

Senior Staff Course

Course Guidelines

**Building
Effective,
Inclusive and
Accountable
Public
Administration
System**



Bangladesh Public Administration Training Centre
Savar, Dhaka, Bangladesh

Senior Staff Course

Course Guideline



Bangladesh Public Administration Training Centre

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ELABORATION OF ACRONYMS AND ABBREVIATIONS

BPATC	Bangladesh Public Administration Training Centre
B	Briefing
CMT	Course Management Team
EV	Exposure Visit
Ex.	Exercise
Gr. Ex.	Group Exercise
IDO	International Development Organization
L& D	Lecture and Discussion
MoU	Memorandum of Understanding
P	Practice
PER	Policy Evaluation Report
SSC	Senior Staff Course
WT	Workshop Team.

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1.0 Introduction

The core of the spirit of our struggle for freedom and the great liberation war is to build a glorious nation, a developed and prosperous Bangladesh-free from all sorts of exploitation and injustices. To build a prosperous, developed, and exploitation-free nation a contingent of civil servants need to be shaped as a member of an institute with specific degree of professionalism and integrity, and a good knowledge of national and global issues. Civil servants must be subject to a set of legal conditions, which enable them to effectively execute their functions and contribute to the achievement of national goal in a proper and lawful manner, across all public administration settings.

Mere knowledge on laws, rules and regulations is not enough to deliver public services effectively and professionally. Knowledge, technology, know-how are ever-changing and the pace of change is becoming faster and competitive. Service providers are required to be more responsive to the needs of the recipients to sustain in the competitive environment. Private sector is becoming more participative in the public domain. Complex interactive process and technological advancement has brought about a radical change in the role of the state. An analytical insight into how structural injustices create divides between ‘have’ and ‘have not’s required to transform policies, plans, programmes and decisions into actions in this changing environment.

To attain the vision 2021, vision 2041, SDGs Agenda 2030 the civil service members must have a specific degree of professionalism and integrity and capability of translation of knowledge of administrative and constitutional laws into action. Civil servants must possess analytical insight to construct, function and perform responsibilities in an appropriate manner across all public administration settings. The ‘Senior Staff Course’ strives to improve their competencies to bring about desired changes in public service management for the competitive future.

1.1 Vision of BPATC

BPATC becomes a centre of excellence for developing patriotic, competent and professional civil servants dedicated to public interest

1.2 Mission of BPATC

We are committed to achieve the shared vision through-

- ❏ developing competent and professional human resources by imparting quality training and development programmes;
- ❏ conducting research, publishing books and journals and extending consultancy services for continuous improvement of public service delivery system;
- ❏ establishing effective partnership with reputed institutions of home and abroad for developing organizational capacity; and
- ❏ promoting a culture of continuous learning to foster a knowledge-based civil service.

1.3 The Core Values of BPATC

The core values of BPATC include-

- ☐ **Discipline:** We maintain discipline of the highest order in every step of our activities. We believe in mutual respect and human dignity. We are committed to creating an environment where all views, opinions and inputs are encouraged and valued.
- ☐ **Integrity:** We demonstrate patriotism and ethics in our activities. We do what we say. We practise integrity by ourselves and encourage our trainees to uphold it in their activities.
- ☐ **Inclusiveness:** We are committed to achieving a diverse and highly professional workforce at all levels of the organisation and to ensuring equity and equal opportunities for all irrespective of faith, creed, ethnicity, language, age, race, gender and physical infirmity. We promote social inclusion and a culture of tolerance and peace.
- ☐ **Professionalism:** We show leadership and strive for excellence in our activities by means of professionalism and competencies. We are passionate about the work we do and foster pro-people attitude.
- ☐ **Learning for results:** We impart training for results and take follow up actions to stay relevant. We value and maintain an enabling environment for continuous learning for our clients and ourselves. We are keen to build partnership and collaboration with local and international organizations.
- ☐ **Innovation:** We draw inspiration from our shared history and tradition. We are equally committed to finding creative and sustainable solutions to problems in an ever-changing global context. We highly regard innovations in governance and public management.
- ☐ **Team spirit:** We foster *esprit de corps* in our activities and share our achievements as well as failures among ourselves. We consider every individual of the organization as a valued member of the team where contribution by everybody is recognized. We take careful initiatives to instill team spirit among participants of our programmes.

2.0 The Senior Staff Course

The Senior Staff Course (SSC) is one of the core courses of BPATC. The main focus of this 55 days (45 days at BPATC+ 10 Days Foreign Exposure Visit) training course is to provide participants with an insight to the dynamics of socio-cultural, politico-economic and natural environment of the country so that they can contribute more effectively in formulating pragmatic policies, strategies, plans and programmes and implementing development programmes of the government. During the Course duration a 10 days foreign exposure visit will be arranged by MoPA.

The new Sustainable Development Goals (SDGs) has exposed the development environment to various challenges. The market economy with the basic tenet of competition requires bold initiatives and prompt responses to various internal and external shocks. Environmental hazards, poverty and gender imbalance are major concerns of Bangladesh. These demand inclusive governance policies with affirmative action for protecting the interests of the disadvantaged people. Moreover, their inclusion in governance is essential to overcome the prevailing social and economic inequalities. The evolving administrative and financial planning together with environmental challenges is reshaping the responsibilities of public officials and the senior officials in particular. Officials must possess an analytical mind to deal effectively with diverse challenges and develop capacities for innovation, receptivity and adaptability and the courage of dealing with the issues of injustices. The SSC is structured to provide senior officials with advanced knowledge and skills on management development, climate change and information and communication technologies. Furthermore, this course provides them with the opportunities of sharing ideas and experiences in the areas of national and global context. Along with set course contents, SSC gives opportunities to get an exposure to development of analytical skills and exercises of national and global issues. It is expected that after successful completion of the course, the participants will be able to contribute to decision making process more professionally, efficiently and effectively.

3.0 Goals and Objectives of Senior Staff Course

The overall goal of the course is to enhance participants' capability of dealing national and global issues professionally, efficiently and effectively. In view of this set goal, the Specific objectives of the course are-

- to enhance capability to analyze the relationship of institutions, systems and processes of social, political, economic, cultural and environmental dynamics;
- to improve problem solving, strategic decision making and communicating skills;
- to develop the capability of dealing with the policy makers and other key stakeholders;
- to enhance the capability of effectively dealing with issues of intellectual discourse; and
- to inculcate the attitudes towards innovativeness in governance.

4.0 Expected Results from the Senior Staff Course

The course is designed with focused interventions to achieve the following results-

- Capability to analyze the relationship of institutions, systems and processes of social, political, economic, cultural and environmental dynamics enhanced;
- Problem solving, strategic decision making and communicating skills improved;
- Capability of dealing with policy makers and other key stakeholders developed;
- Capability of effectively dealing with issues of intellectual discourse enhanced; and
- Attitudes towards innovativeness in governance inculcated.

5.0 Course Duration and Activity-wise Distribution of Available Days

The duration of the Course including the Exposure Visit is 55 days with 38 working days distributed as follows:

Activities	Days
Inauguration, Briefing and Medical check-up	1
Training Sessions	20
Policy Paper Review Workshop	5
Research Methodology Workshop	
Data Collection for Policy Review Paper and Field Visit	3
Visiting IDOs/Public/Private Organizations	2
International Exposure Visit	6*
Lessons Learned Workshop, Evaluation and Closing	1
Total	38
Weekend and Vacation-17 days, Total Duration-55days	

*more 4days from weekend will be included in exposure visit

6.0 Course Theme

The theme of this course is '**Building Effective, Inclusive and Accountable Public Administration System**' and the course outline has been developed aligned with the theme. The course theme has been chosen aligning Sustainable Development Goals (SDGs) number 16.

The general perception is that the members of the public are harassed and humiliated by public officials and the members of the public have taken the shape of benefactor and beneficiary although the public servants were meant to provide service to public. People are unaware of how and where to obtain specific services and often fall prey to middlemen and corrupt practices. Cumbersome procedures and the slow pace of decisions and service delivery cause suffering to the people and waste public resources and time. It is fact that attitude, skill, behavior, motivation, commitment, adaptability, creativity, foresightness and leadership contribute a lot in favour of competencies which may provide better services to the people. Considering the above it is expected that the overall activities of the course will help to achieve the theme of the course and the participants will play important role in this aspect.

7.0 Course Modules

The course is designed with the following 10 modules. These are detailed in Annex-01.

1. Behavioural Governance
2. Social Research and Policy
3. Public Policy and Management
4. Negotiation
5. Achieving Sustainable Development Goals
6. Project and Procurement Management
7. ICT and e-Governance
8. Important Contemporary Issues
9. Verbal Competence
10. Exposure Visit:
 - (a) Domestic Exposure Visit
 - (b) Foreign Exposure Visit

The participants will be exposed to academic discussions on different topics included in the aforesaid various modules. One of the specialties of the course is inclusion of the module titled 'Contemporary Issues' under which a number of extension lectures in addition to regular academic sessions will be held usually in the evening with external resource persons. These lectures will focus on the issues of national and international importance and will offer you a scope to interact and share experiences with senior government officials and renowned personalities of the country.

Policy Review and EV are also some other specialties of the Senior Staff Course. Regular briefing sessions will be arranged on each of these aspects with a view to assisting you in accomplishing these tasks. Apart from EV, some short study visits to various government organizations/IDOs/ private enterprises will also be arranged.

Moreover, along with a 2.2 kilometre jogging track BPATC provides you with facilities for physical exercise, indoor and outdoor sports and games. You are strongly encouraged to take the opportunity to participate in physical activities. It is worth mentioning that you will have to complete at least 100 km of walk within the duration of the course.

8.0 Training Methods

Various training methods like lecture, workshop, group discussion, exercise, case study, group work and presentation will be used in this training. Despite certain limitations the lecture and discussion method will be extensively utilized. However, the course management believes that this method of instruction can significantly be improved by your active participation in academic sessions. As such you are encouraged to effectively take part in discussions.

Other activities would mainly be team based requiring maximum interaction among group members for the accomplishment of a group task followed by preparation and presentation of group report. Each group may consist of 5 members. A participant is responsible individually and jointly for the quality of the group report. Each group will present its report before the other groups in a plenary session.

9.0 Medium of Instruction

The medium of instruction in class room sessions will be English. BPATC encourages you to develop your oral English skills and as such, you are expected to speak English as far as it is possible with other colleagues and Faculty members during your time in BPATC.

10.0 Training Session

There will be at least five sessions during day time every day. Typically each session will be of one-hour while duration of extension lecture sessions will be two hours. The first session of a day will start sharp at 08:30 in the morning while evening sessions meant for extension lectures on contemporary issues will begin at 19:00 hours. The daily session plan is given bellow:

Time*	Session
00:06-07:00	Morning Physical Training
08:30-09:30	1 st Session
09:40- 10:40	2 nd Session
10:41-11:05	Health Break
11:06-12:05	3 rd Session
12:15-13:15	4 th Session
13:16-14:15	Lunch & Prayer Break
14:16-15:15	5 th Session
17:00-18:00	Afternoon Games
19:15-21:15	Evening Session

* The schedule may be changed if required. In Sunday, 1st session will be Recap of the week.

11.0 Evaluation Methods and Distribution of Marks

Your performance in the course will be evaluated in 1000 marks through various mechanisms like writing policy review, individual assignment, group assignment, etc. You also would get an opportunity to evaluate the speakers as well as the course management and other aspects of the course. The marks allotted for evaluation are distributed as follows:

Sl.	Title of the Module	Methods and Marks		
		Individual	Group	Total
01.	Behavioural Governance	-	50	50
02.	Social Research and Policy	200	-	200
03	Public Policy and Management		50	50
04	Negotiation	-	50	50
05	Achieving SDGs	-	100	100
06	Project and Procurement Management	25	25	50
07	ICT and e-Governance	50	-	50
08	Important Contemporary Issues	-	50	50
09	Verbal Competency	150		150
10	Exposure Visit			200
	Domestic Exposure Visit	50	-	
	Foreign Exposure Visit	100	50	
11	Evaluation by the CMT	20	-	20
12	Evaluation by Evaluation Department	30		30
	Total Marks:1000	625	375	1000

11.1 Evaluation by the Course Management Team and Evaluation Department

Following is the break-down of 50 Marks of Evaluation by the Course Management Team:

Evaluation	Subject of Evaluation	Marks	Total
CMT	Punctuality	05	20
	Table Manners and Dress	05	
	Appropriate Observation of BPATC's norms and values	05	
	Participation in Co-curriculum Activities	05	
Evaluation department	Speakers Evaluation	10	30
	Attendance	20	
	Total	50	

11.2 Grading

According to the Evaluation Policy of BPATC, marks you obtained in the course in different assessments will be based on a quantitative scale and will be graded in the following ways:

Sl. No.	Percentage of Marks	Grading
1	95 and above	A+ (Outstanding)
2	90 to <95	A (Excellent)
3	85 to <90	A- (Very Good)
4	80 to <85	B+ (Good)
5	70 to <80	B (Satisfactory)
6	60-70	B- (Above Average)
7	50<60	C (Average)
8	<50	Fail

11.3 Individual Course Evaluation Report for Dossier

On completion of the course an individual course evaluation report for every participant will be prepared. Your performance in the course and a pen picture written by the CMT will be mentioned in the report. This final course evaluation report prepared by Evaluation Department will be forwarded to concerned Administrative Ministries/Divisions for retaining in your dossier.

12.0 Requirements of the Course

As a participant of the course , you must-

- maintain the tradition, discipline, norms and values of BPATC;
- attend and actively participate in all sessions and other activities on time, preferably at least five minutes earlier than the scheduled time;
- submit individual assignments, policy paper, group work report, reports on Field Attachment, IDO visit and Exposure Visit and participate in such other tasks as may be assigned by the Course Management Team time to time ;
- stay compulsorily in the dormitory of the Centre and abide by the rules and regulations thereof;
- refrain from using of cell phone in classroom, mosque, library and during formal programme or while walking on the corridor;
- for obtaining certificate, secure at least 50% marks in all assignments, reports and other evaluation related activities;
- wear formal dresses during academic sessions and official functions;
- follow table manners during lunch and dinner;

- be punctual in attending all activities prescribed for the course; and have 100% attendance. Exceptions are made only in case of unforeseen emergency. In case of such emergency, maximum 5% absence is permitted. However, marks allotted for attendance shall be deducted proportionately in such case.

13.0 Accommodation and Food

Senior Staff Course is a fully residential course and during your time in BPATC you will live at the dormitory of International Training Complex (ITC) of the centre where meals for you will also be arranged. The cost of food is to be met from the course fee provided by the Government. A five member Mess Committee formed from among participants consisting of a President of the Mess Committee (PMC) and four other members will manage your meals. Selection of menu, making arrangements of meals in consultation with fellow participants and maintaining the overall quality of meals are the responsibilities of the Mess Committee. However, Course Management Team will provide all logistic supports in this regard.

14.0 Transportation

BPATC will arrange transports for you to travel from Dhaka at the onset of the course and at the weekends and other visits relating to training during the course. The schedule will be given well ahead of the programme.

15.0 Library Facility

The Library of BPATC is modern and well equipped with various books, journals and audio-visual aids. In its possession there are about 1,20,000 books for circulation to the readers. You will have ready access to the reading facilities. Library, during week days, remains open from 8:00 a.m. to 10:00 p.m. while from 4:00 p.m. to 6 p.m. on Friday and from 4:00 p.m. to 10:00 p.m. on Saturday. You are encouraged to use the library facilities at the maximum effort.

16.0 Medical Facility

BPATC has a small clinic with limited medical facilities, which is run by four registered doctors. You will get medical consultations, prescriptions and limited medical care from the clinic. As a participant, you are entitled to have medical prescription free of cost and some common medicines that are available at the clinic. However, the medical facilities can only

meet the primary needs or minor cuts and injuries. The clinic provides ambulance services on payment in case of serious illness.

17.0 Prayer Facility

There is a beautiful mosque within the premises of the Centre but no separate prayer room in the dormitory. Interested male Muslim participants can offer their prayer in the mosque while female participants can offer their prayer in their respective rooms.

18.0 Social Events

In BPATC, there is a tradition of organizing social and cultural events during the course. The aim of arranging such social events is to create an opportunity for the participants to interact with the Faculty members, resource persons and other eminent persons. Besides these, BPATC also arrange some social and cultural programmes especially in the national days where the participants of the different courses are invited to join and participate.

19.0 In Case of Emergency

The Course Guidelines give an outline of the various aspects of the Senior Staff Course. However, in case of any emergency, participants may contact Course Director or Course Coordinators through their office and residence telephone/cell phone numbers.

Contents of the Course

Thematic Area: Public Management

Module 01: Behavioral Governance

Evaluation Method: Group Exercise (50)

Module Objectives: The participants will be able to:

- understand and apply means of HRM and good governance in work place; and
- maintain basic office procedures appropriately

Code	Hrs	Topic Title	Facilitator	Training Method
01.01	03	Know Thyself: Understanding self for achieving improvement goals	FM	L & D Group Work
01.02	2+4= 6	Stress Management Through YOGA	GS	Workshop
01.03	02	Prevention of Corruption and Unethical Behaviour	GS	L & E
01.04	03	National Integrity Strategy: Implementation Challenges	GS/ WT	Workshop
01.05	02	Strategies for Implementing Spirit of Liberation War	GS	L & D
01.06	02	Life and Philosophy of the Father of the Nation	GS	L & D

Module 02: Social Research and Policy

A : Social Research

Evaluation Method: Individual Assessment (25 Marks)

Module Objectives: Objectives of the module are to:

- make participants understand the process and techniques of social & policy research, collect, process and analyze and presentation of data; and
- enable participants to formulate research problem, research objective and research question

Coverage of the Workshop: This Module explores the processes involved in locating and making sense of information used in the policy process and in generating new information through research. It introduces and examines a range of technologies to assess the use of information and provides skills in the use of such technologies and in the design, conduct and analysis of development research. **(15 hours/3 days).**

Research Workshop

Day	Sessions	Areas
Day-1	1 st Session	Writing Policy Evaluation Proposal [Contents/structure of the policy evaluation proposal, How to write each section of Proposal will be explained briefly later on]
		How to write Policy Evaluation Proposal [Contents of Policy Evaluation report will be explained briefly later on]
	2 nd Session	Writing Title and Introduction of the Policy Evaluation Proposal (Title, Background information, Problem Statement, Objectives, Research Questions, Rationale and Limitations of the research etc.)
		Writing Literature Review of the Policy Evaluation Proposal (See 3.1.2 of Annex-3)
	3 rd Session	Writing Methodology for Policy Evaluation Proposal (See 3.1.3 of Annex-3)
	4 th Session	Writing Policy Evaluation Criteria for policy Evaluation Proposal (See 3.1.4 of Annex-3)
		Conclusions, Lessons Learned and Recommendations
		Writing references
		Research Ethics
	5 th Session	Summarize the Deliberation and Discussion & Submission of the Draft Title of Proposal
Day-2	1 st , 2 nd and 3 rd Sessions	Policy Evaluation Proposal Writing by the Participants and Preparation of Presentation Slides
	4 th and 5 th Sessions	Writing Policy Evaluation Report: <ul style="list-style-type: none"> • Contents of the Policy Evaluation report • Writing Chapter-1; Introduction of Policy Evaluation Report • Writing Chapter-2; literature Review in Policy Evaluation Report • Writing Chapter-3; Methodology of PER • Writing Chapter-4; results and Discussion • Writing Chapter-5; Evaluation of Policy Using Criteria of Policy Evaluation • Writing Chapter-6; Recommendations, Conclusions and Sustainability. • Writing references of Policy Evaluation Report • Summaries the Session
Day-3	5 Sessions	Proposal Presentation

B. : Policy Evaluation Report**Evaluation: Preparation and Presentation of Policy Evaluation Report (Individual)
(175 Marks)****Objectives:** The participants' will be able to:

- use research method in writing their Policy Evaluation Report
- understand logical sequence of a research paper
- improve their professional writing and presentation skills
- sharpen their analytical and problem solving competence
- develop innovative ideas that may influence public policy-making and
- respond productively to the writing of others.

Session code	Session hour(s)	Topic Title	Speaker	Training Method
2.1	10	Session with Mentors	All Mentors	Panel Discussion
2.2	08	Seminar Paper Presentation	External and Internal Evaluators	Presentation

***Details guidelines of seminar paper writing and Strategy of success the policy Evaluation Paper Writing of Senior Staff Course placed in Annex-2 & 3 respectively.**

Module 03: Public Policy and Management**Evaluation Method: Policy Analysis- Group Assignment (50)****Module Objectives:** Objectives of this module are to:

- enhance the capacity of the participants for formulating policy;
- analyze implications of different stages of policy process and analysis;
- analyze professionally any policy; and prepare policy brief.
- formulate, implement and monitor strategic plan of the organization more effectively;
- take strategic decisions properly using various tools of strategic analysis more professionally; and
- lead own organization for ensuring quality service delivery through utilizing both physical and human resources strategically.

Code	Hrs	Topic Title	Facilitator	Training Method
03.01	02	Introduction to Policy Process and Tools of Evidence Informed Policy Formulation: Problem Identification/ problem tree	Policy Analysis Team	Discussion, Group Work and Presentation
03.02	02	Tools of Evidence Informed Policy Formulation: Stakeholder Analysis		
03.03	03	Identification of Policy Options/Alternatives and evaluation of options		

03.04	03	Preparation of Policy Brief/ Note/ Recommendation + Presentation (2+1)		
03.05	02	Challenges to Policy Formulation and Implementation	GS	Panel Discussion
03.06	01	Change Management Strategies in Public Sector	FM	L & Case
03.07	03	Workshop on Innovation in Public Policy	GIU a2i team	Workshop
03.08	02	Strategic Management in the Public Sector	FM	RA & Ex

Module 04: Negotiation

Evaluation Method: Group Assignment (50)

Module Objectives: To further enhance the capacity of the participants to

- explain the challenges and implications of negotiation techniques; and
- lead negotiation efficiently and effectively.

Code	Hrs	Topic Title	Facilitator	Training Method
04.01	02	Role of Diplomacy in Negotiation	GS	L & D
04.02	02	International Bilateral Negotiation	GS	L & D
04.03	02	International Multilateral Negotiation	GS	L & D
04.04	01	MoU/MoA/Note of Exchange	Faculty/ GS from ERD	L & E
04.05	02	International Contract Negotiation/Project Negotiation	GS (Mesbah)	L & E
04.06	02	Negotiation with Pressure Groups	GS	L & D
04.07	02	International Trade Negotiation	Commerce Secretary	WS/L&D
04.08	02	Maritime Boundary Negotiation	GS	L & D

Thematic Area: Development Economics

Module 05: Achieving Sustainable Development Goals

Evaluation Method: Group Exercise (100)

Module Objectives: To enable the participants to:

- analyse the major policy issues and overall Agenda of SDGs for Bangladesh;
- analyse the challenges for integrating Agenda 2030 with regular development plans;

- devise strategies for implementation and monitoring of SDG's goals for respective organization;
- analyse major issues of environmental management and sustainable development;
- implement environment related policies and strategies more effectively.

Code	Hrs	Topic Title	Facilitator	Training Method
05.01	02	Review of Socio-economic Status of Bangladesh	GS/FM	L & D
05.02	02	Overview of SDGs	GS/FM	Ws
05.03	04	Indicators of SDGs	GS/FM	Ws
05.04	02	Aligning SDGs with 7 th Five Year plan	GS/FM	L & D/Ws
05.05	02	SDGs Data Gathering Monitoring and Evaluation	GS/FM	Ws
05.06	02	Implementation and Challenges of SDGs	GS/FM	L & D
05.07	05	Workshop on Building effective, inclusive and accountable Public Administration System	FM	Ws

Module 06: Project & Procurement Management

Evaluation Method: (a) Individual Assignment (25)

(b) Group Exercise (25)

Module Objectives: To enable the participants to:

- analyze the potentials and challenges of project management in Bangladesh; and
- lead project implementation and monitoring effectively and efficiently.

Code	Hrs	Topic Title	Facilitator	Training Method
06.01	02	Project Planning and Preparation : Issues and Challenges	FM	L & Ex.
06.02	02	Monitoring & Evaluation of Programmes and Projects	FM	D & Ex.
06.03	02	Steps in Large Public Procurement: Goods and Works	FM	Ws
	02	Steps in Large Public Procurement: Services	FM	
06.04	02	Tender and Proposal Evaluation of Large project	FM	
06.05	02	Challenges of Project Management in Bangladesh	GS	L&Ex.
06.06	02	Overview of Development Partner Funded Procurement Procedure	GS/FM	L & D

Module 7: ICT and e-Governance

Evaluation Method: Individual Assignment/Exercise (50)

Module Objectives: To enable the participants to

- understand e-Governance and key issues relevant to public sector;
- develop capacity in public sector for improving delivery of public service through ICT; and adopt organizational changes related to technology, strategies and policies.

Code	Hrs	Topic Title	Facilitator	Training Method
07.01	04	Refreshing ICT Skills	FM	L & D
07.02	02	ICT for Better Service Delivery: Policy Perspective	GS	Ws/ Ex.
07.03	02	e-Nothi	FM	
07.04	02	e-GP	CPTU	L & P
07.05	02	Business Process Reengineering	GS	Ws/ Ex.
07.06	02	Digital Literacy for Public Service Delivery	FM	L & D

Thematic Area: Special Activities

Module 8: Important Contemporary Issues

Evaluation Method: Group Assignment (50)

Module Objectives: To enable the participants to

- identify and analyse issues of national importance; and
- explore opportunities to apply new learning to practical life.

Code	Hrs	Title of the Topic*	Facilitator	Training Method
08.01	02	Understanding the Needs of Private Sector	GS	Panel Dis.
08.02	02	Public Private Partnership in Bangladesh: Opportunities and Challenges	GS	Panel Dis.
08.03	02	Realizing Dreams of Blue Economy: Policy Perspective	GS	L & D
08.04	02	Bilateral Issues: Bangladesh and the Neighboring Countries	GS	L & D
08.05	02	Global Economic Trend: Challenges for Bangladesh	GS	L & D
08.06	02	Autism	GS	L & D
08.07	02	Public Finance Management	GS	L & D

Code	Hrs	Title of the Topic*	Facilitator	Training Method
08.08	02	Internal Resource Mobilization	GS	L & D
08.09	03	National Social Security Strategy	GS	Ws
08.10	02	Potentials of Bangladesh	FM	L&Ex.

*Note: Extension lectures on any other suitable issues may be arranged.

Module 09: Verbal Competency

Evaluation Method: Individual Presentation (150)

Code	Hrs	Topic Title	Evaluation	Training Method
09.01	01	Recap Sessions	50	I/P
09.02	-	Policy Debate	50	I/P
09.03	-	Extempore Speech	50	I/P

Module 10: Exposure Visit

Module Director: Course Director

10 (a): Domestic Exposure Visit

Evaluation Method: Individual Assignment (Local Visit)-50

Types of Organizations may be visited:

Military Establishment, Corporate Organization, Non-government Organization

10 (b): Foreign Exposure Visit

Evaluation Method: Group Report Preparation and Presentation-150 [Host Organization presentation-50, Lessons Learned Workshop in BPATC-100 (Coverage of the Report-40, Individual Participation-60)]

Module Objectives: Enable the participants to see, observe and realize the economy and trend of progress of visiting country which started with a developmental base equal to or worse than Bangladesh but superseded the state of economic progress of Bangladesh significantly.

Overall Task: Under this programme participants will visit one relevant country (VIETNAM) for ten days. During this visit they will have the opportunity to share experiences of policies, strategies, practices in the public service delivery with their counterpart in the visiting country. The participant will be divided into five groups and each group will independently **prepare and present a significant and meaningful group report** in a Lessons Learned Workshop arranged by BPATC authority.

Participants will also have to present group reports before the host country organization on the concluding day of the exposure visit. Details Guideline-
Annex-5

Methodology of Implementation of Foreign Exposure Visit:

- i) Group will be formed by CMT. The group will prepare and present exposure on the following areas;
 - a. Public Administration reform and innovation of public service delivery in Vietnam
 - b. Challenges of Public Policy in Vietnam
 - c. Social Security Policy in Vietnam
 - d. Local Governance in Vietnam
 - e. Tourism Development Policy in Vietnam
- ii) CMT will organize the Lessons Learned Workshop with the presence of internal and external evaluator.
- iii) CMT will monitor and evaluate the participants individually and group.
- iv) Report will be prepared by the groups; however, each of the participants will be evaluated individually- based on his/her contribution/performance.

Note on Group Reports: Participants will have to present group reports in the host country under the arrangement of designated institution/organization. These reports will reflect the comparative situations of the visiting country with that of Bangladesh. On return they will present group reports in a Lessons Learned Workshop on experiences sharing of visiting country at BPATC. The presentation will focus on experiences and learning of the visiting country and its replication before the participants of FTC and other courses. In Lessons Learned Workshop the presentation will be done by one member of the group for ten minutes; the remaining 20 minutes will be question and answer where other group members will response to the questions. The Participants will be evaluated individually considering their role in answering question and their contribution in preparing presentation.

Guidelines for Writing a Policy Evaluation Paper

Policy Evaluation is carried out for checking the effectiveness and impact of public policies of government and for evaluating policies in terms of necessity, efficiency, validity, etc. Such evaluations are done to improve the policy formulation and implementation process. The policy evaluation should be a well-researched, thoughtful and organized effort to objectively evaluate a policy or program. The findings, conclusions and recommendations of this evaluation must be evidence based. The evaluation methods, limitations, and information sources must be documented, and the terms of reference of work should be given as annexes to the main report.

Usually a standard policy evaluation report starts with a cover page, a table of contents, a list of abbreviations and acronyms, an executive summary and a matrix of findings, evidence and recommendations. The evaluation reports should further contain the following main chapters: *Executive Summary; Introduction; Evaluation Findings* (supported by evidence); *Conclusions; Lessons Learnt and Recommendations, References*. The *Annexes* to the report may include the following information: Terms of Reference of the evaluation (If any), Desk Review list, list of persons contacted during the evaluation,. Please note that *you must not copy text written by other authors*. What you need to do instead, is to select only the information/data you need and summarize this information in your own words, give your own analysis. When you use other's ideas or findings or information, you must give recognition by citing reference in the text and list of reference at the end. **You must avoid plagiarism.** The Turnitin software will be used to identify whether participants copied anything from any published documents to ensure zero tolerance to plagiarism.

The main body of the report should not exceed **20-25 pages** depending on the scope of the evaluation exercise (annexes excluded). Annexes which serve to demonstrate or clarify an issue related to a major finding should be included.

Rather than repeating, references should be made to annexes or other parts of the report. Sources of information used should be referenced in a consistent manner. The sections of the evaluation report should be numbered 1, 2, 3, the sub-sections in the sections should be numbered 1.1, 1.2... 2.1, 2.2, ... ; 3.1, 3.2, ... ; etc.).

In order to carry out the evaluation, the policy under consideration and other relevant documents must be examined, key informants and stakeholders interviewed, information / data analyzed to come up with findings and recommendations.

A policy evaluation generally looks at the following key questions. However, it should be noted that not all of these questions may be necessary in all evaluations and neither are these questions are not exhaustive. You may include other questions if necessary:

- What are the advantages of the policy under consideration (in terms of effectiveness, costs, enforcement, and public acceptance)?
- What are the disadvantages of this policy (consider effectiveness, costs, enforcement, and public acceptance)?
- What is the public support for the policy?
- What are the potential barriers to the policy?
- What resources will be needed for proper implementation of the policy?
- Are there major exemptions in the policy, which should have been covered?
- Is there adequate enforcement of the policy?
- Is there compliance of the policy?
- What are the economic, social, cultural, environmental impacts of the policy?
- What is the impact of the policy on disadvantaged groups in the society?
- Based on the evaluation of the advantages and disadvantages, should the current policy be totally replaced, strengthened, or improved? What advantages, if any, from the current policy should be retained and if necessary strengthened? What disadvantages, if any, should be eliminated?

The participants will have to individually evaluate an existing policy of their own Ministry. Division, Directorate and their work would be supervised and guided by Faculty members as Mentors. The participants would be divided into groups to be supervised by a mentor.

Policy Evaluation and Mentors: Mentors will be selected based on proposal of participants and mentor expertise/experience/academic discipline.

TENTATIVE FORMAT FOR POLICY EVALUATION REPORT

Executive summary

The executive summary should state the most important facts and ideas in the paper. It should be complete in itself. The length of the executive summary should be about 200 to 300 words. Do not put information in the executive summary which is not in the main text of your paper. Do not put references, figures, or tables in the executive summary. It includes:

- a) An introduction and the background: short description of the policy evaluated including its objectives;
- b) The major findings of the evaluation;
- c) The main conclusions;
- d) The major recommendations;

e) The major lessons learnt.

The executive summary may include a summary matrix of findings and recommendations (as per following format) and should include only the most significant and important ones. The recommendations should be relevant, actionable and directed to a specific or a group of stakeholders for necessary action.

Findings	Evidence (sources that Substantiate findings)	Recommendations

The Main Text of the Report

The main text of the report usually contains the following head. Subheads and touches upon the following:

II. Introduction

This generally includes:

- a) The overall background, concept and design of the policy and include an assessment of its strategy, the planned time and resources and the logical coherence of the policy.
- b) The purpose (objective) and scope (coverage) of the evaluation.
- c) The composition of the evaluation team (if there is any).

III. Evaluation Methodology

This is a statement of the methods used to obtain and collect the data, as well as the approach and methods used to analyze the data/ information. It provides the basis for the credibility of the evaluation results. References may be placed in the annex wherein details of evaluation tools can be given.

The evaluation methodology should support the purpose of the evaluation and should stand to be sufficient to answer the evaluation questions posed in the TOR.

IV. Limitations to the Evaluation

The report should highlight major constraints that had an impact on the evaluation process, i.e., limited field trip due to time or security constraints, limited budget, limited time and unavailability of some major stakeholders for interviews. This section should further include how these limitations were overcome.

V. Evaluation Findings

This section is the most important since it covers the analysis of information and articulates the

findings of the evaluation. It is the longest and most detailed section of the report and it should be based on facts. The other sections of the report draw on and make references to it. It generally examines the following criteria:

Relevance

This part should address the relevance of the policy in meeting the needs, in solving the problems identified and in contributing to relevant national and if necessary-international policies and strategies. Relevance is the extent to which the objectives of a policy are continuously consistent with recipients' needs, government's mandate and overarching national strategies and policies.

Efficiency

Efficiency is a measure of how resources/inputs (funds, expertise, time, etc.) are converted into outputs. The report could indicate the extent to which the planned output has been delivered and how they contributed to the attainment of the objectives, as well as show how the outputs have been delivered within the planned time frame and with the resources available to the policy. It may examine the organizational methods, including rules and operating procedures used to implement policy decisions.

This part of the report should also address how the policy have been implemented, noting any constraints. In particular, it generally could examine the following:

- The appropriateness of overall institutional and management arrangements and the impact that these had on the implementation and delivery of the outputs;
- The kind of support received from the relevant ministries and departments of the government.
- Whether and how the outputs were monitored during implementation.

Effectiveness

Effectiveness is the extent to which a policy achieves its objectives and outcomes. The report should show whether and how the objectives and outcomes have been achieved. It involves finding out if the policy has been able to do what it was supposed to be doing. Performance is compared to intended goals to determine whether the goals are being met, and/ or whether goals need to be adjusted in light of accomplishments. When objectives and outcomes have been fully met, the report should these are contributing to the attainment of the results contained in country/ strategic frameworks (Five Year Plans, Vision 2021, Vision 2041, SDGs).

When some of the objectives and outcomes have not been attained, the then report should then show what progress has been made towards achieving them and how they contribute to the

attainment of the results contained in the country strategic frameworks. The report should cover the objectives and the outcomes of the policy and demonstrate the short and medium-term effects that the policy is likely to achieve or have already achieved ,e.g. whether the policy has made a difference; how it has made a difference, etc. The report should further highlight major constraints and problems that have impacted the implementation of the policy options. The aim is to learn from this constraint and avoid them in the future, or find solutions to improve performance.

Impact

This section should try to capture the contribution of the policy intervention under evaluation to positive and negative, primary and secondary long-term economic, environmental, social, cultural change(s) produced or likely to be produced by the policy, directly or indirectly, intended or unintended consequences, after the project was implemented. Reference must be made to the methodology.

Sustainability

It is at times useful to point out the sustainability of the policy. Sustainability is concerned with measuring whether the benefits of a policy options \are likely to continue after its implementation. This sub-section should describe the probability of continued long-term benefits and the resilience over time of the net effects of the intervention.

VI. Conclusions

Conclusions should draw on data collection and analyses undertaken, through a logical chain of arguments. Conclusions point out the factors of success and failure of the evaluated policy, with special attention paid to the intended and unintended results and impacts, and more generally to any other strength or weakness of the policy under consideration. There must be linkage between the findings, conclusions and recommendations.

VII. Lessons Learnt (if any)

Lessons learnt are “Generalizations based on evaluation experiences with programs or policies that abstract from the specific circumstances to broader situations. Frequently, lessons highlight strengths or weaknesses in preparation, design, and implementation that affect performance , outcome, and impact”.

Lessons learnt is a key component for continuously improving the policy making process. These lessons will be derived from success or failures and sometimes they will be derived from areas where there is room for improvement. The purpose of a lesson learnt is to see what works and what does not. Lessons can be success stories that should be repeated or they can indicate areas in which change towards improvement is to take place. They can offer advice on how to improve policy processes (how things were done v or outcomes.

VIII. Recommendations

This part of the report should provide clear, useful, time-bound and action –oriented recommendations aimed at enhancing the performance and improving the effectiveness, efficiency and sustainability of the policy. The recommendations should be relevant, action-oriented, and directed towards to specific or a group of stakeholders.

The report should clearly present recommendations which are clearly built upon the conclusions, which in turn are linked with the findings. Each recommendation should clearly indicate the action to be undertaken or the decision to be made, as well as the body to which the recommendation is addressed. It should include an action plan in terms of what, by whom, how and by when. It should also include performance/ monitoring indicators.

ANNEXES (if necessary)

The Annexes may include list of references (*The most common citation style is the Harvard Style. BPATC does not impose any restriction on citation style. However, it is expected that the participants should follow specific reference style (preferably Harvard reference style*

Policy Paper Evaluation Criteria

The Policy Evaluation Papers will be evaluated on the basis of following criteria:

Policy Review Report Writing				Policy Review Report Presentation		Total
Format/ Structure/ Linkage of the Report	Language, References and Style	Ability to Identify the Problem, Internal Consistency, Analytical Ability and Relevance of Contents	New Insights/ Ideas	Oral Presentation	Question Answer	
(25)	(35)	(45)	(20)	(40)	(10)	(175)

Tentative Schedule for Policy Evaluation Report

- 1st week: Proposal Finalization
- 2nd week: 1st draft of Introduction and Literature Review
- 3rd week: 1st draft of Methodology and Policy Evaluation and Final draft of Introduction and Literature Review
- 4th week: 1st Draft of Recommendations and Conclusion and Final draft of Methodology and Policy Evaluation
- 5th Week: Submission of Final Report by participants to CMT
- 6th week: Final Presentation before internal and external evaluators (CMT)

In addition to above schedule, the CMT should make the arrangement of meeting of participants with Mentors at least one hour in every week. CMT will provide a progress monitoring sheet to each participant to get the signature of Mentors every time they had meeting with Mentors and it should be attached with the Final Report. Mentor should provide a certificate of completion of writing report and that certificate must be included in the final report. Without Mentor certification, the final report will not be accepted.

The Final Report should be sent to Internal and External Evaluator at least 3 days before the day of presentation, thus they can get the time to review the report.

**Bangladesh Public Administration Training Centre
Savar, Dhaka**

**Strategy to Success the Policy Evaluation Paper Writing of Senior
Staff Course**

To success the Policy Evaluation Paper writing by the Senior Staff Course (SSC) participants, a concerted effort required from all stakeholders including Course Management Team, research workshop organizing team, mentors and participants. The role and effort of different stakeholders is detailed out in this document.

Role of Course Management Team

The role of Course Management Team of SSC and several initiatives required to take to success the policy evaluation paper writing are as follows:

1. Pre-training Task of Course Management Team

Course Management Team should send a letter to all nominated participants of Senior Staff Course at least 10 days before the commencement of the course or immediate after having nomination with an advice to select one policy/strategy/guideline related to his/her organization/department/ministry/ division for evaluation using certain criteria to prepare a policy evaluation report/paper during course tenure. Also advise participants to bring hard/soft copy of related policy/strategy/ guideline which will be useful to perform the tasks of policy evaluation and writing policy evaluation report/paper.

2. Course Management Team Tasks During Training

- Course Management Team (CMT) should start the course through arranging training sessions on i) Policy Processes and ii) Evaluation of Public Policy.
- After completion of sessions on above mentioned both topics, then CMT should arrange presentation on “How to write Policy Evaluation Paper”. During presentation speaker should give emphasize on how to evaluate policy using criteria’s (relevance; efficiency, effectiveness; impact, sustainability). Also should apprise participants, how to assess the strength and weakness of the policy/strategy/guideline.
- During presentation speaker should also explain how to prepare policy evaluation report and apprise participants about the content of Policy Evaluation Report (as per the direction is given in SSC Brochure). The report should also include the assessment results, lessons learnt, recommendations and conclusion.

3. Organise Research Workshop by Course Management Team and Tasks of Workshop Organizing Team

- MDS (R&C) will supervise the research workshop arranged by research workshop organizing team for SSC and ACAD participants.
- MDS (R&C) will finalise the contents of research workshop for SSC and ACAD and monitor research workshop conducted by research workshop team effective and efficiently.
- CMT will arrange research workshop immediate after completion of above mentioned sessions and presentation
- Research workshop organizing team should focus on Policy Evaluation and explain the relevant part of research especially the evaluation of policy and report writing (not necessary to explain all the processes of research methodology) during workshop
- Research workshop organizing team should use adult learning approach. It means, the research workshop should the chronological steps given below:
 - Explain *how to write policy evaluation proposal* and the *contents/structure of policy evaluation proposal*. Then also briefly explain about *how to write each section of proposal* (detail explanation should be done latter on)
 - Explain about *how to write policy evaluation report* and then briefly explain about the *contents of policy evaluation report* (details should be discussed latter on)

3.1. Preparation of Policy Evaluation Proposal (Details)

Research workshop organizing team will explain the details of each section of policy evaluation proposal

3.1.1 Introduction:

- explain *how to write Introduction* of a Policy Evaluation of proposal
- explain what are the *components of Introduction*
- Explain *how to write each component of Introduction* (*title of the research topic; problem statement; rationale of research; objective; research question; limitation of the research, etc.*)

3.1.2 Literature Review:

- Briefly explain *how to write Literature Review of a Policy Evaluation Proposal*
- The policy participants decided to evaluate, there are many Article/Sections in that policy, but research work will be limited to one or two Articles/Sections or topics. In literature review the relevant Sections/Articles or topics of the i) policy the one evaluating, ii) similar past policy (if there was one in the past)

and iii) also similar policy in other countries should be enumerated. If possible, comparative analysis of these policies can be done. The strength and weakness of these policies can be highlighted in Literature Review.

3.1.3 Methodology:

- Briefly explain *how to write Methodology*
- For policy evaluation, mainly Contents Analysis and Secondary data used to be collected (if there is any)
- The secondary data will be analysed using MS Excel and bar-chart and/or pie chat will be used for graphical presentation
- The strength and weakness of the policy will be identified

3.1.4 Policy Evaluation:

- Briefly explain **how to write Policy Evaluation**
- Evaluation of policy used to be done using criteria's (relevance; efficiency, effectiveness; impact, sustainability)
- The strength and weakness of the policy will be discussed
- Comparative analysis of results will be reflected in this section

3.1.5 Recommendations and Conclusion:

- Explain, how to write recommendations and conclusion
- Based on the findings of evaluation, the recommendations and conclusion should be written in this section.

Finally, research workshop organizing team should summarize in 2 or 3 minutes- how to write research proposal.

3.2. Policy Evaluation Report Writing:

- After completion of proposal writing sessions, then workshop organizing team will explain in details about writing Policy Evaluation Report.
- Team will discuss about the contents/structure/format of the report
- Each section of the report writing (explanation how to write) should be discussed in detail.

3.3 Preparation of Draft Policy Evaluation Proposal by Participants

Participants will draft policy evaluation proposal in the workshop session based on the policy they decided to evaluate to present before the research team and Mentor

3.4 Presentation of Draft Policy Evaluation Proposal by Participants

- Participants will present the draft proposal before the participants, workshop organizing team and respective mentor.

- Workshop organizing team and respective mentor will provide feedback on the draft proposal

3.5 Finalization of Policy Evaluation Proposal:

- Participants will finalize the proposal considering the feedback provided by mentor and research workshop organizing team
- The participants will provide the final draft proposal to CMT

4. Tasks of Module Director, CMT and MDS (R&C):

- CMT will send the Final draft of proposal to Module Director and MDS (R&C)
- Module Director will evaluate the proposal for 25 marks.
- CMT will also send the final draft of proposal to respective Mentor after selection of Mentor by MDS (R&C)
- On behalf of the centre MDS (R&C) will monitor whether policy paper writing initiatives are taken properly or not by the CMT and also mentors are extending adequate support to participant and guiding them properly or not in writing, as well as participants are in right track or not in preparing policy paper.

5. Selection of Mentors, Monitoring Progress and Final Presentation:

5.1 Mentor Selection and Assigning Participants for Mentoring:

- MDS (R&C) will oversee the successful writing of seminar proposal on behalf of the centre.
- Course Management Team will hand over the titles of seminar paper to MDS (R&C) to select Mentor
- MDS (R&C) will review the list and will select the Mentor in consultation with Rector and MDS (P&S) those have relevant knowledge on the topics of submitted seminar paper proposal
- Selection of Mentor for mentoring Policy Proposal Preparation by CMT will be done based on academic background/specialization/expertise, not based on the group formed to perform the group work tasks or by consider seniority of faculty member
- The proposals those are relevant to Mentors specialization, only those participants should be assigned to conduct policy evaluation report writing under the guidance of that Mentor

5.2. Monitoring Progress of Policy Evaluation Activities

- CMT will arrange progress presentation once in every week on Wednesday
- Relevant Mentor should attend the progress presentation session during the time of presentation of the participants that he/she mentored.

- CMT should assigned the presentation time slot in consultation with the Mentors based on their availability on that time instead of inviting all Mentors at a time for whole day, as the faculty members are busy with session, meeting and other tasks.
- Mentors should also keep contact with CMT (vice-versa) to schedule the presentation as per their suitable time.

6. Mentors Role

- Mentors should guide the participants in writing policy evaluation paper
- Mentor should provide feedback on the draft of each chapter
- Mentors should monitor the progress of writing different chapters until preparation of final draft
- Mentors should attend the progress presentation
- Mentor should sign the signature sheet each time mentor has meeting with participants and this signed sheet need to be attached with the final report as Annex of final report
- Mentor should provide certificate of completion of writing report and without certification participant cannot submit the final report. Certificate of completion of writing report should be attached with the final report.

7. Participants Tasks

- Attend the research workshop
- Prepare the policy evaluation proposal under the guidance of research workshop organizing team
- Submit research final draft proposal within schedule
- Prepare chapters as per schedule and make progress presentation as per schedule
- Meet mentor as per schedule given by the CMT/mentor and get the guidance of mentor in writing different chapters
- Get the signature in a sheet provided by the CMT each time have meeting with the mentor and it must be attached with the final report as an Annex
- Collect certificate of completion of writing report from the Mentor and it must be added in the final report. Without certificate of completion writing report from mentor, the CMT will not accept the final report.

Reading Materials

Module 01: Behavioral Governance

An Independent Review of National Integrity Strategy (NIS), 2013. Government of the People's Republic of Bangladesh Cabinet Division.

Framework of National Integrity Strategy: An Inclusive Approach to Fight Corruption 2008, Government of the People's Republic of Bangladesh

Module 02: Social Research and Policy

Aminuzzaman M. Salahuddin, (1991) *Introduction to Social Research*. Dhaka: Bangladesh Publishers.

Babbie, E. (2013) *The Practice of Social Research*. 13th ed. Canada: WADSWORTH.

Creswell, John W. (1998) *Qualitative Inquiry and Research Design*, India: New Delhi.

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Creswell, John W. (2014) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. California: SAGE Publications Ltd.

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Module 03: Public Policy and Management

Aminurzzaman, SM (2013) 'Dynamics of Public Policy: Determinants of Policy making and Implementation in Bangladesh' in *Public Organization Review* 13(4):443-458

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- Geurts T (1999) *Public Policy Making: The Twenty First Century Perspective the Netherlands: Be Informed*
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- Khan, M. M. (1998) *Administrative Reforms in Bangladesh*, Dhaka, The University Press Limited.
- Osborne, D. and Gaebler T. (1992) *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector*, Reading, Addison Wesley.
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- Schacter, M. (2000) *Public Sector Reform in Developing Countries: Issues, Lessons and Future Directions*, Policy Branch, Ottawa, CIDA, Ottawa.
- Schick, A. (1998) 'Why Most Developing Countries Should Not Try New Zealand's Reforms', *World Bank Research Observer*, 13(1): 85-92.

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World Bank (1996) *Government That Works: Reforming the Public Service*, Dhaka, UPL.

Module 04: Negotiation

Brams, SJ (1999) *The win-win solution*, UK, WW Norton

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Clements, Benedict *et al.* (2005) Can Debt Relief Boost Growth in Poor Countries, *Economic Issues*-11, IMF

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Module 05: Sustainable Development Goals

ADAB (1992), *Environment and Development: Bangladesh NGOs Perspective on Policy and Action*, UNCED Publication.

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Rahman, MO (2000) Macroeconomic Management, The Independent, September 10 and 11, Dhaka

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Shapan Adnan, Floods (1999) People and the Environment , Research and Advisory Resources, Dhaka

Sonali Deraniyagala, Wave: Live and memories after the Tsunami, 2013

- Ted Hanisch. (Edited) (199) A Comprehensive Approach to Climate Change, CICERO Publication.
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- Bryant, Coralie and Louise G. White (1982) Managing Development in the Third World. Westview Press Inc., Boulder, Colorado.
- Cleland, David I. and King, William R. (1985) Systems Analysis and Project Management. McGraw-Hill Book Company, International Student Edition, Humberg, New Delhi.
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Guidelines for Foreign Exposure Visits

Purpose of the FEV

The purpose of the Foreign Exposure Visits (FEVs) is to enable the participants to expose a case study of a civil service organization (and a country and its government) which has been developed significantly. The BPATC expects that the FEV will be a very effective and successful learning journey. The FEV would help the participants to identify the perceived reasons for the need for reform, the change management process and development goals and how the host country/organization attempted to reach those goals.

The effective and fruitful participation in Foreign Exposure Visit is one of the important requirements of successful completion of the respective training course. Mere observation and stock taking of the outstanding achievements and best practices of host country/organization are not sufficient to meet the requirement. Rather the visiting participants must know that there are some underlying reasons for their development and outstanding success. The inquisitiveness to know the reasons for their success, searching about the underlying strategies of their success, making questions about the exceptional process of the reform and change management styles would help them to learn effectively.

Moreover, in order to effective learning, the participants are requested to ask question to host organizations about the issues, such as: what were the processes, tools, strategies, and techniques they followed and how the host organizations attempted to reach the development goals; why these tools and strategies were selected; what impacts were achieved by the various policies and strategies and finally, overall outcomes and results of transformation.

The visiting participants would also be able to compare and contrast conditions in the host country with relevant conditions in Bangladesh.

The superficial observations and shallow conclusions about the success of host country in Presentation are not expected. Rather, the participants are suggested to apply their inquisitiveness and apply their best efforts to search out and identify the following issues:

- i. The nature of the impacts and outcomes of improved situations of host country/organization;
- ii. The effects of the tools, techniques, policy interventions and strategies utilized in development process of the host country/organization;
- iii. The challenges to integrate Agenda 2030 with on-going development plan and undertaken strategies and mechanism for implementation of SDGs;
- iv. The reasons for overall sustainability of the achievements and outcomes of the host county/organization;

- v. The specific key learning points, the best practices and processes relevant to Bangladesh, arising from the foregoing inquiries;
- vi. The policy implications and replicability of those learnings and best practices in Bangladesh context.

About presentation

The FEV is a part and parcel of the core course of BPATC (specifically for ACAD, SSC and PPMC) and it will be evaluated applying specified mechanism and criteria under concerned Module. A percentage of marks is allocated for host organization. The host organization will observe the level of participation in different academic activities (class room session, study visits and preparation as well as presentation of group works) for evaluation purpose. After coming back to the BPATC, all the groups have to present their group presentation in a Lessons Learned Workshop on the specified themes which is also a part of evaluation under Module titled “Exposure Visits”.

Coverage of Presentation in Host Organization

Each group has to present a group presentation on specified theme in Lessons Learned Workshop. The presentation will cover the following issues:

- a. The perceived outcomes of improved situations of host country/organization;
- b. The perceived effects of the tools, techniques, policy interventions and strategies utilized in development process of the host country/organization;
- c. The perceived challenges to integrate Agenda 2030 with development plans and undertaken strategies and mechanism for implementation of SDGs in host country;
- d. The perceived reasons for sustainability of the achievements and outcomes of the host country/organization;and
- e. A comparative analysis of perceived situations of host country with relevant conditions in Bangladesh.

Coverage of Presentation in Lessons Learned Workshop

After coming back from the FEV, the participants have to make group presentations on respective themes. Each group will get 10 minutes for presentation and 20 minutes for discussion including question and answer session. The Lessons Learned Workshop will be participated by the participants of on-going other batches of BPATC (like FTC, ACAD, SSC). The objectives of the Lessons Learned Workshop are to disseminate the lessons learned in FEV as well as evaluation of the level of individual learning from the exposure visit.

The coverage of the group-presentation will be as follows:

- a. The perceived outcomes of improved situations of host country/organization;

- b. The explored effects of the tools, techniques, policy interventions and strategies utilized in development process of the host country/organization;
- c. The revealed challenges to integrate Agenda 2030 with development plan and undertaken strategies and mechanism of implementation of SDGs in host country;
- d. The internalized reasons for sustainability of the achievements and outcomes of the host country/organization;

and as the conclusions

- e. The specific key learning points, the best practices and processes relevant to Bangladesh;
- f. The policy implications and replicability of those learnings in Bangladesh context.

In the Lessons Learned Workshop, each participant will be evaluated individually according to his/her contribution in presentation, response to the questions and comments. The evaluation criteria are as follows:

Name of the Participants	Individual Contribution 60%			Coverage of the Presentation 40%					
	Number of Question answered	Quality of answer (Clarity of answer and communication skill)	Number of supplementary question answered	Perceived outcomes.....	Explored Effects of Tools....	Revealed challenges to SDGs imple	Internalized reasons for sustain....	Key Learning Points	Policy implication & replicability



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