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TRAINING NEEDS ASSESSMENT OF THE NEW RECRUITS OF BANGLADESH CIVIL SERVICE

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The Research Issue

Serving people is the constitutional obligation for any civil servant. In order to uphold such constitutional obligation civil servants are required to be well conversant about respective tasks and need to have citizen-centric attitude, administrative, managerial and leadership skill. Above all they need to be ethically and morally sound. Instilling these qualities in them requires appropriate and well-designed training. New recruit civil servants immediately after joining respective cadre attend Foundation Training Course (FTC) of six-month duration conducted by BPATC. It is widely expected that the FTC would be effectively contributing in molding the minds of civil service new recruits through inculcating citizen-centric attitude and ethical standard towards providing services to the citizen. Anecdote sources report that there is some evidence of mismatch between the performance of FTC graduated officials and their expected level of performance especially from attitudinal dimensions with regard to providing services to the people. Such feedback raises questions about the effectiveness of the FTC. The FTC conducted at BPATC has some specific objectives. The extent to which these objectives address the actual needs of the probationer civil servants has been a matter of question these days. Responding to these questions primarily requires exploring the learning needs and priorities of civil service new recruits and thereafter crosschecking their learning needs with the existing contents. The research was

designed to assess the level of requirement of the contents of the FTC for the probationers; identify their knowledge gap between required and existing level of knowledge; and to evaluate the learning preferences of prospective FTC participants; To ascertain training needs of civil service new recruits', task analysis of all cadre services was done. Task analysis reveals that each cadre has some distinct and specific tasks although there are some commonalities. From a wider perspective, the major tasks they perform include policy making and implementation, providing facilities, decision making, coordination, interpretation of rules and regulations, leadership, supervision and control, interaction with outsiders, public relations, reporting & documentation, administrative management, recruitment, procurement management, financial management, resource management, human resource management, etc. Whatever may be the context, probationers require some common skills and qualities for performing these tasks as civil servants. Task analysis shows that there are five key components/areas where civil servants must have a good command for discharging respective official responsibilities effectively and efficiently. With the initials of each area we have developed the SCALE framework. This framework denotes that every civil servant has to have service-oriented knowledge of respective cadre, citizen focused attitude, administrative and managerial skills, leadership skills and ethical values. The contents of FTC are designed to give participants an overall understanding of different aspects of governance, development and different national institutions and policies to enable them to undertake their roles as civil servants. Efforts are taken in different ways to give them a common understanding about various theories, concepts and issues relating to administration, development, rules, regulations, processes and procedures of the public sector. FTC also intends to enrich the behavior and character of the participants to enable them to perform their roles in respective work places maintaining sincerity, commitment, fairness and objectivity. Aligning with research objectives efforts were

made through this research to assess the extent to which the existing FTC contents meet the requirements of new recruit civil servants with regard to the four dimensions of the SCALE framework except cadre service specific task-oriented knowledge.

Methods

For responding to research questions, a mixed method approach was followed for collecting data from different stakeholders who were identified to be relevant for this research. In materialising research methodology inclusiveness and representativeness were ensured. Quantitative data through questionnaire survey were collected from 668 graduated FTC participants, 549 prospective FTC participants, 97 immediate senior supervisors of probationer civil servants and 29 BPATC faculty members about the existing contents of the FTC design. The immediate senior supervisors represented all twenty-two cadre services which work at field level for providing services to people. As part of data triangulation and validation alongside quantitative data, qualitative data were collected through workshop, FGD and interview. Four workshops were conducted at four divisional headquarters where 97 immediate senior supervisors of probationer civil servants attended while one workshop was conducted at BPATC with 29 experienced faculty members of BPATC. Three FGDs were conducted with purposefully selected nineteen participants of the 75th FTC who represented all nineteen cadre service officials of the course. Check-list based qualitative data through interview were collected from 82 service seekers who visited government offices and 24 KILs who included senior bureaucrats, Bangladesh Public Service Commission Members, university teachers, psychologist, civil society members, business community representative.

Key Findings

Data reveals that knowledge gap between required level and existing level relating to the modules covered in the FTC for both graduated and prospective participants is 18.98 percent and 21.40 percent respectively. Average mean gap in the modules for graduated and prospective participants is respectively 1.14 and 1.28. Participants observed as data suggests, that the modules and areas covered under each module were relevant for them with regard to their needs for developing themselves as civil servants. The views of especially the prospective participants relating to their knowledge gap in different areas covered in the FTC justifies that these modules and module contents can be continued to address training needs of civil service new recruits. They proposed of giving more importance on communicative

English instead of IELTS. Their preference was for more demonstration session on physical training games instead of academic sessions. It was their view about issues related to information and communication technology. These days most of them are well equipped in computer application and therefore they emphasised more sessions on presentation skills.

Findings show objectives of the course are neither well defined nor well articulated. Module objectives in most of the cases have been put together and mentioned as course objectives. The existing content is too much theoretical and in many of the cases has very little relevance with the realities. Content delivery is not very interactive and rather very monotonous in nature. Theoretical presentation makes participants exhausted very quickly and they lose their interest as well as attention. Academic sessions become extremely monotonous, one-way traffic and the resource person gets disconnected with them in the session. Separation between on-campus training and field attachment programme develops training fatigue because of monotony of each type of training activity.

A vast majority of young civil servants' lack reading habit although developing reading habit is a must for them. Continuously updating information and knowledge about the ever-changing governance dynamics has no alternative for the civil servants.

The present format of District and Upazilla Attachment is not effective. Participants are left with district administration during these attachments. Concerned district administration is assigned with the task of guiding and monitoring the activities of attached participants to the district. However, officials of the district administration are so preoccupied with so many things that it is hardly possible for them to monitor their activities in true sense. As such, to a great extent, they are left to themselves. Because of lack of adequate monitoring and supervision, they get a longer period with less work and more free time for their own. In the long run the attachment programmes become ineffective.

There is a growing tendency among some civil servants that they are not respectful to each other, they do not want to value each other. There is a feeling among them that some cadres are superior to others. They do not understand the roles and responsibilities of other cadres very well. Some of them behaves like masters and forget their constitutional obligation of serving the people. They hardly try to realise the sufferings of people. Many of them lack problem solving skill and struggle in making decisions.

Continuous development through training at regular intervals is required for continuously updating knowledge and skills of civil servants of the country. Arrangement should be made for some designated training arrangement for them in between Foundation Training Course (FTC) and Advanced Course on Administration and Development (ACAD) since presently there is no such arrangement. Unless they are trained regularly and get the opportunity of updating their knowledge, it is for obvious reasons, hardly possible for them to stay aligned with the ever-changing development scenario of the country. Moreover, conducting quality training requires quality trainers. BPATC recruits talented academics for the faculty cohort that requires specific faculty development plan.

Policy Implications

To make the FTC more need-based and effective, the study contributes updating curriculum with an emphasis on practical orientation, aligning objectives and modules. This research has been carried out recently in an environment when the world is encountering diverse challenges, socio-economic development of our country is continuously getting momentum, and multiple policy initiatives are being undertaken. To effectively perform in this challenging situation, civil servants must be trained with pragmatically and richly designed course. Findings of the research would certainly guide for future FTC design. Use of appropriate training methods would contribute to the learning of civil servants and quality of training and expected performance of the trainee officials.

THE EFFECTIVENESS OF FIELD ATTACHMENT PROGRAMME OF FOUNDATION TRAINING COURSE OF BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE

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Research Issue

Bangladesh Public Administration Training Centre (BPATC) introduced an eight-week field attachment program (FAP) for its six-month Foundation Training Course (FTC) in 2015. After completing two-month institutional training at BPATC, the participants of FTC are attached to different offices and organizations at upazilla and districts for eight weeks. Field attachment is a field-based practical training experience that prepares

trainees for the tasks they are expected to perform after receiving their training. Field attachment is known by several names in different disciplines, which include internships, on-the-job training, apprenticeships, probation, industrial training, etc. Such attachment training does not only provide academically sound knowledge to the workforce but also serves as a breeding ground for future skilled technical expertise for industry.

The FAP has been designed to facilitate the participants' ability to relate what they learn from institutional training at BPATC during the first two months of in-house training to the real-life work environment at the local level, to enable learners to get hands-on real-life experience they are expected to work in after the training is over, and to provide an opportunity for the trainees to apply the principles and techniques theoretically learned into real-life problem-solving situations.

There is hardly any in-depth study assessing the effectiveness of this field attachment program of BPATC. As training is a continuous process of improvement, an assessment of the effectiveness, specifically of such a field attachment program, is needed to identify the challenges, if any, for executing the attachment activities properly and reveal suggestions to further improve the program.

The main objective of the study was to find out the relevance of each attachment to the roles and responsibilities of the participants and assess to what extent the participants can apply knowledge, skills, and experience of FAP in their professional job activities.

Most training programs fail to reach their set goals due to a lack of proper evaluation and impact assessment. The assessment of the effectiveness of the learning outcome is needed to ascertain if the FAP is well-designed for developing required competencies and to see if there is any gap between the training contents and the training needs of the participants of FTC. Assessment of the extent to which the participants can transfer their knowledge and skills in the workplace is needed to make FTC more effective in the future and prepare them for building smart Bangladesh.

Methodology

A mix of qualitative and quantitative approaches was applied in the study. The data collection methods in this were a survey of the participants of FAP and their supervising officers (SOs), FGDs, workshops with the members of the district evaluation and monitoring

committee, SOs, and trainees, and interviews with the SOs and trainees. A total of 151 targeted populations responded to the different data collection methods. The data was collected concurrently, and unequal weights were assigned to qualitative and quantitative data. A conclusion was drawn through the process of triangulating multiple sets of data.

The 3rd level of the Kirkpatrick model was applied, and the effectiveness of FAP has been assessed by the level of learning outcome, relevance, appropriateness of the design of FAP, application of knowledge, skills, and experiences in workplaces, and responsiveness by the trainees at their workplaces. The study has measured the learning outcome, relevance of objectives, appropriateness of methods of attachment, and level of application of knowledge, skills, and experiences on 1–5 Likert scales. Simple descriptive statistics were applied in the data analysis.

Key Findings

Overall Learning Outcome: It has been found in the study that 29% to 58% of respondents rated the overall effectiveness of FAP in terms of worthiness of time, and the application of the learning outcome was very high to moderate, and only 0% to 3.5% of respondents disagreed or strongly disagreed with the effectiveness of the overall learning outcome of FAP.

Importance of FAP: 29%–58% of respondents stated that FAP was important at very high to moderate levels, while 0%–2.4% viewed that its importance was least to not much.

Relevance of Each Attachment: The relevance and appropriateness of each of the six attachment programs were assessed through four broad categories, such as objectives, tasks, methods, and mentoring, using a 1–5 Likert scale. The majority of the respondents rated that the objectives, tasks, training methods, monitoring, and evaluation process of six attachment programs were moderate to high or very high, and only 1-3% mentioned that the programs were relevant and appropriate, at least to a certain level.

Application of Learning Outcome: The majority of participants in FAP (29%–58%) stated that they can transfer their knowledge, skills, and experiences acquired from FAP in their workplaces at a moderate to very high level and rated the overall effectiveness of designing the FAP as moderate to very high level effective, and only 0 (%) to 8 (9.41%) respondents rated overall relevance as least to not much level.

Common Problems: 29% to 38% of respondents mentioned that FAP lacks proper mentoring and skills in effective coordination among departments. Other problems are:

- Members of the district evaluation and monitoring committee remained busy with their job responsibilities, and it was very difficult to get guidance from them.
- Guidelines for FAP activities and a monitoring manual were not available to guide the participants and to mentor and monitor the activities of FAP.
- Difficulties in managing different activities within the time frame of each of the programs of FAP,
- The mechanism for supervising, monitoring, and evaluating participants' activities and performance was weak.
- Coordination among departments in districts and upazilas was weak.
- Transport facilities and accommodation for all participants of FAP at the district and upazila levels were not arranged. Participants had to face problems getting transport and accommodation.

Conclusion

Field attachment has been a bridge between institutional learning and learning by doing. The effectiveness of FAP is strongly associated with the design, i.e., objectives, tasks, delivery methods of training activities, and mentorship. The applicability of knowledge, skills, and responsiveness largely depend on the relevance and appropriateness of FAP design. The FAP of the FTC of BPATC has been effective in producing the intended outcome. However, it needs more attention to mentorship, providing training materials, and logistical support.

Recommendations

The study findings suggest that:

- The District Evaluation Committee (DEC) and heads of the department need to get more involved in monitoring the activities of each of the attachment programs of FAP and providing guidance to the participants.
- The faculties of BPATC are required to get more involved in FAP activities as facilitators.
- Guidelines and manuals are needed to be developed in line with the requirements of each of the attachment programs of FAP.

- Strong coordination with the concerned departments in districts and upazilas is required to make them more effective and functional.
- Local-level problems such as accommodation, transport, food, etc. are required to be well addressed to encourage the participants' active involvement in the FAP activities.

Policy Implications of the Study Results

A well-designed training program contributes to improving public service delivery by ensuring that employees have the knowledge and skills they need to meet the demands of their current and future jobs. Attachment, learning by doing, has been proven to be an effective training approach for generating the intended outcome, provided that trainers are updated, learning materials are supplied, and problems relating to attachments are addressed. The government has initiated a new vision for building a 'Smart Bangladesh' by 2041. Smart Bangladesh needs a contingent of civil servants capable of implementing the decisions of the government, doing work in a changing context, and keeping pace with the evolving technological advancements in the knowledge economy to meet the people's needs. In this context, the study results have policy implications at the national level.

The study results can be used as input in updating the field attachment programs of BPATC to make its courses more effective in preparing officers of civil services for building smart Bangladesh. The study results are relevant not only to the FTC of BPATC but also to the courses of other public sector training institutes in Bangladesh to make courses more effective and outcome-oriented.

DEVELOPING CASE FOR SENIOR STAFF COURSE
CONDUCTED AT BANGLADESH PUBLIC
ADMINISTRATION TRAINING CENTRE

[Researchers: Dr. Mohammad Rezaul Karim, Afia
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The Research Issue

Public administration is more dynamic at present time than before because of multi-dimensional and voluminous activities, demands of citizen and the pressure of globalisation. Highly experienced and knowledgeable civil servants have the key role to address those challenges and utilize the opportunities. Hence, continuous learning is a must not only to



Utilisation of case in group exercise.

aggrandize oneself but also provide state expected services to the citizen. Learning through practical experiences and theoretical knowledge in training bridges the learning expectation and help create a professional cohort. Training is instrumental to develop civil servants and make competent on the issues necessarily important to meet the challenges of time. The effectiveness of training programme significantly depends on the richly designed curriculum and effective delivery through suitable training methods where the second one contributes more to create better learning environment and bring the positive changes among the learners, particularly the adult learners. Among the various training methods used in training environment, some methods are found most effective in terms of accelerating knowledge area, changing behaviour and upgrading skills. Case study method is treated as one of the highly effective training methods because of its engagement that enhances the various levels of learning. BPATC-designed courses like SSC lack of case-based learning as these are mostly delivered using lecture method. Participants of various courses including SSC emphasize on the effectiveness of training by incorporating participant-centric training approach.

Methods

This research has an action-oriented objective of developing cases for SSC (to be used for other courses too) to benefit the participants and eventually bring the effectiveness of the course. Six cases have been developed to address the issues of policy formulation, problem solving and strategic management or the issues fit to the contemporary contents. Intended cases have been developed based on the secondary data and

later strengthened by the primary data in order to situate and contextualize the issue. Number of affected people linked to specific problems, policy implementers, and experts on the issue were interviewed to collect primary data. Their opinions were incorporated in the cases.

Key Findings

Six distinct cases have been developed based on this research. Bhabadah case is one of the cases that linked to waterlogging and people's suffering. It is situated in Jashore district which is often called the sorrow of Jashore as water of this area symbolizes untold sufferings of thousands of inhabitants including hunger, diseases and death. About 1.5 million people from 426 villages are affected in various degrees of this perennial waterlogging. The problems started in the 1960s when the 21-vent sluice gate was constructed on the river Sree to turn a vast swamp land into arable land. Immediately after the sluice gate was built by the then Pakistan government with the financial support of the Asian Development Bank and USAID, people saw bumper production in the area that states a beatific smile on the face of the poor farmers. However, in the next two decades it turned as the problem for the locality because of unintended consequences mounting the sufferings along with serious threat to crops, cattle, fish and the like. It is evident that changing the natural process turned to a problem as a consequence of man-made embankment. Moreover, structural change without considering the indigenous system makes problem more complicated and impractical. What is anxiously noticed, the Bhabahdah problem is an unsolved issue and brings no hope of practical solution in near future.

The second case deals with fire incidents which took place last year in Dhaka attracted serious attention of not only affected traders but also of general people, government, security personnel and even a poor man as all are directly and indirectly connected to such incidents. Bangabazar and Dhaka New Super Market fire incidents are recent ones that came as lethal blow to the economy because of the huge loss in terms of finance, employment and business with a cascading long-term effect. However, these two incidents happened recently are not single case, in fact a significant number of incidents happened in a row of few months last year. It is found that unplanned buildings, construction errors, unauthorized industrial factories and businesses, less and less habitable urban spaces, non-compliance of residents and house owners: all of these factors contribute to development of new disaster

points in urban Bangladesh. Violation of laws, faulty fire-system, ill-business motives, turning residential area to business, storing chemical without safety-measures, unawareness of all walks of people, even the blame-game between market-owners and city corporation are thought to be prolonging and exaggerating the problem. It is urged to all concerned authorities need to mull over this matter with utmost sincerity before time turns out, and take stern action against rampant destruction of the last remaining water bodies.

The third case captures the magnitude of road accident which has been a dire problem affecting the total social and economic development. The loss of human being is a major concern, as this problem has become an epidemic. A significant number of people are being killed because of road accidents that affect family, increase economic and psychological burden. A great concern from multiple stakeholders including policy makers creates the demand of solution.

Fourth case explains the success of disaster management how Bangladesh became a successful one. New theoretical underpinning developed based on practically local based solution helped Bangladesh address the crisis created because of outbreak of coronavirus. Long experience of handling disaster in Bangladesh gave some sort of respite to manage the crisis. A community approach supported by the government machineries helps the problem out. Bangladesh's Response to grappling coronavirus Pandemic was a utilization of learning acquired through long-term practical disaster management approach. Somehow, Bangladesh has shown remarkable progress in managing COVID-19 pandemic successfully because of its stringent actions throughout the pandemic period, follow-up actions and futuristic plan. Strategic interventions which were set strategically step-by-step as humanistic approach, reviving economy, and living with the coronavirus served as the key success factors.

The fifth case presents the sufferings city dwellers happened due to the unplanned urbanization. Dhaka, the capital city of Bangladesh, is affected by the effects of flood rains, as the city saw uncontrolled urbanization during the last three decades that created sudden waterlogging. Intensive infrastructural development results in substantial increase in impervious area, creates obstruction to natural drainage pattern, and reduces detention basins, which in turn lead to shortening of the runoff concentration time and an

increase of the peak flow. As a result, a heavy rainfall becomes a severe problem for Dhaka city dwellers as major parts of the city is inundated due to the drainage congestion. Although the flood embankment in its surrounding area protects Dhaka and water from outside cannot come in, rainwater logged inside the city increases the vulnerability of all walks of people.

The last case is about becoming entrepreneur of a young depicts how difficult to address the unemployment problem of the country as it is not an economic issue, rather is highly influenced by socially constructed values, norms, prejudice. It is not possible for the government to provide structured job to all unemployed people of the country. Moreover, the shift of economic activities from structured jobs to unstructured entrepreneur has been a business notion around the world as this upholds self-dignity, individual freedom, freedom of choosing occupation.

Policy Implications

Utilisation of case study approach in training activities is a practical shift in training methods and learning by doing approach. Bureaucratic policy makers can enhance their analytical skills through various theoretical underpinnings and dealing the practical problems and strategic solutions. Multiple issues are connected to the central problem of policy issue. One problem is circled by other myriad problems and unintended consequences too. Multiple stakeholders and their diverse role are also contingent and allow interventions strategically from the policy analysis point of view. Trainees can be better performers in crafting and implementing policies.

Cases are extensively elaborated, coherently connected to multiple issues followed by teaching guide. This can easily be utilized by the faculty members of BPATC in the class for various learning methods such as problem solving exercise, group work and presentation, reading materials. Readymade cases and way of teaching can comfort trainers in dealing lectures.

The intentions of the research was to develop cases and train civil servants on Evidence-Informed Policy Making so that policy problems are extensively examined, practical decisions are taken and forward-looking skills are acquired by the participants. The process is likely to contribute to the broader visions of the country because of adoption of sustainable policy interventions based on learned knowledge using effective tools and techniques.

Socio-Economic Status and Job Preferences: A Trend Analysis of BCS Officials

[Researchers: Dr. Md. Zohurul Islam, Md. Sharif Hasan, Afia Rahman Mukta & Masud Ahmed]

Introduction:

The civil servants are treated as the lifeblood of any republic. To implement the assigned job properly and bring the different social services to the people's doorstep, they play a crucial role. They help to execute timely and efficiently various policy measures taken by the government. They keep balances with other organs of the state (the Legislature and the Judiciary). With their executive power, they run the state machine and help establish good governance across the country. However, there is not much work on the socio-economic status of the members of the executive organ. A study reveals that most of the civil servants of Bangladesh are from the urban middle-class of the society. Therefore, they are isolated from mass people and do not represent rural Bangladesh. On the other hand, a subsequent study finds that more than half of the civil servants are from the relatively affluent and educated families of rural areas. Nevertheless, representation from rural areas had a declining trend. It further shows that the majority of them are from low and low-middle-income families. Most of them studied humanities as their major. Neither of the studies mentioned has dealt with the influence of socio-economic status (SES) factors on job preference performance. Therefore, it is high time to find out the correlation between their SEB and the performances of civil servants to develop appropriate policy measures. Therefore, the research objectives are: (i) to explore the trend of some selected indicators of socio-economic status (SES) of BCS officials appointed in recent years i.e. from 2017 to 2021); (ii) to figure out the coherence of cadre choice with service incentives; (iii) to examine the association between subjects studied at the graduation level and the BCS examination performance; and (iv) to determine the relationship between socio-economic status and job performance of the BCS officials. Followed by research objectives the research questions are: (i) Does the SES have any impact on the BCS officials' cadre choice? (ii) What are the trends of SES among the BCS officials? (iii) Does the cadre choice by the students have any relation with the specific cadre/service incentives? (iv) What is the correlation between SES and the job performance of the BCS officials? and (v) Do the academic degrees (subjects studied at graduation level) have any role in the BCS examination performance?

Respondent and Research Instrument:

For this purpose, we interviewed the social and educational background of 436 recently recruited civil servants of four (35th BCS to 38th BCS) different BCS batches. Our sample consists of only the civil service's general cadre (11 cadres) officials. Among the respondents, 29% are female, and 71% are male. A well-designed and pre-tested questionnaire was provided to collect the primary data. Besides, qualitative data were collected through FGDs and KIIs to determine the service incentives motivating candidates to select cadre and their job performances. A ranges standardized statistical tools and techniques were used to analyze the data, and the findings were represented through frequency tables, percentage distribution, and graphical forms.

Parity and Disparity:

It is found the male are still dominant in the civil service, though the participation of women is increasing day by day. As district quotas was maintained (up to 38th BCS), the highest number of participations are from Dhaka Division, followed by Chattogram and Khulna, while the participation by the people of Shylet division is the lowest. There is still a considerable disparity between rural-urban participation. Only 22% are from rural areas, and the rest from urban areas. Considering where they have spent most of their student life, the representation of village becomes further lower (16%). Most of the newly appointed civil servants were married and mostly belonged to the age group of 25-35.

Parents' of the Respondents Statistics:

The study confirms that the levels of education of the fathers of the civil servants are relatively high. Fathers of about one-thirds (32%) civil servants are graduate; however mothers are in general less educated. Fathers of around one-fourth (24%) civil servants are/were public servants and one-fifths (19%) are in business. However, in 80% cases, mothers of civil servants are homemakers. Civil servants prefer to have salaried spouse. In about 70% cases, spouse of civil servants are engaged in salaried jobs; more than one-fourths (27%) spouses are public servants followed by teachers (12.4%).

Family Type:

About two-thirds (63.3%) of the civil servants come of nuclear family and one-thirds from joint families. Almost half of the civil servants (48%) come of a family with a monthly income of Tk.30000. About 41% come from a family with monthly income between 30000 and 60000 taka. Only about 10% are from the families with a monthly income over 60000 taka.

Respondents Wish in childhood level:

At the early childhood level, about 77% of young civil servants had a different aim in life (either to be a doctor, engineer or teacher) and only 23% of them wanted to be civil servants. After graduation although almost half (46%) of the surveyed civil servants wanted to be civil servants about 54% did not. Does it pose a very big question whether they choose civil service as the next best alternative as career?

Academic Background and BPSC Syllabus:

The success of science background students in recent civil service is quite high. About 4 out of five (81%) of the young civil servants studied science at the secondary level. The trend continues at the higher secondary level (77.5%). This trend even further continues at the university/college level and thus four-out of five civil servants are from science, engineering or STEM related background. The subjects studied at the graduation level could have influenced BCS examination performance. About 60% of surveyed civil servants acknowledged that their academic syllabus was relevant to the BPSC examination syllabus. The study also found that in 37% cases their academic performance highly match with their performance in the BCS examination.

Motivation to Join Civil Service:

Almost 45% of the newly recruited civil servants joined the service to enhance their status (personal, professional or social) and 55% joined to serve the people by becoming part of the government. However, the key motivational factors behind their decision to join the civil service are professional prestige, career growth and job security. More than 75% of the young civil servants agreed that professional prestige motivates them to join civil service. Almost 70% believe that civil servants enjoy the highest level of honor in the society, which motivates them to join this service. For about half (42%), career growth appears to be the key motivational factor alongside job security. However, about two-thirds (67%) of them mentioned that the service benefits furnished in BCS do not fit with their job responsibilities. Only one-fourth (26%) of them agreed that service benefits delivered are very pertinent to the duties and responsibilities they perform.

Civil service is so lucrative that before joining as BCS cadre almost one-third (32%) of them worked in government organizations, almost one-fifth (21%) worked in banking profession and another one-third (34%) worked in various organizations including private jobs. As the recruitment process of BCS administered by BPSC is quiet lengthy, they first join available services

and then prepare for PSC exam. Some of the officials have switched between cadres.

Although inter-cadre disparity as regards to promotion, benefit and facilities is one of the most talked about topics among government officials, about half of the surveyed civil servants (52%) disagree with inter-cadre discrimination in BCS. However, about 30% of young civil servants agree with such motion. Regarding career development 46.4% think it is slow but 35.5% do not consider it slow.

Data from FGD depict that the government invests in physicians and engineers, particularly, to specialize in one field (medical or technical). However, engineers, doctors in the public service feel frustrated when they observe that general university graduate/students are ahead of them. Because they formerly pursued engineering or medicine on merit, it makes them feel socially inferior. Therefore, they are now eager to join BSC general cadres. If they succeed in their roles as well

as civil servants of technical cadres, specialized group/technical group members will be less likely to join the general cadre.

Thus, students from technical backgrounds, particularly physicians and engineers, are compelled to join the general cadres due to the desire to be at the centre of decision-makers, authority, and societal viewpoints. However, it is executed from qualitative inquiries that after joining the public service, many of them start to doubt about their decision, often feel unsatisfied when s/he is assigned to perform a number of tasks. Some participants of qualitative inquiry believe that there is a gap in job execution ability between individuals with general backgrounds and those with technical backgrounds in the workplace. Like one Deputy Inspector General (DIG) of Police mentioned that technical graduates want to join the group that controls the majority of the power. They join these cadres, because they think they can open doors, they can seize and create this opportunity.

Key Finding & Policy Recommendation Matrix:

Key Findings	Recommendation	Action to be taken	Who's duty/role
Urban representatives are more in civil service due to entitlement with modern educational facility	Urban rural educational facility disparity needs to be addressed	Equal educational facility oriented policy is to be formulated & implemented	Policy makers
Intake in civil service officials are seen mostly from science group rather arts/humanities, business or social science background students	A generic syllabus is to be developed from BPSC or MoPA, where equal opportunities would be ensure for all group of students (i.e. arts humanities, business or social science background students).	Revised BCS written examination syllabus and other evaluation methods	Bangladesh Public Service Commission and Ministry of Public Administration
Inconsistencies of aim in life, from childhood, youth, graduation and finally in BCS cadre choice	Service status and benefit is not equal in all cadres. Equal service benefit and opportunity is to be distributed among the cadre officials, or job analysis is to be reformulated or minimizing number through clustering	Clustering BCS cadre or minimize the benefit gap between the cadre	Ministry of Public Administration / Cabinet Division
New entrants to BCS have (80%) previous job experience	Recruitment and selection process would be shorter, so that fresher's can have the scope to join BCS with fresh knowledge and job behavior mindset	Shorten time frame in BCS cadre officials, like maintain academic calendar or follow fiscal year duration for BCS examination	Bangladesh Public Service Commission or Ministry of Public Administration

Key Findings	Recommendation	Action to be taken	Who's duty/role
Disparity in job career like promotion, posting, authority and service benefit	Inter-cadre differences are to be addressed	Policy formulation to ensure equitable career path for all cadre	Concerned Ministry
Motivation to join BCS	Incentives are: Social, Economic, Professional and Motivational Incentives	Motivational approaches are to be segmented in different factors to join BCS	Ministry of Public Administration

DEVELOPING TEN CASES AS TRAINING MATERIALS FOR THE ADVANCED COURSE ON ADMINISTRATION AND DEVELOPMENT (ACAD) OF BPATC

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The Research Issue

Training aims to develop participants' knowledge, skills, and attitudes (KSA) to help them perform their daily tasks in the ever-changing work environment. The Bangladesh Public Administration Training Centre (BPATC) is dedicated to providing training for the development of public sector executives, equipping them with essential skills and leadership qualities to become effective and dynamic civil servants. The BPATC's motto is to build the capacity for an effective, inclusive, and accountable public administration system in the country. The center offers various training courses for bureaucrats at different levels.

One of the training courses offered is the advanced course on administration and development (ACAD), which is designed for Deputy Secretaries to the government and equivalent officers of defense services. The objectives of the ACAD include: (i) Facilitating the apex authority of public organizations in the policy-making process by analyzing the socio-economic contexts of the national and international arena, and implementing, monitoring, and evaluating public policies professionally (ii) Formulating a strategic plan by analyzing internal and external tools and techniques, and effectively implementing it (iii) Assessing and reviewing the existing public service delivery system and devising simple, innovative, effective, and efficient ways of service delivery (using ICT wherever needed) for the clients (iv) Identifying and analyzing the government's development priorities and designing, implementing, and managing development projects properly (v) Building intra- and inter-institutional networks and effectively dealing with trans-border trade and aid negotiation to uphold organizational and national interests.

This study developed ten cases for its learning course materials in line with the ACAD course. The cases have been designed using real-life experiences and events. It is expected that these cases, as training materials, will contribute to achieving the objectives of the ACAD course by covering content-specific modules and issues effectively.

Methods

The study is like action research. It involved a series of actions. The following sequential actions were an integral part of the study:

Selecting topics: The first step was reviewing the contents of the ACAD course. Based on the selected contents, the delivery methods were analyzed. Comparing the level of the participants and the delivery methods, ten topics of the contents were selected for detailed review.

Crafting topic-wise learning outcomes: The second step was to craft topic-wise learning outcomes. Comparing the cognitive level of learning, the topic-wise learning outcome was crafted out. The cognitive level of learning outcomes would help to determine the proper delivery technique for a particular topic.

Ascertaining Learning levels as per Bloom's Taxonomy: The selected topics were compared with the cognitive level(s) of the learning theory of Bloom's Taxonomy and finally ascertain proper delivery method for those selected topics. A detailed evaluation and comparison were done to assess whether the case is a proper delivery method for selected topics of the ACAD contents. Primarily, it was considered that the primary validation would be taken from the participants of the ACAD course to finalize the methodology of the selected topics. But it was not possible due to the COVID-19 situation. However, the cases were developed and tested in the Policy Analysis Training Course at Bangladesh Institute of Governance and Management (BIGM), Executive MBA Courses at East West University, BBA Courses in Department of Organization Strategy and Leadership (OSL), The University of Dhaka, Executive Master Courses in BIAM and ACAD and SSC courses of BPATC. The team leader of the research project used the

selected cases in the abovementioned academic and training courses and found them highly effective for achieving expected learning outcomes.

Assessment of learning-outcome achievements

Before delivering the case materials in the sessions, a pre-test was taken to assess baseline knowledge on the topics. After delivery, there was a post-test to assess their learning achievements. A feedback questionnaire was administered to the participants to assess the overall effectiveness of the case materials and delivery mechanism.

Developing Prototype-Cases

Later, ten prototype cases for ten selected topics were developed by the expert members of the research team. The developed cases, with expected learning outcomes, session-plan of those cases delivery, and feedback mechanism, were part of those prototype cases.

Key Findings

This study is not like other traditional research works. It is like an action research. The focus of the study included: facilitating the policy-making process, monitoring and evaluating these policies, formulating strategic plans, assessing public service delivery systems, public service reform, leadership and team-building, identifying development priorities, and so on. This study highlighted these focusing areas to develop cases. The target group was the participants of the ACAD course.

The Outcomes of the study

The study is fully outcome-based. The outcome is the development of ten case as training materials in terms of content-specific cases and integrated with the ACAD course. However, the outcomes are as follows:

Ten content-specific cases developed: After a rigorous review of contents as well as content-specific delivery methods, ten contents were selected for developing ten case materials for the ACAD course.

At least 85% effectiveness of the ten case materials achieved on delivery: After the development of draft cases, those were used for the trial run and 85% learning effectiveness was achieved.

Ten case materials integrated with the ACAD course for teaching materials: After the trial run of the cases, the developed cases were placed before the curriculum development committee (CDC) of BPATC for formal approval for integration into the ACAD course. The BPATC authority may direct a mandatory provision for the concerned trainer(s) to use the cases for delivery of those specified contents.

The effective and valid methodology for developing case-study as teaching material: As the product of the study, an effective and valid methodology for developing case-study as teaching materials was developed and suggested. Since the study followed the grounded theory for developing cases as well as validated the methodology, the process can be replicated as one of the accepted methodologies for developing and validating case materials for training institutes. The BPATC faculty member could follow this method for developing case studies for other courses.

Analysis of Andragogic Theories on Case-based Learning

Some pedagogical as well as andragogic theories validate the case-study method as a proper learning technique. Among the learning theories, the Kolb's Model of Experiential Learning, the Bloom's Taxonomy, the Andragogy Theory of Malcolm Knowles, SECI model of sharing knowledge are important pedagogical theories to explain the case-study method as an effective one for management development programs like ACAD.

Policy Implications

As mentioned above, it is like an action research, the study would contribute to designing and developing training materials for the ACAD and others. It is shown in the following table.

Course: Advanced Course on Administration and Development

The Contents were Selected Based on Course Guidelines published by BPATC (July 2018)

Module	Case Titles	Session Code, Contents and Session Duration	Key Learning Outcomes of Proposed Case
Module-3	An Eye-wash Evaluation of Gender Responsive Policy Interventions in Secondary Education in Bangladesh	03.02: Policy Implementation Models and Evaluation Techniques (02)	<p>After analyzing and solving the case, the participants will be able to</p> <ul style="list-style-type: none"> • Understand and explain key models of policy implementation, • devise strategies to overcome the implementation barriers, and • professionally manage policy evaluation.

Module	Case Titles	Session Code, Contents and Session Duration	Key Learning Outcomes of Proposed Case
Module-4	a. Public Management Reform in Bangladesh: An Inventory of Success Cases b. Public-Private Partnership Brings Hope for Mega Projects in Developing Countries	04.01: Changing Trends of Public Service Management and Reform Initiatives (01)	After analyzing and solving the case, the participants will be able to <ul style="list-style-type: none"> comprehend the dynamics of changing trends in public service management and explain the effects and impacts of recent reform initiatives in Bangladesh.
	X Institute of Administration and Management (XIAM) Gets Momentum after 10 Years of Its Establishment	04.02: Leadership for Effective Public Management (1)	After analyzing and solving the case, the participants will be able to <ul style="list-style-type: none"> Recognize own critical leadership role in own organization, and Explain the role of transformative leadership in the effective management of public sector organizations in terms of innovation and change management.
	MATT-2, even, Failed to Develop Team-Building Practices in Bangladesh Civil Services	04.03: Exercise on Team-building (2)	After analyzing and solving the case, the participants will be able to <ul style="list-style-type: none"> Explain the key features of an effective team, Understand and explain key barriers of team-building, and Lead effective and high-performing team in own organization.
	Strategic Plan for Institutional Development of XYZ Royal Institute of Management: A Failure Case	04.05: Concept and Process of Strategic Management (01+03)	After analyzing and solving the case, the participants will be able to <ul style="list-style-type: none"> formulate a strategic plan after analyzing internal and external tools and techniques; and implement thereof effectively and efficiently.
Module-5	Experience of Disaster Management on Rana Plaza Collapse	02.02: Disaster Management for SDGs	After analyzing and solving the case, the participants will be able to <ul style="list-style-type: none"> comprehend and explain the contribution of disaster Management to sustainable development.
	Public Hearing Fails to Attract Attention of Citizens!	Building an effective, inclusive, and accountable Public Administration System	After analyzing and solving the case, the participants will be able to <ul style="list-style-type: none"> recognize their role as civil servants in building an effective, inclusive, and accountable public administration system; and transform their organization into an effective, inclusive, and accountable one.
Module-8	a. Not to compromise with Merit-based Enrollment	08.01: Understanding Organizational Conflicts & Conflict Resolution (02)	After analyzing and solving the case, the participants will be able to <ul style="list-style-type: none"> Comprehend and analyze the dynamics of organizational conflict, Analyze the different levels of conflicts and their effects on conflict resolution Craft strategies for conflict resolution for different stages/levels of organizational conflict.
	b. Irrecoverable Cost of Pollution in Industrial Development	08.03: Local Negotiation (02)	After analyzing and solving the case, the participants will be able to <ul style="list-style-type: none"> Handle inter-organizational negotiations effectively; and Manage interest negotiation in a multilevel governance.

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