

Assessing the Role of Foundation Training Course for enhancing the knowledge of The Young Civil Servants to Achieve Sustainable Development Goals (SDGs): A Case Study from Bangladesh Public Administration Training Centre

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Executive Summary

Bangladesh, one of the most emerging economies of the world, has taken a series of development initiatives on stride towards prosperity over the last 47 years of its independence. In response to this, recently she has undertaken a transformative and globally agreed agenda 2030 on the way to build a sustainable country. To translate the development aspirations into reality, Bangladesh Public Administration Training Centre (BPATC) has aligned the course curricula to create patriotic, competent and professional civil servants dedicated to public interest. The study aimed at analyzing whether the newly recruited civil servants are equipped enough to transform government development initiatives into reality. Here effectiveness of foundation training was critically evaluated by comparing the knowledge of before and after training and by examining their abilities to prioritize targets of SDGs. The study was both qualitative and quantitative in nature. Primary data was collected from all participants of the 66th foundation training course using a structured questionnaire on arrival and departure date. The results show that the Foundation Training has a significant impact on understanding and gaining knowledge regarding SDGs and selecting the area that should get preference while implementing SDGs. Standardized understanding about SDGs among civil servants, especially at entry level usually pick up the pace of its implementation and ultimately bridge the knowledge gap. This training will help them in implementing SDGs in the public sectors of Bangladesh.

List of Abbreviations

SDG	Sustainable Development Goal
APA	Annual Performance Agreement
BCS	Bangladesh Civil Service
BPATC	Bangladesh Public Administration Training Centre
CMT	Course Management Team
ICT	Information and Communication Technology
MDS	Member Directing Staff
PATP	Public Administration Training Policy
PT	Physical Training
SWOT	Strength Weakness Opportunity and Threat
TNA	Training Need Assessment

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Chapter I
Introduction to the Study

Chapter-I: Introductory to the Study

1.0 Introduction

The civil servants are bloodstreams of any country (Lindebaum & Courpasson 2019). The success or a disaster of a public organization depends on its employee performance. In-service training plays a vital role in inculcating positive changes in knowledge, skills, and attitudes (Guest 1997, Wright & Geroy 2001, Rayma 2016). Training is the process of acquiring specific skills to perform a job better (Jucious, 1963). It helps people to become qualified and proficient in doing some jobs (Wagonhurst 2002). The training aims at influencing the trainees' behaviour through increasing their skills, improving knowledge and changing attitudes (Burke & Day 1986, Bartel 1994, McIvor 1997). Usually, an organization facilitates the employees' learning through training so that their modified behaviour contributes to the attainment of the organization's goals and objectives. Training can be defined as the systematic development of the attitude, knowledge, skill, behaviour pattern required for an employee to perform the given tasks (Yusoff et. al. 2016, Bramley, 1996, Prasad et al. 2016). This principle of the professionalization of the civil servants is developed by the training and they can provide the service of citizens in the realization of their legal interests (Lilić et al. 2006). In order to run public administration competently, it is necessary to provide professional development of the civil servants (Kulić, 2009).

The training requirement for the officers of Bangladesh Civil Service is prescribed in the Bangladesh Civil Service Rules 1981. According to the rules, every newly recruited officer must complete the foundation course before confirming the job. Bangladesh Public Administration Training Centre (BPATC), the apex training institute in the public sector is mandated to provide this foundation training (Kabir & Baniamin 2010, Aminuzzaman 1992). The vision of this centre is to become a centre of excellence for developing patriotic, competent and professional civil servants dedicated to public interest. To do so the centre develops competent and professional human resources and equips them with all the latest knowledge and skills. BPATC considers this aspect with utmost importance in designing and developing its training curriculum. Like other nations, Bangladesh is highly committed to achieving the agenda 2030 or the SDGs, where pro-people public administration is the main workforce. The success in achieving SDGs highly depends on how efficiently the civil servants prioritize the targets and indicators. The newly recruited officer works in SDGs implementation and plays an enormous role. Considering the utmost needs BPATC has aligned the course contents with the targets and indicators of SDGs. In addition, a separate module named as 'Achieving Sustainable Development Goals in Bangladesh' has been added to the course

contents of 06 months long foundation training course (Appendix 1). This module contains the overall concept of SDGs; history; alignment with national plans and strategies; individual goals and targets; and implementation challenges. BPATC updates the curriculum continuously assessing the training needs and effectiveness of the ongoing training. It has become a crying need to validate these efforts. So far, no research was carried out to assess the effectiveness of foundation training for preparing new SDGs oriented civil servants in Bangladesh. This study aimed at assessing the effectiveness of foundation training in learning and gaining knowledge of SDGs. The study also examined the role of this training for enhancing the capacity of the new civil servants in analyzing the issues and implantation challenges, and in prioritizing the key areas.

1.1 Literature Review

While citing the effectiveness of Foundation Training concerning achieving sustainable development in an article entitled "David Becoming the Next Charlie Parker: Rewriting the Role of Passions in Bureaucracies with Whiplash" clearly mentioned, a civil servant of a country is essential for the development of that nation. It is bureaucrats in-depth understanding of a development agenda that helps to implement and unfold that particular goal.

Similarly, LI Chun Yan & LI Wei Ming (2010).in his article namely "An Investigation of Employee Attitudes Towards Training Effectiveness" vividly mentioned trainees attitudes towards training effectiveness at a different level of knowledge management. The study suggests that employees have a positive attitude towards training effectiveness when management develop an integrated approach to training emphasize the identification of training needs.

In addition to that, Dr Amir Elnaga1 & Amen Imran, their article of "The Effect of Training on Employee Performance" referred to develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also effect employee motivation and commitment In order to prepare their workers to do their job as desired, organizations provide training to optimize their employee's potential.

On the other hand, Bramley (1997) in his excellent work entitled "Evaluation of Training Effectiveness: Benchmarking Your Training Activity Against Best Practice" referred 'Effective training' will indicate 'not only finding out whether the training was well done but also asking what it achieved and whether it was worthwhile for the organization.

Moreover, Iqbal (2013) in his works regarding "Effectiveness of The Public Administration Training: A Study on The Administrative Cadre Service of Bangladesh" emphasizes on in-service

training of public servants for more transparency and accuracy of their professional works and bringing change in public servants attitude. Without proper training, this demand cannot be fulfilled. The public sector needs to be organized properly and develop in order to perform efficiently and effectively. Through proper training, the sense of accountability and dynamism can be inculcated in the civil servants.

However, Kulić, Ž (2009) in his book "Službeničko pravo Civil Law , Beograd: Megatrend univerzite" expressed in order to have a competent state administration, it is necessary to provide professional development of civil servants, in addition to vocational. The concept of professional development is continually being upgraded.

Islam, Arifuzzaman and Fatema (2012) in an article entitled Training Module/Curriculum and Training Effectiveness: An Empirical evidence from Foundation Training Course at BPATC in Bangladesh measured the effectiveness of training to give to the BSC cadres by BPATC. They mainly worked on the course curricula whether they are active or not to meet the need of government probationers officials. However, they did not work on whether BCS officials use the learning obtained from foundation training while working in their profession.

BPATC and COTA have conducted studies, not significant in numbers, on FTC (Ali et al., 1998; Hossain et al., 1992; Huq and Safiullah, 1989; Khan and Hossain, 1986; and Shams and Hossain 1981), but they did not do it for BCS Cadres who completed FTC for 6 months and at the same time they did not assess the effectiveness of a newly incorporated module.

Hence, researchers recommended for the redesign of course curricula and training methodology and creation of a pool of committed trainers to emphasize especially the key attitudinal variables such as aptness in problem-solving, punctuality, self-confidence, patriotism, empathy for the poor and law-abiding. Besides, they suggested for extension of the duration of the course up to six months.

Ali, Islam and Quader (1998) also conducted a study on the effectiveness of the four-month Foundation

The incumbent study was conducted among 17 BCS cadre officials. Therefore, a reflection of all trained officers who completed FTC in the last six month has been included in this study.

After going through a rigorous reviewing of literature, it is observed that adequate studies have been done relating to the current study, and it has successfully pulled out objectives of assessing the role foundation training with a view to attain SDGs within the stipulated time. The study also suggested required commendation to develop and ensure adequate training materials. However, a vivid gap

regarding imparting training and its impact on knowledge level noticed while reviewing the literature. So far our knowledge, such kind of study has been conducted in this field.

However, this model is not out of criticism as there is no provision of conducting FGD and questionnaire is not open ended. Thus, this study was done based on thinking out of the box and provided structured questionnaire survey. Therefore, this study tried to fill up the gap and provide insights to assess training efforts, which will help to ensure in achieving the objectives of training so far.

1.2 Rationale of the Study

For achieving Sustainable Development Goals, Bangladesh needs skilled civil servants as well as faculties for translating these goals into reality with their full potentials. A uniform understanding about SDGs among government workforces especially at entry level is important to embark on SDGs implementation. The people who implement SDGs must possess knowledge on SDGs. BPATC is mandated for conducting FTC for newly recruited civil servants of Bangladesh. BPATC is committed to develop competent and professional human resources by imparting quality training. Training has great significance for the newly recruited officers who are also entrusted with the implementation of the national SDG strategy. Considering the utmost needs and government's commitment, BPATC has aligned the course contents with SDGs. A separate module, 'Sustainable Development Goals (SDGs)' has been added to the course contents of Foundation Training. This module contains emerging and comprehensive knowledge and information on SDGs, associated key challenges and pathways to sustainable development.

It has become a crying need to analyze BPATC's efforts for enriching the knowledge of SDGs of the young civil servants. So far, no research was carried out to assess the effectiveness of FTC for preparing new SDGs oriented civil servants in Bangladesh.

Level	Relevance
Bangladesh	The proposed study will help the senior policy makers to understand the capacity of young civil servants for achieving SDGs. They will be able to evaluate the recent initiatives taken by BPATC for mapping the course contents in alignment of SDGs.
BPATC	BPATC will be able to evaluate the existing course contents. This study will help the centre to go for further clarification of existing curriculum.
Personal	The study will offer an ample opportunity to learn the research by doing. Our skill gap affecting the carrying out research independently will be covered. It will also help to provide an opportunity and broad structure for development of new research proposals, and will expand the horizon of knowledge on SDGs.

1.3 Objectives of the Study

The main objective of the study is to assess the effectiveness of FTC regarding learning and understanding SDGs on newly recruited official of BCS.

The specific objectives of this study are as follows:

- ✓ To assess the prior knowledge on SDGs of the newly recruited civil servants;
- ✓ To assess the effectiveness of foundation training for bridging the gap of knowledge on SDGs;
- ✓ To find out the factors that helps the participants for better understanding of SDGs.

1.4 Limitations of the Study

The study was assessing the role of Foundation Training Course (FTC) for enhancing the knowledge of civil servants to achieve SDGs deals with the short-term impact of training on gaining knowledge about sustainable development how they prioritize the key areas and responds to meet the implementation challenges. To do so, we developed a closed-ended structured questionnaire. So here the respondents have no opportunity to give opinion beyond the structure. A focused group discussion on the issue, especially in identifying the key areas would be more pragmatic. The study was limited in assessing the effectiveness of a single module rather than the whole course. Even our study focused only on Bloom's Taxonomy cognitive domain, i.e. ability to remember & understand. Moreover, though the whole population of a single course was conceded as respondents, a single cadre was overwhelmingly dominant. Due to all these limitations, the study may provide a partial picture of assessing the effectiveness of FTC in enhancing the knowledge of young civil servants to achieve SDGs.

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1.6 Organization of the Materials

This research report is alienated into five different episodes. The introductory chapter (Chapter: one) starts with a briefing about Training and SDGs, study background, literature review, objectives and limitations of the study. Chapter Two described methodology of the study which covers population size, questionnaire patterns and its segments, data processing and analysis in brief. Chapter Three illustrates the conceptual framework of foundation training elaborately. Chapter Four, narrated data analysis and findings, demographics of the respondents, effects of FTC on knowledge enhancement, trainees capacity to prioritize critical areas and implementation challenges of SDGs and their feedbacks regarding different sessions and modules. Finally, Chapter five manifested the conclusion and recommendations of the study.

Chapter II
Methodology

Chapter II: Methodology

The study was both qualitative and quantitative in nature. Primary data collection followed individual survey using a structured questionnaire. All participants of the 66th foundation training course were surveyed on the arrival and departure date. Same questionnaire was used on both occasions. The total number of respondents was 190. The questionnaire was divided into four parts:

1) demographics, 2) multiple choice questions consisting of the right answer, 3) agreements having no right answer, and 4) prioritizing 10 areas out of given 22 areas in ascending order on the basis of importance. Both the 2nd and 3rd part consisted of 30 questions separately. Multiple choice questions of the 2nd part were prepared to test the level of knowledge on SDGs. A total of 100 marks were allocated for 30 questions, where, 3.33 marks were for the right answering of a single question and 0 (zero) for wrong answering. The 3rd part aimed at assessing the level of understanding of the issues, implementation challenges and other facts of SDGs. The questions of this part had a rating scale of 1 to 5, with 1 being 'strongly disagree' and 5 being 'strongly agree'. Course end evaluation on the effectiveness of all modules and individual session evaluation of SDGs module made by the participants throughout the course were collected from the Evaluation Department of BPATC separately. One-way ANOVA used to compare means of before and after samples and the Pearson Correlation Coefficient was used to measure the strength of the linear relationship between the dependent and independent variables.

Chapter III

The Conceptual Framework of the Foundation Training Course

Chapter-III: The Conceptual Framework of the Foundation Training Course

The conceptual framework of the foundation training course

Bangladesh is now on the march towards prosperity. SDGs is one of the key catalysts for her timely development. For that reason, diverse initiatives are being driven from different sectors of the country. There is a central body under the supervision of Prime Minister's Office of Bangladesh for the overall coordination of the SDGs affairs among different sectors. However, more actions and proper strategies of coordination is exceedingly required for the desired implementation of sustainable development's goals and targets by the year 2030. In this regard, apex training institution of the country BPATC undoubtedly can play vital role by imparting quality training on SDGs among civil servants. Fortunately, the Centre has already taken significant measures for becoming a SDGs' training hub in the country. Key contents of the agenda 2030 have been included in the curriculum of its all major training programs; especially, in the Foundation Training Course (FTC). The centre has formed a 'SDGs Expert Panel' comprising few faculty members who have expertise on SDGs. Members of the panel are specially assigned for ensuring quality training on SDGs, facilitation of well-informed and opportune sessions on SDGs related topics. They also can act as resource person for the other training organizations who are interested to conduct training, seminar etc. on SDGs affairs. By introducing a special short training course on SDGs BPATC has played a pioneering role in Bangladesh. Candidates from different public and private organizations are the main stakeholders of that newly designed training program. Overall, centre of excellence BPATC has introduced all out effort to address the SDGs issue significantly for the successful accomplishment by the stipulated time.

Foundation Training Course (FTC) is the mandate of BPATC through which the centre provides training to the newly recruited officials of the government. FTC is considered as the cornerstone of a probationary officer. That is why, BPATC gives highest attention to design its manual and others segments. The course contents and methods of delivery for foundation training course are designed in a way so that the new civil servants can enhance the level of basic knowledge and can learn theoretical practical issues on administration and development. They also learn different rules, regulations, practices, and procedures in public service delivery. The course focuses on building personality, enhancing creativity and leadership development. The Foundation Training Course (FTC) attempts to improve the competencies to deliver public services promptly and efficiently. The

training strives to develop skilled, responsive, proactive, innovative, and well-prepared civil servants. At the end of the course, the participants are able to-

- align their duties and responsibilities with the socio-cultural, political and economic development issues;
- understand the role of civil servants in changing environment;
- understand their roles in achieving SDGs;
- translate regulatory framework into practice;
- to cope with the challenges and problems they face in working places;
- be proficient in using information technology;
- carry out research and prepare reports, manuscript and other documents independently;
- be fluent in English for official communication;
- build esprit de corps; and
- to keep physical fitness and maintain ethical values in their businesses.

Table 1: Course contents at a glance

Module No.	Name of the Module	Marks
1	Bangladesh: History, Society, Culture and Liberation War	50
2	Village Study	75
3	Poverty Reduction and Rural Development	50
4	Field Attachment	85
5	Fundamentals of Foundation Training Course	50
6	Organization and Human Resource Management	70
7	Important Service Laws in Bangladesh	65
8	Office Management	70
9	Financial Management	70
10	Governmental System & Essential Laws	50
11	Public Administration and Governance	50
12	Child Rights and Gender Equality	40
13	National Economic Management	50
14	Achieving Sustainable Development Goals	75
15	Project & Procurement Management	65

16	Basics of Social Research	25
17	Contemporary Issues	25
18	IELTS Preparations	50
19	Verbal Competency	25
20	Art of Reviewing Books/Journals	50
21	ICT and e-Governance	50
23	Physical Conditioning and Games	100

These modules are clustered into 1) Bangladesh Studies, 2) Management Studies, 3) Public Administration, 4) Development Studies and 5) skill development.

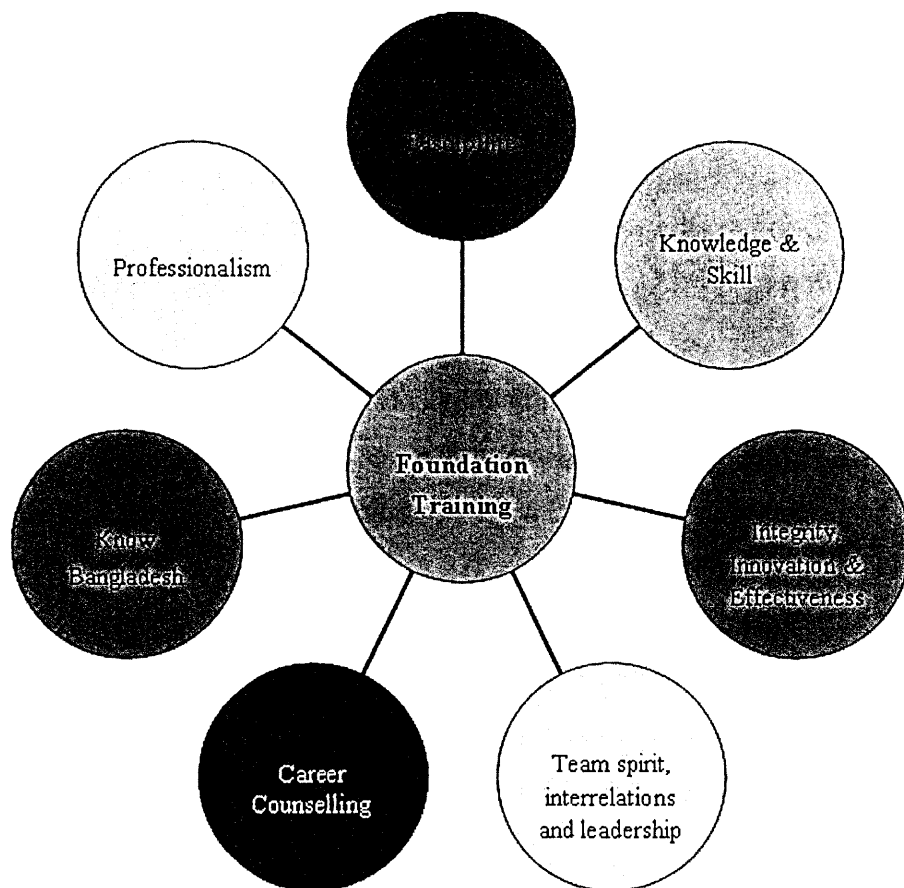


Figure 1: Conceptual framework of foundation training

Chapter IV
Data Analysis and Findings

Chapter-IV: Data Analysis and Findings

4.1 Demographics of the Respondents

It is important to analyze the demographic and socioeconomic profile of the study population for drawing conclusions in social research. Demographic and socioeconomic variables are considered as the primary determinants of social science (Hirschman and Tolnay, 2005; Hodgson, 1983). Variables like age, occupation and literacy status determine many indicators. Homogeneity within a community depends on multiple characteristics of the population (Johnson and Wichern, 2007). A total number of 190 participants underwent 66th foundation training course (FTC). This course comprised of 07 batches of 25-39 years age range and 09-138 months service length range (Table-2).

<i>Table 2: Overview of the research population</i>						
Total number of Participants	Age Range (Years)		The range of service length (Months)		Number of Batches participated	Number of cadres Participated
	Min.	Max.	Min.	Max.		
190	25	39	09	138	07	17

The highest number of the participants represented 26-30 years age class followed by 31-35 years (Fig. 2).

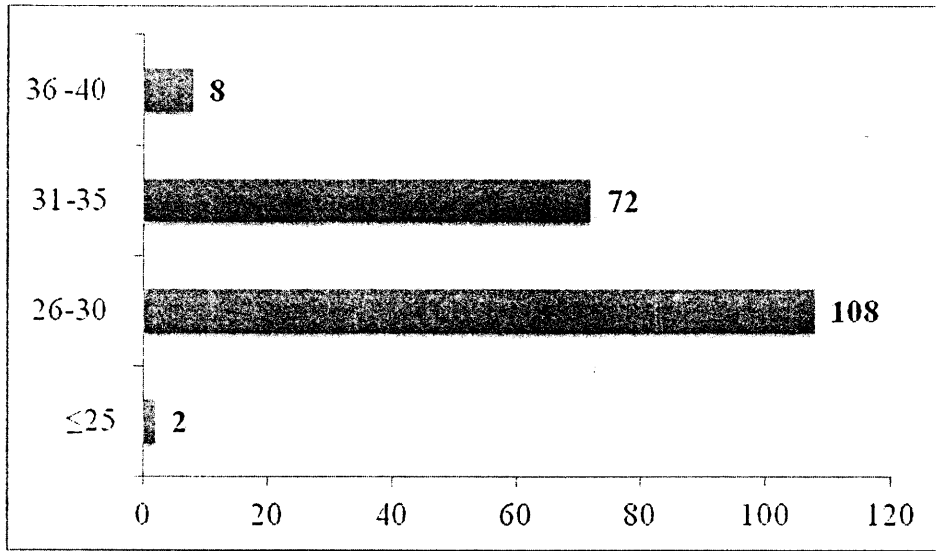


Figure 2: Distribution of the participants on the basis of age classes

Bangladesh Civil Service (Police) was the most dominant cadre in terms of the number of the participants, followed by Bangladesh Civil Service (Administration) and Bangladesh Civil Service (Livestock) cadre (Fig. 3).

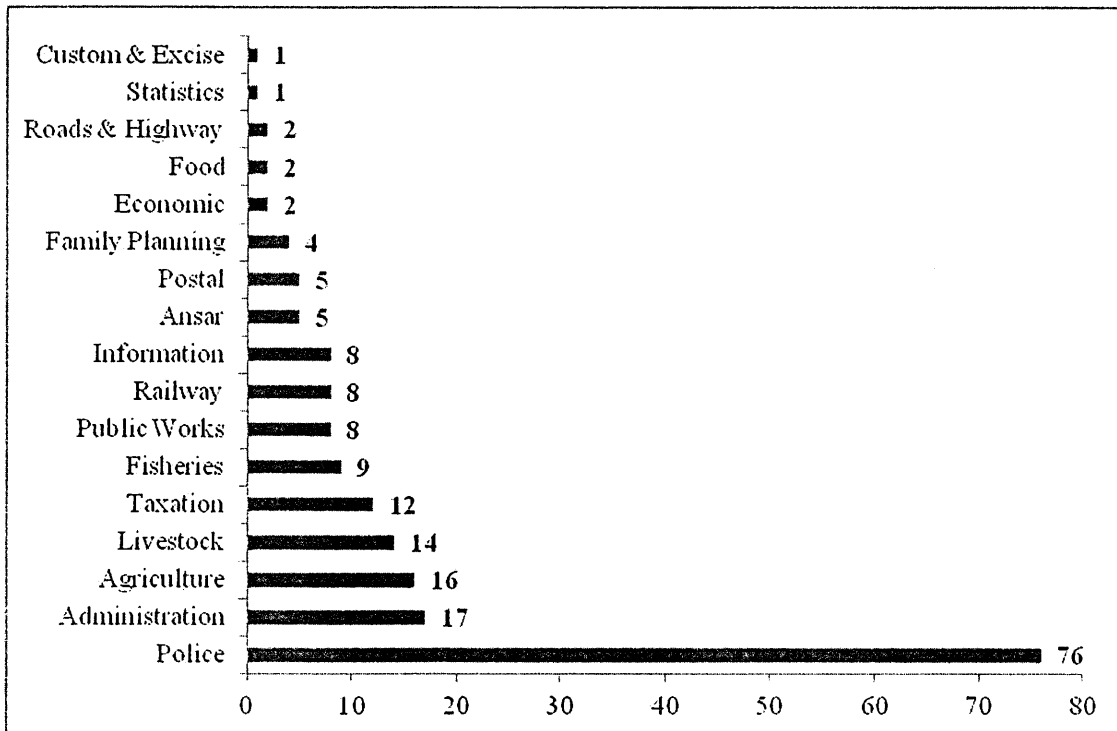


Figure 3: Cadre wise distribution of the participants

Fig. 4 shows that about 90% of participants graduated and post graduated from the public universities of Bangladesh followed by private universities (7%) and the overseas universities (2%).

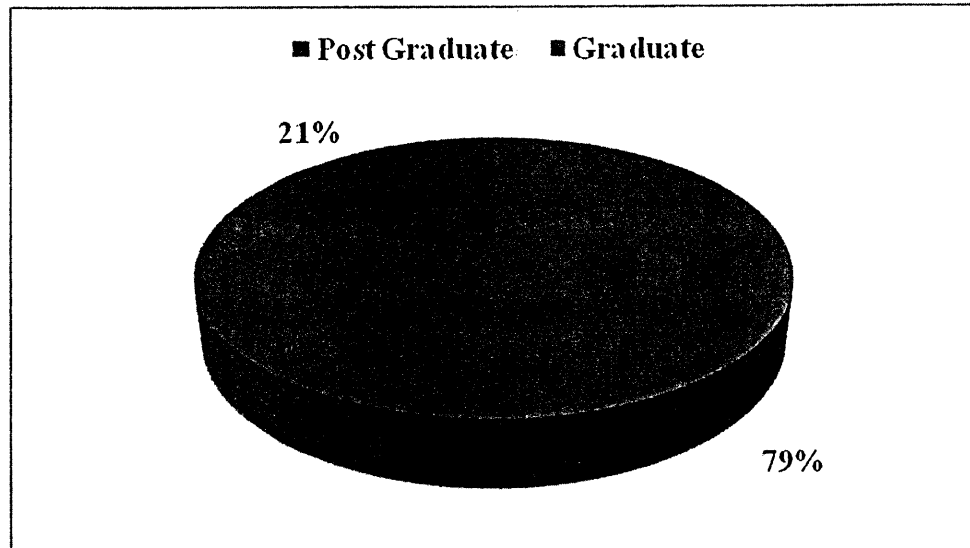


Figure 4: Distribution of the participants based on their academic institutions

Most of them (79%) obtained a post-graduate degree, while the rest (21%) obtained a graduate degree (Fig. 5).

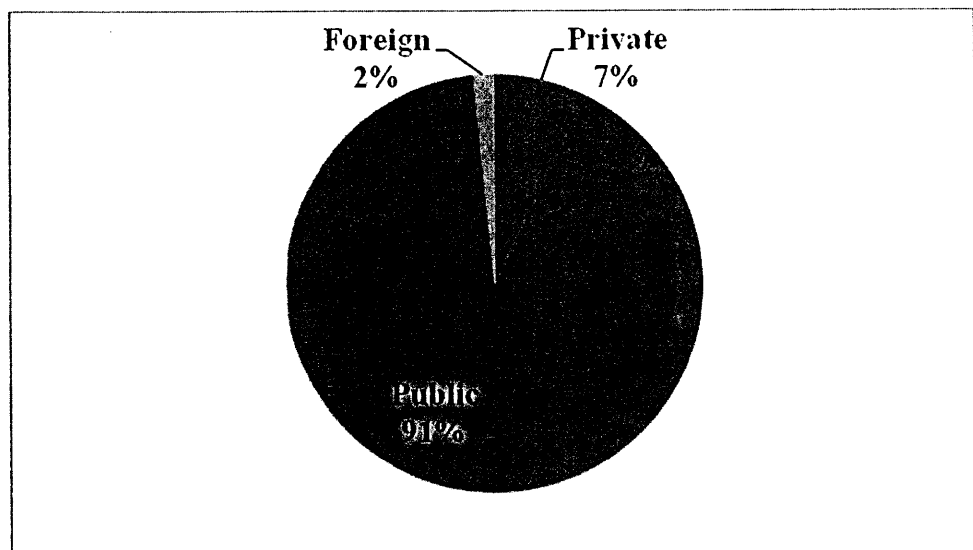


Figure 5: Distribution of the participants based on educational degree

Fig. 6 shows that the science background performed the best (66%) in the recruitment followed by humanity (25%) and commerce (9%).

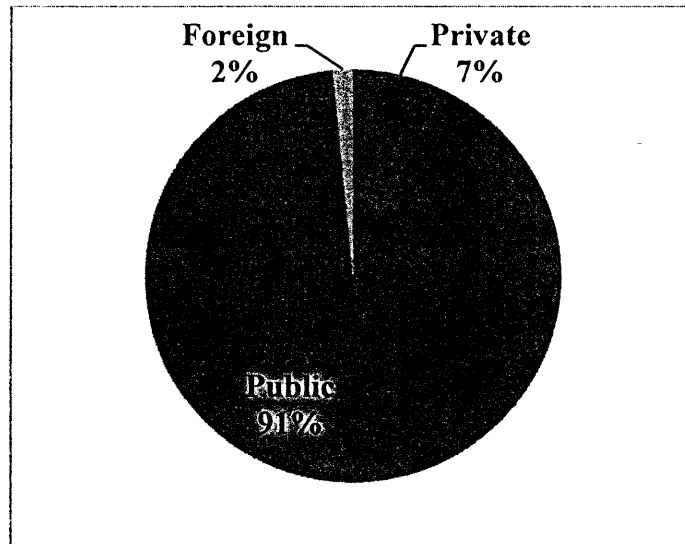


Figure 6: Distribution (%) of the participants according to educational backgrounds

The representation of female in civil service shows a frustrating picture. About 26% of participants were female. Ferdous 2014 found 29.1% female in the Bangladesh Civil Service (BCS) from 26th to 30th batch. Bilkis 2012 reported that the percentage of female in the public sector is very limited. They covered only 14.48% of public administration (Bilkis 2012). Afroza 2013 carried out research on the representation of female in Bangladesh Civil Service (Administration) cadre and it was found that only 15% of positions were occupied by female. Gulshan 2015 revealed that only 17% of the posts in the field administration were represented by female.

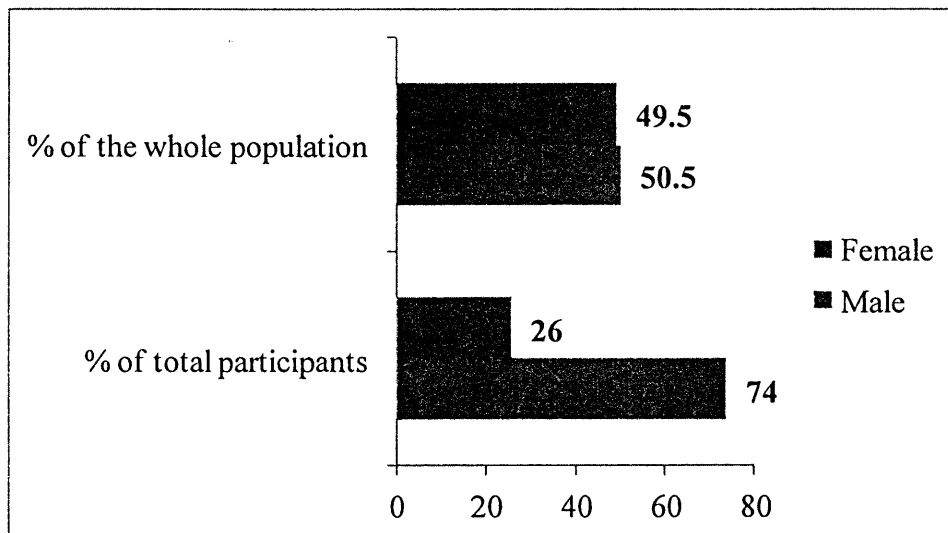


Figure 7: Gender wise distribution of the participants

Khulna division was doing the best in the entrance of civil service followed by Rajshahi and Mymensingh division (Fig. 8). Rangpur division maintained an equilibrium condition with the proportion of whole population.

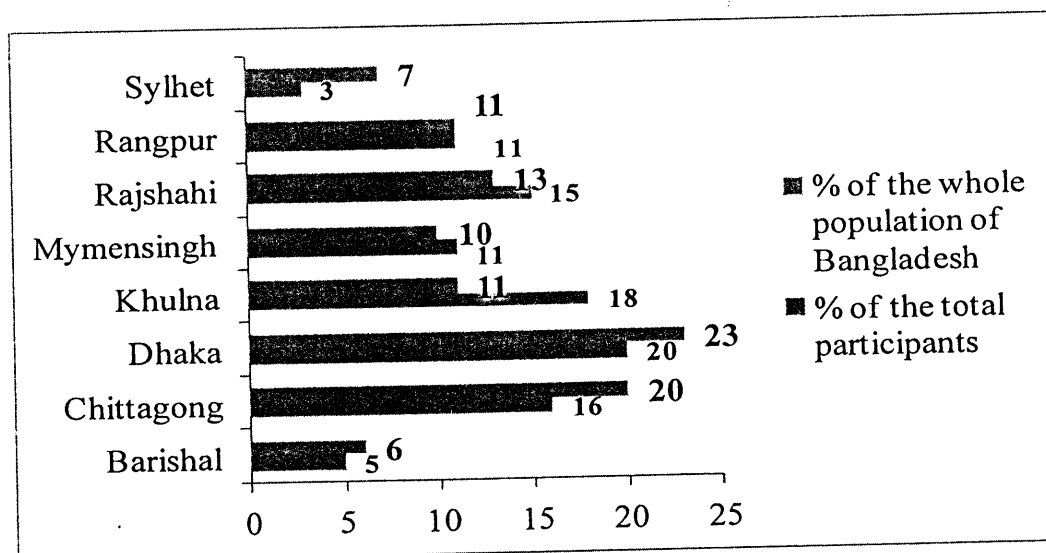


Figure 8: Division wise distribution of the participants and the whole population

Sylhet division was falling apart in the entrance of civil service maintaining a huge gap with the total population. Chittagong, Dhaka, and Barishal could not represent proportionately.

4.2 Effect of foundation training course on knowledge enhancement

After undergoing 06 months long foundation training the knowledge level of the participants on Sustainable Goals (SDGs) increased significantly (Table 3). They obtained 41 marks before starting training while 49.5 marks after the completion of the training. This finding of knowledge gaining through training is supported by many studies in the world (Shaheen et al. 2013, Saeed & Asghar 2012, Otuko et al. 2013, Dysvik & Kuvaas 2008, Sultana et al. 2012, Burgard & Görlitz 2011, Wright & Geroy 2001, Appiah 2010; Harrison 2000; Guest 1997, Swart et al. 2005, Angela 2014, Ekta Srivastava 2014, Hafeez 2015, Johnson & Natamba 2015, Mubashar & Aslam 2011, Nassazi 2013, OLaniyan, & Ojo 2008, Tahir et al. 2014, Theresa 2012).

Table 3: Knowledge level before and after training

Phase	Marks obtained (Mean \pm SD)	Significance level
Before training	41 \pm 8.5	The p-value is <.00001
After training	49.5 \pm 7.2	

The knowledge level of the participants before and after training showed very little variation among various educational disciplines (Table 4). It means that knowing SDGs is not impacted by the academic backgrounds of the participants.

Table 1: Level of knowledge based on educational disciplines

Discipline	Marks obtained (Mean value)	
	before training	after training
Commerce	41.0	48.6
Humanity	41.4	49.0
Science	40.9	49.8

The slope of regression lines and R^2 values indicate that there was a slightly negative correlation between the age and level of knowledge of the participants after and before the training (Fig. 9). It indicates that the younger participants in terms of age had slightly higher existing knowledge before undergoing the training and the scenario remained the same after the training. Imlachm et al. 2017 reported that age was not a barrier in adult learning.

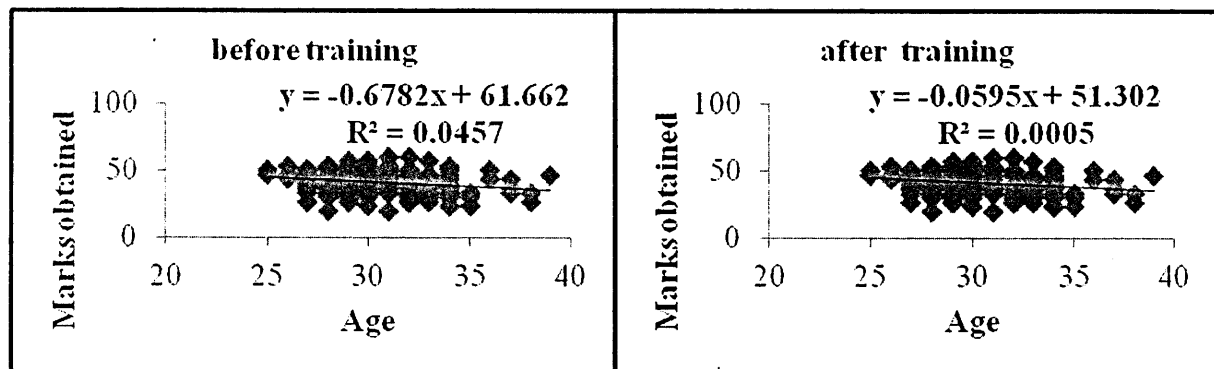


Figure 9: The relationship between age and level of knowledge of the participants

The flat slope of regression lines and R^2 value exhibits that there was no correlation between the service length and the level of knowledge of the participants before imparting training. But it reveals a slightly negative relationship after the completion of the training. It explains that younger adults were more enthusiastic in learning than the seniors in terms of service length. The younger adults are highly motivated to learn something than the seniors (Chamorro-Premuzic & Furnham 2005, Laidra et al. 2007, Boekaerts 1995).

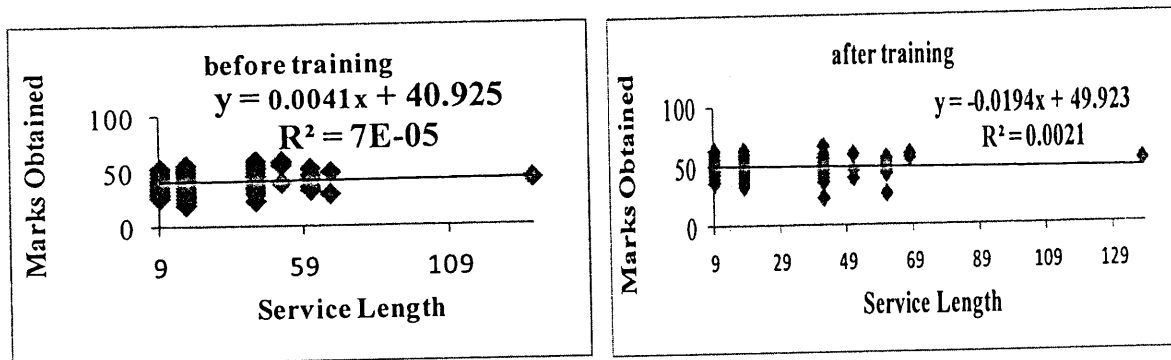


Figure 10: The relationship between the service length and level of knowledge of the

4.3 Effect of training for enhancing the capacity in analyzing the issues and implantation challenges, and in prioritizing the key areas

The mean score reflecting the degree of agreement or non-agreement show that their understanding capacity was increased after finishing the training course (Table-5). The participants showed strong agreement on the statement ‘Global Zero hunger situation and end-of- malnutrition is not a myth, it is achievable’ before undergoing training, but at the end of the training, they showed neutral position. Nearly all participants strongly agreed on the integration of stakeholders for achieving SDGs after completion of the training. SDGS have so many crossroads with so many cross-cutting issues. Without the integration of stakeholders, no country can achieve sustainable development goals.

Table 2: Agreement and disagreements on various issues of SDGs {strongly disagree=1, disagree=2, neutral=3, agree=4, strongly agree}

SL	Statements	Mean Score	
		before	after
1	For achieving SDGs stakeholder integration is mandatory	4.4	4.9
2	SDGs not only emphasize the planet, but also people, and prosperity.	4.5	4.7
3	For achieving SDGs Bangladesh should define national policies, evaluate the impact of national policies, and balance economic, social and environmental pillars in policy making	4.4	4.5
4	SDGs must be action-oriented	4.3	4.5
5	SDGs promotes development in a balanced way considering environmental issues	4.6	4.5
6	The government needs skilled bureaucrats for translating these goals into reality with their full potentials	4.3	4.3
7	The government should build up a more public-private partnership in achieving SDGs	4.5	4.3
8	Until and unless the good governance is ensured the SDGs are likely to fail	3.9	4.1
9	Mobilizing financial resources is necessary for achieving the Goals of Social Sustainability	3.6	3.9

10	The number of goals, targets, and indicators of SGDs are too many to achieve	2.9	3.9
11	The implementation challenges of SDGs come from lacking data	3.0	3.8
12	SDGs promoted institutions like BPATC for building inclusive public administration	3.9	3.8
13	In SDGs, there are clear directions on some economic and social aspects which lead to sustainability	3.7	3.7
14	Bangladesh should prioritize mega projects like Padma Bridge, Metro Rail, etc. In achieving SDGs	3.8	3.7
15	In a complex world, every country should prioritize the targets aligning with the national plan	3.5	3.6
16	In SDGs partnership means Public-Private Partnership	3.5	3.6
17	Inclusive and accountable governance means e-governance	3.4	3.5
18	Global Zero hunger situation and end-of- malnutrition is not a myth, it is achievable.	4.3	3.4
19	For achieving SDGs someone the winner, while someone the losers, at least in the short term	3.4	3.4
20	SDGs are fairy tales, which cannot be achieved	1.9	3.3
21	SDGs were built upon the Millennium Development Goals (MDGs) only	3.4	3.2
22	Bangladesh will be able to achieve SDGs like MDGs	2.8	3.1
23	SDGs did not include developing modalities to engage all stakeholders	2.4	2.8
24	SDGs promoted the only climate affected developing countries	2.5	2.7
25	NGO's involvements are more than those of the Government.	2.6	2.5
26	Bangladesh can achieve SDGs without donors' fund	2.9	2.5
27	The professional cadres are directly responsible for the achievement of sustainable development in Bangladesh.	1.8	2.2
28	SDGs emphasized on Environmental Sustainability only	1.8	1.9
29	The General Cadres and Judiciary Service can contribute a little to achieving SDGs in Bangladesh.	1.8	1.8
30	The civil servants are the main workforce in achieving SDGs	1.4	1.4
	Overall	3.3	3.5

This is in line with the findings of Jagero et al. (2012) that the employees who undergo training are more likely to accept change and come up with new ideas.

Table 3: Prioritization of the areas (Top-10 from given 22 areas)

Area	
<i>Before training</i>	<i>After training</i>
Poverty alleviation	Poverty alleviation
Food security and sustainable agriculture	Food security and sustainable agriculture
Quality education	Quality education
Health	Gender Equality
Gender Equality	Access to clean energy
Green urbanization	Water and sanitation
Access to clean energy	Climate change
Climate change	Health
Employment	Green urbanization
Sustainable Consumption and Production	Green growth

The participants prioritized 10 areas before and after undergoing foundation training. Only 'sustainable consumption and production' was replaced by 'green growth' at the end of the training. The participants added more weights on gender equality, access to clean energy, water and sanitation and climate change after completion of the training. These prioritized areas are in the line of the 7th Five Year Plan of Bangladesh.

4.4 Participants' feedback on different modules and sessions

The participants selected the module, 'Achieving Sustainable Development Goals' as the best module in terms of effectiveness among 17 purely academic modules (Table 7). This is the greatest appraisal of Bangladesh Public Administration Training Centre's efforts for preparing new SDGs oriented civil servants in Bangladesh. Top 3 sessions of the module 'Achieving Sustainable Development Goals' based on speaker evaluation (Table 7) do not match to the top 3 prioritized areas (Table 6).

Table 7: Top-3 modules and sessions based on participants feedback

SL	Module	Session of the SDGs module
1	Achieving Sustainable Development Goals	Affordable and Clean Energy
2	Poverty Reduction and Rural Development	Life below water and on land
3	Financial Management	Implementation challenges of SDGs

The evaluation of a speaker does not depend on the contents of a session, but it depends on speaker behaviour (Petursdottir & Carr 2011), preparedness (Tandon 2019) and skills (Miguel et al. 2008). Ryan & Richard (1980) reported that the trainees evaluate a speaker on the basis of status, solidarity, stereotype, art of speech and social distance.

Theoretically, it can be proclaimed that BPATC is providing outstanding training on SDGs but sometimes reality discloses some loopholes, challenges which need to be overcome to safeguard the consistency of development and meaningful achievement of SDGs. FTC is dedicated for the young officials of the government so authority of BPATC endeavors most to inculcate SDGs issues through this course. In this case, analyzing the feedback of the participants of 66th Foundation Training Course strengths, weakness, threats and weakness of the methodology that BPATC follows in practical ground to share knowledge of SDGs can be determined.

Strengths:

- Specific and complete module on Sustainable Development Goals (SDGs);
- Experts of SDGs conduct/ facilitate sessions ensuring proper participation from both ends;
- Provides trainees sound and rudimentary knowledge on SDGs;
- Increase trainees' curiosity about sustainable development and its important issues etc.

Weaknesses:

- Less practical, much theoretical lectures sometimes fail to get proper attention;
- Long hours training on SDGs;
- Participants expect further/ advanced level expertise from the concerned trainers;
- Contents of the SDGs related module in some extent does not fulfill the demand of participants etc.

Opportunities:

- Practical segments based on sustainable development goals can be developed;
- Goals of sustainable development agenda can be allotted/ assigned to each participants/ groups to make some positive impression for the achievement of fixed goal;
- Message of agenda 2030 can be disseminated all around the country through the participants etc.

Threats:

- Participants may lose attention because of long hours specific SDGs module;
- Expertise from private sector may develop and may challenge the capacity of BPATC regarding SDGs;
- Excessive application of theory may distract the main objective of the training on SDGs etc.

Chapter-V

**Conclusions and
Recommendations**

Chapter-V: Conclusions and Recommendations

Well groomed and highly motivated civil servants are the nervous system of a country. Ineffective training curricula lead to an ineffective workforce affecting a whole range of policies. For achieving SDGs and mushrooming complexities in public service delivery in the changing environment, the nature of jobs and methods of delivery are changing at a faster pace. To cope with the existing and upcoming challenges Bangladesh Public Administration Training Centre has updated the course curricula in recent times. Adding a new module 'Achieving Sustainable Development Goals' is a part of that change. The findings of this study justify the efforts made by BPATC. Every participant undergoes a series of training during the probationer period including foundation training, departmental training, and other training. No relationship between the service length and level of knowledge before undergoing training indicates that other in-service training and the working organizations did not contribute to learning or enhancing knowledge on SDGs. For this reason, BPATC is termed as the apex training institution of Bangladesh. Out of 10 prioritized areas 'green growth' is not included in the course contents. BPATC should include this topic in the course contents as the participants realized that green growth is viewed as the key strategy for achieving SDGs. BPATC should take care of the selection of the speakers on the top prioritized areas. Speaker selection is a pivotal fact for core training program like FTC. Well-known as well as well-prepared speakers always should get priority to conduct session on specific topic. A good resource person/ speaker can easily be determined by these kinds of characteristics- up-to-date about the topic, latest tech savvy for making his/her presentation opportune, has good vocal, confident enough to handle odd/ perplexed situation tactfully, punctual, good responder, good listener too etc. Effective training program can be ensured by engaging right person in the right place. So, quality speaker is must for good course. This theory is inevitable for SDGs module too, there is no other alternative. Course contents also need to be revisited and redesigned time to time. Last but not the least, dedicated, synchronized course management team is crucial for the overall smooth functioning and satisfying effectiveness of the FTC. If these criteria are fulfilled in good manner then outcome and impact of the FTC will be far reaching.

A same study on the effectiveness of whole course contents is highly recommended. The findings raised the demand that BPATC as the leader needs to establish a network with other training institutes so that they take initiatives to prepare SDGs oriented civil workforce with a view to make the country more prosperous and peaceful and obviously better liveable.

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Annexure A: Tables of Result Analysis
Appendix 1: Contents of the module 'Achieving Sustainable Development Goals'

Hrs	Topic Title	Training
		Methods
02	Sustainable Development Concept, Issues and Strategy for achieving sustainable Development	Overview of SDGs
02	Aligning SDGs with 7th Five Year Plan	
02	Implementation challenges of SDGs: Institutions/Organization responsible for implementing of different Goals	
02	Indicators of SDGs	
01	No Poverty	L & D
01	Zero Hunger	L & D
01	Good Health and Well-being	L & D
01	Quality Education	L & D
01	Gender Equality	L & D
01	Clean Water and Sanitation	L & D
01	Affordable and Clean Energy	L & D
01	Decent Work and Economic Growth	L & D
01	Industry, Innovation and Infrastructure	L & D
01	Reduced Inequality	L & D
01	Sustainable Cities(urban management) and Communities	L & D
01	Responsible Consumption and Production	L & D
02	Climate Action(Climat change and Disaster Risk Reduction)	L & D
01	Life below Water	L & D
01	Life on Land	L & D
01	Peace, Justice and Strong Institutions	L & D
01	Partnerships to achieve the Goal	L & D
02	Workshop on Effective, Inclusive & Accountable Public Administration	Workshop

d) 2017

8. **Sustainable Development Summit held in**

- a) New York
- b) Paris
- c) Geneva
- d) Vienna

9. **SDGs replaced**

- a) MDGs
- b) PRSP
- c) Rio Summit
- d) All

10. **SDGS are known as**

- a) Agenda 2030
- b) Agenda 2021
- c) Agenda 2041
- d) Agenda 2050

11. **The SDGs were based on**

- a. Johannesburg Plan of Implementation
- b. Geneva Convention
- c. Maastricht Treaty
- d. Vienna Convention

12. **Intergovernmental agreement on SDGS acts as the**

- a) Post-2015 Development Agenda
- b) Post-2012 Development Agenda
- c) Post-2021 Development Agenda
- d) Post-2030 Development Agenda

13. **The SDGs built on the principle**

- a) The Future We Want
- b) A peaceful World
- c) A Developed World
- d) All

14. **SDGs apply to**

- a) All countries
- b) Developed Countries
- c) Developing Countries
- d) Least Developed Countries

15. **What are the pillars of SDGs?**

- a) Social, Economic and Environmental
- b) NGO, Local Government and Government
- c) Policy, Peace and Prosperity
- d) Wealth, Work and Weather

၂၃. How many Sustainable Development Goals (SDGs) have been agreed?

- a) 17
- b) 8
- c) 16
- d) 15

၂၄. Each SDG is supported by a set of *Targets* – specific objectives that are associated with that Goal. How many Targets are there in total?

- ၄) 99
- ၈) 100
- ၅) 158
- ၈) 169

၂၅. What is the aim of 'no poverty'?

- a) Cut poverty in half by 2030
- b) Reduce poverty by 75% by 2030
- c) End poverty in all its forms everywhere
- d) Help each nation make progress on reducing poverty

၂၆. Zero hunger means

- a. Access by all people to food
- b. Access by the poor people to food
- c. Access by all people to safe, nutritious and sufficient food all year round
- d. Access by the people of Least Developed Countries to food Quality Education

၂၇. Which goal of SDGs is linked to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'?

- a. 2
- b. 15
- c. 5
- d. 18

၂၈. Achieving gender equality and the empowerment of women and girls will require

- a. more vigorous efforts, including legal frameworks, to counter deeply rooted gender-based discrimination
- b. women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
- c. universal access to sexual and reproductive health
- d. all

၂၉. Which of the following is not part of universal health coverage?

- a. Financial risk protection
- b. Access to quality essential health-care services
- c. Access to safe, effective, quality and affordable essential medicines and vaccines for all
- d. Free medical treatment for all

၃၀. Access to safe water and sanitation and sound management of freshwater ecosystems are linked to goal number

- a. 2

- b. 3
 - c. 6
 - d. 12
၃၀. 'Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all' is mentioned in the goal number
- a. 3
 - b. 8
 - c. 12
 - d. 16
၃၁. 'Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation' does not include
- a) heavy industrialization
 - b) the access of small-scale industrial and other enterprises
 - c) raising industry's share of employment and gross domestic product
 - d) access to information and communications technology
၃၂. 'Reduce inequality within and among countries' is described in the goal number
- a) 4
 - b) 6
 - c) 9
 - d) None
၃၃. 'Ensure sustainable consumption and production patterns' does not include
- a) increasing domestic material consumption
 - b) efficient use of natural resources
 - c) food losses along production and supply chains, including post-harvest losses
 - d) waste management
၃၄. 'Make cities and human settlements inclusive, safe, resilient and sustainable' is described in the goal number
- a) 18
 - b) 19
 - c) 20
 - d) none
၃၅. Which of the following is not part of 'peace, justice and strong institutions'?
- a) Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime
 - b) Broaden and strengthen the participation of developing countries in the institutions of global governance
 - c) Develop effective, accountable and transparent institutions at all levels
 - d) Establish more technical universities and research institutions in all countries
၃၆. Which of the following is not part of Global Partnership?
- a) Mobilizing the financial resources necessary to achieve the Goals
 - b) Creating international sports tournaments and festivals to promote the Goals
 - c) Helping developing countries build the capacities they need in areas such as technology, public policy, and data for reporting on progress

- d) Enhancing trade, especially to help developing countries to increase their exports and grow their economies

29. Which goal is directly linked to 'Climate Change'?

- a) 10
- b) 11
- c) 12
- d) 13

30. Addressing climate change was more important than all the other Goals because

- a) The negotiators were unable to come to an agreement on a climate change Goal
- b) The UN Framework Convention on Climate Change is the forum where more detailed decisions on climate will be made
- c) The Goal on climate change is constantly shifting
- d) The climate change cannot be the part of SDGs

31. Which of the following is not part of the Sustainable Development Goals?

- a) Access to sustainable energy for all
- b) Availability of water and sanitation for all
- c) Provision of internet services for all
- d) Promotion of decent jobs for all

32. Equality issues are specifically mentioned in how many of the Sustainable Development Goals (not including the targets)?

- a) In two of them: Goal 6 on water, and Goal 12 on sustainable production and consumption
- b) In four of them: Goal 2 on hunger, Goal 7 on energy, Goal 8 on economic growth and jobs, and Goal 14 on preserving the oceans and seas
- c) In three of them: Goal 4 on education, Goal 5 on gender, and Goal 10 on reducing inequality within and among countries
- d) In one of them: Goal 16 on promoting peaceful and just societies for all

Part-3 (Level of Understanding)
(Please put tick mark inside the circle)

SL	Statements	Strongly Disagree	Disagree	Partially agree	Agree	Strongly agree
1	SDGs were built upon the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Millennium Development Goals (MDGs) only.					
2	The achievement of the goals is not legally binding for Bangladesh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The implementation challenges of SDGs come from lacking of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	For achieving SDGs Bangladesh should define national policies, evaluate the impact of national policies, and balance economic, social and environmental pillars in policy making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Only the civil servants are responsible for achieving SDGs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	While the future is impossible to predict, there are clear directions on several economic and social aspects that will influence our ability to meet the Sustainable Development Goals (SDGs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	SDGs emphasized on Environmental Sustainability only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Mobilizing the financial resources is necessary for achieving the Goals of Social Sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	SDGs promoted institutions like BPATC for building inclusive public administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	The government needs skilled bureaucrats for translating these goals into reality with their full potentials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	SDGs promoted Small island developing States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	SDGs are likely to fail unless far	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	more attention is given to addressing governance challenges crucial to their implementation					
13	For achieving SDGs we need to bring together the right stakeholders at the right time in the right place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Agenda for Sustainable Development is a plan of action for people, planet, and prosperity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	SDGs are fairy tales, dressed in the bureaucratise of intergovernmental narcissism, adorned with the robes of multilateral paralysis, and poisoned by the acid of nation-state failure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	In a complex world, organizations and countries can align their agendas and prioritize funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	NGO's involvements are more than those of the Government.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	The number of goals, targets and indicators of SGDs are too many to achieve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Global Zero hunger situation and end-of- malnutrition is not a myth, it is achievable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	In SDGs partnership means Public Private Partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Inclusive and accountable governance means e-governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	SDGs must be action-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	SDGs did not include developing modalities to ensure the full					

	involvement of relevant stakeholders and expertise from civil society, the scientific community and the United Nations system					
24	Bangladesh should prioritize mega projects like Padma Bridge, Metro Rail, etc. for the achievement of sustainable development.	○	○	○	○	○
25	The General Cadres and Judiciary Service have no direct involvements for the achievement of sustainable development in Bangladesh.	○	○	○	○	○
26	It is crucial to recognize that difficult choices will also need to be made that may involve winners and losers, at least in the short term	○	○	○	○	○
27	SDGs will require national governments, the private sector, the nonprofit sector, and communities to make difficult decisions based on thoughtful and genuine commitment to the SDGs	○	○	○	○	○
28	Only the professional cadres like BCS (Forestry), BCS (Agriculture), BCS (Fisheries), BCS (Livestock) and BCS (Health) are directly responsible for the achievement of sustainable development in Bangladesh.	○	○	○	○	○
29	Sustainable Development commits to promoting development in a balanced way –	○	○	○	○	○

	economically, socially and environmentally – in all countries of the world, leaving no one behind, and paying special attention to those people who are poorest or most excluded					
30	Bangladesh depends on donor agencies for the achievement of sustainable development as she is capable enough for achieving SDGs.	○	○	○	○	○

Part-4 (Capacity)

Please prioritize the following areas in the ascending order (1, 2, 3..... 22)

Area	Rank by (1.....22)
Poverty eradication/alleviation	
Sustainable Energy/access to energy	
Food security/nutrition/agriculture	
Education	
Gender equality/Women empowerment	
Water and sanitation	
Climate change/carbon emissions	
Green growth	

Protection of biodiversity/ ecosystems	
Employment	
Health	
Desertification/soil or land degradation	
Risk/disaster reduction	
Sustainable Consumption and Production	
Peace and security	
Children and youth	
Oceans/marine resources	
Urbanization/cities/slums	
Transportation	
Governance	
Social protection	
Population	

Signature