

Reform Initiative/Innovation Action Plan [RIIAP]

Md. Kamal Ataher Hossain
Additional Secretary
Planning Division

Developing Curriculum to Eliminate Skill Deficiency: Piloting Planning Commission

RIIAP Problem Identification

- ❖ Since the merger of the BCS Economic Cadre with the BCS Administration Cadre in 2020, the Planning Commission of Bangladesh has been staffed with officers from the Administration Cadre, many of whom lack prior experience in government development planning processes.
- ❖ Given the critical role of the Planning Commission in shaping economic policies, approving projects, and formulating national development plans, this skills gap could impact the efficiency and effectiveness of policy formulation and project assessment.
- ❖ Therefore, a structured training needs assessment is essential to identify skill deficiencies, enhance capacity, and ensure that officials are well-equipped to fulfill their responsibilities effectively at various levels within the Planning Commission.

RIIAP Problem Identification

Causes of the Problem:

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- Lack of Need-Based Customized Training Intervention – The absence of targeted training programs for officials posted in the Planning Commission leads to inefficiencies in policy formulation and project assessment.**
- Absence of a Structured and Recurring Training Mechanism – Without a continuous learning framework, skill gaps persist, affecting institutional efficiency over time.**

SL	Action	Actor	Time Frame
1.	Planning & Preparation Phase		Month 1-2
1.1.	Training Program Design		
	<ul style="list-style-type: none"> • Define learning objectives based on the Training Needs Assessment (TNA). • Develop course content, including lectures, workshops, and case studies. • Identify training methodologies (e-learning, mentorship, interactive discussions). • Secure expert facilitators from the Planning Commission, academia, and policy institutions. 	Establish a team with the Joint Secretary(Training wing) and fellow officers.	
1.2.	Resource & Budget Allocation		
	<ul style="list-style-type: none"> • Utilize the existing Training Wing's regular budget for implementation. • Procure necessary training materials (manuals, digital resources, assessment tools). • Establish a learning management system for ongoing digital training. 		

SL	Action	Actor	Time Frame
2.0	Implementation Phase		Month 3
2.1.	First Batch Orientation Training (Pilot Program)		
	<ul style="list-style-type: none"> • Conduct introductory training sessions for newly appointed officers. • Deliver core modules covering development planning, project approval, and governance. • Introduce interactive case study discussions to apply theoretical knowledge. 	Resource Persons from various institution	



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2.2.	Monitoring & Feedback Collection		
	<ul style="list-style-type: none"> • Evaluate trainees' progress through pre- and post-training assessments. • Collect participant feedback through surveys and interviews to refine content. • Analyze performance gaps and adjust training materials accordingly. 	Training Wing, Planning Division	
2.3.	Certification & Recognition		
	<ul style="list-style-type: none"> • Provide certification upon course completion to validate skills acquired. • Recognize outstanding trainees for their contributions to policy discussions. 		

SL	Action	Actor	Time Frame
• 3.0.	Institutionalization & Recurring Training Phase		• (Month 4-6)
• 3.1.	Integration into Annual Training Calendar		
	<ul style="list-style-type: none"> • Institutionalize the Orientation Course as a recurring program under the Training Wing. • Schedule annual orientation training for newly appointed officials. • Establish a refresher course for mid-career and senior officers. 	<ul style="list-style-type: none"> • Training Wing, Planning Division 	
• 3.2.	Evaluation & Program Enhancement		
	<ul style="list-style-type: none"> • Regularly review and update training content to reflect policy changes and emerging needs. • Measure training impact through performance assessments and post-training evaluations. • Adjust curriculum based on lessons learned from prior training sessions. 		

Stakeholder Analysis of RIIAP

<p>Importance to the initiative</p> <p>↑</p>	<p>High Importance, Low Influence These stakeholders are critical to the success of the training program but have limited decision-making power. Planning Commission Officials – They directly benefit from training, but may not control budget or policy decisions. Civil Society Organizations – They advocate for better governance but don't influence training policies. Citizens – The ultimate beneficiaries of improved planning, but don't shape training structures.</p>	<p>High Importance, High Influence These stakeholders control key decisions and funding, and their involvement is essential for success. Government Ministries (Planning, Finance, Public Administration) – They allocate resources and set policies. Development Partners (World Bank, UNDP, ADB, etc.) – They fund and provide global expertise. Training Institutions & Universities – They design and implement training programs.</p>
	<p>Low Importance, High Influence These stakeholders have strong influence over policies but may not be directly impacted by training outcomes. Private Sector & Industry Experts – They provide insights on economic trends but don't need training themselves. Media & Think Tanks – They shape public perception but are not directly involved in implementation.</p>	<p>Low Importance, Low Influence These stakeholders have limited influence and are not directly impacted by the training initiative. General Public (Beyond Policy Advocacy Groups) – They may be aware of the initiative but have little impact on decisions. Independent Consultants – They may provide occasional expertise but don't control program direction.</p>
	<p>→</p> <p>Influence on the initiative</p>	

SWOT Analysis of RIAP

	Policy [vision, mission, goals, rules, regulations, SOPs]	Executives [actors' competencies, training, their sufficiency]	Resources [budget, technology, materials, linkage with external organizations]	Culture [actors' behavioral patterns: beliefs, norms, relations, attitude, practice]
S	<ul style="list-style-type: none"> -Government prioritization of capacity-building for policy-making. -Alignment of training programs with national development plans. -Support from regulatory bodies to improve skill development. 	<ul style="list-style-type: none"> Experienced senior officials with knowledge of governance. Leadership support for professional development initiatives. Commitment to enhancing institutional efficiency through training. 	<ul style="list-style-type: none"> Access to national and international training programs. Availability of funding from development partners for specialized courses. Existing infrastructure for conducting workshops and training sessions. 	<ul style="list-style-type: none"> Strong institutional commitment to continuous learning. Collaboration with universities and think tanks for skill enhancement. A tradition of policy-driven training for government officials.
W	<ul style="list-style-type: none"> Lack of flexibility in updating training modules based on emerging needs. Slow approval process for new training initiatives. Insufficient integration of global best practices in policy training. 	<ul style="list-style-type: none"> Resistance from some officials to modern training approaches. Limited exposure to international policy frameworks. Uneven participation in training programs across different levels of administration. 	<ul style="list-style-type: none"> Dependence on external funding for advanced training programs. Limited access to cutting-edge digital learning tools. Inadequate budget allocation for regular capacity-building initiatives. 	<ul style="list-style-type: none"> Bureaucratic inertia slowing adaptation to modern training methods. Overemphasis on traditional policy-making without innovation. Limited interdepartmental knowledge-sharing opportunities.

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O	<ul style="list-style-type: none"> • Growing focus on digital governance and data-driven policy-making. • Potential for integrating international best practices into training curricula. • Expansion of policy training programs through government partnerships. 	<ul style="list-style-type: none"> • International collaboration opportunities for leadership training. • Upskilling programs designed for specialized planning roles. • Increased engagement with academic institutions for policy research. 	<ul style="list-style-type: none"> • Availability of online learning platforms for continuous education. • Funding prospects from global development organizations for policy training. • Private sector partnerships offering expertise in strategic planning. 	<ul style="list-style-type: none"> • Shifting mindset toward adaptive policy-making practices. • Growing recognition of skill development as essential for career growth. • Enhanced collaboration with technology-driven policy institutes.
T	<ul style="list-style-type: none"> • Policy shifts due to political instability affecting training continuity. • Risk of misalignment between training modules and national priorities. • Inconsistent enforcement of skill development policies. 	<ul style="list-style-type: none"> • Loss of trained officials to private sector opportunities. • Bureaucratic resistance to adopting new training methodologies. • Internal conflicts affecting participation in capacity-building programs. 	<ul style="list-style-type: none"> • Budget constraints limiting the expansion of training initiatives. • Dependency on donor-driven training programs. • Challenges in maintaining high-quality training standards. 	<ul style="list-style-type: none"> • Resistance to adopting technology-driven learning approaches. • Hierarchical structures affecting accessibility to training programs. • Public perception of government inefficiency affecting motivation for learning.

THANK YOU

