services at the Level of Deputy Secretaries and Equivalents

#	Identified Areas of Required Attitudes	Rate of Fulfillment of Attitudes (in %) by Participants		
		Former	Existing	Average
1	Pro-activeness	44.50	45.00	44.75
2	Quick Response/Customer Responsiveness/Positive Attitudes	48.40	49.00	48.70
3	Prompt in Decision Making	95.97	95.00	95.49
4	Mindset Change	95.89	95.00	95.45
5	Fellow Feelings to Colleagues/Developing Good Relations in Work Place	55.00	54.00	54.50
6	Democratic Attitudes	95.67	95.00	95.34
7	Innovative Attitudes	73.00	70.00	71.50
8	Leadership Attitudes	95.19	95.00	95.10
9	Value for Money	0.00	0.00	0.00
10	Continuous Improvement of Works	20.00	22.00	21.00
11	Cooperative Attitudes	31.00	30.00	30.50
12	Risk Taking Attitudes	10.50	10.00	10.25
13	Active	10.00	10.00	10.00
14	Protecting HR & Fundamental Rights	71.00	70.00	70.50
15	Protecting Child Rights	50.00	53.00	51.50
16	Displaying Citizen Charter in Workplace	40.00	37.00	38.50
17	Formulating Individual Action Plan	30.00	30.00	30.00
18	Motivational	60.00	69.00	64.50
19	Communicative	70.52	70.00	70.26
20	Promotional	80.00	85.00	82.50
Total/Average		53.83	54.20	54.02

Note : Resulted r_s values of Former-Existing is 0.659, where r_s value at 0.01 significant level is 0.534.

The statistical evidence shows that the identified most of the prioritized attitudes, except "mindset change" are not sufficiently inculcated amongst the participants of ACAD [Table-8].

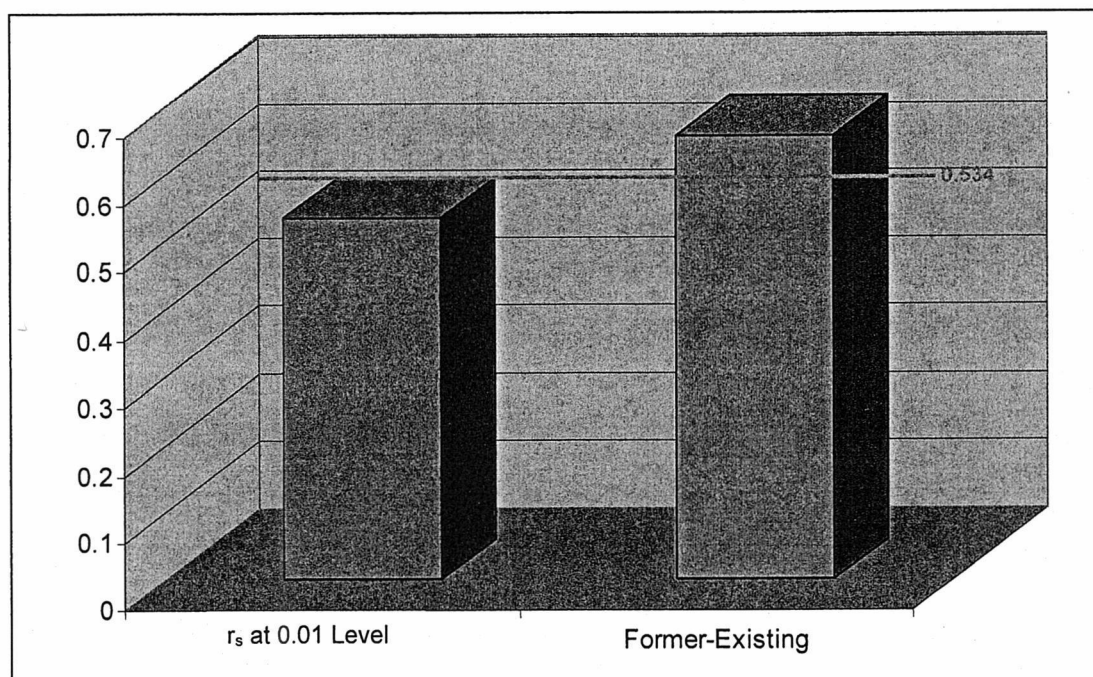


Fig.-3.6 : Resulted r_s Values of Fulfillment of Required Attitudes Through ACAD

Results of the statistical test (Spearman's Rank Correlation Co-efficient) employed indicate that there is a significant (at 0.01 level) consistency between the views of former and ongoing (existing) ACAD participants [Table-8 & Fig.-3.6]. This means that the centre has ample opportunities to improve the mechanism of sufficiently inculcating the most prioritized attitudes amongst the ACAD participants, although it's a tough job. But sufficient inculcation of such attitudes will obviously bring tremendous positive results in the service delivery system.

Most of the potential ACAD participants identified (a) Mindset Change (100%), (b) Pro-activeness (95.56%), (c) Quick Response/Customer Responsiveness /Positive Attitudes (86.67 %) and (d) Prompt in Decision Making (80.00%) are the required attitudes gap in delivering better services in the job situation. But about half of the respondents opined that (a) Value for Money (95.21%), (b) Mindset Change (91.26%), (c) Formulating Individual Action Plan (90.71%), (d) Risk Taking Attitudes (89.06%), (e) Promotional attitudes (81.29%) and (f) Pro-activeness (78.23%) are areas where the attitudinal gap mostly lies [Table-9].

Table-9 : Distribution of Respondents and Rate of Required Attitudes Gap of the Potential ACAD Participants in Delivering Services at Job Situation

#	Identified Areas of Required Attitudes	Distribution of Respondents		Average (in %) Attitudes Gap
		No.	%	
1	Pro-activeness	43	95.56	78.23
2	Quick Response/Customer Responsiveness /Positive Attitudes	39	86.67	71.80
3	Prompt in Decision Making	36	80.00	76.05
4	Mindset Change	45	100.00	91.26
5	Fellow Feelings to Colleagues/Developing Good Relations in Work Place	25	55.56	63.58
6	Democratic Attitudes	22	48.89	65.43
7	Innovative Attitudes	24	53.33	72.51
8	Leadership Attitudes	31	68.89	63.67
9	Value for Money	18	40.00	95.21
10	Continuous Improvement of Works	15	33.33	42.03
11	Cooperative Attitudes	13	28.89	44.76
12	Risk Taking Attitudes	21	46.67	89.06
13	Active	14	31.11	53.79
14	Protecting HR & Fundamental Rights	7	15.56	37.83
15	Protecting Child Rights	5	11.11	34.52
16	Displaying Citizen Charter in Workplace	8	17.78	30.94
17	Formulating Individual Action Plan	23	51.11	90.71
18	Motivational	26	57.78	76.24
19	Communicative	6	13.33	27.08
20	Promotional	33	73.33	81.29
Total/Average		22.70	50.44	64.30

3.2 Effectiveness/Usefulness of ACAD

The purpose of training is to transfer certain knowledge and skills to the trainees and influencing their attitudes to improve their performance on the job. Internal validation of training course incorporates effectiveness evaluation of the course and a series of tests employed for evaluating training performance of the participants. The present study considered such evaluation of ten previous courses (from 78th to 87th ACAD).

3.2.1 Effectiveness of Course Objectives

Statistics illustrates that the average rate of achievement of every individual objective or the average objective of the course as a whole is highly satisfactory [Table-10].

All the course participants, except the ones of 79th ACAD, rated the effectiveness of different course objectives as more than eighty percent. It is to be noted that the effectiveness of all the objectives were not rated equally and at the same time there

were variations from course to course. However, as mentioned earlier, average rate were found highly satisfactory (Table-10).

Table-10 Effectiveness of the Course Objectives (78th – 87th ACAD) As Rated by Participants

Course Objective	Effectiveness (%)										
	78 th	79 th	80 th	81 st	82 nd	83 rd	84 th	85 th	86 th	87 th	Ave.
To enhance capability to think strategically and to manage and accommodate changes efficiently and professionally;	81	73	81	87	89	85	83	82	92	82	83.50
To enhance efficiency expertise to deliver better services to the clientele and to work in a team in order to foster team spirit and to bring about SMARTS results in the work done;	85	76	83	90	91	87	89	82	94	81	85.80
To improve the ability to collect, analyze and present data & information effectively and professionally in order to take proper decisions;	77	72	79	85	89	85	83	82	92	82	82.60
To identify and analyze the issues of development, to design development projects and to manage them properly and professionally;	83	73	75	82	84	87	85	81	91	81	82.20
Enhance skills in using ICT in order to facilitate the application for e-governance;	80	74	88	84	93	79	83	81	87	76	82.50
To improve the interpersonal, intra-institutional and trans-border negotiation skills;	73	60	85	69	91	82	84	81	93	89	80.70
Average	80	71	82	83	90	84	85	82	92	82	83.10

Data Source : The Evaluation Department, BPATC, Savar, Dhaka

3.3 Effectiveness/Usefulness of the Course Inputs in Service Delivery

The study used both time-series data and survey data in interpreting the effectiveness (internal validation) and usefulness (external validation) of the course inputs respectively. Time-series data of ten previous courses has been utilized for measuring the effectiveness of the course inputs and 123 sample survey data has been utilized for measuring the usefulness of the course inputs in job situation.

3.3.1 Effectiveness/Usefulness of Different Modules & Its Course Contents

The time-series data from 78th to 87th ACAD on different course modules indicates that all the course modules, except Individual Action Plan and Gender and Development

modules, were highly effective. The average rated effectiveness of the highly effective modules ranges from 81.70% to 95.30% and the average rated effectiveness of the course modules as a whole, except those of 79th ACAD, ranges from 82% to 93% [Table-11].

Table-11 : Effectiveness of the Course Modules (78th – 87th ACAD) As Rated by Participants

Course Modules	Effectiveness (%)										Ave.
	78 th	79 th	80 th	81 st	82 nd	83 rd	84 th	85 th	86 th	87 th	
Poverty Reduction: Issues & Strategies	90	76	86	88	80	89	88	87	96	94	87.40
Development Economics & Globalization	86	81	88	87	88	89	87	84	97	84	87.10
Project Management	85	79	82	76	82	85	87	84	92	82	83.40
Public Service Management	87	78	76	87	82	85	84	81	88	82	83.00
Ethics in Public Administration	70	81	77	73	93	87	80	86	92	83	82.20
Environmental and Disaster Management	80	71	83	92	82	86	83	82	93	87	83.90
Gender and Development	72	52	81	85	76	80	86	81	93	86	79.20
Conflict Resolution and Negotiation Techniques							89	87	87	91	88.50
Language Skills	86	84	91	86	78	91	80	90	96	81	86.30
Information and Communication Technology	84	85	94	85	88	79	86	87	85	79	85.20
Physical Conditioning and Games	93	89	95	95	97	94	99	96	100	95	95.30
Study Tour/Visits	91	64	93	94	94	94	94	96	97	90	90.70
Contemporary Issues/Extension Lecture	83	74	85	75	84	81	81	81	90	83	81.70
Individual Action Plan	64	76	80	88	78	82					78.00
Average	82	76	85	85	85	86	86	86	93	86	85.14

Data Source : The Evaluation Department, BPATC, Savar, Dhaka

The average rated effectiveness measured from time time-series data also indicates that (a) Physical Conditioning and Games (95.30%), (b) Study Tours/Visits (90.70%), (c) Conflict Resolution and Negotiation Techniques (88.50%), (d) Poverty Reduction Issues and Strategies (87.40%) and (e) Development Economics and Globalization (87.10%) etc. were the most effective modules of the course. The other most effective modules of the course were (a) Language Skills (86.30%), (b) ICT and e-Governance (85.20%), (c) Environment Management and Disaster (83.90%), (d) Conflict Resolution and Negotiation Techniques (83.77%), (e) Project Cycle Management (83.40%), (f) Public Service Management (83.00%) and (g) Ethics in Public Administration (82.20%) etc. have been the most useful modules of the course [Table-11].

The sample survey statistics identifies (a) Study Tours/Visits (93.83%), (b) Physical Conditioning and Games (87.40%), (c) Language Skills (84.50%), (d) Conflict Resolution and Negotiation Techniques (83.77%), (e) ICT and e-Governance (83.64%), (f) Poverty Reduction Issues and Strategies (82.20%), (g) Project Cycle Management (80.74%) and (h) Development Economics and Globalization (80.42%) etc. have been the most useful modules of the course in the job situation [Table-12, Fig. 3.7].

Table-12 : Module-wise Average Extent of Usefulness (in %) of the Course Contents of ACAD in Delivering Services as Deputy Secretaries and Equivalents

#	Module	Responses		Extent of Usefulness (in %)
		No.	%	
1	Module 01: Poverty Reduction: Issues & Strategies	123	100.00	82.20
2	Module 02: Development Economics & Globalization	123	100.00	80.42
3	Module 3A: Project Cycle Management	123	100.00	80.74
4	Module 3B: Individual Action Plan (IAP)	110	89.43	77.17
5	Module 04: Public Service Management	113	91.87	79.11
6	Module 05: Ethics in Public Administration	109	88.62	76.08
7	Module 06: Environmental and Disaster Management	123	100.00	82.51
8	Module 7: Gender and Development	97	78.86	64.20
9	Module 8: Conflict Resolution and Negotiation Techniques	123	100.00	83.77
10	Module 9: Language Skills	123	100.00	84.50
11	Module 10: ICT and e-Governance	123	100.00	83.64
12	Module 11: Physical Conditioning & Games	123	100.00	87.40
13	Module 12: Study Tour/Visits	123	100.00	93.83
14	Module 13: Contemporary Issues	112	91.06	79.91
Total/Average		117.71	95.70	81.11

Data Source : Survey Data

The study found a very little or minor variation between the internal and External validation on the issues of effectiveness and usefulness of the course modules in the job situation [Table-11 & 12, Fig.-3.7]. Again, all (100.00%) the respondents identified (a) Physical Conditioning and Games, (b) Study Tours/Visits, (c) Conflict Resolution and Negotiation Techniques, (d) Poverty Reduction Issues and Strategies, (e) Development Economics and Globalization, (f) Language Skills, (g) ICT and e-Governance, (h) Environment Management and Disaster and (i) Project Cycle Management as the most useful modules of the course in the job situation.

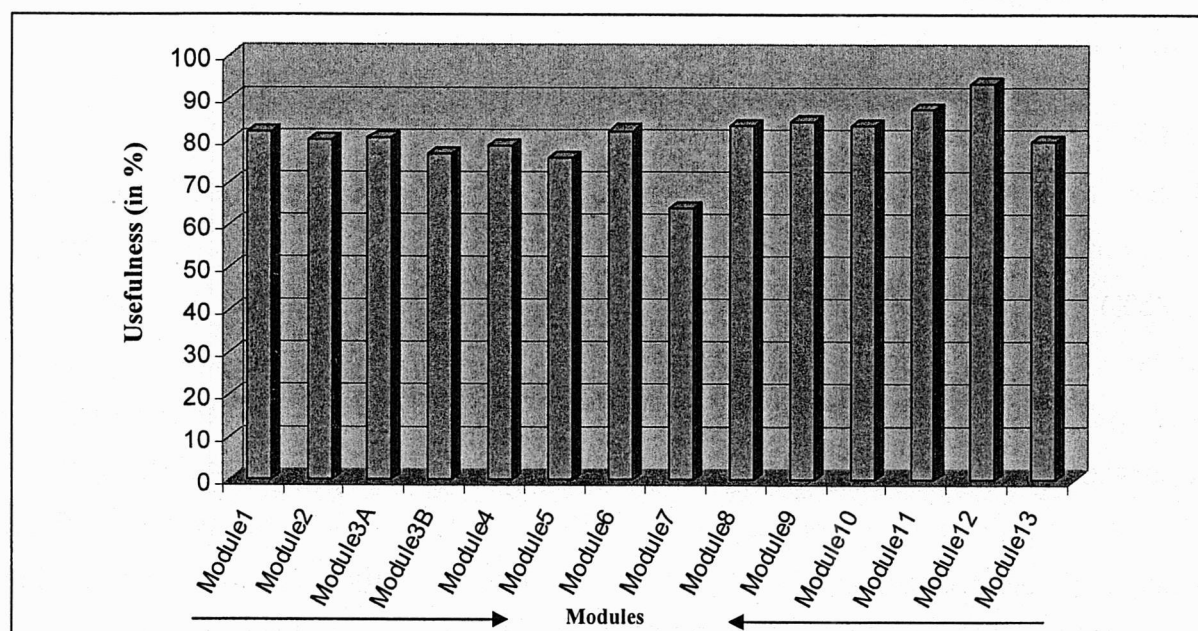


Fig.-3.7 : Average Extent of Usefulness (in %) of Different Modules of ACAD in Delivering Services as Deputy Secretaries and Equivalents

3.3.1.1 Usefulness of Poverty Reduction Modules and Topics

All the survey respondents opined that (a) Field Visit (93.21%), (b) Poverty Issues and Strategies : Bangladesh Perspectives (82.10%), (c) The Political Economy of Social Safety Net Program (80.86%) and (d) Issues of Poverty Addressed in 6th FYP (80.86%) are the most useful topics of the modules in their service delivery [Annexure-1, Table-13, Module-01].

3.3.1.2 Usefulness of Development Economics & Globalization Module

Although all the survey respondents opined that (a) Globalization: Perspective (83.95%), (b) Sharing Economic Development Experience: The case of India, Malaysia and Singapore (83.95%), (c) State of Bangladesh Economy (83.33%), (d) Regional Cooperation and Economic Development (83.33%), (e) Economic Development: Sector Analysis (82.10%) and (f) Implications of Monetary and Fiscal Policy in Maintaining Economic Stability (79.63%) are the most useful topics of the modules in their service delivery, topic (f) has been identified as the least useful among the aforementioned ones. (a) WTO and Developing countries: Challenges and Opportunities (77.16%) and

(b) Govt. Budgetary system and MTBF (69.90%) have been identified as the least useful ones in the module [Annexure-1, Table-13, Module-02].

3.3.1.3 Usefulness of Project Cycle Management Module

All the respondents opined that the topics incorporated in the Project Cycle Management modules, except (a) Delegation of Administrative and Financial Authority (96.75%) and (b) Logical Framework (80.49%), are useful in their service delivery situation. According to their viewpoints, (a) Project Implementation: Techniques, Problems & Issues (85.19%), (b) Project Approval Process (85.19%), (c) Project Preparation (DPP & TPP) (82.10%), (d) Project Approval Process (81.48%), (e) Project: Concepts, Issues and Project Cycle (80.86%), (f) Tools and Techniques in Project Selection (Project Appraisal) (80.86%), (g) Project Monitoring & Evaluation (80.86%) and (h) PPA -2006 and PPR-2008 (79.63%) are the most useful topics of the modules in their service delivery, [Annexure-1, Table-13, Module-03A].

3.3.1.4 Usefulness of Individual Action Plan Module

The IAP module was found useful 71.54% of the respondents. The average rate of usefulness of this module in service delivery was 77.17% [Annexure-1, Table-13, Module-03B].

3.3.1.5 Usefulness of Public Service Management Module

All the survey respondents opined that the Public Service Management module and its incorporated topics are useful in their service delivery i.e. job situation. The most useful topics are (a) Teambuilding in Administration (85.80%), (b) Motivation and Human Relations in Administration (80.86%) and (c) Leadership theories and styles (79.63%) [Annexure-1, Table-13, Module-04].

3.3.1.6 Usefulness of Ethics in Public Administration Module

All the respondents identified (a) Transparency and Accountability in Administration (79.63%) and (b) Prevention of Corruption (78.40%) as the most useful topics of the module. The rates of usefulness of other topics of have been found good [Annexure-1, Table-13, Module-05].

3.3.1.7 Usefulness of Environment and Disaster Management Module

Statistics indicates that all the topics incorporated into the Environment and Disaster Management module are useful in job situation of all the survey respondents. The most useful topics of the module as rated by the respondents are (a) Group Report and Presentation (86.42%), (b) Waste Management (85.80%), (c) Environment and Climate Change Challenges (83.95%), (d) Issues of Environment and Sustainable Development (81.48%) and (e) Issues, Policies and Strategies of Environment and Disaster Management (80.86%) [Annexure-1, Table-13, Module-06].

3.3.1.8 Usefulness of Gender and Development Module

According to the respondents' views "Gender and Development" module and its incorporated topics are the least useful one of the whole curriculum of ACAD [Annexure-1, Table-13, Module-07]. Similar views, time and again, have also been reflected in the internal validation process i.e. program evaluation of different ACADs conducted by the Evaluation Department of the Centre¹². This might happen due to gender blindness of most of the Government officials at this level or actually they might not have observed sufficient scope to utilize the relevant inputs incorporated into ACAD in this respect. However, the centre may give a further thought on the means of providing gender related inputs or scale down the module's coverage as articulated by the participants of different ACADs.

3.3.1.9 Usefulness of Conflict Resolution and Negotiation Techniques Module

All the survey respondents opined that the "Conflict Resolution and Negotiation Techniques" module along with its all topics are highly useful in the job situation of Deputy Secretary and equivalent officials. The rate of usefulness of all the topics incorporated into the module is more than 80.00% [Annexure-1, Table-13, Module-08].

3.3.1.10 Usefulness of Language Skills Module

The "Language Skills" module along with its incorporated topics has also been identified as a useful module by all the survey respondents. The rate of usefulness of all the

topics incorporated into the module has also been found very satisfactory (more than 80.00%) [Annexure-1, Table-13, Module-09].

3.3.1.11 Usefulness of ICT and e-Governance Module

The "ICT and e-Governance" module along with its incorporated topics has also been identified as a useful module by all the survey respondents. The rate of usefulness of all the topics, excepting " ICT as Means for Governance and Service Delivery (77.78%)", incorporated into the module has also been found very or highly satisfactory (rate ranges from 80.86% to 88.27%) [Annexure-1, Table-13, Module-10].

3.3.1.12 Usefulness of Physical Conditioning and Games Module

The "Physical Conditioning and Games" module along with its incorporated topics is liked by most of the respondents, specially the officials who underwent ACAD. The rate of usefulness of all the topics incorporated into the module has also been found very or highly satisfactory (rate ranges from 82.10% to 91.36%) [Annexure-1, Table-13, Module-11].

3.3.1.13 Usefulness of Study Tours/Visits Module

All the survey respondents identified "Study Tours/Visits" module as the most useful input in their job situation. The rate of usefulness of the module has been observed 93.83% [Annexure-1, Table-13, Module-12].

3.3.1.14 Usefulness of Contemporary Issues Module

The "Contemporary Issues" module mainly incorporates the most burning issues of the Government and the society. The most experienced and renowned experts in the relevant fields are invited to deliver sessions of this module. Most of the survey respondents identified (a) Maritime boundary and challenges of exploring economic potentials for Bangladesh (87.65%), (b) Inclusive Development (87.08%), (c) Challenges of food security in Bangladesh (83.95%), (d) Rules of Business (83.19%),

¹² The Evaluation Department. : Course End-Of-Evaluation of 78th to 87th ACADs, BPATC, Savar, Dhaka.

(e) Important Public Policies of Bangladesh (81.48%), (f) Problems of ensuring accountability in Public Service Management (80.86%), (h) Culture and Heritage of Bangladesh (80.86%) and (i) Share market and its implications for macro-economy: Bangladesh perspective (79.63%) [Annexure-1, Table-13, Module-13].

3.4 Effectiveness of the Adopted Methods

Statistics shows that 15 different types of methods were adopted during last ten ACAD [Table-14]. Some methods were not used in all courses. Group Discussion (91.83%), Group Exercise/Work (89.89%), Field Visits (89.60%), Exercises (89.00%) and Team Works (88.00%) have been identified as the most effective methods adopted in ACAD. The other methods, except "Simulation" (61.90%) have also been identified as very effective methods of ACAD. The rate of effectiveness of these methods varied in different courses. Some modules may be more exercise-based.

Table-14 : Effectiveness of the Adopted Methods (78th – 87th ACAD) As Rated by Participants

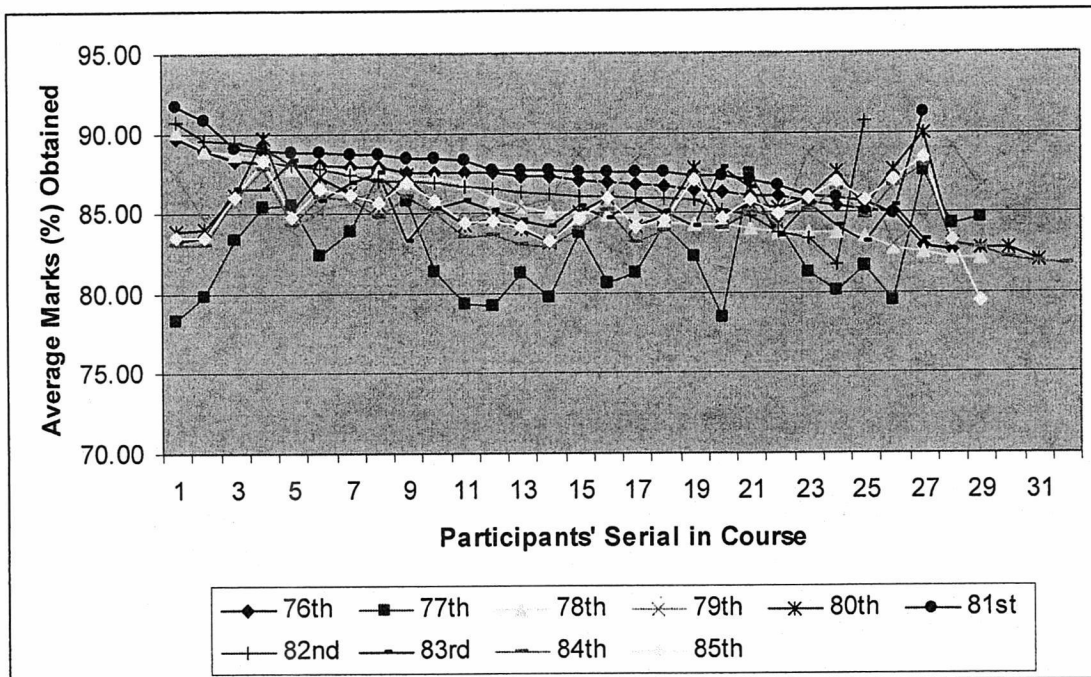
Methods Adopted	Effectiveness (%)										
	78 th	79 th	80 th	81 st	82 nd	83 rd	84 th	85 th	86 th	87 th	Ave.
Lecture and discussion	82	76	88	79	85	90	87	81	91	85	84.40
Discussion and Exercise	84	78	91	95	90	92	89	88	94	89	89.00
Role Play	79	75	86	85	87	82	85	85	93	79	83.60
Case Study	81	75	88	85	91	85	85	86	95	81	85.20
Team work & Presentation		84			83	88	84	92	93	92	88.00
Field Visit & Presentation	89	71	93	94	88	85	93	94	99	90	89.60
Group Discussion					94	94	94	89	95	85	91.83
Simulation				92	95	80	92	83	93	84	61.90
Group Exercise/Work	91		90	93	83	93	82	89	96	92	89.89
Reading Assignment	76	72	80	80	82	82	91	77	88	85	81.30
Self - Learning					83	85	82	77	93	85	84.17
Film Show			77	81							79.00
Workshop	85	76	91	86							84.50
Study Tour	91	71	94	92							87.00
Panel Discussion	80		83								81.50
Average	84	75	87	87	87	87	88	86	94	86	86.10

Data Source : The Evaluation Department, BPATC, Savar, Dhaka

3.5 The Participants Performance

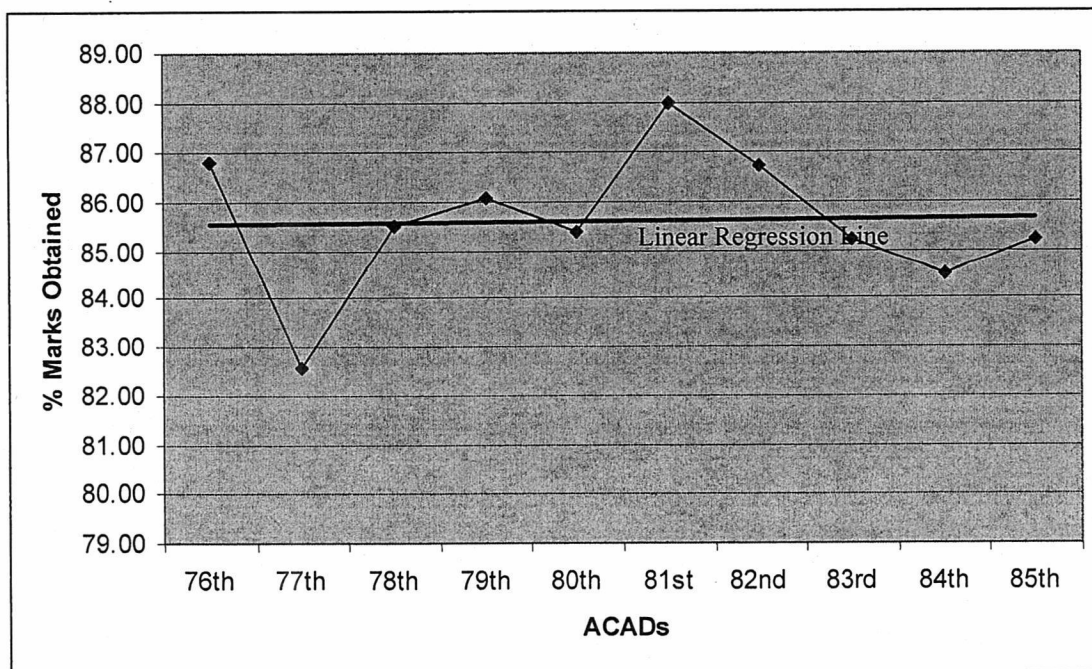
The participants' performances were measured through a series of tests, exams, exercises, group works and individual assignments etc. The study considered 10 latest

available courses (from 76th to 85th ACAD) for this analysis. The statistics indicates that the average performance of the participants considered were very good.



Data Source : The Evaluation Department, BPATC, Savar, Dhaka

Fig.-3.8 : The Participants' (76th – 85th ACAD) Performance Levels



Data Source : The Evaluation Department, BPATC, Savar, Dhaka

Fig.-3.9 : The Participants' Course-wise Average (76th – 85th ACAD) & Linear Performance Levels

The average performance of most of the 77th course participants were the lowest. On an average, the average performances of other nine course participants were very good [Fig.-3.8 & 3.9]. The linear regression line drawn based on the average performance of different course participants indicates that the participants' performance were very high (more than eighty five) [Fig.-3.9].

Table-15 : The Participants' Course-wise (76th – 85th ACAD) Performance Levels (Grading)

Course#	Number & % of Participants as per Obtained Grade						Total
	AA	A+	A	B+	B	(C) Failed	
76th		28					28
		100.00					100.00
77th		25	4				29
		86.21	13.79				100.00
78th	1	28					29
	3.45	96.55					100.00
79th		29					29
		100.00					100.00
80th	1	30					31
	3.23	96.77					100.00
81st	3	24					27
	11.11	88.89					100.00
82nd	3	22					25
	12.00	88.00					100.00
83rd		27					27
		100.00					100.00
84th		31	1				32
		96.88	3.13				100.00
85th		29					29
		100.00					100.00

Data Source : The Evaluation Department, BPATC, Savar, Dhaka

Although a very few participants obtained outstanding scores (AA i.e. 90 and above), most of the participants obtained very good scores (A+ i.e. 80% – 89%).

3.6 New Needs Discovered

The re-assessment of ACAD training needs strongly indicated that the Government officials of this level has little or no knowledge about private sector development i.e. business : how it functions and operates, how it is linked with the country's and global economy, the problems it faces and how it could be better regulated towards boosting

up the country's economy. The Government officials at this level have a vital role to play in this respect. Many of the Government officials work in the business regulatory bodies or in private sector development service providing agencies without any knowledge or with little knowledge about private sector. This creates huge understanding gaps between the officials working in both the sectors. Studies indicate that almost all the Government officials working at different tiers have a strong negative attitude towards private sector development where profit making is considered to be a sin or crime¹³. In fact, profit making is not at all a crime or sin so long legal aspects are maintained and due taxes are paid on a regular basis. However, BPATC may give a strong thought on introducing private sector development issues (in the form of a separate module) in ACAD curriculum.

The other issues raised through the process are : (a) the existing ACAD curriculum is perfectly alright, excepting a few changes required to be made as mentioned earlier; (b) the course is too hectic¹⁴ in terms of its volume of inputs delivered and course duration i.e. the allocated time-frame within which the set inputs are delivered; therefore either course duration should be increased or volume of inputs from comparatively less prioritized/important ones may be reduced; (c) as mentioned earlier, some high priority issues whose fulfillment rate is not sufficient, should be allocated more time and effort; (d) Gender and Development module may be scaled down and (e) methods adopted in delivering inputs of some modules like "Public Service Management", "Ethics in Public Administration" and IAP may be improved.

3.7 Other issues for Further Improvement of the Course

Looking into the aforementioned analysis the study comes to a conclusive remark that PTU/TNA study of the course should not be adopted as a one-shot effort. It should be a regular and continuous one. The feedback processes adopted by BPATC should also

¹³ Bangladesh Enterprise Institute (2009). : TNA and Program Recommendation : Design and Pilot Implementation of Civil Service Training Program for Private Sector Development, Gulshan Avenue, Dhaka, Oct. 11, 2009.

¹⁴ The Evaluation Department. : Course End-Of-Evaluation of 78th to 87th ACADs, BPATC, Savar, Dhaka.

be continued and there should be a regular follow up process to look into the befittingness of the curriculum with those of the job requirements.

3.8 Key Issues and Lessons

The present study finds the existing ACAD in its current shape more or less okay for the following reasons:

- The training needs re-assessment validates the earlier assessment based on which the curriculum of the existing ACAD was designed;
- The inputs provided through ACAD have been found very effective (internal validation);
- The participants' performance has been found very good (internal validation); and
- The inputs provided through ACAD have been found very useful in the participants' job situation (external validation).

But ACAD needs a minor fine-tuning in terms of its curriculum, course duration and methods adopted in a manner suggested in the analysis parts of the study.

CHAPTER - IV

4.0 Summary Findings, Recommendations & Conclusions

The study has drawn the following summary findings, recommendations and conclusions based on the analysis illustrated in chapter-III:

4.1 Summary Findings

- ACAD is a generic input-based training course designed to enhance participants' capacity in terms of broad-based and at the same time some specific area-based knowledge, skills and attitudes required in delivering services as Deputy Secretary and equivalent.
- The existing ACAD curriculum and its implementation processes along with its delivery mechanisms and adopted tools and techniques also reflect similar KSA-based systems approaches. This means that the identified training needs of the present study are very much similar to those of the earlier ones excepting the newly identified two areas: (a) Change Management and (b) Private Sector Development.
- Results of the statistical tests (Spearman's Rank Correlation of Co-efficient) employed indicate that there is a significant (at 0.01 level) consistency amongst the views of former, ongoing (existing) and potential ACAD participants regarding their required **Knowledge, Skills and Attitudes** in delivering services in the job situation and the extent of fulfillment of those ones through ACAD.
- The training needs re-assessment validates the earlier assessment based on which the curriculum of the existing ACAD was designed.
- One of the identified most important areas of training needs is "Private Sector Development" issues which is not at all covered under the existing ACAD curriculum and there is a considerable demand regarding incorporation of the same into ACAD curriculum.
- Statistics reveals that the potential participants have considerable **Knowledge, Skills and Attitudes** (KSA) gaps in delivering services in their job situation and

those KSA-gaps have been found considerably fulfilled through ACAD. This once again proves the necessity of ACAD.

- Statistics illustrates that the average rate of achievement of every individual objective or the average objective of the course as a whole is highly satisfactory.
- The inputs provided through ACAD have been found very effective (internal validation).
- The participants' performance has been found very good (internal validation).
- The inputs provided through ACAD have been found very useful in the participants' job situation (external validation).
- The linear regression line drawn based on the average performance of different course participants of the latest available 10 ACADs indicates that the participants' performance were very high (more than eighty five in %).
- The re-assessment of ACAD training needs strongly indicated that the Government officials of this level has little or no knowledge about private sector development i.e. business : how it functions and operates, how it is linked with the country's and global economy, the problems it faces and how it could be better regulated towards boosting up the country's economy.
- Many of the Government officials work in the business regulatory bodies or in private sector development service providing agencies without any knowledge or with little knowledge about private sector. This creates huge understanding gaps between the officials working in both the sectors.
- Studies indicate that all most all the Government officials working at different tiers have a strong negative attitude towards private sector development where profit making is considered to be a sin or crime. In fact, profit making is not at all a crime or sin so long legal aspects are maintained and due taxes are paid on a regular basis. However, BPATC may give a strong thought on introducing private sector development issues (in the form of a separate module) in ACAD curriculum.

- The ACAD has been found too hectic by the participants in terms of its volume of inputs delivered and course duration i.e. the allocated time-frame within which the set inputs are delivered.
- The training needs re-assessment process identified some high priority issues whose rate of fulfillment with the existing shape of ACAD is not sufficient.
- There is an ample opportunity to improve the methods adopted in delivering inputs of some modules like "Public Service Management", "Ethics in Public Administration" and IAP.

4.2 Recommendations

- A minor fine-tuning of ACAD in terms of its curriculum, course duration and methods adopted needs to be made in a manner suggested in the analysis parts of the study.
- "Gender and Development" module should be scaled down or the same should be tried on test basis with considerable change in its delivery mechanisms (methods adopted).
- "Private Sector Development" issues should be introduced as a separate module ACAD curriculum.
- Duration of ACAD should be increased or the volume of inputs from comparatively less prioritized/important issues should be reduced.
- The identified high priority issues whose rate of fulfillment with the existing shape of ACAD is not sufficient, should be allocated more time and effort.
- Methods adopted in delivering inputs of some modules like "Public Service Management", "Ethics in Public Administration" and IAP may be improved.
- PTU/TNA study of the course should not be adopted as a one-shot effort. It should be a regular and continuous one. The feedback processes adopted by BPATC should also be continued and there should be a regular follow up

process to look into befittingness of the curriculum with those of the job requirements.

3.6 Conclusions

The present study finds the existing ACAD in its current shape more or less okay. But it needs a minor fine-tuning in terms of its curriculum, course duration and methods adopted in a manner suggested in the analysis parts of the study. BPATC should conduct PTU/TNA study of the course on a regular and continuous basis. The feedback processes adopted by BPATC should also be continued and there should be a regular follow up process to look into the befittingness of the curriculum with those of the job requirements.

Table-13 : Module/Topic-wise Average Extent of Usefulness (in %) of the Course Contents of ACAD in Delivering Services as Deputy Secretaries and Equivalents

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 01: Poverty Reduction: Issues & Strategies				
1	Poverty Issues and Strategies: Bangladesh Perspective	123	100.00	82.10
2	Microfinance in Poverty Reduction	123	100.00	79.01
3	GO and NGO initiatives in Poverty Reduction	123	100.00	77.16
4	The Political Economy of Social Safety Net Program	123	100.00	80.86
5	Issues of Poverty Addressed in 6 th FYP	123	100.00	80.86
6	Field Visit	123	100.00	93.21
Total/Average		123	100.00	82.20

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 02: Development Economics & Globalization				
1	State of Bangladesh Economy	123	100.00	83.33
2	Economic Development: Sector Analysis	123	100.00	82.10
3	Implications of Monetary and Fiscal Policy in Maintaining Economic Stability.	123	100.00	79.63
4	Govt. Budgetary system and MTBF	87	70.73	69.90
5	WTO and Developing countries: Challenges and Opportunities	91	73.98	77.16
6	Globalization: Perspective	123	100.00	83.95
7	Regional Cooperation and Economic Development	123	100.00	83.33
8	Sharing Economic Development Experience: The case of India, Malaysia and Singapore.	123	100.00	83.95
Total/Average		114.50	93.09	80.42

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 3A: Project Cycle Management				
1	Project: Concepts, Issues and Project Cycle	123	100.00	80.86
2	Tools and Techniques in Project Selection (Project Appraisal)	123	100.00	80.86
3	Logical Framework	99	80.49	73.46
4	Project Preparation (DPP & TPP)	123	100.00	82.10
5	Project Approval Process	123	100.00	85.19
6	ADP Fund Release Procedures	123	100.00	81.48
7	Project Implementation: Techniques, Problems & Issues	123	100.00	85.19
8	PPA -2006 and PPR-2008	123	100.00	79.63
9	Delegation of Administrative and Financial Authority	119	96.75	77.78

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
10	Project Monitoring & Evaluation	123	100.00	80.86
Total/Average		120.20	97.72	80.74

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 3B: Individual Action Plan (IAP)				
1	Introducing IAP	88	71.54	75.93
2	Presentation of IAP	88	71.54	78.40
Total/Average		88	71.54	77.17

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 04: Public Service Management				
1	Changing Trends of Public Service Management and Reform Initiatives	123	100.00	72.84
2	Leadership theories and styles	123	100.00	79.63
3	Motivation and Human Relations in Administration	123	100.00	80.86
4	Teambuilding in Administration	123	100.00	85.80
5	Total Quality Management	123	100.00	79.01
6	Public Sector Strategic Management	123	100.00	76.54
Total/Average		123	100.00	79.11

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 05: Ethics in Public Administration				
1	General Ethics: An Introduction	92	71.54	71.60
2	Ethics and Do's & Don'ts in Religions: Pertaining to Administration	101	71.54	74.69
3	Prevention of Corruption	123		78.40
4	Transparency and Accountability in Administration	123	74.80	79.63
Total/Average		109.75	89.23	76.08

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 06: Environmental and Disaster Management				
1	Issues of Environment and Sustainable Development	123	100.00	81.48
2	Issues, Policies and Strategies of Environment and Disaster Management	123	100.00	80.86
3	Introducing National Adaptation Program of Action	123	100.00	76.54
4	Environment and Climate Change Challenges	123	100.00	83.95
5	Waste Management	123	100.00	85.80
6	Group Report and Presentation	123	100.00	86.42
Total/Average		123	100.00	82.51

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 7: Gender and Development				
1	Introduction to International Charters, Conventions & Declaration on Gender	76	61.79	59.88
2	Gender and Reproductive Health Rights : Concept and Issues	88	71.54	62.35
3	Women Development Policy: Legal Framework Action Plan	87	70.73	64.82
4	Human Rights & Violence Against Women	85	69.11	67.28
5	Group Exercise	82	66.67	66.67
Total/Average		83.60	67.97	64.20

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 8: Conflict Resolution and Negotiation Techniques				
1	Understanding Conflict a. <i>Definition of Conflict</i> b. <i>Life Cycle of Conflict</i> c. <i>Causes and Sources of Conflict</i> d. <i>Level of Conflicts</i>	123	100.00	88.27
2	Understanding Organizational Conflicts a. <i>Sources and causes</i> b. <i>Effects</i>	123	100.00	85.80
3	Conflict Resolution Approaches (<i>Avoiding, Accommodating, Competing, Compromising and Collaborating Approaches of Conflict Resolution</i>)	123	100.00	82.71
4	Conflict Assessment a. <i>Purposes of Conflict Assessment</i> b. <i>Techniques of Conflict Assessment</i>	123	100.00	81.48
5	1. Leading Negotiation Effectively a. <i>Preparation for Negotiation</i> b. <i>Conducting Negotiation</i> c. <i>Concluding Negotiation</i> 2. <i>Simulation on Trade/Aid Negotiation</i> 3. <i>Multi-level Negotiations</i>	123	100.00	83.95
6	Techniques of Treaty/Agreement Signing	123	100.00	80.86
7	Development of Negotiation Skills and Untold Stories of Negotiation	123	100.00	83.33
Total/Average		123	100.00	83.77

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 9: Language Skills				
1	Speaking Confidently	123	100.00	83.95
2	Speaking Skills: Practice Sessions	123	100.00	83.95
3	Enhancing Writing Skills	123	100.00	86.42
4	Writing Skills: Practice Session	123	100.00	85.19
5	Becoming a Good Reader	123	100.00	85.80
6	Reading Skills: Practice Sessions	123	100.00	83.95
7	Becoming a Better Listener	123	100.00	84.57
8	Listening Skill: Practice Sessions	123	100.00	85.19

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 9: Language Skills				
9	বাংলা বানান রীতি	123	100.00	81.48
Total/Average		123	100.00	84.50

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 10: ICT and e-Governance				
Essential ICT Skills				
1	Basics of Computer: Hardware, Software and User level Maintenance	123	100.00	80.86
2	Essential ICT Skill: Word Processing (MS Word)	123	100.00	83.95
3	Essential ICT Skill: Spreadsheet Analysis (MS Excel)	123	100.00	83.95
4	Essential ICT Skill: Computer Aided Presentation (MS Power Point)	123	100.00	85.19
5	Essential ICT Skill: Internet Basics and E-mail	123	100.00	84.57
e- Governance & ICT for Development				
6	ICT as Means for Governance and Service Delivery	123	100.00	77.78
7	Improving Service Delivery through ICT in Bangladesh	123	100.00	85.19
8	e-Governance: Concepts, Architecture, Systems, Challenges & opportunities with examples of developed and developing Countries.	123	100.00	88.27
9	ICT for Development: Policy and Challenges	123	100.00	80.86
10	Group Report Preparation & Presentation	123	100.00	85.80
Total/Average		123	100.00	83.64

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 11: Physical Conditioning & Games				
1	Effects of Sedentary Life Style & management	107	86.99	88.27
2	Effects of Exercise on Different Organs	109	88.62	88.87
3	Managing Wellness	103	83.74	82.10
4	Ideal Nutrition Status: Healthy lifestyle and food habits	123	100.00	86.42
5	Practical: Physical Conditioning (Morning); Walking, Jogging, Freehand Exercises, Ground Exercise, Stretching, Yoga. Games (Evening): According to the participants' interest (Volleyball, Tennis, Badminton & other activities)	123	100.00	91.36

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 11: Physical Conditioning & Games				
	Total/Average	113	91.87	87.40

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 12: Study Tour/Visits				
1	Study Tour/Visits	123	100.00	93.83
Total/Average		123	100.00	93.83

#	Module/Topic	Responses		Extent of Usefulness (in %)
		No.	%	
Module 13: Contemporary Issues				
1	Inclusive Development	121	98.37	87.08
2	Corporate Social Responsibilities and realities of business culture in Bangladesh	114	92.68	77.78
3	Maritime boundary and challenges of exploring economic potentials for Bangladesh	123	100.00	87.65
4	Ensuring effective linking of innovations in public service management with democratic process	112	91.06	75.93
5	Issues of responsive governance	98	79.67	78.40
6	Share market and its implications for macro-economy: Bangladesh perspective	98	79.67	79.63
7	Problems of ensuring accountability in Public Service Management	121	98.37	80.86
8	Challenges of translating reform issues into action	79	64.23	74.07
9	Challenges of regional economic cooperation with special focus on SAARC	83	67.48	74.69
10	Energy Security of Bangladesh	89	72.36	76.54
11	Civil Military Relationship	103	83.74	76.54
12	Culture and Heritage of Bangladesh	123	100.00	80.86
13	Important Public Policies of Bangladesh	115	93.50	81.48
14	Challenges of food security in Bangladesh	123	100.00	83.95
15	Rules of Business	123	100.00	83.19
Total/Average		108.33	88.08	79.91

BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE
Savar, Dhaka

FGD Guideline-I

POST-TRAINING UTILIZATION STUDY OF ACAD
In Search of Designing A Need-Based Training Curriculum

[For the Deputy Secretaries only Who Underwent ACAD Training at BPATC]

Date :

1. Your Name : (Optional)
2. Your ID No. : (Optional)
3. Your Current Department (Optional) :
4. Your Current Ministry/Division (Optional) :
5. Please identify the five most important areas of knowledge and skills one requires to efficiently and effectively serve as Deputy Secretary to or at equivalent position in the Government and indicate (in %) the extent of knowledge and skills you acquired through ACAD at BPATC.

(a) Required knowledge (please list five most important ones in order of priority) :

#	Identified Most Important Areas of Knowledge	Extent of Acquired Knowledge (in %) through ACAD
1		
2		
3		
4		
5		

(b) Required skills (please list five most important ones in order of priority):

#	Identified Most Important Areas of Skill	Extent of Acquired Skills (in %) through ACAD
1		
2		
3		
4		
5		

6. Please identify the five most important areas of attitudes one requires to nourish to efficiently and effectively serve as Deputy Secretary to or at equivalent position in the Government and indicate (in %) the extent of attitudes you acquired through ACAD at BPATC

#	Identified Most Important Areas of Attitudes	Extent of Acquired Attitudes (in %) through ACAD
1		
2		
3		

#	Identified Most Important Areas of Attitudes	Extent of Acquired Attitudes (in %) through ACAD
4		
5		

7. Please indicate (in bullet points) how the ACAD may be better designed to equip you with required knowledge, skills and attitudes.

— : *Thanks for your Cooperation :-*

BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE
Savar, Dhaka

FGD Guideline-II
POST-TRAINING UTILIZATION STUDY OF ACAD
In Search of Designing A Need-Based Training Curriculum

[For the Deputy Secretaries only Who Didn't Undergo ACAD Training at BPATC]

Date :

1. Your Name : (Optional)
2. Your ID No. : (Optional)
3. Your Current Department (Optional) :
4. Your Current Ministry/Division (Optional) :
5. Please identify the five most important areas of knowledge and skills one requires to efficiently and effectively serve as Deputy Secretary to or at equivalent position in the Government and indicate (in %) the extent of your knowledge and skill gaps in those areas.

(a) Required knowledge (please list five most important ones in order of priority) :

#	Identified Most Important Areas of Knowledge	Extent of Existing Knowledge Gaps (in %)
1		
2		
3		
4		
5		

(b) Required skills (please list five most important ones in order of priority):

#	Identified Most Important Areas of Skill	Extent of Existing Skill Gaps (in %)
1		
2		
3		
4		
5		

6. Please identify the five most important areas of attitudes one requires to nourish to efficiently and effectively serve as Deputy Secretary to or at equivalent position in the Government and indicate (in %) the extent of attitude gaps in those areas.

#	Identified Most Important Areas of Attitudes	Extent of Attitudes Gaps (in %)
1		
2		
3		

#	Identified Most Important Areas of Attitudes	Extent of Attitudes Gaps (in %)
4		
5		

7. Please indicate (in bullet points) how the ACAD may be better designed to equip you with required knowledge, skills and attitudes.

— : *Thanks for your Cooperation* :—

Annexure-4

BANGLADEAH PUBLIC ADMINISTRATION TRAINING CENTRE
Savar, Dhaka

Survey Questionnaire [Part-I/A]
POST-TRAINING UTILIZATION STUDY OF ACAD
In Search of Designing A Need-Based Training Curriculum

[For the Deputy Secretaries only Who Underwent ACAD Training at BPATC]

Date :

1. Your Name : (Optional)
2. Your ID No. : (Optional)
3. Your Current Department (Optional) :
4. Your Current Ministry/Division (Optional) :
5. Please identify from the table below the five most important areas of knowledge and skills one requires to efficiently and effectively serve as Deputy Secretary to or at equivalent position in the Government and indicate (in %) the extent of knowledge and skills you acquired through ACAD at BPATC.

(a) Required knowledge (please identify five most important ones in order of priority) :

#	Identified Most Important Areas of Knowledge	Priority #	Extent of Acquired Knowledge (in %) through ACAD
1	Seminar Paper Presentation		
2	Globalization		
3	Environmental Management/Conservation of Bio-Diversity		
4	English Language		
5	Computer Literacy/ICT		
6	Leadership Development		
7	Crisis Management		
8	Analytical Power		
9	Physical Fitness		
10	Development Economics / Economic Condition of Bangladesh		
11	MDGs & PRSP		
12	WTO & International Trade		
13	New Public Management/TQM		
14	Bangladesh Parliament		
15	Gender & Development		
16	Laws & Regulations		

#	Identified Most Important Areas of Knowledge	Priority #	Extent of Acquired Knowledge (in %) through ACAD
17	Project Management & PPP		
18	Change Management		
19	Reforming/Changing Public Sector		
20	Private Sector Development		
21	Poverty Reduction		
22	Energy Resources of Bangladesh		
23	Conflict Management & Negotiation		
24	Good Governance		

(b) Required skills (please identify five most important ones in order of priority):

#	Identified Most Important Areas of Skill	Priority #	Extent of Acquired Skills (in %) through ACAD
1	English Language Skills		
2	Negotiation Skills		
3	ICT Skills		
4	Presentation Skills		
5	Seminar Paper Writing Skills		
6	E-Governance Skills		
7	Aid Effectiveness Skills		
8	Personnel Management/HRM		
9	Market Economy		
10	Project Management & PPP		

6. Please identify from the table below the five most important areas of attitudes one requires to nourish to efficiently and effectively serve as Deputy Secretary to or at equivalent position in the Government and indicate (in %) the extent of attitudes you acquired through ACAD at BPATC

#	Identified Most Important Areas of Attitudes	Priority #	Extent of Acquired Attitudes (in %) through ACAD
1	Pro-activeness		
2	Quick Response/Customer Responsiveness / Positive Attitudes		
3	Prompt in Decision Making		
4	Mindset Change		
5	Fellow Feelings to Colleagues/Developing Good Relations in Work Place		
6	Democratic Attitudes		

#	Identified Most Important Areas of Attitudes	Priority #	Extent of Acquired Attitudes (in %) through ACAD
7	Innovative Attitudes		
8	Leadership Attitudes		
9	Value for Money		
10	Continuous Improvement of Works		
11	Cooperative Attitudes		
12	Risk Taking Attitudes		
13	Active		
14	Protecting HR & Fundamental Rights		
15	Protecting Child Rights		
16	Displaying Citizen Charter in Workplace		
17	Formulating Individual Action Plan		
18	Motivational		
19	Communicative		
20	Promotional		

Survey Questionnaire [Part-I/B]
[For the Deputy Secretaries only Who Didn't Undergo ACAD Training at BPATC]

Date :

1. Your Name : (Optional)
2. Your ID No. : (Optional)
3. Your Current Department (Optional) :
4. Your Current Ministry/Division (Optional) :
5. Please identify from the table below the five most important areas of knowledge and skills one requires to efficiently and effectively serve as Deputy Secretary to or at equivalent position in the Government and indicate (in %) the extent of your knowledge and skill gaps in those areas.

(a) Required knowledge (please identify five most important ones in order of priority) :

#	Identified Most Important Areas of Knowledge	Priority #	Extent of Knowledge Gaps (in %)
1	Seminar Paper Presentation		
2	Globalization		
3	Environmental Management/Conservation of Bio-Diversity		
4	English Language		
5	Computer Literacy/ICT		
6	Leadership Development		
7	Crisis Management		

#	Identified Most Important Areas of Knowledge	Priority #	Extent of Knowledge Gaps (in %)
8	Analytical Power		
9	Physical Fitness		
10	Development Economics / Economic Condition of Bangladesh		
11	MDGs & PRSP		
12	WTO & International Trade		
13	New Public Management/TQM		
14	Bangladesh Parliament		
15	Gender & Development		
16	Laws & Regulations		
17	Project Management & PPP		
18	Change Management		
19	Reforming/Changing Public Sector		
20	Private Sector Development		
21	Poverty Reduction		
22	Energy Resources of Bangladesh		
23	Conflict Management & Negotiation		
24	Good Governance		

(b) Required skills (please identify five most important ones in order of priority):

#	Identified Most Important Areas of Skill	Priority #	Extent of Skill Gaps (in %)
1	English Language Skills		
2	Negotiation Skills		
3	ICT Skills		
4	Presentation Skills		
5	Seminar Paper Writing Skills		
6	E-Governance Skills		
7	Aid Effectiveness Skills		
8	Personnel Management/HRM		
9	Market Economy		
10	Project Management & PPP		

6. Please identify the five most important areas of attitudes one requires to nourish to efficiently and effectively serve as Deputy Secretary to or at equivalent position in the Government and indicate (in %) the extent of attitude gaps in those areas.

#	Identified Most Important Areas of Attitudes	Priority #	Extent of Attitudes Gaps (in %)
1	Pro-activeness		
2	Quick Response/Customer Responsiveness / Positive Attitudes		
3	Prompt in Decision Making		
4	Mindset Change		
5	Fellow Feelings to Colleagues/Developing Good Relations in Work Place		
6	Democratic Attitudes		
7	Innovative Attitudes		
8	Leadership Attitudes		
9	Value for Money		
10	Continuous Improvement of Works		
11	Cooperative Attitudes		
12	Risk Taking Attitudes		
13	Active		
14	Protecting HR & Fundamental Rights		
15	Protecting Child Rights		
16	Displaying Citizen Charter in Workplace		
17	Formulating Individual Action Plan		
18	Motivational		
19	Communicative		
20	Promotional		

Survey Questionnaire [Part-II]
[For Former, Existing & Potential ACAD Participants]

7. Please indicate the extent of usefulness of the following modules and topics of ACAD in your service delivery as Deputy Secretary to the Government (please choose an appropriate number where 0 = nil, 1 = lowest, 6 = highest).

#	Topic	Extent of Usefulness						
Module 01: Poverty Reduction: Issues & Strategies								
1	Poverty Issues and Strategies: Bangladesh Perspective	0	1	2	3	4	5	6
2	Microfinance in Poverty Reduction	0	1	2	3	4	5	6
3	GO and NGO initiatives in Poverty Reduction	0	1	2	3	4	5	6
4	The Political Economy of Social Safety Net	0	1	2	3	4	5	6

#	Topic	Extent of Usefulness						
Module 01: Poverty Reduction: Issues & Strategies								
	Programme							
5	Issues of Poverty Addressed in 6 th FYP	0	1	2	3	4	5	6
6	Field Visit	0	1	2	3	4	5	6

#	Topic	Extent of Usefulness						
Module 02: Development Economics & Globalization								
1	State of Bangladesh Economy	0	1	2	3	4	5	6
2	Economic Development: Sector Analysis	0	1	2	3	4	5	6
3	Implications of Monetary and Fiscal Policy in Maintaining Economic Stability.	0	1	2	3	4	5	6
4	Govt. Budgetary system and MTBF	0	1	2	3	4	5	6
5	WTO and Developing countries: Challenges and Opportunities	0	1	2	3	4	5	6
6	Globalization: Perspective	0	1	2	3	4	5	6
7	Regional Cooperation and Economic Development	0	1	2	3	4	5	6
8	Sharing Economic Development Experience: The case of India, Malaysia and Singapore.	0	1	2	3	4	5	6

#	Topic	Extent of Usefulness						
Module 3A: Project Cycle Management								
1	Project: Concepts, Issues and Project Cycle	0	1	2	3	4	5	6
2	Tools and Techniques in Project Selection (Project Appraisal)	0	1	2	3	4	5	6
3	Logical Framework	0	1	2	3	4	5	6
4	Project Preparation (DPP & TPP)	0	1	2	3	4	5	6
5	Project Approval Process	0	1	2	3	4	5	6
6	ADP Fund Release Procedures	0	1	2	3	4	5	6
7	Project Implementation: Techniques, Problems & Issues	0	1	2	3	4	5	6
8	PPA -2006 and PPR-2008	0	1	2	3	4	5	6
9	Delegation of Administrative and Financial Authority	0	1	2	3	4	5	6
10	Project Monitoring & Evaluation	0	1	2	3	4	5	6

#	Topic	Extent of Usefulness						
Module 3B: Individual Action Plan (IAP)								
1	Introducing IAP	0	1	2	3	4	5	6
2	Presentation of IAP	0	1	2	3	4	5	6

#	Topic	Extent of Usefulness						
Module 04: Public Service Management								
1	Changing Trends of Public Service Management and Reform Initiatives	0	1	2	3	4	5	6
2	Leadership theories and styles	0	1	2	3	4	5	6
3	Motivation and Human Relations in Administration	0	1	2	3	4	5	6
4	Teambuilding in Administration	0	1	2	3	4	5	6
5	Total Quality Management	0	1	2	3	4	5	6
6	Public Sector Strategic Management	0	1	2	3	4	5	6

#	Topic	Extent of Usefulness						
Module 05: Ethics in Public Administration								
1	General Ethics: An Introduction	0	1	2	3	4	5	6
2	Ethics and Do's & Don'ts in Religions: Pertaining to Administration	0	1	2	3	4	5	6
3	Prevention of Corruption	0	1	2	3	4	5	6
4	Transparency and Accountability in Administration	0	1	2	3	4	5	6

#	Topic	Extent of Usefulness						
Module 06: Environmental and Disaster Management								
1	Issues of Environment and Sustainable Development	0	1	2	3	4	5	6
2	Issues, Policies and Strategies of Environment and Disaster Management	0	1	2	3	4	5	6
3	Introducing National Adaptation Programme of Action	0	1	2	3	4	5	6
4	Environment and Climate Change Challenges	0	1	2	3	4	5	6
5	Waste Management	0	1	2	3	4	5	6
6	Group Report and Presentation	0	1	2	3	4	5	6

#	Topic	Extent of Relevance						
Module 7: Gender and Development								
1	Introduction to International Charters, Conventions & Declaration on Gender	0	1	2	3	4	5	6
2	Gender and Reproductive Health Rights : Concept and Issues	0	1	2	3	4	5	6
3	Women Development Policy: Legal Framework Action Plan	0	1	2	3	4	5	6
4	Human Rights & Violence Against Women	0	1	2	3	4	5	6
5	Group Exercise	0	1	2	3	4	5	6

#	Topic	Extent of Usefulness						
Module 8: Conflict Resolution and Negotiation Techniques								
1	Understanding Conflict e. <i>Definition of Conflict</i> f. <i>Life Cycle of Conflict</i> g. <i>Causes and Sources of Conflict</i> h. <i>Level of Conflicts</i>	0	1	2	3	4	5	6
2	Understanding Organizational Conflicts c. <i>Sources and causes</i> d. <i>Effects</i>	0	1	2	3	4	5	6
3	Conflict Resolution Approaches (<i>Avoiding, Accommodating, Competing, Compromising and Collaborating Approaches of Conflict Resolution</i>)	0	1	2	3	4	5	6
4	Conflict Assessment c. <i>Purposes of Conflict Assessment</i> d. <i>Techniques of Conflict Assessment</i>	0	1	2	3	4	5	6
5	1. <i>Leading Negotiation Effectively</i> d. <i>Preparation for Negotiation</i> e. <i>Conducting Negotiation</i>	0	1	2	3	4	5	6

#	Topic	Extent of Usefulness						
Module 8: Conflict Resolution and Negotiation Techniques								
	f. Concluding Negotiation 2. Simulation on Trade/Aid Negotiation 3. Multi-level Negotiations							
6	Techniques of Treaty/Agreement Signing	0	1	2	3	4	5	6
7	Development of Negotiation Skills and Untold Stories of Negotiation	0	1	2	3	4	5	6

#	Topic	Extent of Usefulness						
Module 9: Language Skills								
1	Speaking Confidently	0	1	2	3	4	5	6
2	Speaking Skills: Practice Sessions	0	1	2	3	4	5	6
3	Enhancing Writing Skills	0	1	2	3	4	5	6
4	Writing Skills: Practice Session	0	1	2	3	4	5	6
5	Becoming a Good Reader	0	1	2	3	4	5	6
6	Reading Skills: Practice Sessions	0	1	2	3	4	5	6
7	Becoming a Better Listener	0	1	2	3	4	5	6
8	Listening Skill: Practice Sessions	0	1	2	3	4	5	6
9	বাংলা বানান রীতি	0	1	2	3	4	5	6

#	Topic	Extent of Usefulness						
Module 10: ICT and e-Governance								
Essential ICT Skills								
1	Basics of Computer: Hardware, Software and User level Maintenance	0	1	2	3	4	5	6
2	Essential ICT Skill: Word Processing (MS Word)	0	1	2	3	4	5	6
3	Essential ICT Skill: Spreadsheet Analysis (MS Excel)	0	1	2	3	4	5	6
4	Essential ICT Skill: Computer Aided Presentation (MS Power Point)	0	1	2	3	4	5	6
5	Essential ICT Skill: Internet Basics and E-mail	0	1	2	3	4	5	6
e- Governance & ICT for Development								
6	ICT as Means for Governance and Service Delivery	0	1	2	3	4	5	6
7	Improving Service Delivery through ICT in Bangladesh	0	1	2	3	4	5	6
8	e-Governance: Concepts, Architecture, Systems, Challenges & opportunities with examples of developed and developing Countries.	0	1	2	3	4	5	6
9	ICT for Development: Policy and Challenges	0	1	2	3	4	5	6
10	Group Report Preparation & Presentation	0	1	2	3	4	5	6

#	Topic	Extent of Usefulness						
Module 11: Physical Conditioning & Games								
1	Effects of Sedentary Life Style & management	0	1	2	3	4	5	6

#	Topic	Extent of Usefulness						
Module 11: Physical Conditioning & Games								
2	Effects of Exercise on Different Organs	0	1	2	3	4	5	6
3	Managing Wellness	0	1	2	3	4	5	6
4	Ideal Nutrition Status: Healthy lifestyle and food habits	0	1	2	3	4	5	6
5	Practical: Physical Conditioning (Morning); Walking, Jogging, Freehand Exercises, Ground Exercise, Stretching, Yoga. Games (Evening): According to the participants' interest (Volleyball, Tennis, Badminton & other activities)	0	1	2	3	4	5	6

#	Topic	Extent of Usefulness						
Module 12: Study Tour/Visits								
1	Study Tour/Visits	0	1	2	3	4	5	6

#	Topic	Extent of Usefulness						
Module 13: Contemporary Issues								
1	Inclusive Development	0	1	2	3	4	5	6
2	Corporate Social Responsibilities and realities of business culture in Bangladesh	0	1	2	3	4	5	6
3	Maritime boundary and challenges of exploring economic potentials for Bangladesh	0	1	2	3	4	5	6
4	Ensuring effective linking of innovations in public service management with democratic process	0	1	2	3	4	5	6
5	Issues of responsive governance	0	1	2	3	4	5	6
6	Share market and its implications for macro-economy: Bangladesh perspective	0	1	2	3	4	5	6
7	Problems of ensuring accountability in Public Service Management	0	1	2	3	4	5	6
8	Challenges of translating reform issues into action	0	1	2	3	4	5	6
9	Challenges of regional economic cooperation with special focus on SAARC	0	1	2	3	4	5	6
10	Energy Security of Bangladesh	0	1	2	3	4	5	6
11	Civil Military Relationship	0	1	2	3	4	5	6
12	Culture and Heritage of Bangladesh	0	1	2	3	4	5	6
13	Important Public Policies of Bangladesh	0	1	2	3	4	5	6
14	Challenges of food security in Bangladesh	0	1	2	3	4	5	6
15	Rules of Business	0	1	2	3	4	5	6

8. Please identify the name of additional topic(s)/area(s) that you would like to incorporate in future ACADs and which would be highly useful in the job situation of Deputy Secretaries to the Government (please also choose an appropriate number to show the extent of usefulness, where 0 = nil, 1 = lowest, 6 = highest).

#	Topic	Extent of Usefulness							
New Topic(s)/Area(s) Suggested to incorporate									
1		0	1	2	3	4	5	6	
2		0	1	2	3	4	5	6	

#	Topic	Extent of Usefulness						
New Topic(s)/Area(s) Suggested to incorporate								
3		0	1	2	3	4	5	6
4		0	1	2	3	4	5	6
5		0	1	2	3	4	5	6
6		0	1	2	3	4	5	6
7		0	1	2	3	4	5	6
8		0	1	2	3	4	5	6
9		0	1	2	3	4	5	6
10		0	1	2	3	4	5	6

9. Please indicate (in bullet points) how the ACAD could have been better designed to equip you with required knowledge, skills and attitudes.

— : *Thanks for your Cooperation* :—

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