



TRAINING NEEDS AND CAPACITY ASSESSMENT OF BANGLADESH PLANNING COMMISSION



General Economics Division
Bangladesh Planning Commission
Ministry of Planning
Government of the People's Republic of Bangladesh

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TRAINING NEEDS AND CAPACITY ASSESSMENT (TN&CA) OF BANGLADESH PLANNING COMMISSION

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At the behest of GED, the study conducted by individual consultant of Strengthening the Capacity of Development Planning Superstructure for Achieving the Developed Country Status (1st Revised) Project and this document has been prepared on the basis of the findings of KIIs, FGDs and questionnaire survey

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MESSAGES





M. A. Mannan, MP
Minister
Ministry of Planning
Government of the People's Republic of Bangladesh
&
Vice-Chairman, Bangladesh Planning Commission

Message

It alludes preference to me for preparation of a study report on “Training Needs and Capacity Assessment” of Bangladesh Planning Commission by General Economics Division. This is the continuation of GED’s contribution to the capacity enhancement of Bangladesh Planning Commission.

The study report has illumined me on the current level of competency, skill or knowledge of the officials of Bangladesh Planning Commission to compare with the required competency standard. It has ostensibly identified the capacity gaps between the current and desired performance of the Sector Divisions, which help determine future capacity enhancement in terms of training. The report has justified the need to capacity enhancement in the form of enhancement of skills and competency of the officials of Sector Divisions to the highest standards in the context of market economy, increased expenditure efficiency of the Government, enlarged volume of development activities and enhanced ability of undertaking projects/programmes.

The present study has demonstrated the morphing of human resources of Bangladesh Planning Commission into human capital corresponding to the changing needs of the planning framework. It has encompassed the institutional capacity enhancement of the Sector Divisions, individual capacity building of the officials, and capacity building of the GED officials since GED performs the special kind of research and analytical works.

I think the joie de vivre of the study will be justified in the implementation of the recommendations.

I thank the GED’s officials and eulogize GED’s effort in the preparation of the report, which will help undertake appropriate capacity building activities for the Bangladesh Planning Commission officials.

M. A. Mannan, MP



Dr. Shamsul Alam
Minister of State
Ministry of Planning
Government of the People's Republic of Bangladesh

Message

This is an opportunity to compliment General Economics Division for preparation of the study report on “Training Needs and Capacity Assessment” of Bangladesh Planning Commission, which has been prepared by GED. The report has apparently assessed the capacity and the training needs of the Sector Divisions of Bangladesh Planning Commission

The study was conducted covering the Sector Divisions. This is the first survey conducted on ‘Training Needs and Capacity Assessment’ of the Sector Divisions to assess the capacity and skill requirement. This is an exponent of basic work done on the basis of both primary and secondary data portraying the present status of capacity of Sector Divisions and identifying the future needs of capacity building and skill development of officers and the Sector Divisions. As GED is a macro Division and performs special kind of research work, its capacity enhancement has also been encompassed in the report.

The study is a timely effort in the context of enlarged volume of development activities and enhanced ability to undertake projects/programmes. This warrants dynamic and knowledge-based pool of human capital in the Sector Divisions. The report has depicted the gap between the current and desired competency of the Sector Divisions and the individual officials, and identified the sector specific training needs to attain the capabilities and competencies to the highest standards. This will help acquire required competency standard for better performance to reach the optimum and beyond.

In the capacity of my previous position as Member (Senior Secretary), GED, I was involved in the process of the preparation of the report and I found that the survey was done arduously following the tenets of Training Needs and Capacity Assessment.

I wish and hope that the recommendations of the report will be implemented through organizing training programmes, which will benefit the Sector Divisions of the Planning Commission.

Dr. Shamsul Alam



Dr. Md. Kawser Ahmed
Member (Secretary)
General Economics Division (GED)
Bangladesh Planning Commission
Ministry of Planning
Government of the People's Republic of Bangladesh

Message

I am delighted to present the report titled “Training Needs and Capacity Assessment” prepared by the project “*Strengthening the Capacity of Development Planning Superstructure for Achieving the Developed Country Status (1st Revised)*” under the auspices of General Economics Division (GED).

The report primarily focuses on the importance of training to enhance the skills of individual officers of the Sector Divisions (SDs) for effective performances and then attempts to highlight the current capacity building activities of the SDs followed by suggestions about the future needs of capacity building in terms of training.

This is indeed an appropriate and timely intervention by GED to assess the capacity of the Sector Divisions. Although the workload of Bangladesh Planning Commission has increased manifold, the pace of capacity enhancement does not yet seem to be proportionate with the same. Therefore, enhanced capacity of the Sector Divisions in terms of human resources and training is very much required. Besides, the interface between today's diversified development issues and development planning is also calling for the transformation of the human resources of Bangladesh Planning Commission into a dynamic and knowledge-based pool of human capital. The study has illuminated the training needs for promotion of efficiency corresponding to the changing needs to address the new challenges.

The officials of the Bangladesh Planning Commission are identified as the change makers in sectoral and national development planning and promotion of government's vision. The efficacy of Bangladesh Planning Commission by and large depends on capacity enhancement of its human resources. Training is the sine qua non to enhance the institutional capacity of Bangladesh Planning Commission in general, and individual capacity of the employees in particular, to discharge the assigned tasks efficiently.

General Economics Division is specialized macro Division, which prepares, monitors and also evaluates at national level the mid and long-term plans and strategies like Five Year

Plans, Perspective Plan, Bangladesh Delta Plan 2100. These documents reflect the vision of the Government and set out the strategies and development targets of the government. The officials of General Economics Division need to enhance their capability to embrace the challenges of formulation of these documents.

The specific recommendations made in the report are pragmatic. I believe the Sector Divisions will be benefited through undertaking and implementing the suggested training programmes accordingly.

I congratulate all the concerned officials and employees of GED for their committed efforts to prepare this report.



Dr. Md. Kawser Ahmed

Acknowledgement

The project “Strengthening Capacity of the Development Planning Superstructure for Achieving the Developed Country Status (1st Revised)” was undertaken in order to carry out Capacity Development activities mostly in the form of long and short term study and trainings for the officials at a time when Bangladesh graduated to a lower middle income country and also fulfilling the conditions of graduating to Developing Country status. The project also aimed to assess the capacity gap of the individual officials working in the Bangladesh Planning Commission and the institutional capacity gap of the Planning Commission.

During the rapid economic transformation the role of Planning Commission is becoming more critical as the Government is initiating more and bigger, complex and far reaching projects with higher public sector investment for fostering prosperity and inclusive socio economic development to become an upper middle income country by 2031 and developed country by 2041. Achieving these development targets requires up to date knowledge, higher skills, better techniques for project selection and formulation, to approval decision, to project implementation and to monitoring and evaluation in a more competitive, challenging situation with rapidly changing advanced technological scenario at home and abroad. Considering the facts the Training Needs and Capacity Assessment was conducted to understand the present capacity, capacity constraint and future capacity requirements from the view point of stakeholders, the officials of the Bangladesh Planning Commission and Planning Division.

The study resorted to existing literature reviews, questionnaire surveys, expert opinions, focus group discussions and consultations with the officials. Qualitative and quantitative issues were reviewed during the process of formulating the report. Appreciations due to the officials of all the six sector divisions of the Planning Commission and the Planning Division who keenly took part in these exercises at various stages to reflect their valuable opinions in the report. Gratitude to the honorable State Minister for Planning Dr. Shamsul Alam, Member GED Dr. Md. Kawser Ahmed and Chief of GED Mr. Md. Mafidul Islam for their continuous guidance and suggestions to conduct this study and bring it to light. Gratitude also to the honorable Minister for Planning Mr. M. A Mannan, MP for approving this report which will guide capacity development activities in the Planning Commissions in near future and will be the base line for further study in this regard in future.

The Training Needs and Capacity Assessment study articulated the individual and institutional capacity gaps in the Planning Commissions and made sector division wise specific recommendations for training of the officials of the Planning Commission. It is expected that this report will be helpful to the Planning division and Planning Commission to undertake well-coordinated, result oriented, effective and efficient programs for strengthening the Capacity of the Bangladesh Planning Commission to become a stronger and more dynamic higher impactful institution for 21st century. This report may also be a reference to future study of this kind.

Md. Forhad Siddique
Project Director

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Abbreviations and Acronyms

AC	Assistant Chief
ADP	ADP
AO	Administrative Officer
APA	Annual Performance Agreement
AS	Assistant Secretary
BDP	Bangladesh Delta Plan
CGE	Computable General Equilibrium
CMLA's Secretariat	Chief Marshall Law Administrator's Secretariat
DC	Deputy Chief
DS	Deputy Secretary
ECNEC	Executive Committee for National Economic Council
ENADA	Establishment of National Academy for Development Administration
ERD	Economic Relations Division
FAR	Financial Administration Regulation
FGD	Focus Group Discussion
FIDIC	International Federation of Consulting Engineers (acronym for its French name Fédération Internationale Des Ingénieurs-Conseils)
FSP and CD	Formulation of Sector Action Plan and Capacity Development.
FYP	Five Year Plan
GED	General Economics Division
GoN	Government of Nepal
ICT	Information Communication Technology
IMED	Implementation, Monitoring and Evaluation Division
JC	Joint Chief
JS	Joint Secretary
K4DM	Knowledge for Development Management
KIIs	Key Informant Interviews
KM	Knowledge Management
LDC	Least Developed Country
NADA	National Academy for Development Administration
NAPD	National Institute for Planning and Development
NITI Aayog	National Institute for Transforming India
NBPC	National Bangladesh Planning Commission
NRP	National Resilience Programme



BPC	Bangladesh Planning Commission
BPCMU	Bangladesh Project Coordination and Monitoring Unit
PIC	Project Implementation Committee
PMO	Prime Minister's Office
PO	Personal Officer
PRSP	Poverty Reduction Strategy Paper
PSC	Project Steering Committee
RDPP	Revised Development Project Proforma
SAC	Senior Assistant Chief
SAS	Senior Assistant Secretary
SCDPS	Strengthening the Capacity of Development Planning Superstructure
SCGED-IPDIPP	Strengthening Capacity of the GED to Integrate Population and Development Issues into Plans and Policies
SD	Sector Division
SDBM	Strengthening Digital Budget Management
SDGs	Sustainable Development Goals
SMART	Specific, Measurable, Attainable, Realistic and Timely
SPIMPS	Strengthening Public Investment Management Programme System
TAPP	Technical Assistance Project Proposal
TN&CA	Training Needs and Capacity Assessment
TOT	Training of Trainers
UNDP	United Nations Development Programme
URP:BPCMU	Urban Resilience Project: Project Coordination and Monitoring Unit

EXECUTIVE SUMMARY



Training Needs and Capacity Assessment (TN&CA) study conducted across the Sector Divisions (SDs) of Bangladesh Planning Commission (BPC) is the first and inimitable attempt to assess the capacity and skill of the SDs for efficiently handling with the sectoral performance. It is accomplished under the project “Strengthening the Capacity of Development Planning Superstructure for Achieving the Developed Country Status (1st Revised)” being implemented by General Economics Division (GED). The report has portrayed the present status of trainings organized by the SDs and identified the future needs of capacity enhancement and skill development of the individual officers and the SDs as a whole. Findings of the assessment, as encapsulated in this report, have provided guidelines with regard to the issues pertaining to skill development and categorized future training plan of the SDs. The report has identified the gaps of the training with an objective of sustainability.

The current study has been conducted on both secondary and primary data collected through qualitative and quantitative approaches. For collection of qualitative data 16 (sixteen) KIIs and 05 (five) days FGDs were organized, and for quantitative data collection three sets of questionnaires were developed— one for the institutional capacity building of the SDs, one for the individual officers’ capacity building of the SDs, and the third one is for the capacity building of GED officials. The present study attempts to ferret the dearth of capacity of the SDs among the officers working there in the context of incoming new ideas and knowledge. It has revealed that training is instrumental in increasing the skills of human resources of the BPC in the backdrop of the emergence of new ideas, adoption of new methodologies and introduction of new technology in order to achieve the national goals and strategies.

The present TN&CA is an attempt to identify the gaps between the current competencies and performances of the SDs and the desired competencies and required performances of the SDs. The study generally covered the following areas of capacity building:

- a. Institutional capacity building of the SDs including GED;
- b. Individual capacity building of the officers and personnel working in the SDs;
- c. Existing training programmes organized by the SDs on capacity building;
- d. Training areas and nature of training;
- e. Identification of the capacity gaps of the SDs;
- f. Future requirements of capacity enhancement for the SDs in the form of training;
- g. Linkages between the national strategies and the strategies of the sectors.

The “Bangladesh Planning Commission (BPC) Hand Book” of 1983 describes the range of tasks to be carried out by the Bangladesh Planning Commission (BPC) as per “Allocation of Business” dispensed by Planning Division. This range of tasks is obligatory to carry out by the BPC, and TN&CA study has been carried out within the framework of this range of tasks. In the process, it identifies the gaps/needs in skills and knowledge required to effectively discharge the tasks as per mandate. Successful and effective performance of the SDs in discharging the tasks is dependent on proper skills and knowledge management of the personnel. This requires relevant and adequate training to enhance their proficiency; otherwise the desired achievements may be devoured by ineffectiveness.



The report has demonstrated the principles of TN&CA to conduct a survey on institutional and individual issues of the SDs and the GED. The assignment is justified in the background, and illustration of justification of undertaking the TN&CA survey reveals that there is a need for capacity enhancement of the SDs. The assignment captures the very basics of the TN&CA exercise - the scope of work and methodology of the TN&CA exercise. It is divulged that the scope of work is broader and deeper than conventional irregular training. It delineates the methods applied in the analysis of the survey and synergized the feedback into findings of the TN&CA. It has attempted to address the issues of six prime areas of development planning frameworks as mentioned in the DPP – policy and sectoral planning, programme planning, project designing, project implementation, monitoring, and evaluation.

Capacity building activities of the BPC are being undertaken by three divisions - two macro divisions and one sector division, namely, GED, Programming Division, and Agriculture, Water Resources and Rural Institution Division under development budget through 11 projects. Planning Division also organizes local training programmes under revenue budget. All the Divisions have altogether organized 193 numbers of short term (3-5 working days) local training programmes and training cum workshops since 2016, where 3882 trainees participated. These are basically in-service trainings and the duration varied depending upon the subjects/topics and levels of participants. Since 2016-17 GED organized 72 local training programmes; Programming Division - 48; and Agriculture, WR and RI Division – 09, Planning Division - 64. Moreover, one day trainings/workshops/seminars are organized regularly. GED and Programming Division have organized 20 foreign training-cum-workshop where 174 trainees participated.

GED has commissioned one foreign Ph. D. Programme out of the provision of four and two local Ph. D. programmes out of the provision of three stipulated in the SCDPS project document. There are eight provisions of Master's degree programmes in the project to be implemented overseas, out of which two have been commissioned. Programming Division has commissioned two Master's degree programmes abroad. Other two Divisions, i.e., the Physical Infrastructure Division, and Industries and Energy Division do not have projects nor facilities to organize training programmes. This has been divulged in the study report.

International planning experiences are also consulted to compare the efficiency of BPC. As Bangladesh is a South Asian country, the experiences of India and Nepal have been considered to compare. Their experiences have been viewed to juxtapose the experiences of BPC for exploring good practices, new ideas and savoir-faire to strengthen the capacity of BPC.

The data analysis of the responses is arranged sequentially on the basis of clusters formulated in the questionnaire on skill development, knowledge management, Information and Communication Technology (ICT), logistics, and the challenges confronted while organizing training programmes. The analysis was done on the basis of aforementioned three questionnaires. There were 5 (five) responses on the institutional capacity development questionnaire of the SDs out of 6 (six); 52 (fifty-two) on individual officers' skill development questionnaire out of 100 (hundred); and 11 (eleven) out of 21 (twenty-one) on the capacity development of the GED questionnaire. The responses were processed for analysis to work out the findings and

recommendations. Findings of the analysis are arranged within the structure of each analysis. Since GED is the sponsor of the study, a special general subsection has been included in the report on the capacity building of the GED. Also, strengthening of the PEC has been incorporated in the report as the projects and programmes are scrutinized by the SDs in the PEC meetings.

As regards capacity gaps, some common gaps vis-à-vis specific gaps are alluded. The current capacity building activities in terms of training and the expected level of capacity enhancement are illustrated in the report. The report has indicated some sector specific relevant areas of training for the SDs. The sector specific training list is included in the report. It suggested training programmes contiguous to address the capacity gaps in terms of training. The SDs will envisage the specific areas of capacity building activities in terms of training according to the need. They will fix up the priority and the number of training programmes to be organized.

The report has reflected the existing strength of human resources briefly and revealed that there is a dearth of manpower in the SDs. Deployment of manpower in the SDs filling up the sanctioned posts is essential for capacity enhancement of the SDs. The human resources engaged in the SDs are required to perform with full capabilities and competencies at the highest standards to achieve the given sectoral targets/strategies. The study has also exposed the dearth of logistics and equipment in the SDs, which deter the capacity enhancement. It is, therefore, recommended to provide with logistics and required equipment along with accessories to the officers.

With regard to the institutional capacity gaps, the prominent issues found are: absence of sectoral links with the national plan documents; absence of regular review of the performances of the officers; lack of capacity development plan or training plan; dearth of organizing relevant standardized project-related training; nonexistence of practice of knowledge management; dearth of prospect in application of learning from foreign trainings/visits; shortfall of participation in the training programmes.

As regards the individual capacity gaps, the issues are: indistinct understanding of the strategic planning by the officers; absence of performance standard; irregular participation in the training programmes; paucity of long courses for the mid and junior level officers; nonproduction of training reports regularly; dearth of prospect in application of learning from foreign training/visits; ignorance on the vision of the plan documents of FYP, SDGs, Vision 2041 and BDP 2100; non-availability of trainings other than classroom lectures in the training programmes; sketchy software use by the individual officers; relevance of the training objectives with the job; inconspicuous change in the form of training, i.e., capacity enhancement with hands on training.

In respect of GED officials, the gaps found are, inter alia, in training in policy planning, i.e., the development framework under which decisions on planning applications are made; research methodology and report writing; improved communication skills; standardized project-related training; linkages between the targets of plan documents and objectives of the projects/programmes; making the training programmes compatible with of the targets of FYP, SDGs, Perspective Plan of 2041, and BDP 2100; insufficiency in dissemination of plan documents; macro-economic modelling; production of training reports regularly; application of learning from foreign training/visits; practice of knowledge management; intensive use of software.



The corollaries of TN&CA are the findings or recommendations, which are assembled and systematically arranged, structured and organized to arrive at the desired results. The results have been analyzed in four major heads as was mentioned in the questionnaires. The assessment shows that a majority of the respondents expressed usefulness of the TN&CA exercise as a tool to identify/formulate the current needs of training with a vision for the future. The findings indicate that an effective TN&CA process is essential for enhancing the skills of the officers of the BPC.

The major common recommendations are encapsulated below:

- A newly deployed officer must undergo weeklong orientation training on planning discipline, project management, project scrutiny, ADP/RADP formulation, and procedure of work.
- The officers should be provided with weeklong training on procurement, financial and economic analysis, and log frame of the projects. In economic analysis social impact analysis, social cost benefit analysis, shadow price must be included.
- GED should disseminate the plan documents, i.e., 8th FYP, Vision 2041, SDGs by organizing daylong training-cum-workshop for each plan document for mapping the specific targets of the documents.
- Sector Action Plan (SAP) should be formulated for all the sectors.
- Trainings should be organized in line with the perspective of the plan documents. The training plan must correspond with the job descriptions of the respective SDs to achieve the desired goals.
- Sanctioned manpower should be deployed especially at the level of support staff to enhance the institutional and individual capacity of the SDs.
- Symmetry of construction rate schedule of different organizations should be established and training programmes in this regard should be organized.
- A data bank may be created in each Division on training received and offered.
- There are many terminologies, which are difficult to comprehend. Training should be organized on planning terminologies to make the planning process understandable.
- Training needs vary from level to level of the officers, which should be identified, so is the nature of training.

TN&CA survey has been useful to find out the perspicacious relevance, efficiency, efficacy and sustainability of the capacity building of the BPC. The report has suggested the possible methods of conducting effective and efficient training programmes in future and may trigger the introspection to unearth the forms of capacity enhancement of the BPC.

Part-A
TRAINING NEEDS AND CAPACITY ASSESSMENT (TN&CA)
OF BANGLADESH PLANNING COMMISSION (BPC)



1. Prologue to Training Needs and Capacity Assessment (TN&CA) of the Sector Divisions (SDs) of Bangladesh Planning Commission (BPC)

Training Needs and Capacity Assessment (TN&CA) of the Sector Divisions (SDs) of the Bangladesh Planning Commission (BPC) portends the assessment of the current efficiency level of the SDs and the desired efficiency level attuned to the time. The TN&CA replete with the prospect appertaining to capacity enhancement of the SDs, their individual officers and General Economics Division (GED) is a conscientious attempt. The veneer of capacity enhancement appears dismal in the silhouette of effete of institutional capability of SDs of BPC. Up-scaling of the efficiency prevalent in the SDs palpably needs assessment making room for the future enhanced level of capacity. TN&CA methodically embarks on the existent capacity of the SDs and perspicaciously examines impending requirement. It comes across a few malaises hitherto unknown to the SDs, e.g., inertia, lack of training plans, which plagues adversity in respect of capacity enhancement. Hence, the necessity of assessment for upgrading the capacity level of the SDs and adjusting the enhanced skills to the changing situation becomes apodictic. Improvement of skills in the trail of time means introduction to better method or course of action. TN&CA identifies, inter alia, the apropos level of competency, skills and knowledge prevalent in the SDs in their own arena and visualizes the required level or standard of competency presaged for institutional and individual performances of the personnel.

This is axiomatically accepted that the difference between the current and required competencies is the gap in efficiency. This gap is bent upon illuminating the training and capacity needs. TN&CA of the SDs labels the gaps to comprehend the requirement immanent for enhancement of specific skills and capacity to achieve the stipulated goals or targets. Training is an instrument contiguous to augment the efficiency level of the SDs for transformation of human resources into human capital. It snowballs the efficiency of the individual officers and builds up the bedrock of increased efficiency of the SDs. Training is veritable form, which once reckoned with helpful and auxiliary, may require overhauling and updating with the passage of time and demand. TN&CA adduces the demand for specific training to address competency gaps among individual officers set to reach the optimum, and of specific job categories or groups. The SDs need full capabilities and competencies to the highest standards of motion to achieve the given sectoral goals.

The efficacy of the TN&CA rests on finding out (a) the discrete requirement for training programmes to enhance the institutional capacity of the SDs as a whole; (b) the requirement for isomorphic training of the personnel engaged in the SDs; (c) vindication of effectiveness of training and capacity building of both the SDs and the personnel working there. The heuristic approach postulates that effectiveness also embraces the adaptation of the officers of BPC in the changing circumstances of the emergence of new ideas and methodology in development planning.

The General Economics Division (GED) has undertaken an endeavor to conduct a survey on TN&CA of the SDs of the BPC under the project “*Strengthening the Capacity of the Development Planning Superstructure for Achieving the Developed Country Status (SCDPS) (1st Revised)*”. Hence, the present TN&CA exercise is conducted to presage the need for



capacity improvement marshalled to meet the demand of the time and formulate the future need. A kaleidoscopic view of training needs of the SDs reveals that training is a boon to build the confidence among the officers and an effective TN&CA process is essential for enhancing the confidence level by improving the skills and capacity. The capacity enhancement is a burning issue as it is supposed to complement the competence of the SDs and ultimately the economy. The findings of the TN&CA are assembled and systematically structured, organized and arranged at the end of the analysis of the responses on each questionnaire - the institutional, individual and the GED to make recommendations.

2. Background and Justification of Undertaking the TN&CA

Development planning in Bangladesh has become a 'role model' worth emulating. It is a paradigm for promotion of development in other developing countries to build a more equitable society. The propensity of development is growth oriented to reduce the poverty. Its tenets are formed for the progress of the country. The volume of development programmes has increased manifold over the last decade and is poised to go with the strategies laid down in the plan documents. Inclusion of private sector in the development process postulates further in the increase of the volume. In 2010-11 the total number of projects were 916 against the total ADP allocation of Taka 38,500 crore. In 2019-20 the number of projects increased to 1475 and the allocation increased to Tk. 202,721 crore. The increase in the number of projects is 61 % and the increase in allocation stands at 427%. In comparison to this increase in volume of works, manpower was not increased. It has rather decreased.

In 1982 the then military government established a committee popularly known as Enam Committee under Chief Marshal Law Administrator's Secretariat (CMLA Secretariat) for reorganization of manpower and equipment in the Ministries, Divisions, Constitutional bodies, Commissions etc. The Committee approved manpower for the BPC, which was 523 in number inclusive of class I and II officers, and class III & IV employees. The class I officers were 184, class II were 2, class III were 199 and class IV were 138 (**Annexure - I**). At present the sanctioned posts of class I officers are 162. Among them 121 are filled up and 41 are vacant. The total number of sanctioned officers of second class officers and members of staff is 170 and among them 113 posts are filled up; 50 posts are vacant. Among 145 sanctioned posts of fourth class employees 115 posts are filled up and 30 posts remain vacant. In total the sanctioned posts of BPC are 477; among these sanctioned posts 349 are filled up and 128 remain vacant. It is revealed that the sanctioned posts have decreased about 9% (**Annexure - II**). However, the vacant posts should be filled up to enhance the staff strength in SDs of the BPC for capacity enhancement. An effective staff set-up in the sections of SDs is essential to make the SDs functional. The SDs must have qualified staff with adequate knowledge in project cycle and project processing.

The Eighth Five Year Plan (8th FYP) document conjure up the vision of including the private sector in line with its strategies. It also includes issues, *inter alia*, climate change, digital governance, maritime and urban development, cyber security, sustainable governance, etc. The government is agog with addressing the ever growing volume of emerging issues in an efficient manner to achieve its strategic goals of being a middle income country by 2021 and developed

country by 2041, and achieving the SDGs by 2030. The government finds it necessary to transform the human resources engaged in development planning into human capital. It behooves the realignment of the development planning process in the context of recent emerging development issues to lay the foundation to achieve its goals to become a developed country by 2041. This expanded volume of development activities and the integration of recent development issues into development planning evince the need to strengthen the capacity of BPC. The introspection of promotion of effective planning lay hold in the conversion of human resources of BPC into a dynamic and knowledge based pool of human capital corresponding to the changing needs of the planning framework to achieve the development goals of the government.

BPC is the central planning agency of the government and is perceptibly delegated by the Planning Division to function *advisory, executive and coordinative role*. As part of advisory function, BPC advises the government in matters of development goals, priorities, strategy and policy measures. More precisely, it is responsible for translating the ideas, aspirations and political agenda of the government into macro and micro economic policies and set them in long, medium and short-term plans. As part of executive function, BPC is responsible for preparation of its own projects, processing and recommending the development programmes/projects for approval of the ECNEC through PEC and also approval of the development plans by the NEC. The coordinative function of the BPC encompasses the whole range of planning activities in order to ensure consistency of investments with overall and sectoral objectives of the plans. It provides the Government with public investment management policy guidelines stemmed to formulate and adopt the policies befitting the development planning. Its attributes lay in the preparation of short, medium and long term plan documents (preparation of Five Year Plans and Perspective Plans, etc.); processing of the development projects/programmes for approval; determination of the growth rate; assessment of the poverty reduction rate; preparation of the ADP, etc. BPC is not mandated to impart training from the revenue budget and no fund is allocated to her in this regard by the Planning Division. That is why BPC undertakes different training projects and organizes subject-wise or issue-wise training programmes under these projects to enhance the capacity of the officers. Three Divisions, namely, GED, Programming Division, and Agriculture, Water Resources and Rural Institutions Division of BPC have undertaken 11 development projects under which training programmes are organized. The *joie de vivre* or vitality of BPC lies in the qualified and efficient human capital for engagement in the policy planning of development process. The significance of the BPC lies in other aspects, e.g., in addition to regular responsibility GED provides with secretarial support to the Principal Coordinator (SDGs Affairs), Prime Minister's Office (PMO).

Planning Commission is the beacon for formulating development goals and strategies, and programming the development projects, i.e., sorting the development projects in correspondence with the vision of the plan documents. The human resources engaged asunder in the development planning framework i.e. SDs of BPC are appertained to the rapport of ideas and concepts, which are put on the utmost importance. *Prima facie*, capacity strengthening of the BPC is fathomed with the augmentation of individual capacity of the BPC's officials and the institutional capacity of the SDs. Strong knowledge-based capacity is warranted for handing the continually increased volume of development activities. Capacity gaps emanating from



the premiss of capacity requirement conspicuously purport the objectivity of augmentation of capacity strengthening. The dearth of capacity in the SDs creates capacity gaps in the planning framework of six prime areas. These are: (a) policy and sectoral planning; (b) programme planning; (c) project planning; (d) project/programme designing; (e) project implementation; and (f) monitoring and evaluation. The gaps evinced, which are prevalent require to be extricated by embarking on proper training to the concerned officials. It is apodictic to note that the officials of the BPC are engaged in national and sectoral development planning of the above mentioned areas and are identified as the change makers for promotion of government's vision. This axiomatically rationalizes enhancement of the capacity of the human resources engaged in the substratum of the BPC and augmentation of the institutional capacity of the SDs. Hence, it is discerning that capacity improvement is instrumental for transformation of the development planning frameworks into effective development governance to advance the vision of the present government.

The role of BPC does not preclude brewing the market economy rather it invigorates the free market economy, increased expenditure efficiency of the Government, enhanced ability of undertaking projects/programmes and their evaluation. Therefore, *joie de vivre* of strengthened BPC always remains an issue to increase its institutional capacity, which is dependent on the capacity of its human resources engaged. It is perceptible that, by and large, the preparation of short, medium and long term plan documents and formulation of policy from time to time in the changing context rest on the efficacy of the BPC. The capacity building of the BPC is constantly necessitated befitting the context. Capacity building implies capacity assessment of the SDs of the BPC to scrutinize the projects/programmes for recommendation by the Project Evaluation Committee (PEC) and subsequently approval of the Planning Minister and the Executive Committee for National Economic Council (ECNEC). Hence, a highly efficient and effective BPC is required to be ferreted out for formulation of policy planning to facilitate the development process. This justifies the need for capacity improvement of the individual officers of the SDs, which in turn mounts the institutional capacity of the SDs.

Training is instrumental for capacity building and one of the tools for enhancement of the skills of officers and in their face the institutions where they work in. It is, therefore, essential to make an assessment of training needs of the officers of SDs to enhance their performance juxtaposed to accrue the capacity assessment of the SDs. The basic tenets of the present TN&CA of the SDs are to identify individual officers' current level of competency, skill or knowledge in the common and respective areas and compare current competency level with the required competency standard established for their positions within the organization. At the same time, it is often done for succession planning of upgrading the skills of the organizations to achieve high level of performances and bring changes to improve the institutional capacity building of the organizations. TN&CA of the SDs is conducted to improve the individual and institutional capacity by determining the required needs of competencies. GED's endeavor to conduct a survey to identify the capacity gaps and training needs of the SDs is an attempt to transform BPC into a dynamic and efficient institution.

The interpolation of TN&CA in the SDs of BPC debunks the capacity gaps for establishing the linkage of training with the **sector action plans or strategy**, which is yet to be prepared by the SDs to align with the FYP, ADP and MTBF. The strategies of the sectors are broadly written in the plan document of 8th Five Year Plan (8th FYP). These broad strategies are entailed to be translated into action plans. This has to be done by the SDs in consultation with the Ministries/Divisions. This justifies the preparation of sector action plans/strategies. The proposed action plans will encompass more specific broad actions of respective sectors, which will be supplemented by specific project/programme objectives to align with the objectives of the plan documents. This will help align the projects/programmes received from the Ministries/ Divisions and Departments with the strategies/targets of the FYP. This alignment propounds to serve as a guideline in selecting the appropriate projects/programmes with estimated financial involvement for inclusion in the ADP. It is evinced that the preparation of the anticipated sector action plan or strategy is felt inexorably and necessitates meticulous and perspicuous capacity assessment of the personnel of SDs to equip them with proper knowledge and skill for preparation of such a future plan or strategy. TN&CA of the SDs entails opportunity to find out the prospect of capacity building for preparation of much desired impending sector action plan/strategies. Augmentation of capacity of BPC is the reflexes of acquiescence of the objectives of the 8th FYP in general, and across the SDs in particular, which is stated in different chapters of the 8th FYP. The much vaunted and revered plan documents prepared by GED require dissemination among the officials, especially, of BPC to eke out their efficiency. Adequate and proper training has no alternative in this regard.

In this backdrop “*Strengthening the Capacity of Development Planning Superstructure for Achieving the Developed Country Status (1st Phase)*” Project of GED, has commissioned the present assignment to assess the training needs and capacity assessment of targeted planning officials of the SDs of BPC. Hence the scope of works emerges, which is depicted below as project document describes.

3. Scope of Work:

The scope of work is determined by the overall objectives as defined in the project document. It purports to strengthen the development planning frameworks through augmentation of professional capacity building of the BPC’s officials engaged in the SDs. This also aims at enhancement of management capacity of the BPC officials for facilitating the government’s vision to achieve the developed country status by 2041.

The scope lays in the attainment of the following specific objectives:

1. To enhance the professional capacity of the human resources engaged in the SDs of BPC for formulation of effective policy planning. This will strengthen the capacity of the government and contribute to prepare the target oriented long, medium and short-term development plan(s) including sectoral plans and policies;
2. To increase the institutional capacity of the SDs of BPC for programme planning that deals implementation of long-term plans through effective programming of limited resources.



3. To strengthen the capacity of BPC officials through formulation of training plan for effective project planning including designing and appraising the projects in line with the Vision 2041 of the government and to institutionalize the latest appraisal procedure in project appraisal process;
4. To develop a pool of officials for effectively monitor and evaluate the development programmes/projects and to facilitate linkages between the process of governance and monitoring and evaluation mechanisms;
5. To build the capacity of the BPC officials to effectively manage risks and limitations for efficient integration of multi-sectoral issues such as, environment, climate change, urbanization, gender, population, digitalization into national development interventions.
6. To promote knowledge management in the SDs to enhance the skills on development planning and preparation of sector action plan/strategy in order to align and coordinate medium and long term plans with the programmes/projects to achieve the development vision of the government.
7. To enhance the knowledge base of the BPC officials preparing future action plans/strategies and harmonizing those with the national plan documents.

4. TN&CA Methodology Adopted

The modus operandi of conducting TN&CA was primarily to make a clarion call to comprehend the overall goals and priorities of SDs for identification of the organizational needs of training. This evinced the required training options to achieve the goals of the SDs. It postulated contribution of the training opportunities existent in the SDs and helped properly identify to assess the required training of the SDs as a whole. Both secondary and primary data were then collected, analyzed and elucidated for finding the gaps. It involved the assessment of the current state of skills of the officers of SDs and was juxtaposed with the desired level. And from this comparison a gap in the capacity building and training options or needs emerged. This gap analysis synthesizes the requirement of skill development and generates the findings and recommendations on training needs and capacity building prioritizing the areas and spheres of the SDs.

The **secondary** and **primary** data collected were carried out through both qualitative and quantitative approaches. **Secondary data** for the study was collected through desk review of the existing secondary literature in respect of capacity development and documentary survey, which include the review of the Revised Development Project Proforma (RDPP) of the project “*Strengthening the Capacity of Development Planning Superstructure for Achieving the Developed Country Status (1st Phase)*”, Annual Work Plans and Budgets, Progress Reports, Expenditure Reports, Minutes of the Project Steering Committee (PSC) and Project Implementation Committee (PIC), publications of “Knowledge for Development Management (K4DM)” project of ERD - quarterly publications of January-April 2018, January-April 2019, publication of May-December 2019, and the Evaluation Report of the project, and other publications and documentation related to the training on Knowledge Management. As part of methodology, the report on “A Public Investment Management Review and Reform Roadmap for

Bangladesh” published in August 2015, UNDP’s report on Training Needs Assessment (TNA) were also consulted. Secondary data also include consultation with the 7th and 8th Five Year Plan documents and training provisions of different projects of the BPC. The plan documents of 7th and 8th FYPs have illumined broadly set targets and identified challenges in capacity building in almost all sectors. The desk review has provided the first-cut understanding of the wider context of the issue.

Primary data of the study is collected through adopting both qualitative and quantitative techniques. This is a discrete and conscientious attempt taken to focus on the most sought after path of deliverance. One of the key elements of the methodology was the two-way interaction with relevant officers of the SDs so as to receive feedback to interact and attune the course of assignment, particularly in terms of need assessment and resultant of capacity development. This feedback process during the TN&CA became helpful to review the progress and readjust the course of TN&CA process as and when necessary. As a part of this process it was planned to undertake Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) in all the SDs including ECNEC. The interview was aimed to obtain respondent’s view on the importance of training needs and capacity assessment of targeted officials and need for desired capacity building in terms of training.

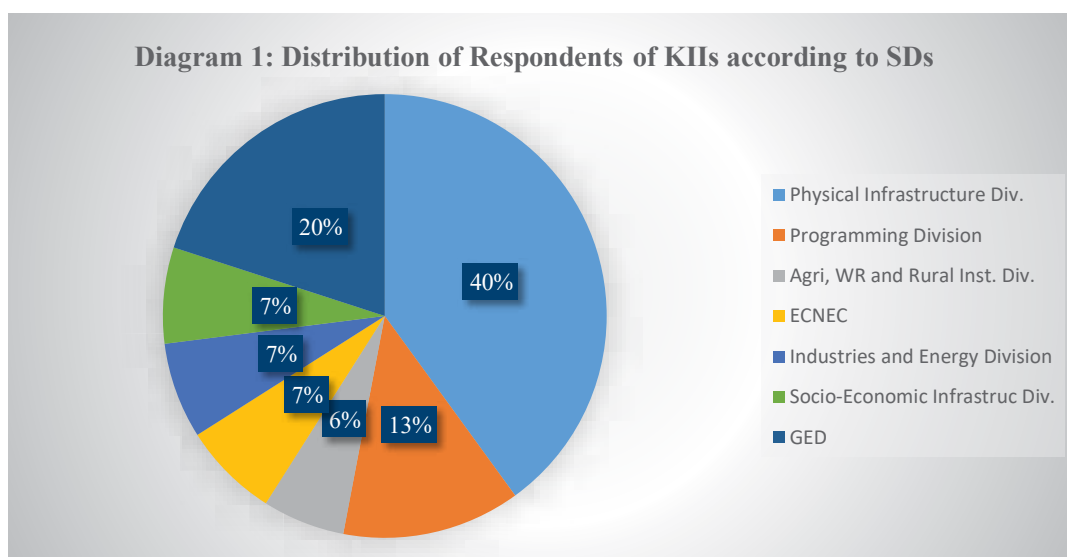
Five (05) **Focus Group Discussions (FGDs)** were made in the SDS The FGDs were participated by the officers from Chief of the Divisions to Assistant Chief. They provided valuable inputs to the preparation of the report. The list of the participants in FGDs is annexed Five (05) **Focus Group Discussions (FGDs)** were made in the SDS The FGDs were participated by the officers from Chief of the Divisions to Assistant Chief. They provided valuable inputs to the preparation of the report. The list of the participants in FGDs is annexed (**Annexure – III**).

Sixteen (16) **Key Informant Interviews (KIIs)** were conducted in three SD – Physical Infrastructure Division; Agriculture, Water Resources and Rural Institutions Divisions; and Socio-Economic Infrastructure Division from Senior Assistant Chief to Chief level. The list of interviewees is enclosed (**Annexure – IV**). Utmost care was taken to comply with the purposeful collection of primary data, such as explaining clearly the purpose of the interviews, ensuring consent and voluntary participation of the interviewees, and maintaining confidentiality of the participant’s details, if so required. The interviews mostly covered the following areas:

- a. Institutional capacity building of the SDs including GED;
- b. Individual capacity building of the officers and personnel working in the SDs;
- c. Existing training programmes organized by the SDs on capacity building;
- d. Training areas and nature of training;
- e. Identification of the capacity gaps of the SDs;
- f. Future requirements of capacity enhancement for the SDs in the form of training;
- g. Linkages between the national strategies and the strategies of the sectors.



The respondents to the KIIs according to the SDs are shown in the following pie chart:



For **quantitative data** collection, three questionnaires were developed for survey in order to assess the relevance, efficiency, effectiveness and sustainability of the capacity building - one for assessment of the institutional capacity enhancement of the SDs (**Annexure – V**), one for capacity assessment of the individual officers working in the SDs (**Annexure – VI**), and the third one is for the skill development of the GED officials (**Annexure – VII**). These questionnaires for TN&CA are developed with the emphasis on a sustainable development pathway to enhance the capacity of the SDs of the BPC. The questionnaires were distributed among all the SDs. All together 100 copies of questionnaires both individual and institutional were distributed to them. The distribution of individual questionnaire is shown in the following table:

Physical Infrastructure Division	Agriculture, Water Resources and Rural Institutions Division	Industry and Energy Division	Socio-Economic Infrastructure Division	Programming Division
22	20	22	18	18

Out of these distributed questionnaires, altogether 52 individual respondents, consisting of officials from Joint Chiefs to Assistant Chiefs/Senior Assistant Chiefs responded to the questionnaire. The sector-wise responses obtained are shown in the following table:

Physical Infrastructure Division	Agriculture, Water Resources and Rural Institutions Division	Industry and Energy Division	Socio-Economic Infrastructure Division	Programming Division
22	11	10	02	07

Six (06) institutional questionnaires were distributed to the SDs, out of which 05 responses were received. They were from GED, Physical Infrastructure Division, Industry and Energy Division, Socio-economic Infrastructure Division, and the Programming Division. There were 11 respondents to GED questionnaire out of 21 distributed among the officers. It was estimated that 30 potential respondents, consisting of officials of the Sector Divisions would at least be required to conduct a survey as decided in the meeting on the questionnaire held on 15 November 2020, presided over by the Chief of GED. Now the responses are 52 on the individual questionnaire and a representative analysis of the responses is possible to make.

5. Present Capacity Building and Training Activities Organized by the SDs of BPC

Transformation of the human resources of the BPC into human capital needs training both short and long-term, higher training, more precisely higher education at home and abroad and more exposure visits to exchange views and ideas to gather experiences for capacity enhancement. The government is keen to address the gaps in capacity building within the planning framework. Higher local and foreign post-graduate degrees (Master's and Ph.D.) and diplomas, and short-term trainings in the field of development planning are pertinent to acquire new ideas and approaches to achieve the faster economic growth. This will facilitate formation of a set of knowledge-based manpower to construe formulation of implementable and pragmatic plan to fulfill the achievement of the strategic plans of the government. Planning documents suggest that Ph.D. and Master's degrees may increase the theoretical basis and empirical experience, which will help formulate conceptually the plan documents. As the project document suggests, the areas of Ph.D. programmes may include investment management, sustainable development, digital governance, maritime and water resources planning, urban and regional planning, land dispute and economic development, agricultural development, climate change, renewable energy, international and development economics, procurement, health economics, transportation economics, traffic management, investment planning and management, public private investment, institution building and institutional development, education management and strategic planning and other relevant core areas of development planning. The Master's degree or Diploma programmes may include the areas of investment management, sustainable development, development studies, risk management studies, transportation and communication development, development economics, information system management, telecommunication, urban and regional planning, environmental science /climate change, project appraisal and project management, and other development related areas/disciplines. GED has undertaken the initiative to provide financial support to the interested candidates to do Master's and Ph. D. degrees at home and abroad on relevant subjects through the project.

Two *macro* Divisions and one *sector* Division are engaged in capacity building activities. The *macro* Divisions are – General Economics Division (GED), Programming Division, and the *sector* Division is Agriculture, Water Resources and Rural Institution Division.

The above three Divisions of BPC organized local training and also foreign training-cum-study visits and participated in workshops, seminars and symposiums in 23 different countries of Europe and Asia since 2017 under different projects. The number of foreign training-cum-



study visits and workshops is 20 and the number of participants is 174. The aforementioned three Divisions organized 129 local training programmes and the number of participants in these training programmes is 3459. These trainings were conducted to enhance the skills of the officials. The duration varies depending upon the topics and levels of participants. Usually the short-term training programmes last from 3-5 working days. One day trainings/workshops/seminars are organized regularly. The other two SDs, i.e., the Physical Infrastructure Division and Industries and Energy Division do not have projects nor facilities to organize training programmes. The number of foreign short-term training-cum-study visits organized by GED was 14 since 2016-17 and by Programming Division was 6 during 2018-19 and 2019-20. The number of participants was 139 and 62 respectively. The distribution of SDs organizing local training programmes and higher educational programmes is depicted below:

General Economics Division (GED) organized 72 local training programmes since 2016-17 under different projects, namely, SCDPS, ENADA, BDP 2100, SCGED-IPDIPP project of UNFPA. The number of participants in the local training programmes is 1478. GED has commissioned one foreign Ph. D. Programme out of the provision of four and two local Ph. D. programmes out of the provision of three stipulated in the *SCDPS* project. There are eight provisions of Master's degree programmes in the project to be implemented overseas, out of which two have been commissioned. List of training programmes organized by GED is annexed (**Annexure – VIII**).

Programming Division has so far organized 48 short-term local training programmes and training-cum-workshops since 2016: 27 under “*Strengthening Public Investment Management Programme System (SPIMPS)*”, 13 under “*National Resilience Programme (NRP)*”, 4 under “*Urban Resilience Project (URP)*”, and 4 under “*Strengthening Digital Budget Management (SDBM)*”. The number of participants in the local training programmes is 1668. Programming Division commissioned two Master's degree programmes abroad under *SDBM* during 2018-2019 and 2019-2020. List of training programmes organized by Programming Division is annexed (**Annexure – IX**).

It is pertinent to mention here that the NRP produced a Training Needs Assessment (TNA) report under the auspices of UNDP in September 2019, which had encompassed the training needs of the disaster risk reduction. The report mentions tenets of TNA and discusses the theoretical aspects of TNA vis-à-vis the issues of disaster resilience training. The report identifies that lack of skill and knowledge hinder effective performance of the officers in DRR. It mentions that training to be provided to officers and staff may meet all standards of quality and effectiveness to address the issues of DRR. A training manual on DRR has been proposed to be prepared in the report. It has proposed to enhance the capacity of some training institutions isomorphic to the national resilience, list of which are included in the report to provide training on DRR. The perspective of the report does not commensurate with the perspective of our study report.

Agriculture, Water Resources and Rural Institutions Division organized 09 local training programmes so far under “*Formulation of Sectoral Plan and Capacity Development (FSP and CD)*” project. The number of participants is 313. List of training programmes organized by Agriculture, Water Resources and Rural Institutions Division is annexed (**Annexure – X**).

Planning Division also organizes short-term training under 60 hours compulsory training programmes for the officers and members of the support staff. They have altogether organized 64 local short-term training programmes and training-cum-workshops during July 2020-June 2021 under revenue budget. The number of participants was 423. They also organized training under revenue budget from time to time for different categories of staff since 2016-17. The list of training programmes organized by the Planning Division during July 2020-June 2021 is enclosed (**Annexure – XI**).

The overseas short courses, trainings and study visits generally last from one to two weeks. The participants of these programmes are included, inter alia, from Assistant Chiefs to Joint Chiefs. In recent years, members of the support staff are also included in the study visits. Week-long study visits are organized for the policy makers and high officials.

Areas of local and foreign short training (two weeks) are identified as mentioned in the DPP of SCDPS are: Planning and development exercise; good governance; policy and programme planning; contemporary global change and global governance; regional and sectoral planning; programming and budgeting; financial and economic analysis; performance management; policy planning for poverty reduction; project appraisal (technical, financial, economic and environmental); result-based monitoring and evaluation; evaluation of impact assessment of policies and projects; project management; financial management; project and programme management; environment and climate change; implementation of SDGs; and any other planning related subjects. These are generic topics and perceivably relevant to the capacity strengthening of the BPC. These topics can be narrowed down to translate into training programmes fulfilling the requirements of the SDs.

This is the base line of the capacity building activities in terms of training in the BPC. It might sound resounding that the SDs organized substantial number of training programmes in different areas for the last 5 years, but it is not sufficient in the changing context of time. New ideas in the form of training like online training, in identification of topics with the inclusion of private sector, NGOs in the development process and the advancement of technologies have aroused the BPC officials for adaptation to novelty. This base line of organizing training programmes by the three SDs makes room for further development in organizing training programmes, which are given at the end of each analysis of institutional, individual and GED data in the form of recommendations. Moreover, a number of common gaps have been identified, which will drive to classify the future capacity building activities of the SDs of BPC. With regard to the contribution of the study to the training, specific purposeful FGDs were organized with the officials of the SDs to formulate sector specific recommendations.

6. International Planning Experiences: India and Nepal

Institutional mechanism in planning in other countries especially in South Asian countries is briefly viewed to juxtapose the planning mechanism in Bangladesh since Bangladesh is a South Asian country. Two examples of planning mechanism of South Asian countries are taken – India and Nepal, which could be consulted for compatibility with the Bangladesh Planning Commission.



India: India has metamorphosed from an under-developed economy to one of the world's largest economies. The Planning Commission of India which existed for 65 years since March, 1950, contributed to this achievement. In March 2015, in the context of new challenges of technological revolution, the Government of India established National Institution for Transforming India, also known as NITI Aayog, reflecting the changed dynamics and replaced the Planning Commission. This is the decentralized way of addressing the planning issues.

It is important to depict the role of the Planning Commission of India. It followed a top-down model. It promoted a planned growth in the economy of India. It has had an evolutionary change decentralizing the strength of the Planning Commission to the states. Its functions evolved from a highly centralized planning system to an indicative planning of building a long term strategic vision of the future. It worked out sectoral targets and provided promotional stimulus to the economy. Like the Bangladesh Planning Commission Indian Planning Commission played an integrative role in the development of a holistic approach to the policy formulation in critical areas of economic development. Unlike Bangladesh Planning Commission it played an important mediatory and facilitating role in resource allocation between the states and the Ministries of the Central Government in the milieu of constraints on available budgetary provisions for the development. It played an important role in disseminating the gains of experience more widely for increasing efficiency in development activities.

However, the government of India thought to accommodate the technological advancement to apply in the planning and development and in March 2015 established National Institution for Transforming India, also known as NITI Aayog, reflecting the changed dynamics and replaced the Planning Commission. It is an evolutionary change to provide the directional and policy inputs to the government of India. Apart from designing strategic and long-term policies and programmes for the Government of India, NITI Aayog also provides relevant technical advice to the Centre, States, and Union Territories., i.e., NITI Aayog acts as the quintessential platform of the Government of India to bring the States to act together in the interest of sustainable development.

NITI is a public think tank of the government of India established with the aim to achieve sustainable development goals with cooperative federalism by fostering the involvement of State Governments of India in the economic policy-making process using a bottom-up approach. Its main functions are to evolve a shared vision of national development priorities, sectors and strategies with the active involvement of States; develop mechanisms to formulate credible plans at the village level and aggregate these progressively at higher levels of government; design strategic and long term policy and programme frameworks and initiatives, and monitor their progress and their efficacy; offer a platform for resolution of inter-sectoral and inter-departmental issues in order to accelerate the implementation of the development agenda; actively monitor and evaluate the implementation of programmes and initiatives including the identification of the needed resources; focus on technology upgradation and capacity building for implementation of programmes and initiatives; undertake other activities as may be necessary in order to further the execution of the national development agenda. It has broadened the scope of work of the planning and development. Its entire gamut of activities is: policy & programme designing, fostering cooperative federalism, monitoring & evaluation of the development programmes and projects, and research on knowledge & innovative ideas on development.

The structure of the NITI Aayog is that it is chaired by the Hon'ble Prime Minister of India; The Governing Council is composed of Chief Ministers of all the States and Union Territories with Legislatures and Lieutenant Governors of Union Territories (except Delhi and Puducherry); Regional Councils are composed of Chief Ministers of States and Lt Governors of Union Territories in the region to address specific issues and contingencies impacting more than one state or a region; Full-time organizational framework is composed of a Vice-Chairperson, four full-time members, two part-time members (from leading universities, research organizations and other relevant institutions in an ex-officio capacity), four ex-officio members of the Union Council of Ministers, a Chief Executive Officer (with the rank of Secretary to the Government of India) who looks after administration, and a secretariat. Experts and specialists in various fields and Special invitees are also included.

BPC has no compatibility with the NITI Aayog. The nature of functions appears to be somewhat similar, but the methodology of work is not same. BPC is not a research organization nor a decentralized one. No structural change has been made in the BPC since its formation in 1972. Internally it was reorganized in 1982 by the Chief Marshal Law Administrator's Secretariat in terms of manpower. After that there has been no substantial imitative to reform BPC, although amalgamation of some sectors from 17 to 15 has been made and some wings have been created in the SDs; but the number of sector divisions remains the same.

There have been several committees/commissions where the issue of reorganization of the BPC was discussed and recommendations were made for its strengthening. In 2000 the Public Administration Reform Commission (PARC) recommended to restructure the BPC and strengthen the Planning Wings of the Ministries/Divisions. It observed that the BPC remains busy with approving projects; do not engage in formulating policies. It, therefore, proposed to create an alternative institutional set up "National Planning Organization" (NPO) under the Ministry of Finance and Economic Affairs to formulate the policies and plans and also approve the big projects.¹ This recommendation was not implemented. In June 2010 a committee was formed headed by the then Planning Minister to strengthen the BPC. The committee again formed two subcommittees, one of which, the subcommittee no. 2, dealt with the strengthening of the BPC. This subcommittee produced a report with a proposal to reorganize the BPC in light of the 1972 BPC with the objective of strengthening it. This was the latest report produced on reorganization and strengthening of the BPC. This report strongly recommended for structural change in the context of the expansion of market economy, increased expenditure efficiency of the government, enhanced ability of undertaking projects and their evaluation. The subcommittee recommended (six) Divisions of the proposed restructured BPC, which were renamed as below:

- a. Macro Economics Division
- b. Programming and NEC Coordination Division
- c. Agriculture, Water Resources and Rural Institution Division
- d. Socio-Economic Infrastructure Division
- e. Physical Infrastructure Division
- f. Industry and Power Division

¹ Public Administration for 21st Century, Report of the Public Administration Reform Commission (PARC), Volume 3, June 2000, p. 170.



Each Division was proposed to be headed by a Member who will be appointed at the rank and status of a State Minister in the perspective of the BPC of 1972. The appointment in the post of Members would be open. Contractual appointment of the Members of the BPC would be ensured on the basis of specific criteria of educational qualification, ability, experience, contribution to the nation etc. The age of the Members should be 62 years or more. The report recommended that the status of the Division Chiefs should be enhanced to the post of the Secretaries. The report further recommended that the post of the Planning Minister should be filled by a technocrat. Although the report appeared stereotyped as it did not propose any diametrical change in strengthening the BPC, it was not implemented. At present the report has become redundant with the merge of Bangladesh Civil Service (BCS) (Economic) cadre and BCS (Administration) cadre. A new perspective has come up in the horizon to strengthen the BPC.

Although the BPC performs its functions as usual – processing of projects/programmes, allocating resources, preparing plan documents, and implementing projects, it requires further strengthening through the deployment of sanctioned manpower and reorganizing the sections with adequate manpower and equipment. The BPC may be reorganized creating 15 SDs and morphing the human resources into human capital through training to cope with the changing circumstances and arranging logistics to the officials.

Nepal: The National Planning Commission (NPC) of Nepal is the specialized and apex advisory body of the Government of Nepal for formulating a national vision, development policy, periodic plans and sectoral policies for overall development of the nation. The NPC assesses resource needs, identifies sources of funding, and allocates budget for socio-economic development. It serves as a central agency for monitoring and evaluating development policy, plans and programs. The NPC also serves as an intellectual hub for the exchange of new development ideas and proposals from scholars, private sector, civil society, and development partners.

The Planning Commission was first created in Nepal in 1956. Then it had undergone several changes in the structure. It was renamed as the National Planning Council in 1961. In 1963, the Council was dissolved and a new planning body, with an identical name, was constituted under the chairmanship of the Council of Ministers. All the Ministers became ex-officio members of the Council; and the Ministry of Economic Affairs was renamed as the Ministry of Economic Planning. All these changes were made to adjust the changing demands of the time. In 1968, all tasks related to development budget and foreign aid hitherto carried out by the Ministry of Economic Planning were assigned to the Ministry of Finance for better coordination of the resources and development. The National Planning Council then morphed into the National Planning Commission (NPC) under the Chairmanship of the Hon'ble Prime Minister of Nepal. In 1972 a study was conducted on the functions and responsibilities of the central planning agency, which resulted in the reconstitution of the NPC.

After the restoration of multiparty democracy in 1990, the newly elected government reconstituted the NPC again with the Prime Minister as Chair, a full-time Vice-Chairman, five Members, and a Member-Secretary. The Chief-Secretary and the Finance Secretary are ex-

officio members of the Commission. The national statistical organization of Nepal, the Central Bureau of Statistics (CBS), functions as a specialized entity of the NPC, headed by a Director-General.

The Commission consists of four functional divisions each headed by a Joint-Secretary: i) Economic Management; ii) Infrastructure and Production; iii) Research and Evaluation; and iv) Good Governance and Social Development.

The functions of NPC are mainly twofold:

(a) functions of formulation of development policy/programming – these mainly encompass (i) formulation of basic development policies and preparation of periodic development plans accordingly; (ii) exploration of internal and external resources; (iii) formulation of annual programmes; (iv) institutional development of monitoring & evaluation system of the implementation of the programmes and projects according to plan;

(b) functions relating to financial matters – (i) formulation of a policy framework for approval of the district level projects; (ii) approval of central level projects, (iii) setting policy targets on development programmes for the coming year.

In addition, NPC advises on formulation of economic policies and programmes, and works as key coordinator in the management of economic. Also, it performs the role of an active and positive facilitator in the implementation of economic developmental policies and programmes, and policy reforms. The NPC is the central level institution for monitoring and evaluation of economic development of the country. It is a platform for exchange, dissemination, discussion and consultation in respect to economic affairs and development of the country. It serves as a platform for involvement of the private sector in the development agenda and coordination of policy implementation on private sector.

Nepal has not gone for much changes like in India to strengthen the NPC. They organize workshops and seminars from time to time to identify the problematic issues and thematic challenges. The recommendations are generally considered to enhance the efficacy of the Commission. The officers are recruited by public service commission and posted to the NPC after an orientation training. Then they are given in-service training depending upon the recommendations being emerged in the workshops and seminars. They are specialists, not members of cadre service.

The BPC has somewhat similarity with the structure of NPC of Nepal. The Prime Minister is the Chairperson of the BPC. The Planning Minister is the Vice-Chairperson of the Commission. Like NPC, it has six Members including the Member-Secretary. Each of these Members heads a SD. The Secretary of the Planning Division is the Member-Secretary of the Commission who also heads a macro Division – Programming Division and simultaneously performs all secretarial and executive functions of the BPC. Every Division of the BPC has its own circumference of functions. NPC has no structure like NEC and ECNEC; their similar structure is inbuilt within the framework of the Commission.



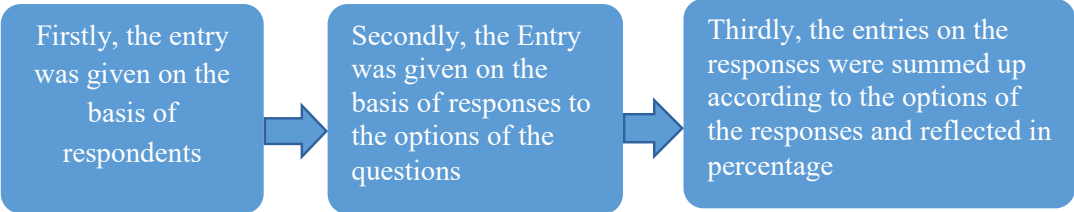
As mentioned above, BPC has not undergone many structural changes since its inception in 1972 except some reorganization in rationalizing the manpower in 1982 by the Chief Martial Law Administrator’s Secretariat. BPC is the central advisory body of the government in planning and development. Although its performance is treated satisfactory, it needs further improvement in capacity enhancement in the context of enhanced volume of workload, emergence of new ideas and inclusion of new elements in development. The creation of 15 sector divisions as mentioned above may bear the workload, which is gradually increasing. Its functions appear wider than the Nepalese NPC. NPC prepares 4-year Plan; but BPC prepares FYP and also visionary plans - “Vision 2041”, “BDP 2100”. It also gives secretarial support to the Principal Coordinator (SDGs Affairs), PMO.

One of the main functions of BPC is the processing of the development projects/ programmes for approval either by the Planning Minister or by the ECNEC depending on the ceiling of the project cost. It prepares the Annual Development Programme (ADP) where the approved and forthcoming projects are included. However, exchange of ideas, experiences and knowledge between the NPC and BPC may be beneficial to both the organizations and may help enhance the capacity of BPC.

7. Data Analysis of the Responses – Institutional Capacity Building, Capacity Building of the Individual Officers and Capacity Building in the GED

Both qualitative and quantitative data obtained from the respondents were processed for analysis. The data obtained through KIIs and FGDs is noted, analyzed and cross checked/ matched with the data/information obtained from the documentary and questionnaire survey. All three sets of questionnaires were processed for analysis according to five clusters arranged in the questionnaires, namely, Skill Development, Knowledge Management, Information Communication Technology (ICT), Logistics, and Challenges. For institutional, there are 44 questions; for assessment of individual officers there are 36 questions; and for GED there are 40 questions. It may be necessary to explain briefly the terminologies “responses” and “respondents” since these are interchangeably used in the analysis. Responses are the answers of respondents, who are individuals to respond to the questionnaire.

The modus operandi of processing the entries of data are three fold:



On completion of these entries, the process of translating the responses into words and formulating the findings was accomplished. The recommendations are made on the basis of the analysis and the findings. The findings are in-built within the framework of each analysis. The

analysis is established according to the sequence of macro to micro arrangement – institutional and individual. GED as macro Division is analyzed separately at the end of this chapter. The analysis is evinced below:

7. a. Analysis of the Responses to the Institutional Questionnaire

The total responses to the institutional questionnaire are 5 in number. Data analysis of the responses is presented according to the clusters:

Skill development:

Among 5 responses on institutional performances, 3 (60%) responded that their performances were fairly sufficient to perform the jobs. Only one response (20%) was in favour of highly sufficient and one (20%) responded very sufficient. The review of performances was responded by 3 respondents and each of the 3 respondents (more than 33%) mentioned that it was done monthly, half-yearly, and yearly. 40% of the 5 respondents mentioned that the review works were done very efficiently, the other similar percentage (40%) opined that the review was fairly efficient and the rest 20% said that the review work was highly efficient. With regard to the criteria/yardstick of measuring the performances, 50% of the 4 responses cited that the criteria should be performance standard, and the rest 50% identified criteria as APA. Among 9 responses on proposition to enhance the performances, more than 55% agreed to enhance the performance by knowledge management while more than 44% said that skill development by training was required to enhance performance. 60% of the 5 respondents indicated that there was provision for incentives for better performance and 40% said that there were no incentives. With regard to the form of incentives 40% among 5 respondents indicated that there should be provision in monetary form, another 40% said in the form of award and 20% indicated in the form of study visit.

Abstract: It is revealed that there is room for making the performances of SDs highly efficient. The performance standard is needed to be formulated to measure the performances of the officers accumulating the performances of the SDs. For better performance, incentives in the form of study visits should be introduced alongside the awards/certificates to the officers.

The interpersonal relationship in the team-work of the sectors appeared excellent as 60% of the 5 respondents responded positive in favor of it and the rest 40% said very good. As regards the work environment in the SDs among 6 responses 50% responded friendly, more than 33% said supportive, and the rest (more than 16%) said collaborative. The trend to make the strategic and operational planning in the SDs was positive to accelerate the work flow of the SDs as 100% of the 5 respondents opined in favour of it.

Abstract: It is learnt from the above that the team-work in the SDs was congenial, which helped stimulate the work flow. The trend for accelerating the work flow is positive, which is required to be upheld.

The capacity building plan was not well framed as 60% of the 5 respondents maintained this opinion, 20% said that they had a plan, and the rest 20% said that it was under process. As regards subject matters most of the responses (more than 57%) among 7 respondents focused on



inclusion of training or up-scaling of skills in the capacity building plan as subject-matter, more than 28% said deployment of manpower and more than 14% opined for equipment handling. As regards categorization of the plan among 8 responses 37.5% opined for participation of mid-level officials, 37.5% for bottom level and 25% for the high level officials. On organizing training courses among 5 respondents 40% said they organized fairly often, 20% responded that they organized regularly, 20% stated that only when requested and the rest 20% commented that they did not organize any training programme. In connection with the regular training programmes, 100% responses showed that parts of a training module instead of a whole training programme were generally organized according to the needs. As regards resource persons, more than 66% of the 3 respondents expressed that they got resource persons from within the service in the training programmes and more than 33% said that they got from outsourcing. With regard to the participation of training of the officers, it was revealed that among 10 responses 50% commented in favour of male and the rest 50% in favour of female; this indicates that the male and female participation is equal in training programmes. 2 responses among 5 respondents were received on the ToT. Both responses (100%) said that there was no training plan or ToT in the SDs.

Abstract: It is exposed that the SDs need to formulate well framed and comprehensive training plans, where up-scaling of the skills in the training programmes should be included. Regular training programmes with full courses should be organized. Both methodologies of outsourcing and from within the services should be adopted in respect of resource persons.

As regards training areas, there were 10 responses obtained and among them 40% mentioned that the capacity of organizational issues, e.g., institutional memories of the sectors should be addressed to enhance the performances of SDs, 30% advocated for human resources development and 30% for logistics. There were 12 responses on standardized project-related training. 25% among them recommended for appraisal, more than 16% each for formulation, approval, implementation, monitoring, and more than 8% for evaluation. This refers to the focus on training on appraisal of development projects/programmes. With regard to the training on standardized priority areas for capacity building over the next three years 16 responses were obtained. Among them 25% showed segregation of sectors while organizing training programmes, 18.75% opined for project scrutiny, preparation of working paper for the PEC and ECNEC; similar percentage (18.75%) maintained for linkage between sectoral plan and strategy with the national plan and global agenda, e.g., FYP, SDGs, Vision 2041 and BDP 2100; 12.5% advocated for deployment of adequate manpower to the sectors; 12.5% for digitization of the planning process; more than 6% each stated for use of latest technology including software, and ensure creative accountable, transparent manpower. This justifies sectoral priority and proper scrutiny while preparing working paper for PEC and ECNEC, which should be included in the training. More than 60% of the 5 respondents said that they had adequate competencies in the scrutiny of the DPPs/TAPPs and the rest 40% said that they did not have adequate competencies. This braces the justification that the officers of the SDs need further enhancement in capacity development in project scrutiny.

Abstract: The training areas as identified by the survey are institutional memories of the SDs; appraisal, scrutiny of the DPPS/TAPPs; segregation of sectors, and linkage between sectoral activities and plan documents, i.e., FYP, SDGs and perspective plans are also identified as training areas. Deployment of adequate manpower has been identified as essential element of capacity building.

There were 14 responses on the training areas of different levels of the officers. More than 35% showed that training was needed in policy formulation and similar percentage (35%) said in strategic planning at the level of senior management, more than 14% each opined for operation, management, supervision; and more than 7% for negotiation. This indicated that the senior management needed training in formulation of policy and strategic planning. At the mid-level, more than 35% among 14 respondents focused on drafting the planning documents, more than 28% on policy review, more than 14% on supervision, and the similar percentage (more than 14%) on monitoring and evaluation. For junior officers meaning Assistant Secretary and Senior Assistant Secretary, among 15 responses more than 33% opined for training on drafting plan documents, more than 26% opted for reviewing literature with update information, 20% responded for implementation of project activities (rules, regulations, etc.), more than 13% said monitoring and evaluation, more than 6% advocated for organizing community. This result shows that the junior officers need more training on how to draft the plan documents. The members of the support staff are the auxiliary force to the management. The survey showed that among 10 responses 50% needed training on office management procedure, 30% on equipment handling and 20% on logistics.

Abstract: Senior management should undertake training on policy and strategic planning. Drafting documents and policy review should be the areas of training for the mid-level officers; junior officers need more training on how to review literature and draft the plan documents. The members of the support staff need training on office management procedure and equipment handling.

There were 15 responses on types of training the officials needed. More than 26% of the responses said that the senior management needed participation in seminars, and the similar percentage (more than 26%) said in policy dialogue; 20% opined for study visit; and more than 13% opined for workshop and 13% for short courses. For the mid-level officers, out of 10 responses 30% opined in favour of short courses and the same percentage (30%) spoke out for special courses, 20% in favour of long courses, and 20% for study visits. With regard to the junior officers more than 25% among 10 responses opted for long course and 25% for short course, and more than 16% for special course, 16% for diploma, and 16% for study visits. It shows that the junior officers have more inclination to the long course for enhancement of the skills and knowledge. For the support staff short courses were advocated rather than any other training. More than 57% of the responses among 7 opted for it and more than 42% for the specialized course. The skills require for enhancement of performances to achieve the sectoral goals were multifarious. Among 33 responses more than 12% each recommended for training on analytical issues, project sustainability, and 12% establishing linkages with the sectoral needs, more than 9% each for methodology of reviewing, stakeholder analysis, financial viability, training on decision making, and planning and programming, and more than 6% each for the drafting and reporting, procurement.



Abstract: The form of training for the senior management as revealed is workshops/seminars, study visits, and policy dialogue; for mid-level officers short courses (01-03 months) and special courses; and for junior level officers long courses (01-05 years). The members of the support staff should be provided training in the form of short and specialized courses.

Knowledge management:

With regard to the knowledge management of the SDs, it was learnt that the sectoral gaps were in knowledge management, i.e., the gap in the process of sharing information and knowledge to compare the current performance with the desired or expected performance among the sectors in the SDs; These gaps exist in policy formulation, planning, programming and establishing sectoral linkages with the strategies of the plan documents. This is in line with the DPP of SCDPS. Among 11 responses, more than 36% mentioned that there were gaps in sectoral linkages; more than 27% opined that the gap was in policy formulation; and more than 18% in planning and more than 18% in programming. The responses on feedback mechanism work for knowledge management were very good. 80% among 5 responses opined in favour of it; and only 20% opined good. Although the feedback mechanism is very good, it is found that 60% of the 5 respondents said that they produced reports after completion of local training and 40% said that they didn't produce report, which did not benefit the feedback mechanism. Among 4 respondents on production of reports, 75% said that they produced reports on foreign training, and 25% informed that they produced on local training. In the last two years they produced 3 reports only on foreign training as identified in the survey. 60% of the 5 respondents opined that the learning from the foreign visits/tours/trainings was applied by disseminating the ideas through presentation, 20% through monitoring or follow-up of the application and 20% responded none. There were 6 responses on the issue of follow up actions on knowledge management of international experience on training. Among them 50% recommended that the follow up is done on the contents of the subject matter, more than 33% on materials of the training, and more than 16% opined on equipment.

Abstract: There are sectoral gaps in the KM of policy formulation, planning, programming and establishing sectoral linkages with the strategies of the plan documents; the feedback mechanism for KM should be improved, and must commensurate with the reporting system; report should be produced on all training programmes, and the learning from the foreign training must be disseminated and applied. Follow up of international training should be done on knowledge management on contents of the subject matter.

On outputs of the training beneficial to the performance of the SDs 40% of the 10 responses opined that the outputs were efficient handling the regular issues; 30% opined on updating of policy issues; 20% on proper scrutiny of the project documents; and 10% on improved skill. There were 12 responses on outcomes of the training, which showed that more than 33% opined for capability enhancement on scrutiny of project documents for the PEC; more than 16% expressed skill development on knowledge management, 16% on improvement of skills for drafting documents, 16% on reviewing reports, and 16% on improvement of skill for appraising the projects. Over the next 3 years the requirement of the capacity building activities/training as opined by the 50% of the 10 respondents was linkage between sectoral

plan and strategy with the national plans, e.g., FYP, Vision 2041, BDP 2100, and global agenda e.g. SDGs; 30% opted for project scrutiny, preparation of working paper for the PEC and ECNEC; and 20% advocated for digitization of the planning process. The study revealed that the outcomes on skill development in KM emerged with efficient handling of the regular issues.

Abstract: The outcomes are enhanced skills on knowledge management, review of reports, appraisal and enhanced capability for the scrutiny of the project documents to efficiently deal activities of the SDs and the outputs are efficient handling of the regular issues.

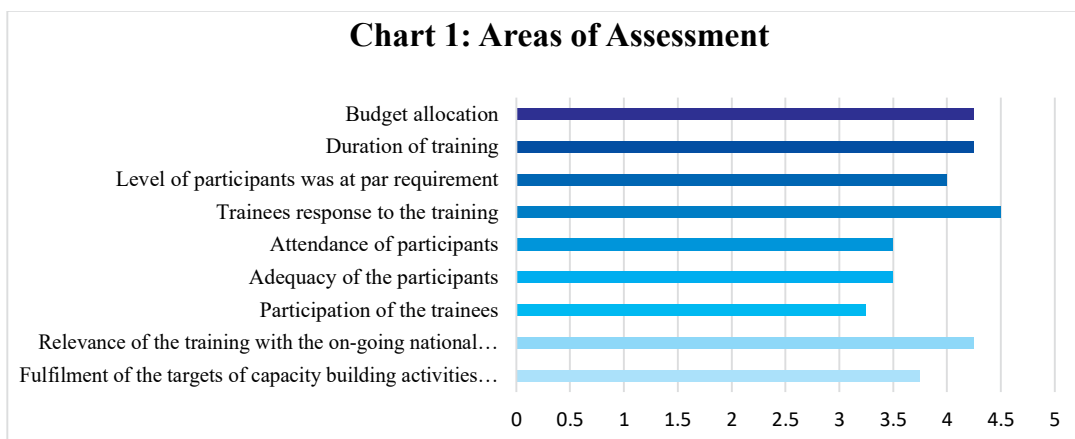
In respect of training plan, 4 responses were received and out of them 75% said that they did not have any training plan, 25% said that they had the training plan. But 100% of 4 responses received on trainers' pool informed that they did not have any specific trainers' pool/expert training facilitators who can lead capacity building training on KM. The organizational leadership to manage relations with the key stakeholders to organize training on capacity building and knowledge management was assessed by all the 5 SDs, out of which 20% assessed excellent, 40% very good, 20% fairly good, and 20% unsatisfactory. The responses on the level of organization's human resources capacity to design, conduct and manage training showed that out of all 5 responses, 40% are very good, 20% good, 20% fairly good, and 20% unsatisfactory. 100% of the 5 responses were positive to make the linkage of the DPP/TAPP with the targets of the FYP, Perspective Plan, and SDGs while conducting training. The responses on linking the targets between the actions of the sectors and the FYP, SDGs, 2nd perspective plan while scrutinizing the DPPs/TAPPs showed that 30% out of 10 responses opined for identifying strategic sectoral priorities/goals of the plan documents, 30% opined for enlisting the sectoral targets according to the plan documents; 30% maintained for preparing sector action plans for SDs; 10% opined for setting specific criteria for establishing linkages.

Abstract: Every SD should have a training plan and a specific trainers' pool on knowledge management; it needs to establish linkages of the projects with national plan documents and fix the sectoral priorities

The areas of assessment of capacity building activities/training programmes by the SDs are shown in the following chart:

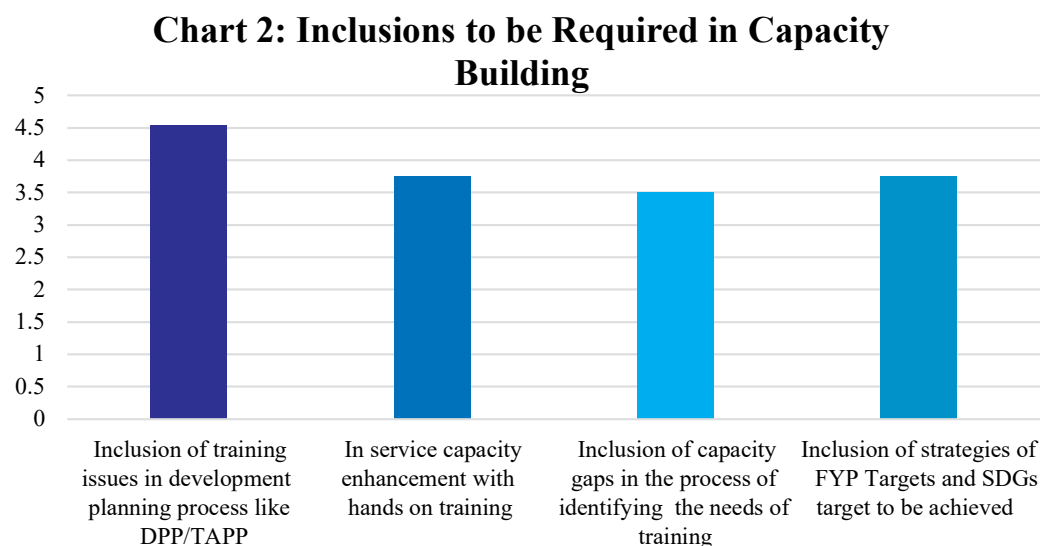
The assessment score is: 5 – Highly sufficient/efficient; 4 – Very sufficient/efficient; 3 – Fairly sufficient/efficient; 2 – Not sufficient/efficient; and 1 – Needs review/ upgrading/improvement.





It is seen from the above chart that trainees’ response to the training was the highest assessment areas (4.5 score). Participation of the trainees was assessed lowest (3.5 score). This requires harmonization.

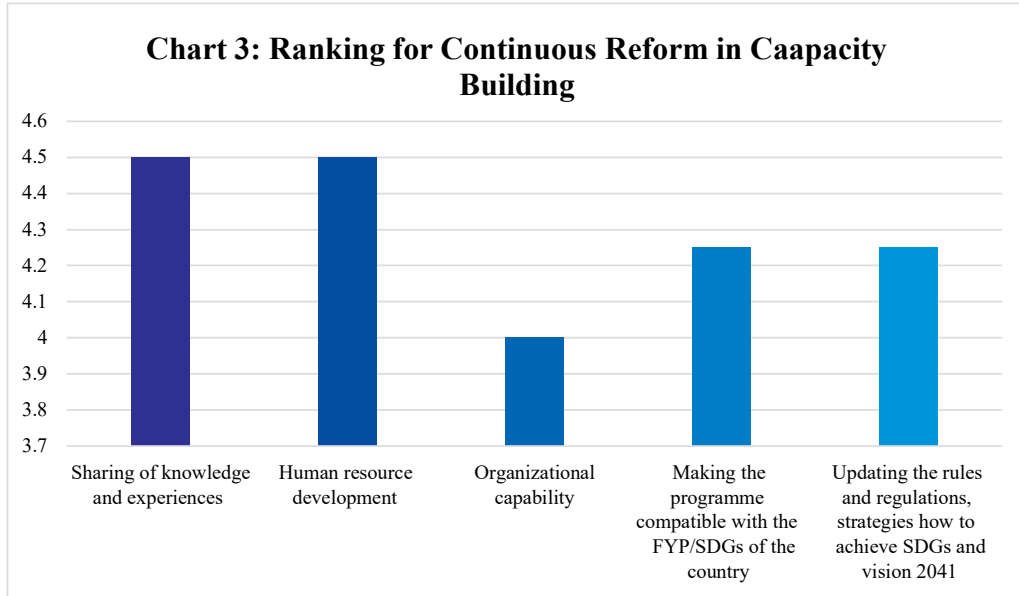
The important changes/inclusions required in relation to capacity building and KM are also shown in the following chart:



The chart shows that inclusion of training issues in development planning process like DPP/TAPP was assessed highest (4.5 score) to bring changes in the training programmes and inclusion of capacity gaps in the process of identifying the needs of training scored the lowest (3.5) to make changes in capacity building and KM. It is to be mentioned that capacity gaps are important to predict the future training activities. TN&CA attempts to identify the capacity gaps. The other two requirements, i.e., in service capacity enhancement with hands on training, and inclusion of strategies of FYP targets and SDGs targets are also important to synchronize the capacity development and KM.

Issues that would provide with priority ranking about the need for continuous reform are shown in the following chart:

The assessment score is: 5 – Highly sufficient/efficient; 4 – Very sufficient/efficient; 3 – Fairly sufficient/efficient; 2 – Not sufficient/efficient; and 1 – Needs review/ upgrading/ improvement.



It appears from the above chart that sharing of knowledge and experiences and human resource development scored the highest (4.5 each) in ranking and organizational capability scored the lowest (4) in ranking for continuous reform in organizing training programmes. Ranking of other issues, i.e., making the programme compatible with the FYP/SDGs of the country; and updating the rules and regulations, strategies how to achieve SDGs are the areas to be considered too.

Abstract: The areas of capacity building assessment mentioned in the chart should be considered for inclusion in the training programmes to continuously make changes to enhance the institutional capacity.

Among the 5 respondents on familiarity of the training programmes in the BPC, 60% responded that they were familiar with the training courses, workshops and other training activities that were currently available in SDs relating to FYP, KM, SDGs, Vision 2041, LDC graduation capacity building activities and 40% responded that they were partially familiar. On the issues of training methods other than the classroom lectures to make the training more efficient and effective, more than 28% among 14 responses identified thematic groups for each module for exercise and presentation at the end of the week, more than 14% identified real life DPP analysis; more than 14% stated to follow SMART methodology in the case study; more than 14% opined for rewards for best performance, more than 14% opined for the need assessment; more than 7% identified ongoing project visit, and similar percentage opted for group presentation.



Abstract: It is required to make plan documents more familiar. To make the training more efficient and effective, thematic group discussion for each module and presentation at the end of the week; real life DPP analysis, i.e., study already formulated/approved DPP; follow SMART methodology in the case study; and introduce rewards for best performance.

Information Communication Technology (ICT):

All 5 SDs responded to the use of ICT. Among them 60% responded that the use was very efficient and the rest 40% responded it was fairly efficient. Regarding the plan for wider use of ICT, 50% among 6 responses mentioned about online performance, more than 33% mentioned for necessary software, and more than 16% for laptop to each and every officer.

Abstract: Wider use of ICT in online performance should be ensured in the SDs.

Logistics:

Among the 5 respondents 60% said that their logistics, i.e., transportation, equipment, supplies, etc. were fairly sufficient to support the organizational activities, 20% responded very sufficient and the rest 20% responded not sufficient. As to the use of transport 80% responded that they used own transport and only 20% responded that they used official transport. 100% of the respondents among 5 opined that they maintained the regular inventory of equipment and supplies.

Abstract: Continuity of the logistics should be ensured to support the organizational activities timely.

Challenges in capacity building of SDs:

Among the 8 responses on the challenges of organizing the training, 37.5% mentioned that finding out the resource persons were the main challenge; 25% responded on organizing the training programmes, 25% on fulfilment of the targets were the challenges, and 12.5% mentioned about the finding out the participants were the challenges. The responses on the confrontation of the challenges of SDs while organizing the training programmes were identified inadequate response from the clients (more than 42%), appropriate resource person (more than 28%), shortage of manpower, and shortage of logistics (more than 14% each).

Abstract: The challenges of resource persons, organizing training programmes, finding out the participants, response from the clients, shortage of manpower and logistics should be resolved.

Recommendations:

Institutional: Several recommendations are made on the basis of the above analysis of the responses on the institutional questionnaire, which are enumerated below:

Skill Development

1. An awareness is required to be created among the officers deployed in the SDs about the research oriented project scrutinizing skill development to enhance the performances of SDs.

2. Incentives is needed to be introduced in the SDs for better performance preferably in the form of study visits.
3. Every SD needs to have a comprehensive and well framed training/capacity building plan for organizing regular training programmes so that no vacuum of training is created and the new officers deployed can be trained right after deployment.
4. Training on project appraisal, sectoral priority, and plan documents, e.g., the FYP, SDGs and perspective plan, is necessary to organize regularly for the SDs to remove the dearth of understanding on plan documents.
5. Training on policy formulation/dialogue, and strategic planning should be organized in the form of workshop/seminars for the senior management; drafting of the plan documents, and reviewing of literature with updated information for the mid and junior level officers; and office management procedure and equipment handling for the support staff.
6. Short (01-03 months) and long courses (up to 5 years) are proposed to be organized for the mid and junior level officers with emphasis on analytical issues and establishing linkages with the sectoral needs; and short and specialized courses for the support staff.
7. Inter-sectoral coordination is felt to be established headed by the Member, GED, to harmonize the capacity building activities in terms of training where the training plan could be discussed.

Knowledge Management

8. Reports on completion of training programmes - local or foreign - should be produced.
9. Dissemination of ideas and knowledge gathered from foreign training should be made available through presentation of contents of the subject matter and application of methodology.
10. While scrutinizing the DPPs/TAPPs, establishment of linkages of sector strategy/plan with the FYP, SDGs and perspective plans should be focused. A computerized repository of documents is felt necessary for knowledge management.

ICT

11. ICT should be used widely for online performance by the SDs with necessary software.

Manpower and Logistics

12. Sanctioned manpower should be deployed at the management level. At the bottom there is a dearth of support staff. It is required to be filled up. With regard to the logistics, vehicle and equipment are needed to support the organizational activities timely and efficiently.



7. b. Analysis of the Responses to the Individual Questionnaire:

The total number of responses to the individual questionnaire is 52. Data analysis of the responses reveals the following:

Skill development:

Most of the individual respondents expressed that their job descriptions were very sufficient to supplement their Division's goal. Among 52 respondents 26 responded in favour of it, which was 50%; more than 28% were for fairly sufficient, 11.53% said that their job description was highly sufficient, more than 5% commented that the job description needs review, and a negligible number said not sufficient (3.8%). Most of 51 respondents (78%) expressed that their performances were reviewed yearly, 5.88% respondents maintained monthly and quarterly each and about 4% mentioned that they were reviewed half-yearly; again, 5.88% mentioned that they were never reviewed. 43 responses (48.86%) among 88 said that the review was moderately efficient, 36% said that the review was fairly efficient and 12.5% opined that they were reviewed very efficiently. Only 2% commented that they were not reviewed. There were 51 responses on the performance standard. Among them 28 (about 55%) said that they had performance standard, 22 (43%) said they had no performance standard; only about 2% said that they did not know about it. 36 respondents gave 52 answers to the question of how the performance standard was measured. 88.8% responses expressed that the standard was measured through judgment of the superior and about 8% said through agreement in writing. There were 51 respondents with regard to the provision of incentives for better performance. Among them 29 (54.90%) said yes and 23 (43%) said no to the provision. There were 34 responses on the form of incentives for better performance. Among them 38% said the incentives were in the form of study visit, 32% in the monetary form, and more than 17% in the form of awards or certificates, and 11% said that the form should be salary increment.

Abstract: It appears that the job descriptions of the individual officers are very sufficient. Their performances are reviewed yearly with moderate efficiency. The yardstick for review is performance standard although no performance standard has been prepared by the SDs for the individual officers. The incentives are given for better performance in the form of study visits or monetary form alongside the awards/certificates.

In connection with the interpersonal relationship in the team-work, among 73 responses more than 49% responded for excellent, more than 34% for very good, 10.96% for good and 5.47% for moderately good. More than 56% of the 51 responses expressed that they participated in the training programmes fairly often, 23.52% said that they participated only then, when they were requested for, only 9.8% responded that they participated regularly and the rest 9.8% never participated. Only 16 responses were received on the participation in the full course or part of any training programme. 62.5% of them responded that they participated in the part of a training module, 25% said that participation was negligible; and only 12.5% responded that they participated in the full course. Most of the respondents were not satisfied with their own level of capacity building activities. Among 52 responses, 63.45% said that they were not satisfied; and 36.53% said that they were satisfied. About 40% of the 63 responses proposed for inclusion of new subject-oriented issues in the training, more than 33% proposed for workshop/consultation, and about 27% for regular participation in the training programmes.

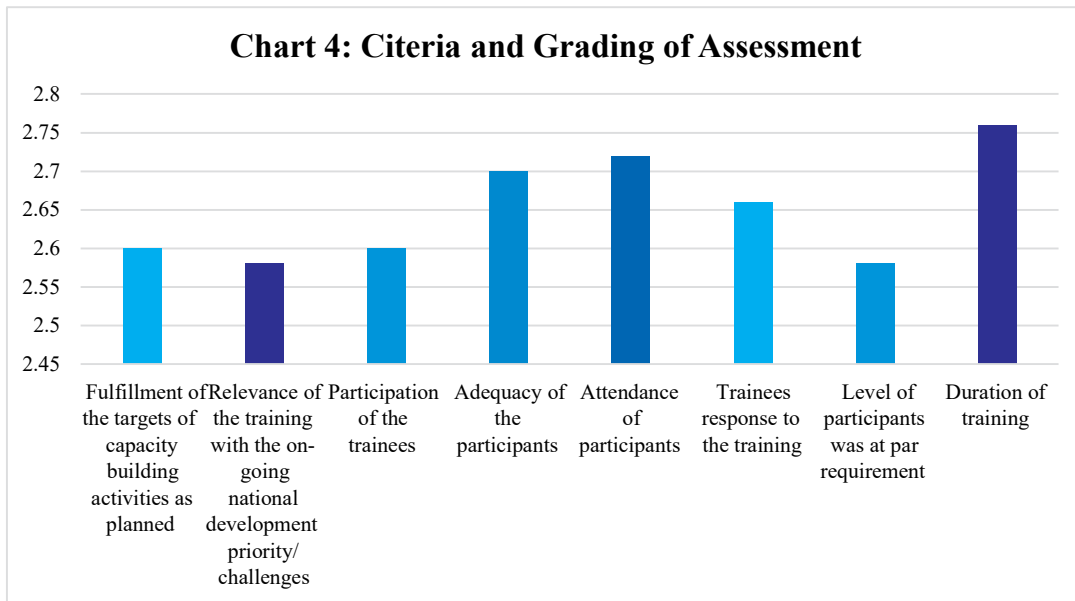
Abstract: The team work, environment of work in the SDs facilitates very good work flow. The officers need to participate regularly in full course. New subject oriented issues should be included in the training programmes according to the needs of the SDs for skill development.

The majority of the 52 responses (more than 61%) opined that the training that was offered to them was relevant to efficiently perform their responsibilities and 38.46% said that the training was partially relevant. The male officers were more participatory in the training programmes. Among the 53 responses on this issue of participation of officers in the training, about 72% responded in favour of participation of male officers and 28% responded in favour of participation of the female officers in the training programmes.

Abstract: It is found that the training offered to the participants should be made more relevant. More female officers should be encouraged to participate in the training programmes alongside the male officers.

The criteria and grading of assessment of the capacity building/ training areas of the individual officers participated are given below:

The assessment score is: 5 – Highly sufficient/efficient; 4 – Very sufficient/efficient; 3 – Fairly sufficient/efficient; 2 – Not sufficient/efficient; and 1 – Needs review/ upgrading/ improvement.



This is observed from the above chart that the duration of training is the highest criteria and grading of assessment of the capacity building (more than 2.75 score); and relevance of the training with the objectives; and level of participants at par requirement scores the lowest (near 2.6). Other criteria are also useful to be followed while assessing the capacity of the SDs.



The responses on standardized project-related areas the sectors picked up for capacity building training during the last one year were 64 in number and the areas of assessment were project formulation 28%, appraisal 20.31%, implementation and monitoring 17% each, approval 10.93%, evaluation more than 4% and others 1%. The focus is on appraisal, formulation and implementation and monitoring.

Abstract: The training on standardized project related areas are identified as appraisal and formulation of projects.

The responses on the issues of training on senior management of the SDs were mostly on policy matters. Among the 77 responses 36 (about 47%) belonged to policy matters, 22% to negotiation, more than 14% to strategic planning, more than 10% to management, more than 5% to supervision, and a negligible 1% to operation. The number of responses on the issues of training on mid-level GOB officials was 73. Among them monitoring and evaluation was about 29%, supervision 24%, policy review more than 17%, drafting of planning documents for approval 15%, and implementation 13.69%. For junior level officials, i.e., the number of respondents was 74 and among them more than 32% responded for implementation of project activities following the rules and regulations, 27% for drafting plan documents, about 18% responded for monitoring and evaluation, 14.86% for reviewing literature with update information etc., and 8% for organizing the community. With regard to the support staff, training should be arranged mostly on office management procedure (about 47% out of 96 responses advocated for it); the other responses were 28% for logistics and 25% for equipment handling.

Abstract: It is revealed that training programmes require to be arranged for the senior management is in policy matters, for the mid and junior level officers in monitoring and evaluation, and for the support staff office in management.

The number of responses obtained on the type of training was 133. The type of training needed for the senior management as responses showed were more than 23% on policy dialogue, 21% on workshop, 20% on seminars, 18% on study visit/study tour, and about 17% on short course (01-03 months). For mid-level GOB officials on the issue, the number of responses was 78. Among them, response for short courses (01-03 months) was 44.87%, specialized courses and study visits were 23% each, and long course (01-05 years) was 8.9%; for junior level officials the number of responses was 112. Among them 33.92% responded for long course; more than 21% responded for short courses (01-03 months); 18.75% for study visit; 16% for diploma course; and 9.82% for specialized course. As regards members of support staff on the type of training to be provided, there were 39 responses. Out of them more than 79% responded for short courses (01-03 months); and more than 20% for specialized course.

Abstract: The senior management should undertake training in policy dialogue as identified in the survey. Short courses (01-03 months) should be arranged for both mid and junior level officers. The support staff should also be given training on short course.

With regard to the issues of training for enhancement of the capacity of the individual officers the responses were encouraging. 116 responses were received, out of which subject wise responses were analytical (29.31%), procurement (27.58%), planning and programming (18%), budgeting (16.37%), methodology of reviewing (3.44%), decision making (1.7%), drafting and

reporting (1.7%), project sustainability issue (1.7%). The responses on the areas of training required were 80. Among them more than 27% chose acquaintance with the government's latest decisions, 26.25% adaptation to the updates, 25% real time skill and capability, and more than 21% project/programme planning.

Abstract: It is divulged that priority should be fixed on training on analytical and procurement issues establishing linkages with planning and programming. Acquaintance with the government's latest decisions and adaptation to the updates should be the areas to be considered for inclusion in the training programmes.

Knowledge Management

Among the 50 respondents, 56% said that they produced reports on completion of training, 44% stated that they did not produce. Regarding nature of production of reports, out of 44 respondents, 45.45% stated that they produced reports on study tours; 43.18% informed that they produced reports on foreign training; and 11.36% expressed that they produced report on local training only. In the last two years 9 reports on local training, 1 on foreign training and 7 on study visits/tours were produced. The responses on application of the knowledge (learning from the foreign tours/visits/training) in the job were mostly by adopting the new methodology. Out of 48 responses, 28 answered in favour of it (58.33%) and 13 answered by disseminating the ideas through presentation (27.08%) and the rest 6.25% responded through instruction of the authority, and more than 8% responded none. Out of 49 respondents on the contribution of capacity building to the organization in KM was assessed very good by about 41%, excellent by about 29%, fairly good by 26% and not satisfactory by 4% only. This justifies the importance of capacity building in KM.

Abstract: Reports on all training programmes should be produced by the officers and learning from the foreign training/visits should be applied in the job for knowledge management.

The responses to the outputs of the training were found useful in performing the jobs. In total 63 responses were obtained. Out of that, 47.62% responded on proper scrutiny of the project documents for the PEC, 38% on updating the policy issues; 19% on improved skill for drafting project documents; 14% on efficient handling of regular issues; and more than 12% on increased capability on implementation and supervision. As regards outcomes of the training/capacity building activities contributing in the enhancement of the capacity of the SDs, there were 65 responses. Among them, 40% opined that the outcomes contributed in capability enhancement for scrutiny of the project documents for the PEC; about 31% opined skill development for knowledge management; more than 29% for enhancement of capability for policy review, 29% for improved skill for appraising projects; more than 18.46% for improved skill for drafting project documents; and 7.69% for increased capability on implementation and supervision.

Abstract: It is found that the outputs of training contribute to the proper scrutiny of the project documents for the PEC and updating of policy issues, and the outcomes contribute to the enhanced skill on knowledge management, enhanced capability on scrutiny of the project documents for the PEC, and enhanced capability for policy review.



The responses on training/capacity building on standardized priority areas to be required over the next three years were 82, out of which more than 34% stated to cover software based project preparation methodology; about 27% for digitization of the planning process; more than 24% for linkage between would be sectoral plan and strategy with national plan and global agenda, e.g., FYP, SDGs, Perspective Plan (Vision 2041) and Bangladesh Delta Plan 2100; about 15% opined for project scrutiny, preparation of working papers for Project Steering Committee (PSC) and Executive Committee for National Economic Council (ECNEC). It is to be mentioned that at present three sectoral plans/strategies are sporadically prepared - Programming Division has prepared two sectoral plans and GED is working on environment.

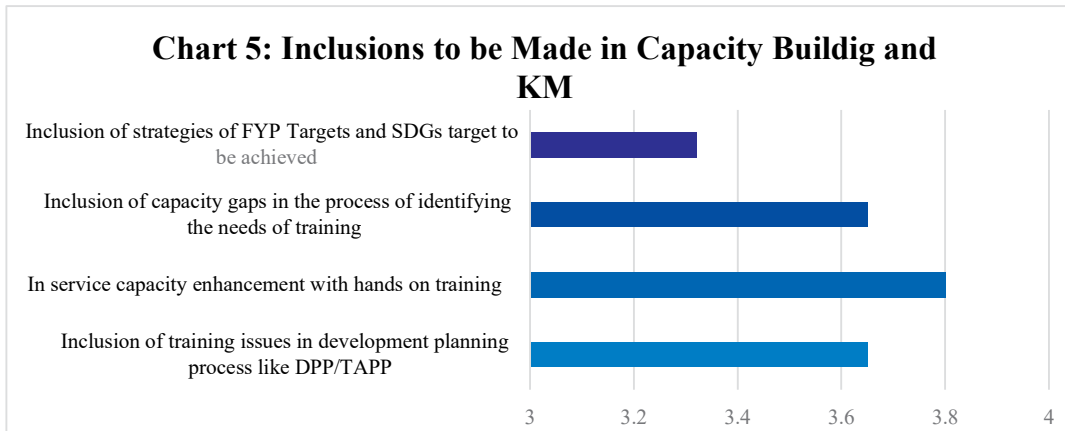
Abstract: Training on the standardized priority areas like software based project preparation methodology, digitization of the planning process, project scrutiny, and linkage between sectoral plan/strategy with national plan and global agenda, e.g., FYP, SDGs, Perspective Plan (Vision 2041), Bangladesh Delta Plan 2100 are to be required over the next three years.

In connection with the information on the current training programmes on capacity building organized by the SDs of the Planning Commission, the individual officers of the SDs expressed that they were fairly well informed about the current training programmes. Among 50 responses 50% maintained that they were fairly well informed, 38% commented that they were not well informed, and only 12% said they were very well informed. This response revealed that there was information gap in the SDs about the training programmes. In connection with the information on training, there were 50 responses. Among them 50% said that they were fairly well informed, 38% said that they were not well informed and 12% said that they were very well informed. Among the 50 responses on the familiarity of the training courses, 56% said that they were familiar with the training courses, workshops and other training activities that were currently available in the SDs relating to FYP, KM, SDGs, Vision 2041, LDC graduation capacity building, 44% said that they were not familiar, only 2% said that they were partially familiar.

Abstract: It is seen that the training programmes, workshops and other trainings related activities especially on FYP, KM, SDGs, Vision 2041, and LDC graduation should be made familiar and available to the officers of the SDs.

The assessment of important changes/inclusions required in relation to capacity building and KM is shown in the following chart:

The assessment score is: 5 – Highly sufficient/efficient; 4 – Very sufficient/efficient; 3 – Fairly sufficient/efficient; 2 – Not sufficient/efficient; and 1 – Needs review/ upgrading/improvement.



The chart shows that in-service capacity enhancement with the hands on training scores the highest (3.8); and inclusion of strategies of FYP targets and SDGs targets to be achieved scores the lowest (a little bit more than 3.2) importance in relation to bring change in capacity building and KM.

There were altogether 115 responses on the issue of efficient and effective training against the backdrop of classroom lectures to consider other options. Among the responses, about 34% suggested for ongoing project visits; 26% for real life DPP analysis; 24% for group presentation of the outcomes of the visit; about 23% suggested to consider thematic groups for each module for exercise and presentation at the end of the week; 22% suggested to meticulously follow SMART methodology in the case study; about 15% commented for rewards for best performance, report writing, presentation, organizing skill; and about 14% suggested that there was a need for assessment and evaluation by the participants at the end of the course. These suggestions and the other options should be brought under consideration as all these were for improvement of the capacity building and knowledge management.

Abstract: Alongside the classroom lectures thematic groups may be formed for each module for exercise and presentation at the end of the module; ongoing project visit may be arranged, real life DPP analysis may be done and SMART methodology may be applied in the case study, report writing, and presentation.

Information Communication Technology:

With regard to the use of ICT to improve the efficacy of the SDs, there were 49 responses. About 43% of these responses said that the ICT use was very efficient; 33% of these responses said it was highly efficient; more than 20% said fairly efficient, and only 2% each stated that it was not efficient and needs improvement. The ICT equipment they needed, among 66 responses, as data revealed that 59% were for desktop, 36% for providing printer, and only 4.5% for providing laptop to each and every officer. The software they used were word and excel. Among 75 responses, 60% opined for the word and 40% for excel according to the nature of job.



Abstract: ICT should be used widely by the SDs and desktop computers should be supplied to all officers with necessary software.

Logistics:

Among 53 responses received, about 53% responded that the logistics i.e., transportation, equipment, supplies, inventory, etc. support were fairly sufficient; 32% responded not sufficient; about 7% said that their logistics were highly sufficient; about 6% said it was fairly sufficient to support the organizational activities, and only about 2% said that the logistics needed improvement. Among 47 respondents on the use of vehicle, 40% responded that they used official transport; 34% used own transport; 25% responded that they used transport on hire basis. 51 responses were received on maintenance of regular inventory of equipment and supplies. Among them, 56% of the responses opined that they maintained the regular inventory of equipment and supplies and 43% said that they did not maintain.

Abstract: Logistics should be made available in the SDs adequately and efficiently to accomplish the organizational activities timely; and the vehicles and the equipment should be maintained regularly.

Challenges in capacity building:

Among the 88 responses obtained on the issue of challenges confronted by the participants in the training programmes, 25% responses were on relevance with the topics/objectives; 14% responses were on proper equipment; more than 17% responses were on appropriate resource persons; more than 14% were on curriculum, 11% responses were on presentation of the lecturers, 10% were on lack of training materials, 6% were on venue. These challenges are required to meet meticulously.

There were 90 responses on the issue of which training/capacity building activities are challenging for the SDs. Among them, 24% expressed that organizing the training programs is the challenge; more than 21% said that curriculum of the training is the challenge; about 18% stated that relevance with the objectives was the challenge, about 18% opined that fulfilment of the targets was the challenge, about 9% identified that venue of the training programme was the challenge, about 6% responded that finding out the participants, and more than 4% said that finding out the resource persons were the challenges of organizing the training programmes. These challenges are to be considered during arrangement of training programmes.

Abstract: The challenges of training are required to be addressed in selection of topics/subjects along with relevant resource persons, participants and supply of equipment.

Recommendations:

Individual: *The following recommendations are drawn from the above analysis of the responses on the individual questionnaire:*

Skill development

1. The performance standard of the individual officers is required to be formulated to timely deliver the jobs for achievement of the desired targets; incentives are to be introduced for better performances in the form of study visits alongside the awards/certificates.
2. The individual officers need to participate regularly in full training course.
3. Focus should be given in the area of formulation and appraisal of projects while organizing the training programmes fixing priority on analytical and procurement issues. Week long training could be organized on these issues.
4. Training programmes on policy matters should be arranged for officials of the senior management; on monitoring and evaluation for the mid and junior level officers; and on office management procedure for the support staff.
5. The members of the senior management should undertake training on policy dialogue; the mid and junior level officers should assume short courses (01-03 months); and the support staff should also be provided with training on short courses.
6. Over the next 03 years training should be organized on standardized priority areas like software based project preparation methodology, digitization of the planning process, and linkage between would be sectoral plan and strategy with national plan, e.g., FYP, Perspective Plan (Vision 2041), and Bangladesh Delta Plan 2100 and global agenda of SDGs.

Knowledge Management

7. The officers should produce reports on all training programmes participated by them.
8. The learning from the foreign tours/visits/training should be applied by adopting new methodology and dissemination of ideas and knowledge through presentation.
9. Alongside the classroom lectures thematic groups should be formed in each module for exercise and presentation at the end of the module.
10. Arrangement of ongoing project visits, real life DPP analysis; adoption of SMART methodology should be undertaken in the case study.

ICT

11. Every officer must have knowledge on ICT to be used widely.

Logistics

12. Vehicle and office equipment should be made available to support the individual officers of the SDs to timely and efficiently perform their jobs.



7. c. Analysis of the Responses to the GED Questionnaire

The total responses to the GED questionnaire are 11 in number. Data analysis is done on these responses according to the cluster, which is given below:

Skill Development:

On the issue of organizing training programmes for augmentation of capacity of GED during the last two years, there were 16 responses and among them about 43% responded on project appraisal; about 19% on policy planning and analysis; about 19% on plan document preparation; more than 14% on project management; and more than 7% on report preparation/review. It is seen that project appraisal is focused for capacity enhancement in terms of training.

Abstract: It is revealed that emphasis should be given on organizing training in project appraisal, policy planning and plan document preparation for capacity development of GED.

The areas of training required to enhance the skills of the officers of GED or create facilities for enhancement of capacity of GED were covered by 20 responses. 9 (45%) of them responded that the area was human resources development meaning augmentation of skills and capability of the GED officials; 7 of them i.e. more than 35% expressed that the area was organizational, i.e. institutional capacity and memories; and 10% each on logistics and financial issues. The subjects to be included in the training programmes were responded by 28 responses. More than 32% of the responses mentioned that research methodology and the similar percentage (32%) pointed out that report writing/report review were to be included; about 29% responses were for communication skills, i.e., speaking, writing and presenting; and only 2% mentioned for presentation. The nature of job in GED was research oriented and this was obvious that most of the respondents recommended for research methodology. The areas of research, among 27 responses obtained, more than 37% responded on training on macro and perspective issues, more than 19% on poverty alleviation; about 15% on fiscal issues and 15% on international economics, and more than 5% on multi-sectoral issues. This should be mentioned here that the ultimate goal of the government was the poverty alleviation as stipulated in the plan documents although the survey showed that the macro and perspective issues had become more prominent. Development of communication skills is required in mostly presentation form of the reports/documents prepared by GED. This issue was expounded by 16 responses. Among them 37.5% backed for report presentation; more than 31% responses were for power point presentation, which was a part of presentation; about 19% for use of electronic/telephonic method for communication with the clients, and 12.5% for letter writing as per secretarial instruction. The survey showed that 10 (about 91%) of 11 respondents expressed that GED officials had not received training on research methodology; and only one response (more than 9%) said they had received training on survey. 100% of the respondents opined that they needed training on research methodology.

Abstract: The areas of training identified are organizational, i.e. institutional capacity and memories, and human resources development meaning the skill development. The subjects of capacity building to be included in the training programmes are research methodology and report writing, and communication skills, i.e., speaking, writing and presenting. The areas of research are mostly macro and perspective issues, and poverty alleviation. Communication through presentation requires to be developed.

There were 11 respondents with regard to the provision of incentives for motivation of the officers for better performance. Among them about 55% responses were positive and the rest 45% were negative. In connection with the form of incentives there were 8 responses, out of which, 50% responded in favour of monetary form at one time, 37.5% in the form of study visit/foreign training and 12.5% said the incentives should be in the form of salary increment.

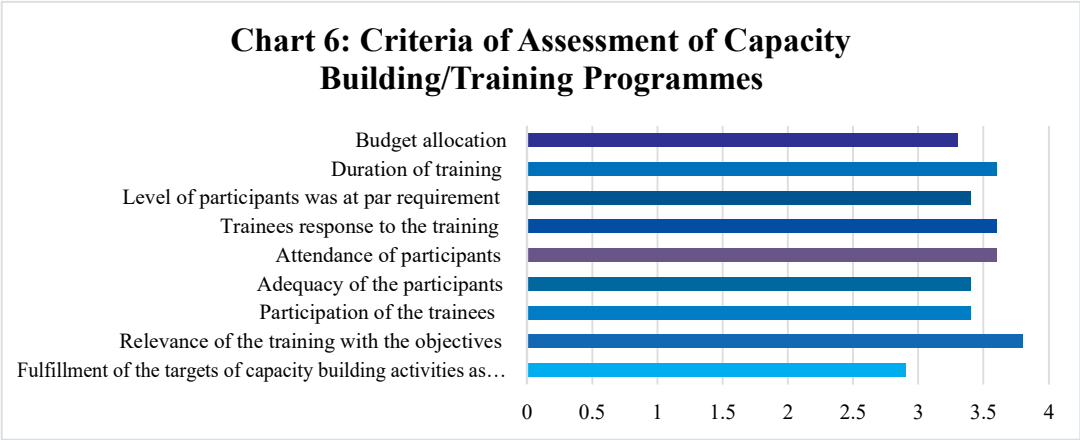
Abstract: Provision of incentives should be considered for better performances in the form of study visits and in monetary form at one time.

With regard to the participation of the officers of GED in the training programmes 12 responses were received. It was revealed that the male officers were more participatory in the training programmes. Among the 12 responses, 8 (more than 66%) responded in favor of participation of the male officers; and more than 33% responded for the female officers. This might be for variant reasons. In response to the interpersonal relationship in the team-work and the work environment, among 11 responses, more than 81% opined that the relationship was very good, more than 9% said excellent; and 9% said good.

Abstract: The female officers should be encouraged to participate in the training programmes.

The criteria and grading system in assessing the capacity building/ training programs organized and followed by GED is given below in the following chart:

The assessment score is: 5 – Highly sufficient/efficient; 4 – Very sufficient/efficient; 3 – Fairly sufficient/efficient; 2 – Not sufficient/efficient; and 1 – Needs review/ upgrading/ improvement.



This is observed from the above chart that the relevance of the training with the objectives of the plan documents has graded highest in assessing the capacity building; and fulfillment of targets of capacity building as planned is the lowest grading area. These criteria are required to be followed while assessing the capacity development of the SDs.

The responses on training in capacity building on standardized project-related areas picked up by GED during the last one year were 13 in number and the areas identified were



appraisal of the projects (more than 38%); project implementation 23% and evaluation 23%; and monitoring (more than 15%). The focus was on appraisal as the projects and the programmes were the reflection of the implementation of the strategies of plan documents.

Abstract: It is divulged that the standardized project related areas of the training are formulation and appraisal of projects, formulation of documents and evaluation.

As regards priority areas of training, out of 30 responses on the priority areas, which would be required for capacity building of GED in the next 3/5 years, 30% categorized linkage of the FYP strategies/targets with the would be sectoral action plans (two were prepared and one is under process and the rest should be prepared by the sectors), 30% opined for establishment of linkages between the targets of plan documents (FYP, SDGs) and the objectives of the projects (DPP/TAPP), 30% recommended for compatibility of the targets of FYP, SDGs, Perspective Plan 2041, Delta Plan 2100, and 10% recommended for digitization of the planning process. There were 10 responses on the issue of subject-related software GED needed for capacity building for better performances. Out of those, 30% said that they needed data analytical tools (software like Stata, R, etc.), 10% said economic analysis (Input-output table, CGE Modelling etc.), but the bulk of the respondents (60%) said that they did not need any software.

Abstract: GED needs training in the priority areas of linkages of the strategies/targets of FYP with the objectives of the projects, and compatibility of the targets of FYP, SDGs, Perspective Plan 2041, and Delta Plan 2100. GED further needs data analytical tools (software like Stata, R, etc.), and tools for economic analysis (Input-output table, CGE Modelling etc.).

Among the responses on the issues of training of senior management (JC/JS and above) of the GED officials, 28 responses were received, out of which more than 28% responded for management, more than 21% for strategic planning, about 18% on supervision and about 18% on negotiation, more than 7% belonged to policy matters and the same percentage (7%) to operation. 23 responses were received on the issues of training on mid (DS/DC) and junior level officials (SAS/SAC/AS/AC). Out of those responses 8 (about 35%) responded for drafting plan documents, and about 35% for monitoring and evaluation, and 7 (30%) responded for review of literature. As regards the support staff, (AO/PO/Computer Operator/Office Assistant) training was proposed to be arranged on office management procedure as 38% advocated for it and equipment handling - 38% out of 21 responses. About 24% recommended for training on logistics. This indicated that the support staff needed training on management procedure and equipment handling. The number of responses obtained on the type of training was 27. The type of training needed for the senior management as responses showed consist of more than 26% on policy dialogue; more than 22% on workshop, more than 22% on seminars, more than 22% on study visit/study tour; and more than 7% on short course. The number of responses on the type of training needed for the mid and junior level GED officials was 29. Among them, about 28% recommended for study visits and about 28% for special course, more than 24% for short course (01-03 months), about 18% for long course, and more than 3% for diploma. Regarding support staff on the type of training, there were 14 responses, out of which 8 (more than 57% responded for specialized course; and 6 (more than 42%) responded for short course.

Abstract: The senior level officers need training in management and strategic planning; the mid and junior level officers in drafting plan documents, and review of literature; and for the support staff in office management procedure, and equipment handling. The senior officers are to be provided training on policy dialogue, seminars/workshops, study visits; the mid and junior level officers are to be trained in short courses (01-03 months), specialized courses, and study visits; and the support staff should be given training on specialized and short courses.

To enhance the contribution of the officers in achieving the macro goals of GED the responses obtained were 16 in number. Out of them subject-wise responses received were analytical (37.5%), drafting and reporting (37.5%), methodology of reviewing (18.75%), risk analysis (6.25%); one option was for macro-economic modelling. This indicated that the contributions need to be enhanced in analysis and drafting of reports.

Abstract: Analytical issues and drafting of documents should be preferred in the training programmes in achieving the macro goals.

Knowledge Management:

The participants' feedback towards the quality of GED's training programmes, as 12 responses indicated, 75% of them were very good, more than 16% were excellent, and more than 8% were good. Among the 18 responses on the issue of production of reports, 8 (more than 44%) appraised that they produced reports on foreign training; 6 (more than 33%) appraised that they produced reports on local training; and 4 (more than 22%) informed that they produced reports on foreign study visits. In the last two years altogether 19 reports were produced and among them 1 (one) was on local training, and 18 on foreign trainings/study visits.

Abstract: The officials of GED should produce reports on all training programmes – local or foreign.

The responses on application of the knowledge (learning from the foreign tours/visits/training) in the job were 11 in number. Among them, about 82% informed that knowledge was applied by disseminating the ideas through presentation; and more than 18% responded through monitoring of the application. The capacity of organizing training by GED was included topic-wise for assessment. More than 42% of 19 responses opined that GED had the capacity to conduct training; about 32% opined that GED can manage the training programmes, and more than 26% responses mentioned that GED had the efficiency on designing training programmes. In connection with the outcomes of the training/capacity building activities contributed to the enhancement of GED's capacity the responses were 20 in number. Out of that number 30% responded on enhanced capability for policy review, 25% on increased capability for project appraisal, 20% responded on skill on knowledge management, 15% on improved skill in drafting reports, and 10% on better coordination among the wings. The topics on improvement of capacity contained 18 responses. Out of those responses, 10 (more than 55%) mentioned about macro-economic analysis; 6 (more than 33%) mentioned about situation analysis; and 2 (more than 11%) responses were for data-collection. Among the 19 responses on the way of enhancing capacity of GED, 10 (about 53%) responded to elevate the proficiency of GED through continuous regular training; and 9 (more than 47% opined through encompassing Knowledge Management (KM).



Abstract: Learning from the foreign visits/tours/trainings should be applied through dissemination of the ideas through presentation. The knowledge management in conducting and managing training programmes should be followed. Enhanced capacity in policy review should be made for knowledge management through macro-economic analysis while organizing the training programmes.

With regard to the perspectives of Adaptive Delta Management under BDP 2100, 14 responses were obtained. Among them, about 36% cited the perspective in preparation of action plan by the relevant agencies, 36% mentioned about linkage with other plan documents, more than 21% said in awareness building, and more than 7% found the linkage with the SDGs.

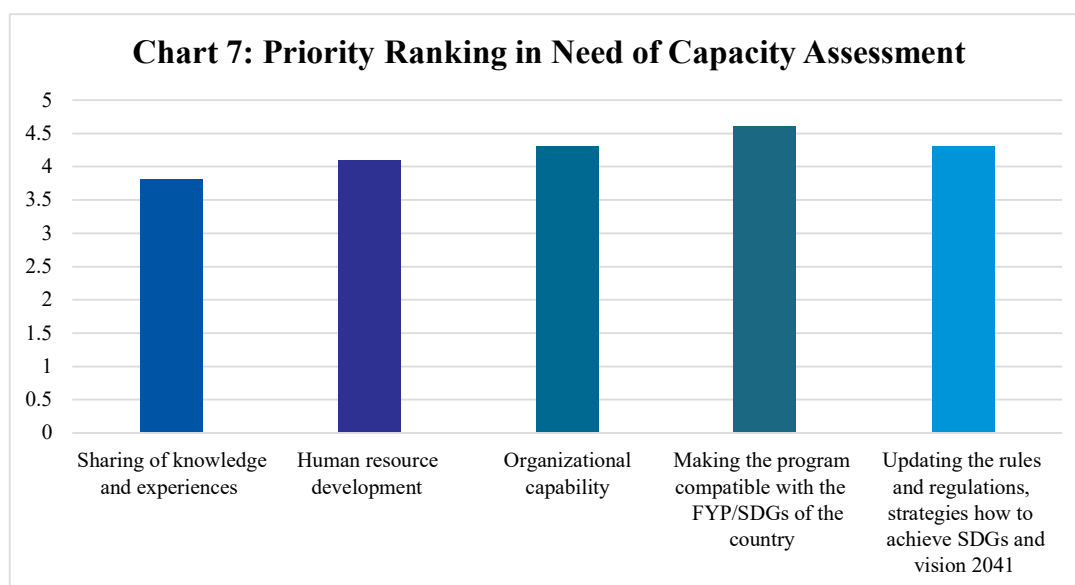
Abstract: Linkage of Adaptive Delta Management under BDP 2100 should be established with other plan documents.

International recognition is important for GED as it is the vehicle for increased cooperation with foreign development partners and research organizations on planning. The responses on recognition of GED internationally were 24, of which 9 (37.5%) recommended for collaboration with the development partners, 7 (more than 29%) for exchange/sharing of views, ideas and knowledge with foreign embassies, 5 (about 21%) for undertaking development partner funded TA projects, and 3 (12.5%) for MOU signing on specific issues.

Abstract: Collaboration with the development partners should be strengthened to gain international recognition for GED.

The assessment on the suggested issues that would provide with GED's priority ranking about the need for continuous reform in capacity building are shown in the following chart:

The assessment score is: 5 – Highly sufficient/efficient; 4 – Very sufficient/efficient; 3 – Fairly sufficient/efficient; 2 – Not sufficient/efficient; and 1 – Needs review/ upgrading/improvement.



It is observed from the above chart that making the programme compatible with the FYP/SDGs of the country is scored highest (more than 4.5%) for priority ranking about the need for continuous reform in capacity building assessment, and sharing of knowledge and experience scored the lowest rated (more than 3.5). This ranking helps foresee the future planning of the training programmes/capacity building.

About the gaps in KM in GED, it was identified that among 24 responses more than 33% found gaps in sectoral links, which is playing impediments in proper reflection of the strategies in the development intervention. More than 29% identified in formulation of policy, about 21% in programming, and about 17% in planning.

Abstract: The sectoral issues in the plan documents should be identified and addressed to reflect in the project intervention.

There were altogether 43 responses on the issue of efficient and effective training method against the backdrop of classroom lectures to consider other steps in the training programmes of GED. Among the responses, about 19% suggested for real life DPP analysis; more than 16% for ongoing project visits, more than 16% for formation of thematic group in each module for exercise and presentation at the end of the week; about 14% for rewards for the best performance, report writing, presentation, organizing skill; 14% for meticulously follow the SMART methodology in the case study; about 12% suggested that there was a need for assessment and evaluation by the participants at the end of the course; and more than 9% for group presentation of the outcome of the visit.

Abstract: Ongoing project visits, real life DPP analysis, formation of thematic groups for each module for exercise and presentation, rewards for the best performance, report writing, presentation, organizing skill; adoption of Specific, Measurable Attainable, Realistic, and Timely (SMART) methodology in the case study will increase efficiency and effectiveness in training methods.

Linkage of the strategic targets of the plan documents were very important to depict the strategies in the projects/ programmes sponsored by the Ministries/Divisions and scrutinized by the sector divisions. The proposition for linking the targets of FYP, SDGs, 2nd Perspective Plan (Vision 2041), BDP 2100 with the actions of the sectors while preparing DPP/TAPP was covered by 23 responses. Among them more than 39% covered identifying strategic sectoral priorities/ goals of the plan documents; more than 30% preparing sector action plans; about 22% enlisting the sectoral targets according to the plan documents, and about 9% setting specific criteria for establishing linkages. In this regard, it is to be mentioned that training was an option to establish the linkages with the activities of the SDs by disseminating policy/plan/strategy of FYP, SDGs, Perspective Plan (Vision 2041), and Bangladesh Delta Plan - 2100 of GED. The assessment on the preferable mode of disseminating policy/plan/strategy (FYP, SDGs, Perspective Plan (Vision 2041), Bangladesh Delta Plan - 2100 of GED shows that among 16 responses about 69% opined for dissemination workshops on policy/plan/strategy issues, and more than 31% responses addressed to organize day/half-day long training.



Abstract: Dissemination of policy/plan/strategy of 5YP, SDGs, Perspective Plan (Vision 2041), Bangladesh Delta Plan - 2100) of GED is necessary to equip the officers by organizing day long training/workshop.

Information Communication Technology (ICT):

With regard to the use of ICT, there were 11 responses received. About 64% of them said that ICT use in GED was fairly efficient, more than 18% responded that it was very efficient, more than 9% said that it was highly efficient to improve the efficacy of GED; and the same percentage 9% said that ICT was not efficiently used. The ICT equipment used, among 23 responses, it was exposed that about 48% used desktop, about 35% opted for supply of printers; and more than 17% used laptop. The software they used were word and excel. Among 24 responses, about 46% opined that they used word and 46% excel. More than 4% mentioned that they used power point presentation, and more than 4% mentioned about Adobe Acrobat.

Abstract: Use of ICT is fairly efficient in GED. The officers should be given advanced training on software use.

Logistics:

There were 11 responses obtained on the use of logistics in GED. Among them about 82% said that their logistics, i.e., transportation, inventory, equipment, supplies, etc. support were fairly sufficient, more than 18% said it was highly sufficient to support the organizational activities timely. Among 12 responses on the use of transport, 8 (about 67%) responded that they used official transport, about 17% responded that they used their own transport and about 17% on hire. On the issue of maintenance of regular inventory of equipment and supplies among 11 responses received, more than 45% opined that they maintained the regular inventory of equipment and supplies whereas about 55% said that they did not.

Logistics are fairly sufficient as most of them use official transport. The vehicles and the equipment need more maintenance.

Challenges:

There were 13 responses on challenges confronted while conducting the training programmes. Among them more than 38% said that inertia of the participants was a challenge; about 31% mentioned that non-availability of resource persons was a challenge; and more than 15% opined that shortage of participants, and 15% inadequate vertical support were challenges. 15 responses received on the impediments hindering the capacity building in achieving the GED's macro goals showed that about 47% responded on training or up-scaling of skills; 40% responded on manpower, and in others more than 13% on uneven job description, and time constraints to take part. Among 17 responses on requirement of manpower, about 53% opined that manpower was required at the bottom level, more than 35% said at mid-level and about 12% at top level. There are 14 responses on the challenges in organizing training/capacity building activities being faced by the GED. Among them, about 43% responded that finding out the resource persons is a challenge, more than 21% mentioned that finding out the participants, and

more than 21% curriculum development are the challenges, more than 14% said that organizing the training programs, while more than 7% mentioned that relevance with the objectives is the challenge being faced by GED. The challenges in the implementation of planning targets/strategies in time were responded by 12 responses. Among them more than 58% were on translation of plan targets into action plan, more than 33% were on investment forecast, and more than 8% were on political instability, and shift in government policy.

Abstract: Inertia of the participants appears to be a challenge, which is to be addressed; non-availability of resource persons, shortage of participants, curriculum development and inadequate vertical support are necessary to address. The impediments of deployment of manpower especially at the bottom should be removed.

Recommendations:

General Economics Division (GED): The above analysis of the responses on the GED questionnaire reveals the following recommendations:

Skill Development

1. The areas of training required for the GED officials should be organizational, i.e., institutional capacity and macro aspects.
2. The subjects to be included in the training programmes of GED for skill development are research methodology, report writing, and communication, i.e., speaking, writing and presenting.
3. Provision of incentives should be considered for better performances in the form of study visits.
4. Appraisal of projects, and drafting of documents should be the standardized areas to be included in the training programmes.
5. The priority areas categorized for capacity building of GED in the next 3/5 years are linkages of the FYP strategies/targets with the sectoral action plans (to be prepared by the sectors); establishment of linkages between the targets of plan documents and the objectives of the projects (DPP/TAPP); establishment of compatibility among the targets of FYP, SDGs, Perspective Plan 2041, Delta Plan 2100.
6. The training of senior level officers of the GED should focus on strategic planning; the mid and junior level officers on drafting plan documents and review of literature; and the support staff on office management procedure, and equipment handling.
7. The members of senior management should participate in policy dialogue, seminars/workshops, study visits.
8. The mid and junior level officers are to be provided with short courses (01-03 months), specialized courses, and study visits.
9. The support staff should be given training on specialized courses and short courses.
10. Issues of macroeconomic analysis should be included in the training programmes while organizing the training to enhance the contribution of the GED officers in achieving the macro goals.



Knowledge Management

11. The officials of GED should produce reports on all training programmes – local or foreign.
12. Learning from the foreign visits/tours/trainings should be applied through dissemination of the ideas by presentation.
13. Linkage of Adaptive Delta Management under BDP 2100 should be established with other plan documents through training-cum-workshop.
14. GED should establish linkage with the academia for excellence of its works and engage more participation in the international issues to collaborate with international organizations.
15. GED should disseminate the plan documents of FYP, SDGs, Perspective Plan (Vision 2041), Bangladesh Delta Plan - 2100 among the officers of GED and the SDs for knowledge management.

ICT

16. ICT technology should be widely used in GED. The officers should be supplied with necessary software in the context of increasing volume of works.

Challenges

17. GED does not have adequate manpower. The impediments of deployment of manpower especially at the bottom level should immediately be removed.

8. Capacity Gaps Identified in the Analysis

As mentioned above in the background that the capacity gaps emanating from the premiss of capacity requirement conspicuously purport the objectivity of augmentation of capacity strengthening. The broad capacity gaps, found in the study lay in the planning framework of SDs, are in six prime areas of project cycle. These are: (a) policy and sectoral planning; (b) programme planning; (c) project planning; (d) project/programme designing; (e) project implementation; and (f) monitoring and evaluation. The capacity gaps inhibiting capacity augmentation of the SDs are required to be extricated primarily by embarking on deployment of appropriate human resources at all levels of SDs and proper training to the concerned officials. Although the size of ADP has multiplied over the decades, there has not been any formal change in the staffing pattern of BPC. Almost the same number of manpower is managing the increased volume of functions of the BPC. The time frame suggested in the “Circular on Project Formulation, Processing, Approval and Revision Methods in the Public Sector” of the Ministry of Planning in 2016 seems to be inadequate, which creates stress on capacity of the SDs. Due to workload an officer cannot examine the project documents properly in the present circumstances of timeframe. The diversity of development planning, frequent changes in the policy/priority, volume and size of programmes/projects overload the officials slowing down the process and laying negative impact in the capacity at different levels. Another capacity gap may be found in the frequent transfer or rotation of the officials, which sometimes create dent in the retention and effective use of capacity in continuity. Institutional memory is an essential element in the

development planning. Loss of institutional and individual memory by frequent dislodging of experienced manpower causes serious cavity in the system of development planning.

The study classifies broad issues or areas and evince the capacity gaps on the issues of institutional, individual and GED.

The study illustrates the current capacity building activities in terms of training and manpower and exposed the desired capacity level of identifying the sector specific indicative training areas/proposals. The SDs would envision their own priority and organize training programmes in their respective areas for mitigation of the gaps.

It is pertinent to mention here that the survey has evinced the intriguing and perceptible form of organizing a training programme especially short training programme in a good venue preferably outside office campus to make it more buoyant and effective. If organized in the campus sometimes the trainees are called for urgency by the authority, which disrupt the concentration of the trainee officers.

With regard to the institutional capacity gaps, the prominent issues found are: absence of sectoral links with the national plan documents; absence of regular review of the performances of the officers; lack of capacity development plan or training plan; dearth of organizing relevant standardized project-related training; nonexistence of practice of knowledge management; dearth of prospect in application of learning from foreign trainings/visits; shortfall of participation in the training programmes.

As regards the individual capacity gaps embodied in issues are: indistinct understanding of the strategic planning by the officers; absence performance standard; irregular participation in the training programmes; paucity of long courses for the mid and junior level officers; nonproduction of training reports regularly; dearth of prospect in application of learning from foreign training/visits; ignorance on the plan documents of FYP, SDGs, Vision 2041 and BDP 2100; non-availability of trainings other than classroom lectures in the training programmes; sketchy software use by the individual officers; relevance of the training objectives with the job; inconspicuous change in the form of training, i.e., capacity enhancement with hands on training.

In respect of GED officials, the gaps found are, inter alia, in training in policy planning; research methodology and report writing; improved communication skills; standardized project-related training; linkages between the targets of plan documents and objectives of the projects/programmes; making the training programmes compatible with the targets of FYP, SDGs, Perspective Plan of 2041, and BDP 2100; insufficiency in dissemination of plan documents; macro-economic modelling; production of training reports regularly; application of learning from foreign training/visits; practice of knowledge management; intensive use of software.

The analysis done above on institutional, individual and GED capacity enhancement reveals some inadequacies and gaps in capacity enhancement on common and specific issues. These gaps require to be effectively abridged. The issues of capacity gaps emanated from the study and suggested proposals for remedies, which are given below in the tabular form for consideration.



Gap	Topics/Subjects/Issues	Suggested Proposal/Training Activity
1	Since BPC is not mandated by executive power to organize training, the SDs organize training through projects. Hence, there is no training plan existing in the SDs.	The projects have training component in-built in the project document; BPC needs executive power if it needs to formulate comprehensive and well framed training plans for each sector in the form of manual matching the respective job descriptions of the officers.
2	Raising awareness among the BPC officials to assume more advisory, coordination and oversight functions.	NAPD may raise the awareness of the officers while realizing the training programmes, which may bring a change in the mindset of the officers of BPC to assume more advisory, coordination and oversight functions.
3	Two SDs – Physical Infrastructure Division, and Industries and Energy Division - do not organize any training.	All the SDs are suggested to organize one-day training programme or briefing for the new comers on the overview of their respective activities.
4	Dearth of information and understanding among the BPC officials about the training programmes.	During coordination meeting of the Planning Division the information on training may be disseminated.
5	Absence of performance standard of the individual officers to support the organizational performance.	The SDs need to formulate individual performance standard alongside the APA of the organizational performance. A one-day disseminating workshop may be organized on importance and preparation of individual performance standard in collaboration with the Cabinet Division.
6	Shortcomings in knowledge management of policy formulation, planning, and programming.	BIDS may provide policy support by research in knowledge management of SDs and disseminate issues of policy formulation, planning and programming by organizing day-long workshop.
7	Necessity of Sector Action Plan/Strategy, absence of which obstruct alignment among the sectors, ADP and the FYP.	The SDs need to prepare Sector Action Plan in line with the targets of the FYP. Three-day participatory training programme may be organized in this regard.
8	Mainstreaming the Planning Information System (PLIS) for effectively appraise the project proposals. Shortage of capability in designing, appraising and managing training programmes by the SDs.	Two-day training programme may be arranged for replication and implementation of PLIS by upgrading its features to address the specific issues of designing, appraising and managing the projects by the SDs.
9	Insufficient dissemination of the plan documents like FYP/Perspective Plan/BDP 2100/SDGs.	Continuation of dissemination of the plan documents warrant one-day workshop-cum-training half-yearly for the officers on each document to be organized by GED.
10	Inadequacy of dissemination of the ideas, and knowledge of the learning from the foreign visits/tours.	On every foreign training/visit/study tour dissemination of ideas and knowledge gathered may be lodged arranging a half-day dissemination programme by the relevant SDs in the form of workshop-cum-training.

Gap	Topics/Subjects/Issues	Suggested Proposal/Training Activity
11	Deficiency in follow-up of symmetry in scrutinizing the project documents.	A format may be formulated by the Programming Division and discussed in a workshop-cum-training programme with stakeholders, i.e., the SDs.
12	Retention of institutional memory.	Frequent irregular dislodging of the experienced staff require discontinuation.
13	Non-existence of coordination among the SDs on the issues of training.	A quarterly coordination meeting of the Chiefs of SDs may be arranged headed by the Chief of GED to monitor the gaps of capacity building.
14	Absence of training data base in the SDs of the officers getting training not only in the SDs but also from other different organizations, e.g. Ministry/Division.	Each SD should have its own training data base on training received and provided.

9. Capacity Building Through Knowledge Management (KM) in the SDs

The Knowledge Management (KM) is the conscious process of defining, structuring, retaining and sharing the knowledge and experiences of employees within an organization. Knowledge is a core essence of an organization. The knowledge assets, i.e., information, data, report etc. assist the organization in paving a simpler path for achieving the organizational goals and objectives. Managing the knowledge assets in the organization is an arduous task, which requires capacity enhancement. The main goal of KM is to improve the organization's efficiency and capacity saving the knowledge within itself to achieve the objectives.

Through KM organizations generate value from their intellectual and knowledge-based assets. An organization acquires, creates and shares knowledge in order to achieve the organizational objectives. KM helps in the achievement of the organizational goals by making the best use of the knowledge that is used and managed in an organization. The ambit of KM encompasses initiatives, ideas, processes, strategies and systems that sustain and ameliorate the storage, assessment, sharing, refining and creating knowledge. The three main areas of knowledge management that emanate from accumulating knowledge, storing knowledge and sharing knowledge benefit in faster and better decision making, increased collaboration, building organizational knowledge, optimizing the training process, increased congenial atmosphere at the workplace due to the valuing of knowledge, training, and innovation.

Human Resource(s) Management (HRM) is essential in knowledge management in an organization, owing to the fact that the human capital is the contributing factor of the knowledge in that organization. HRM implies the planning, organizing, and developing human resources to transform into human capital to the end that individual and organizational objectives are achieved. The basic tenets of KM are to use the knowledge gotten from the human capital and handle information and resources efficiently within an organization to achieve the objectives of the organization.



The importance of KM in the SDs cannot be over emphasized. The authorities in the SDs need to take right decisions at the right time. This requires an effective knowledge management within the SDs. The SDs need to capture knowledge, process internally for identification and then apply the knowledge for management to use it for achievement of sectoral objectives. This may also be applied to the BPC as a whole to ensure the sharing of information among the SDs. Such sharing of information will help exchange of ideas and knowledge among the employees of the SDS, accumulate knowledge or information from internal and external sources subsequently and develop the institutional efficiency of the SDs. KM will also help reduce the risk in decision-making in the SDs.

KM will ameliorate the SDs to review assignments, identify successes and failures, and seek ways to perform better the next time. This approach towards capturing ‘learning from experience’ builds knowledge that can then be used to streamline operations and improve processes. It exchanges the latest knowledge, instill functional values, and stimulate cultural change developing a core part of work culture in the SDs.

10. Sector Specific Indicative Training Needs

Focus Group Discussions (FGDs) were conducted with all the five SDs to identify the sector specific training and capacity needs for the future appertaining to their functions. It is revealed that each SD has its specific training needs juxtaposed with the general trainings. The sector specific training needs both general and specific of each sector along with indicative training proposals are laid below:

A. Agricultural, Water Resources and Rural Institution Division:

General:

1. The officers are rotated after every three years. Irregular rotation of the officers should be dislodged to retain the institutional memory.
2. A newly deployed officer must undergo a general weeklong orientation training on planning discipline to be provided by the NAPD and NADA, which is being established before deployment.
3. Two month’s training on project management in the NAPD should be extended to four months encompassing all the issues of the DPP and TAPP format and the planning process. In addition, NAPD should include all the stages/elements of the project cycle especially project appraisal, which is required for examining the DPP.
4. Continuity of the professional training programmes must be maintained.
5. Weeklong training on PPR overview should be organized under the present circumstances of merging of the economic and administration cadres.
6. GED should disseminate the plan documents i.e. 8th FYP, Vision 2041, SDGs by arranging daylong training-cum-workshop for each plan document.
7. A coordinated training programme may be arranged on 8th FYP, Vision 2041, SDGs, and BDP 2100 for 03 (Three) weeks.

8. A training manual could be prepared where all the generalized planning terms for the new officers could be included so that the officers can have the first hand acquaintance with the planning terms while working.
9. One-day training programme may be arranged on concept of auditing and negotiation.

Specific:

1. 3-day training programme should be arranged on Public Private Partnership (PPP) as the future development belong to more participation of the private sector where PPP has the tremendous prospect in the development of Bangladesh in all sectors in general, and in the Agriculture, Water Resources, and Rural Institution sectors in particular.
2. Sectoral foundation training, which is to be done by the sector itself when a new officer is deployed. There may be internal desk oriented 7-day training.
3. Sectoral specialized training which is again to be done by the concerned sector itself.
4. Desk specific briefing or half day training is to be given to the officer on deployment to the desk so that he or she can perform properly.
5. Sector Action Plan (SAP) should be formulated for the Agriculture, Water Resources, and Rural Institutions Division so that specific targets of the plan documents can easily be identified from the SAP and make linkage with the 8th FYP and the ADP.
6. A half day workshop-cum-training programme should be arranged on enhancement of report writing skill.
7. The officers should be involved during the negotiation while ERD negotiate with the development partner appertained to the issues of Agriculture, Water Resources, and Rural Institution sectors.
8. At least a general idea should be given by organizing a day-long training on loan, grant, debt and suppliers' credit although it is done by ERD.
9. A 5-day training programme on basic climate change and environmental issues needs to be organized for scrutinizing the environmental issues in DPPs, which will help make projects/programmes more sustainable. How to use the climate fund should be included in the training programmes as agriculture is the worst affected sector during natural disaster.
10. A data base could be created in the Agriculture Division and GIS could be used for the planning purposes.



Manpower and Logistics:

1. Manpower is a dire problem in the Division. Sanctioned manpower should be deployed especially at the staff level to enhance the institutional and individual capacity of the Division.
2. Every officer must be provided with adequate equipment, e.g., computer to facilitate his work.

B. Programming Division:**General:**

1. A general weeklong orientation training on planning discipline should be organized for all newly deployed officers at all levels since the economic and administration cadres are merged.
2. A week-long training programme should be organized encompassing all the issues of the DPP and TAPP format especially the log frame, financial and economic analysis.
3. GED should organize training-cum-workshop for at least 3 days on plan documents i.e. 8th FYP, Vision 2041, BDP 2100, and also SDGs outside the BPC campus in a residential venue to concentrate more on the targets/strategies.
4. Sector Action Plan/strategy requires to be formulated for all the sectors. It will help mapping the specific targets of the 8th FYP and make linkage with the 8th FYP and the ADP.
5. Clustering of the officers for specific sectors should be organized for retention of the institutional memory; otherwise the pace of processing the activities will be slowed down. In this respect one-day workshop may be arranged.

Specific:

1. A week-long immediate orientation training on planning and ADP/RADP formulation may be arranged to the newly deployed officers in the Programming Division to be done by the Division itself.
2. A 3-day training programme may be organized on different types of rules, e.g., customs rules, baggage rules, tax rules, financial rules, delegation of financial power, etc.
3. Desk specific briefing or on the job training for 7 (seven) days is to be arranged to the officer(s) on deployment to the desk so that he/she can understand and perform properly.
4. A day-long training programme may be arranged on the terminology of the planning discipline; a manual may be prepared in this regard.
5. One-day workshop-cum-training on compatibility in the MTBF to remove the anomalies among the Ministries/ Divisions and introduction of marking system for the new projects by the programming committee.

Manpower and logistics:

1. There is shortage of manpower. Vacant sanctioned posts should be filled up immediately especially at the staff level to enhance the institutional and individual capacity of the Division.
2. The officers should be provided laptop to facilitate their work.

C. Industry and Energy Division:

General:

1. A weeklong in-depth training on financial and economic analysis, and procurement is required to be organized as to examine the DPPs for the PEC; in economic analysis, social impact analysis, social cost-benefit analysis, shadow price must be included.
2. A weeklong training on comparative study on feasibility must be provided to the officers to understand the feasibility done for the projects by the agencies.
3. There is a dire need for Sector Action Plan/Strategy to identify the national targets in the project document.

Specific:

1. A weeklong training on International Federation of Consulting Engineers commonly known as **FIDIC** (acronym for its French name **Fédération Internationale Des Ingénieurs-Conseils**) rules of international standards for consulting engineering and construction as the Division is to deal with big industrial and power projects.
2. Recently CPM has become prominent to justify a project's viability. A 5-day training on CPM may be organized; training may be arranged on log frame and cost-benefit analysis of the projects.
3. Symmetry of construction rate schedule of different organizations should be made: a 5-day training on uniformity of construction rate should be organized.
4. Monitoring on quality of public goods, i.e., civil works or any other work has become imperative now. A 3-day training is needed to the officers in this respect where the officers of the departments or agencies may be included.

Manpower and Logistics:

1. Shortage of manpower should be removed filling up the sanctioned posts.
2. The officers should be provided with laptop to facilitate the works.

D. Socio-Economic Infrastructure Division:

General:

1. Project Management training should be extended up to 6 (six) months and a diploma could be offered on completion of the course. The best performer/trainee should be rewarded in the form of a study visit.



2. A weeklong orientation training on total planning process including DPP preparation methodology is needed before deployment in the Planning Commission. This training should be imparted by NAPD or ENADA project.
3. Quarterly follow-up of the training received is necessary.
4. A daylong full-fledged training on log frame should be provided.
5. Procurement training for two-weeks should be given to help appraise the DPP.
6. A weeklong in depth training programme may be arranged on financial and economic analysis.
7. 3-day training on plan documents - 8th FYP, Vision -2041, BDP 2100 should be arranged by GED, where linkage with the plan documents may be established.
8. Weeklong training on IMED evaluation of development projects is necessary.
9. The Project Directors may be given a week-long training on formulation of projects.
10. 5-day training on feasibility study for the officers working on the desk is required to understand and juxtapose the DPP with the feasibility report.
11. A data bank may be created in each Division on training received and offered.
12. A weeklong training on methodology of estimation of expenditure in the projects.
13. Continuation of training is necessary so that no vacuum is created.

Specific:

1. 3-day training on monitoring of quality assurance of public goods – civil works or any other work of infrastructure projects.
2. Preparation of Sector Action Plan and a daylong workshop-cum-training programme may be organized. The executing and the implementing agencies may also be involved in this training.
3. The officers of the Ministries/Divisions and departments/agencies should also undergo alongside the officers of the BPC on planning discipline especially planning process in the NAPD.
4. There are many amorphous circulars; they need to be defined clearly and brought under one platform or umbrella for easy and better understanding.
5. In-house training may be organized for 7 days. It facilitates both the training and the work in the office simultaneously.
6. As there are some infrastructure projects in SEI Division there should be a weeklong training programme on rate schedule. A uniformity or symmetry of rate schedule of construction of different organizations should be established. A 7-day training programme on construction rate schedule may be arranged.
7. There are many terminologies, which are difficult to comprehend. A short half-day training on terminology may be arranged.
8. Media handling is a recent phenomenon. A short half-day training on handling media may be arranged.

9. Stress management should also be done and a psychological short training for a half-day could be given to the officers.
10. Adequate infrastructure is required to be developed for removing the space problems of the officers and members of staff.
11. A session of a training programme could be allocated for training on negotiation.

Manpower and Logistics:

1. Adequate manpower is needed. A proposal of new organogram is sent to the M/o. Public Administration for approval.
2. There is a dearth of support staff in the SEI Division. Adequate staff should be provided according to the sanctioned posts and a short training should be imparted to them on staff management. At least a computer operator is needed to run the section smoothly.
3. The officers are required to work after the office hour and they need the vehicle to go home. There is an acute problem of vehicle, which should be met.
4. Officers should be provided with the laptop to facilitate their works.

E. Physical Infrastructure Division:

General:

1. A 3-day training programme may be organized on existing “Circular on Development project preparation, processing, approval and Revision in the Public Sector” issued in October 2016 to facilitate the examination of the DPP/TAPP.
2. A week-long training on methodology of preparation of ADP/RADP may be arranged by the Programming Division.
3. A 3-day training programme on fund release, adjustment of allocation and expenditure, processing of financial matters, etc. may be organized.
4. A weeklong training on financial and economic analysis should be organized, which is required to examine the DPPs for the PEC.
5. A whole day training on logical framework must be organized.
6. GED should organize at least 3-day training on 8th FYP, Vision – 2041, BDP – 2100 and also UN document on SDGs.

Specific:

1. Ministry/Division related desk specific briefing or on the job specialized training for 7 (seven) days is needed to the officer(s) on deployment so that concerned officer of the desk can understand and perform his duties properly.
2. A five-day training programme may be arranged on the construction rate schedule as different organizations use different rate schedules for even different components. A uniformity of construction rates should be made.



3. The volume and mode of procurement varies from organization to organization; an in-depth 15 days training should be organized on Ministry/Division related project wise procurement plan.

Manpower and Logistics:

1. There is a dearth of manpower, which should be removed filling up the sanctioned posts.
2. The officers should be provided with laptop to facilitate the works.

It is pertinent to note here that in the workshop held on 22nd August, 2021 on the report of the Member, GED, opined that the members of the staff should also be given training of 8th FYP, SDGs and Vision 2041 to facilitate the file works. The coordination and cooperation of the SDs with the stakeholders including the Finance Division, Economic Relations Division, and IMED were emphasized in the workshop. Exchange of views may be organized with these Ministries/Divisions.

11. Capacity Building Strategy with Result Framework

Result based capacity building through training focuses primarily on the monitoring of the outputs and outcomes of the training programmes already implemented. Determination of the outcome of the training is a slow process, which cannot be measured immediately. It is measured with the efficient accomplishment of a particular job within a stipulated timeframe. Output monitoring of training is that if the training is pertinent in the process of performance. It is complex, but important for understanding the value for money. While organizing a training programme, inputs should be given corresponding the outputs and should be clearly defined. Once the outputs of the training are delineated clearly, the result-based monitoring of training can be possible to determine.

A generic format may be developed by the NAPD in consultation and coordination with the Ministry of Public Administration, which would be used by the SDs to monitor the outputs and outcomes of the training. The format should include the contents of the key deliverables for result monitoring of the training. The officers concerned should be given a short training on this format. The result based monitoring of capacity building could also be done by outsourcing. Specialized private firms may be engaged to do the result based monitoring of training.

This is necessary to mention that without monitoring of outputs and outcomes of the training, it is not possible to make a transition towards result-based capacity building. It should be noted that there is a difference between the result-based monitoring of the outputs and the outcomes with the evaluation of the training programmes implemented. The evaluation does not assess the enhancement of the capacity of the participants of training programmes.

This may be pointed out that the plan documents do not assert the result-based capacity building framework. The 8th FYP has envisaged about the capacity building of deferent specific agencies, but has not mentioned about the capacity building framework as a whole. With regard to the capacity building of BPC, it has stated that BPC should be given additional staff, resources and capacity building support for their staff to be able to perform their responsibilities (p.757).

In the previous chapter sector specific recommendations have been made for training in consultation with SDs. The strategy for capacity building is the implementation of these recommendations in the form of training by the SDs and the two macro Divisions – GED and Programming Division. The indicative result framework of the capacity building strategy is annexed (**Annexure – XII**).

The methodology adopted for estimation of possible financing of the training programmes included in the result framework is to calculate the estimated cost of one training programme for a period of 5 working days in a week for 20 participants. Hence, organizing one training programme for 5 days comprising 20 participants as estimated will require about Tk. 5 lakhs. The detailed estimation is annexed (**Annexure – XIII**).

12. Amorphous Issues Appertained to Capacity building of the GED

GED should essentially be a body of professionals engaged in preparation of plan documents and formulation of macro as well as micro economic policies of the government. This professionalism requires to be enhanced through continuous capacity building of the GED officials to augment their efficiency in the preparation and elucidation of the plan documents like Five Year Plan, Vision 2041, BDP 2100 and preparation of progress reports on SDGs implementation at the national and local levels and other vital policy documents on development and planning. The efficacy of GED’s institutional capacity enhancement de facto depends on the enhancement of capacity of its human resources for effective and efficient dealing with the macroeconomic policies. Transformation of human resources of GED into human capital necessitates strengthening of capacity to prepare target oriented long, medium and short-term development plan(s) and policies. So, skilled manpower is the obvious force to inject life to GED.

While preparing the plan documents GED analyses the comments of Sector Divisions’ proposals to fit in the plan documents. GED provides guidelines to the SDs and their officials for effective project planning to align the projects and programmes with FYP, SDGs and the Vision 2041 in different forms. GED is mandated in the face of BPC to look into the implementation of the targets set in plan documents. The monitoring of the implementation of the targets apropos to the plan documents can be made possible by the preparation of the Sector Action Plan/Strategy. It contributes in knowledge management of the SDs to design and appraise the projects in line with the strategies stipulated in the plan documents of the government. It makes up its officials to build the capacity to effectively manage risks and limitations for efficient integration of the multi-sectoral issues such as environment, climate change, urbanization, gender, population, digitization into national development interventions, e.g. projects and programmes. The volume of works of GED has increased manifold. In the past especially during 70s, 80s and 90s GED was engaged mainly in preparation of FYPs and in the beginning of the 20s in preparation of Poverty Reduction Strategy Paper (PRSP). Now GED prepares FYPs, Perspective Plan (Vision 2041), Bangladesh Delta Plan 2100 and provides secretarial support to the Coordinator (SDGs Affairs). But GED does not have enough skilled manpower at the level of support staff to perform all the increased volume of tasks mentioned above. Adequate strength of human resources is required for efficiently undertake all the above gigantic tasks. Presently, the number of sanctioned posts



of 1st and 2nd class officers in GED is 57 and the existing strength of manpower of the same is 36, which shows that 21 posts are vacant. These vacant posts must be filled up to bring efficacy of the GED. Although the study shows that logistics are fairly sufficient in GED, it seems that adequate logistics and equipment should be provided to the officers to discharge their duties efficiently and timely. In order to facilitate the development planning with targeted activities, GED coordinates between the medium and long term plans and policies through human resource development by providing training organized under different projects. The survey gives the opportunity to assess and elucidate the requirement of GED for training needs and capacity development.

13. Strengthening the Project Evaluation Committee (PEC)

PEC is an instrument to scrutinize the projects/programmes for recommendation for approval. The SDs of the BPC excepting the Programming Division and GED are responsible for organizing the PEC meetings. Members of the concerned Sector Divisions of the BPC preside over the PEC meetings. The present form of composition of PEC seems to be workable and does not require any amendment. The representation of the members of the PEC from all the concerned Ministries/Divisions/Departments needs to be ensured during PEC meeting. The objective of the PEC meeting on particular project/program is to judge its viability and alignment with the objectives stipulated in the plan documents. Its responsibility is to appraise the acceptability of the projects within the policy of the SDs of the BPC and recommend those for approval of the Minister for Planning/ECNEC. And if not recommended by PEC, then the implementing agency is asked to recast the particular project on the basis of observations and submit it again. It is important to note that the PEC is a recommending body. It recommends the viable projects with the recommendations for approval to the Planning Minister or ECNEC depending upon the amount of the project cost. If the cost of the investment projects is below Tk. 50 crore, then it is forwarded to the Planning Minister for approval and if the cost is above Tk. 50 crore, then it is sent to the ECNEC. It is opined during KIIs that PEC meeting should not be held more than twice on any project with exception of nationally important projects, if required. In the training programmes formulation of PEC working paper should be included. A format may be developed for formulation of PEC working paper.

It is pertinent to mention that the targets/strategies fixed in the plan documents, i.e., the 8th FYP, SDGs, Perspective Plan (Vision 2041), Bangladesh Delta Plan – 2100, need to be achieved during the plan period through implementation of projects and programmes by the Ministries/Divisions and subordinate departments/directorates. In this connection, it is informed that a report is under preparation to identify the sector specific activities according to the targets and strategies stipulated in the 8th FYP. It is to be reiterated that the GED representative in the PEC meeting must ensure the relevant targets of the plan documents reflected in the objectives of the projects/programmes. If the relevant broad targets of the plan documents are not reflected or addressed, the project/programme propounded for PEC recommendation to the concerned SD ought to be rejected and sent back to the concerned Ministry/Division/Department for revision. In this connection, it is discerned that a sectoral action plan or strategy for each sector is felt necessary to prepare for precise recognition of the targets/strategies of the plan documents.

14. Epilogue

TN&CA lays the prospect of the capacity enhancement of the SDs of the BPC. The study aspires to make a better, more efficient, and vibrant Planning Commission. It would remain wishful thinking without cooperation from the SDs in application of the recommendations illumined in the report. The essence of the study is to establish higher competency to deliver better performances by the SDs, achieve the targets of the plan documents, and accelerate economic growth of the country. Practically, planned efforts will be required to undertake training programmes for capacity building in tandem, which suit the job description of the SDs earmarked by the Allocation of Business.

In every organization there are helping forces to adopt new methodology to enhance the efficiency and mount competency. Heuristic vindication reveals that the continuous arrangement of training updates the burgeoning demand of the efficiency of the personnel outliving the existing one and making room for adaptation in the new situation of all the more progressive and up-to-date ideas and contents of the subject matter.

The attribute of the report is the summarization of the contents and arrangement of the form illuminating the spirit of endogenous augmentation of capacity building through training. The prologue or introduction elucidates the significance of undertaking the study and focuses on the emanation of the capacity building of the SDs. In the background the attributes of the gamut of development issues consisting of major premiss has been depicted. The volume and issues of development activities have increased manifold. With the snowballing of the volume and emerging issues of development activities, the efficiency requires to be boosted up in tandem. The government is keen to address the ever growing volume and emerging issues of development in an efficient manner. This entails transformation of human resources into a dynamic pool of human capital in the BPC. The dearth of capacity immanent in the SDs is unearthed by the survey and depicted in the report. Justification of undertaking the TN&CA is adduced appertaining training as the sine qua non for enhancement of both institutional and individual capacity. The scope is in-built in the project document, which is reflected in the report. The methodology of collecting both secondary and primary data have been illustrated for qualitative and quantitative analysis. Baseline of the present capacity building and training activities organized by the SDs of BPC endows inimitable opportunity to juxtapose the present and future desired capacity building activities. Three questionnaires – one for institutional, one for individual and other for GED were formulated and distributed to the concerned officials for collection of information. The responses have been analyzed and recommendations have been formulated according to the analysis of the responses. Two important amorphous issues have been touched on the top of the analysis– capacity building of the GED and strengthening of the PEC as they are axiomatic to the stimulation of the development. A broad capacity gap is identified for undertaking future training programmes.

The SDs face the dearth of logistics and equipment, which hinders the capacity enhancement. These impediments should be removed and, therefore, it is recommended to provide with logistics and equipment precisely the required software to the officers to enhance the capacity.



The capacity building of the SDs are also dependent on the adequate manpower. Sanctioned posts are required to be filled up to enhance the capacity of the SDs along with the training.

The experiences of India and Nepal have been consulted to compare the efficiency of BPC with the same of them, which has been illustrated in the report to explore the possibility of adopting the good practices for enhancement of the capacity of the BPC as close neighbors of South Asia.

It is inferred that the recommendations made in the report with regard to the ballooning of institutional and individual skills will help snowballing the competence of the SDs and the individual officers working there. Efficiency of GED is praiseworthy since it produces plan documents with utmost productivity. Nevertheless, it is expected that some of the gaps are likely to be abridged, e.g., arranging training on research methodology, and use of software in the preparation and review of documents need to be filled up as identified in the study to make it more research oriented and efficient. Hopefully, once the sophistic gaps are met, GED will perform as a standardized think tank more competently.

With regard to the implementation of the recommendations made in the report, it emanates from the above study that designing and organizing training programmes on specific issues should be the beacon of implementation. Every SD should design and organize its training programmes asunder according to the needs and priorities. Planning Division should continue to design and organize training programmes especially on office management procedure for the members of the staff of Planning Division and the PC. A conscientious effort is required to design and organize the sector specific training programmes by the concerned SDs behooving the job descriptions of the relevant officers. GED or Programming Division should take the responsibility of designing and organizing training programmes on macro and cross-cutting issues. Within the domain of training plan of the concerned SDs and the Planning Division, the montage of implementation of training programmes should be aligned.

Part-B

ANNEXURES



**Summary of Manpower, Bangladesh Planning Commission
Bangladesh CMLA's Secretariat, 26 December, 1982.**

Class - I		
1	Member	3
2	Additional Secretary	1
3	Chief	6
4	Joint Chief	30
5	Deputy Secretary	3
6	Deputy Chief	33
7	Section Officer	10
8	Research Officer	96
9	Budget Officer	1
10	Library Officer	1
	Total	184
Class II		
1	Librarian	1
2	Accounts Officer	1
	Total	2
Class III		
	Total	199
Class IV		
	Total	138
	Grand Total	523



Annexure II

Present Strength of Manpower of the Bangladesh Planning Commission

JS/JC	Sanctioned Post	Existing Personnel
General Economics Division	5	5
Programming Division	4	4
Physical Infrastructure division	6	4
Agriculture, WR & RI Division	5	3
Socio-Economic Infrastructure Division	5	4
Industry and Energy Division	5	4
Total	30	24
DC		
General Economics Division	5	5
Programming Division	5	5
Physical Infrastructure division	6	4
Agriculture, WR & RI Division	9	9
Socio-Economic Infrastructure Division	6	6
Industry and Energy Division	4	4
Total	35	33
AS/SAS		
General Economics Division	19	8
Programming Division	13	7
Physical Infrastructure division	16	13
Agriculture, WR & RI Division	19	15
Socio-Economic Infrastructure Division	15	12
Industry and Energy Division	15	9
Total	97	64
2nd Class officers & staff		
General Economics Division	28	18
Programming Division	34	17
Physical Infrastructure division	27	20
Agriculture, WR & RI Division	31	22
Socio-Economic Infrastructure Division	25	21
Industry and Energy Division	25	15
Total	170	113
4th class employee	145	115
Total Manpower in the BPC	477	349

Source: Planning Division

GED 1 st & 2 nd class Manpower		
JC	5	5
DC	5	5
AS/SAS	19	8
2 nd Class	28	18
	57	36

List of Participants in the Focus Group Discussions (FGDs)

A. Physical Infrastructure Division (17/06/21)

1. Mohd. Ubaidul Hoque, Joint Chief
2. Mohd. Akhtar Hossain, Deputy Chief
3. Debottam Sannal, Deputy Chief
4. Mohd. Nazmul Hasan, Deputy Chief

B. Industry and Energy Division (20/06/21)

1. Mohd. Nazib, Joint Chief
2. Faizul Islam, Joint Chief
3. Umme Salma, Deputy Chief

C. Programming Division

1. Mohd. Saiduzzaman, Joint Chief
2. Mohd. Anwaruddin, joint Chief
3. Nusrat Noman, Deputy Chief
4. Mohd. Nurul Azam, Deputy Chief
5. Dr. Nurun Nahar, Joint Chief
6. Fatema, SAC

D. Agriculture, Water Resources and Rural Institution Division

1. Md. Motiur Rahman
2. Md. Jalal Ahmed, Joint Chief
3. Iasmin Parveen, Joint Chief
4. Mohd. Enamul Hoque, Joint Chief
5. Shishir Bichitra Barua, Deputy Chief
6. Mohd. Nasim Ahmad, Deputy Chief
7. Mohd. Shamsul Islam, Deputy Chief
8. Mohd. Anwar Imam, Deputy Chief
9. Mohd. Solaiman, Deputy Chief
10. Mohd. Jalal Habibur Rahman, Deputy Chief
11. Sayed Zahidul Anam, Deputy Chief
12. Most. Jesmun Nahar, Deputy Chief
13. Mohd. Mizanur Rahman Talukder, Deputy Chief
14. Shilabrata Karmakar, Deputy Chief



E. Socio-Economic Infrastructure Division

1. A. K. Mohd. Mohiuddin Osmani, Chief (Addl. Secretary)
2. Dr. Mohd. Mostafizur Rahman, Joint Chief
3. Israt Jahan Taslim, Joint Chief
4. Md. Abdur Rouf, Joint Chief
5. Mohd. Abu Eusuf Mia, Joint Chief
6. Maksuda Hossain, Deputy Chief
7. Jannatul Ferdous, Deputy Chief
8. Sayda Nur Mahal Ashraqi, Deputy Chief
9. Most. Sabiha Sultana, Deputy Chief
10. Nahidul Mostak, Deputy Chief
11. Mohd. Hanif Uddin, Deputy Chief
12. Dr. Mohd. Amzad Hossain, Deputy Chief
13. Mohd. Jalal Uddin, Deputy Chief
14. Ronny Rahman, SAS
15. Mohd. Golam Mossaddek, SAS
16. Tahmina Zakaria, SAS
17. Wahida Khanam, SAS
18. Baishakhi Barua, SAS
19. Saini Aziz, AS
20. Md. Abul Kalam, RO
21. Sushanto Kumar Shil, RO

List of Respondents of Key Informant Interviews (KIIs)

1. Md. Syeedul Haque, Senior Project Advisor, Strengthening Public Investment Management System (SPIMS) Project, Phase – 2, funded by JICA (23.02.2020).
2. Mafidul Islam, Chief, GED (26/02/20)
3. Abu Sayed Md. Kamruzzaman, JC/PD, GED
4. Dr. Nurun Nahar, Deputy Chief, Programming Division, PC
5. Mr. Shahjahan Ali Khandakar, JC, Agriculture Sector Division, PC
6. Dr. Mostafizur Rahman, JC, Agriculture Sector Division
7. Md. Jahangir Alam, Chief, Infrastructure Division
8. Md. Matiur Rahman, JC, Infrastructure Division
9. Rezaul Azam Faruque, JC, Infrastructure Division (04/03/20)
10. Forhad Siddique, PD, SCDPS, GED (03.03.20)
11. Md. Eunus Mia, Deputy Chief, ECNEC Wing
12. Parimal Chandra Bose, Deputy Chief, Infrastructure Division, PC
13. Dr. Ranjit Kumar Sarkar, Deputy Chief, Power Wing, Industry and Power Division
14. Md. Abul Baker Md. Touhid, Deputy Chief, Infrastructure Division, PC
15. Md. Nazmul Hasan, Senior Assistant Chief, Infrastructure Division, PC
16. Shimul Sen, Senior Assistant Chief, GED



Government of the People’s Republic of Bangladesh

Planning Commission

General Economics Division

“Strengthening the Capacity of Development Planning Superstructure for Achieving the Developed Country Status Project (1st Revised)”

Questionnaire for Survey on Training Needs and Capacity Assessment for Institutional Enhancement of Skills of Sector Divisions

General Information:

Name (optional):

Name of the Sector Division:

Designation:

(This questionnaire has been developed to obtain respondent’s views on institutional training needs and capacity development of the Sector Divisions of Planning Commission. The questionnaire is formulated on the basis of cluster of issues/subjects and valid for the project period. There may be more than one response to a question.)

Assessment Score – 1:

Please tick with the symbol ‘√’ where applicable)

Assessment Score – 2:

Sl. No.	Period	Duration
1	Long-term	5 Yrs and above
2	Medium-term	2-5 Yrs
3	Short-term	0-2 Yrs

Assessment Score – 3:

Sl. No.	Assessment	Score
1	Excellent	5
2	Very good	4
3	Good	3
4	Moderately good/Fairly good/Fair	2
5	Unsatisfactory (U)/Not Satisfactory: Major Shortcomings	1

Assessment Score – 4:

Sl. No.	Assessment	Score
1	High	5
2	Mid	4
3	Low	3

Assessment Score – 5:

Assessment	Scoring
● Highly Sufficient/Efficient	5
● Very sufficient/efficient	4
● Fairly sufficient/Efficient	3
● Not sufficient/Efficient	2
● Needs Review/Updating/Improvement	1

Assessment Score – 6:

Sl. No.	Assessment	Score
1	Regular(ly): Without Interruption	5
2	Very often (One or two in a year):	4
3	Fair(ly) often (Only when requested by the third party)	3
4	Irregular	2
5	None/Not at all	1

Cluster 1: Skill Development

1 (a) Do your performances sufficient enough to achieve the sectoral goals?

- ◆ Highly sufficient
- ◆ Very sufficient
- ◆ Fairly sufficient
- ◆ Not sufficient
- ◆ Needs improvement

(b) If not, how often the performances of your organization are reviewed?

- ◆ Monthly
- ◆ Quarterly
- ◆ Half yearly
- ◆ Yearly
- ◆ Never

(c) How efficiently it works to accomplish the desired job(s)?

- ◆ Highly efficient
- ◆ Very efficient
- ◆ Fairly efficient
- ◆ Moderately efficient
- ◆ Not efficiently

(d) What are the criteria/yardsticks to measure the performances of the officers?

- ◆ Performance standard, if any
- ◆ Annual Performance Agreement



(e) How do you propose to enhance your performances?

- ◆ Skill Development by Training
- ◆ Knowledge Management

(f) Is there any provision of incentives for you for better performance?

- ◆ Yes
- ◆ No

(g) If yes, then in what form it is done?

- ◆ In salary increment
- ◆ In monetary form at one time
- ◆ In the form of study visit/foreign training
- ◆ In the form of awards or certificates

2. How is your interpersonal relationship in the team-work of your organization?

- ◆ Excellent
- ◆ Very good
- ◆ Good
- ◆ Moderately good
- ◆ Fair

3. How do you categorize the team-work and working environment of your Division?

- ◆ Friendly
- ◆ Supportive
- ◆ Collaborative
- ◆ Unfriendly

4. Do you think strategic and operational planning in your sector is clearly understood by the members of the staff?

- ◆ Yes
- ◆ No

5. How do you assess the work flow of your organization to achieve the sectoral goals?

- ◆ Excellent
- ◆ Very good
- ◆ Good
- ◆ Fairly good
- ◆ Not Satisfactory/Unsatisfactory

6. (a) Is there any provision of incentives for motivation of the officers for better performance?

- ◆ Yes
- ◆ No

(b) If yes, then in what form it is done?

- ◆ In salary increment
- ◆ In monetary form at one time
- ◆ In the form of study visit/foreign training
- ◆ In the form of awards or certificates
- ◆ Letter of Appreciation

7. Who do you think are more participatory in the training programs?

- ◆ Male officers
- ◆ Female officers

8. (a) Does your organization possess any capacity development plan for achieving the sectoral goals?

- ◆ Yes
- ◆ No
- ◆ Not well-framed
- ◆ Under Process

(b) If yes or under process or not well-framed, what is the focus or subject matter of the plan?

- ◆ Manpower
- ◆ Equipment handling
- ◆ Training, or upscaling of skills
- ◆ Others

(c) If the answer is yes at (a) above, then does this plan categorize the level of participation in the training programmes or categorize manpower and equipment to be needed?

- ◆ Yes
- ◆ No

(d) If the answer is yes for manpower, then what are the provisions mentioned in the plan for the level of manpower to be needed?

- ◆ High (JS/JC)
- ◆ Mid (DS/DC)
- ◆ Bottom (SAS/SAC/AS/AC)

9. (a) How often your organization plans to organize training courses for improvement of the skills of the officials?

- ◆ Regularly
- ◆ Fairly often
- ◆ Only when requested by the third party
- ◆ Not at all



(b) If regular programme, then is it a full course or part of any other training programme?

- ◆ Full course
- ◆ Part but full module
- ◆ Part and part of a module
- ◆ Negligible

10. Does your organization have any training plan on TOT?

- ◆ Yes
- ◆ No

11. Where do you get the resource persons?

- ◆ Outsourcing
- ◆ From within the service
- ◆ Expert pool

12. In which area(s) you need to enhance the capacity in terms of training issues or facilities of your organization?

- ◆ Organizational (Institutional Capacity and Memories)
- ◆ Human resources (Skill and Capability)
- ◆ Curriculum (Updates and Modifications)
- ◆ Logistics
- ◆ Financial

13. Which standardized project-related areas has your organization picked up for capacity building training during the last one year?

- ◆ Appraisal
- ◆ Formulation
- ◆ Approval
- ◆ Implementation
- ◆ Monitoring
- ◆ Evaluation

14. Over the next three years which standardized priority areas require capacity building for your Division?

- ◆ Segregation of sectors or sectoral priority
- ◆ Deployment of adequate manpower to the sectors
- ◆ Ensure creative, accountable, transparent manpower
- ◆ Use of latest technology including software
- ◆ Digitization of the planning process

- ◆ Project Scrutiny, preparation of working paper for Project Steering Committee (PEC) and Executive Committee for National Economic Council (ECCNEC)
- ◆ Linkage between sectoral plan and strategy with national plan and global agenda e.g. Five Year Plan (FYP), Sustainable Development Goals (SDGs), Perspective Plan (Vision 2041), Bangladesh Delta Plan 2100

15. Do you have adequate competencies and skills available for the scrutiny of the DPPs/ TAPPs?

- ◆ Yes
- ◆ No

16. In your opinion, which level of officials of Planning Commission need training?

A. Senior Management (JC/JS and above)

- ◆ Policy,
- ◆ Operation,
- ◆ Strategic Planning,
- ◆ Management,
- ◆ Supervision
- ◆ Negotiations;

B. Mid-Level Officials (DS/DC)

- ◆ Monitoring and Evaluation,
- ◆ Implementation,
- ◆ Supervision,
- ◆ Policy Review,
- ◆ Drafting of Planning Documents for Approval;

C. Junior Officials (SAS/SAC/AS/AC)

- ◆ Implementation of Project Activities (Rules, Regulations, Procurement, etc.)
- ◆ Monitoring and Evaluation
- ◆ Drafting Plan Documents,
- ◆ Organizing The Community,
- ◆ Reviewing Literature with Update Information Etc.

D. Support Staff (AO/PO/Computer Operator)

- ◆ Office Management,
- ◆ Equipment Handling,
- ◆ Logistics,



17. What type of training the officials need e.g. what is the nature of training to be imparted?

A. Senior management:

- ◆ Workshop,
- ◆ Seminars,
- ◆ Study Visit/Study Tour,
- ◆ Short Course (0-1 month),
- ◆ Policy Dialogue

B. Mid-Level Officers

- ◆ Short Course (01-03 months),
- ◆ Long Course (01-05 years),
- ◆ Specialized Course,
- ◆ Study Visit,
- ◆ Any Other (Please Specify)

C. Junior Level:

- ◆ Short Course (01-03 months),
- ◆ Long Course (01-05 years),
- ◆ Specialized Course,
- ◆ Diploma,
- ◆ Study Visit,
- ◆ Any Other (Please Specify)

D. Support Staff:

- ◆ Short Course (01-03 months),
- ◆ Specialized Course,
- ◆ If Any Other (Please Specify)

18. What skills do you require to enhance your performance to achieve the sectoral goals?

- ◆ Analytical
- ◆ Decision making
- ◆ Drafting and reporting
- ◆ Planning and programming
- ◆ Establishing link with sectoral needs
- ◆ Methodology of reviewing
- ◆ Stakeholder analysis
- ◆ Procurement
- ◆ Budgeting
- ◆ Project Sustainability Issue
- ◆ Any other aspect, please specify

Cluster 2: Knowledge Management

19. What gaps you identified in KM in your organization?

- ◆ Policy
- ◆ Planning
- ◆ Programming
- ◆ Sectoral links

20. How does the feedback mechanism work?

- ◆ Excellent
- ◆ Very good
- ◆ Good
- ◆ Fairly good
- ◆ Not Satisfactory/Unsatisfactory

21.(a) Do you produce any report after completion of training?

- ◆ Yes
- ◆ No

(b) If yes, then on which training programs do you produce reports?

- ◆ Local
- ◆ Foreign
- ◆ Study visits/tours

(c) How many reports you have produced on the training programs you have attended in the last two years?

- ◆ # Local training
- ◆ # Foreign training
- ◆ # Study visits/tours

22. How do you apply the knowledge (learning from the foreign tours/visits/training) in your organization?

- ◆ By disseminating the ideas through presentation
- ◆ By introducing new methodology
- ◆ Through instructions in writing to the officers
- ◆ Through monitoring or follow-up of the application
- ◆ None

23. What follow up actions do you take on knowledge Management of international experience on training?

- ◆ Methodology
- ◆ Content
- ◆ Materials
- ◆ Equipment



24. What outputs of the training you have been beneficial to the performance of your organization?

- ◆ Efficient handling of regular issues
- ◆ Update of policy issues
- ◆ Proper scrutiny of the project documents for the PEC
- ◆ Increased capability on implementation and supervision
- ◆ Improved skill for drafting project documents

25. What outcomes of the training/capacity building activities do you think have contributed to the enhancement of capacity of your organization?Skill on knowledge management

- ◆ Capability enhancement for scrutiny of the project documents for the PEC
- ◆ Improvement of skill for drafting reports
- ◆ Enhancement of the skill on review of the reports
- ◆ Improvement of skill for appraising project

26. Over the next three years which standardized priority areas your organization requires training on capacity building?

- ◆ Software based project preparation methodology
- ◆ Digitization of the planning process
- ◆ Project Scrutiny, preparation of working paper for Project Steering Committee (PEC) and Executive Committee for National Economic Council (ECCNEC)
- ◆ Linkage between sectoral plan and strategy with national plan and global agenda e.g. Five Year Plan (FYP), Sustainable Development Goals (SDGs), Perspective Plan (Vision 2041), Bangladesh Delta Plan 2100, and

27. Does your organization have any training plan?

- ◆ Yes
- ◆ No

28. Does your organization have specific trainer's pool/expert training facilitators who can lead capacity building training on KM?

- ◆ Yes
- ◆ No

29. What is the level of organizational leadership to manage relations with key stakeholders in relation to organize training on capacity building and KM?

- ◆ Excellent
- ◆ Very Good
- ◆ Good
- ◆ Fairly good
- ◆ Not satisfactory

30. What is the level of your organization’s human resources capacity to design, conduct and manage training?

- ◆ Excellent
- ◆ Very Good
- ◆ Good
- ◆ Fairly good
- ◆ Not satisfactory

31. Do you make linkage of the DPP/TAPP with the targets of the FYP, Perspective Plan, SDGs while conducting training?

- ◆ Yes
- ◆ No

32. How do you link the targets of FYP, SDGs, 2nd Perspective Plan (Vision 2041), BDP 2100 with the actions of the sectors while scrutinizing DPP/TAPP?

- ◆ Identifying strategic sectoral priorities/goals of the plan documents
- ◆ Enlisting the sectoral targets according to the plan documents
- ◆ Setting specific criteria for establishing linkages
- ◆ Preparing sector action plans for each sector

33. How do you assess the capacity building activities/ training programmes organized by your Division?

SL.	Areas of Assessment	1	2	3	4	5
1.	Fulfilment of the targets of capacity building activities as planned					
2	Relevance of the training with the on-going national development priority/ challenges					
3	Participation of the trainees					
4	Adequacy of the participants					
5	Attendance of participants					
6	Trainees response to the training					
7	Level of participants was at par requirement					
8	Duration of training					
9	Budget allocation					

34. In your opinion, what is/are the important changes/inclusions required in relation to capacity building and KM?

SL .	Issues to be incorporated	1	2	3	4	5
1.	Inclusion of training issues in d evelopment planning process like DPP/TAPP					
2	In service capacity enhancement with hands on training					
3	Inclusion of capacity gaps in the process of identifying the needs of training					
4	Inclusion of strategies of FYP Targets and SDGs target to be achieved					



35. What are suggested issues that would provide with your priority ranking about the need for continuous reform in the following area?

SL.	Suggested issues	1	2	3	4	5
1.	Sharing of knowledge and experiences					
2.	Human resource development					
3.	Organizational capability					
3.	Making the programme compatible with the FYP/SDGs of the country					
4.	Updating the rules and regulations, strategies how to achieve SDGs and vision 2041					
5.	Any other issue to be incorporated					

36. Are you familiar with the training courses, workshops and other training activities that are currently available in your office relating to FYP, KM, SDGs, Vision 2041, LDC graduation capacity building?

- ◆ Yes, familiar,
- ◆ not familiar,
- ◆ partially familiar

37. Against the backdrop of classroom lectures what other steps you may suggest to make the training more efficient and effective?

Issues to be considered for efficient and effective Training

- ◆ Thematic groups for each module for Exercise and Presentation at end of the week
- ◆ Ongoing Project Visit
- ◆ Group presentation of the outcome of the visit
- ◆ Real life DPP analysis
- ◆ Meticulously Follow Specific, Measurable Attainable, Realistic, and Timely (SMART) in the case study
- ◆ Rewards for best performance, Report writing, presentation, organizing skill.
- ◆ Need Assessment and Evaluation by participants at the end of the course.
- ◆ If any other (Please Specify)

Cluster 3. Information Communication Technology (ICT)

38. How efficient is the ICT technology to improve the efficacy of GED?

- ◆ Highly efficient
- ◆ Very efficient
- ◆ Fairly efficient
- ◆ Not efficient
- ◆ Needs improvement

39. What is your plan on wider use of ICT in your organization?

- ◆ Online performance
- ◆ Provide laptop to each and every officer
- ◆ Provide necessary software
- ◆ Software like Stata, R, etc.

Cluster 4: Logistics

40. How sufficient are the logistics (transportation, inventory, equipment, supplies, etc.) to support your organizational activities?

- ◆ Highly sufficient
- ◆ Very sufficient
- ◆ Fairly sufficient
- ◆ Not sufficient
- ◆ Needs improvement

41. Do you use official transport or transport on hire or own transport?

- ◆ Official
- ◆ On hire
- ◆ Own

42. Do you maintain regular inventory of equipment and supplies?

- ◆ Yes
- ◆ No

Cluster 5: Challenges

43. Which training/capacity building activities have been challenging for your organization?

- ◆ Organizing the training programmes
- ◆ Finding out the resource persons
- ◆ Finding out the participants
- ◆ Relevance with the objectives
- ◆ Fulfilment of the targets
- ◆ Curriculum of the training
- ◆ Venue of the Training Programme



44. What was/were the challenge(s) your organization confronted while organizing training programs?

- ◆ Shortage of manpower
- ◆ Shortage of logistics
- ◆ Appropriate resource person
- ◆ Inadequate response from the clients
- ◆ Inadequate vertical cooperation
- ◆ Lack of training materials
- ◆ Venue

Miscellaneous

45. Is there any other information you would like to provide with in this regard? (You may use a separate paper)

Thank you very much for your valuable insights and inputs. Your information will help the General Economics Division to achieve the goals and objectives of the Project “Strengthening the Capacity of Development Planning superstructure for achieving the Developed country status Project (1st Revised)”

Individual Officers

Government of the People's Republic of Bangladesh

Planning Commission

General Economics Division

“Strengthening the Capacity of Development Planning Superstructure for Achieving the Developed Country Status Project (1st Revised)”

Questionnaire for Survey on Training Needs and Capacity Assessment for Enhancement of Skills of Individual Officers

General Information:

Name (optional):

Name of the Sector Division:

Designation:

(This questionnaire has been formulated to obtain respondent's views on capacity development and training needs of individual officers of the Sector Divisions of Planning Commission. The questionnaire is formulated on the basis of cluster of issues/subjects and valid for the project period. There may be more than one response to a question.)

Assessment Score – 1:

Please tick with the symbol ‘√’ where applicable)

Assessment Score – 2:

Sl. No.	Assessment	Score
1	Highly Satisfactory (HS): Without Shortcomings	5
2	Satisfactory (SA): Minor Shortcomings	4
3	Moderately Satisfactory (MS): Moderate Shortcomings	3
4	Moderately Unsatisfactory (MU): Significant Shortcomings	2
5	Unsatisfactory (U): Major Shortcomings	1

Assessment Score – 3:

Sl. No.	Period	Duration
1	Long-term	5 Yrs and above
2	Medium-term	2-5 Yrs
3	Short-term	0-2 Yrs



Assessment Score – 4:

Sl. No.	Assessment	Score
1	Excellent	5
2	Very good	4
3	Good	3
4	Moderately good/Fairly good/Fair	2
5	Unsatisfactory (U)/Not Satisfactory: Major Shortcomings	1

Assessment Score – 5:

Sl. No.	Assessment	Score
1	High	5
2	Mid	4
3	Low	3

Assessment Score – 6:

Assessment	Scoring
◆ Highly Sufficient	5
◆ Very sufficient	4
◆ Fairly sufficient	3
◆ Not sufficient	2
◆ Needs review/updating	1

Assessment Score – 7:

Sl. No.	Assessment	Score
1	Regular(ly): Without Interruption	5
2	Very often (One or two in a year):	4
3	Fair(ly) often (Only when requested by the third party)	3
4	Irregular	2
5	None/Not at all	1

Cluster 1: Skill Development**1. Is your job description sufficient enough to supplement your Division's goal?**

- ◆ Highly sufficient
- ◆ Very sufficient
- ◆ Fairly sufficient
- ◆ Not sufficient
- ◆ Needs review/updating/amendment

2. How often your performances are reviewed?

- ◆ Monthly
- ◆ Quarterly
- ◆ Half yearly
- ◆ Yearly
- ◆ Never

3. How efficiently it is reviewed to accomplish your job(s)?

- ◆ Very efficiently
- ◆ Fairly efficient
- ◆ Moderately efficient
- ◆ None

4. (a) Is there any performance standard for you?

- ◆ Yes
- ◆ No

(b) If yes, how the standard is measured?

- ◆ Through agreement in writing
- ◆ Through judgment of the superior

5. (a) Is there any provision of incentives for you for better performance?

- ◆ Yes
- ◆ No

(b) If yes, then in what form it is done?

- ◆ In salary increment
- ◆ In monetary form at one time
- ◆ In the form of study visit/foreign training
- ◆ In the form of awards or certificates

6. How is your interpersonal relationship in the team-work of your organization?

- ◆ Excellent
- ◆ Very good
- ◆ Good
- ◆ Moderately good
- ◆ Fair

7. (a) How often you participate in training courses for improvement of your skills?

- ◆ Regularly
- ◆ Fairly often
- ◆ Only when requested by the third party
- ◆ Not at all



(b) If regularly, then is it a full course or part of any other training programme?

- ◆ Full course
- ◆ Part but full module
- ◆ Part and part of a module
- ◆ Negligible

8. (a) Are you satisfied with your own level of capacity building activities?

- ◆ Yes
- ◆ No

(b) If not, how can this be upgraded?

- ◆ Inclusion of new subject-oriented issues in the training
- ◆ Workshop/Consultation
- ◆ Regular participation in the training

9. Do you think training that is offered to is relevant to efficiently perform your responsibilities?

- ◆ Relevant,
- ◆ Partially relevant,
- ◆ Not relevant,
- ◆ No training available

10. Who do you think are more participatory in the training programs?

- ◆ Male officers
- ◆ Female officers

11. What criteria and grading you follow in assessing the capacity building / training programs you participated?

SL. No.	Areas of Assessment	1	2	3	4	5
1.	Fulfilment of the targets of capacity building activities as planned					
2	Relevance of the training with the objectives					
3	Interaction of the Participants					
4	Adequacy of the participants					
5	Attendance of participants					
6	Trainees response to the training					
7	Level of participants was at par requirement					
8	Duration of training					

12. Which standardized project-related areas has GED picked up for capacity building training during the last one year?

- ◆ Appraisal
- ◆ Formulation
- ◆ Approval
- ◆ Implementation
- ◆ Monitoring
- ◆ Evaluation
- ◆ Other, please specify

13. In your opinion, on what issues, the GOB officials should be the trained?

A. Senior Management –

- ◆ Policy,
- ◆ Operation,
- ◆ Strategic Planning,
- ◆ Management,
- ◆ Supervision
- ◆ Negotiations;

B. Mid-Level Officials –

- ◆ Monitoring and Evaluation,
- ◆ Implementation,
- ◆ Supervision,
- ◆ Policy Review,
- ◆ Drafting of Planning Documents for Approval;

C. Junior Officials –

- ◆ Implementation of Project Activities (Rules and Regulations, Procurement, Etc.)
- ◆ Monitoring and Evaluation
- ◆ Drafting Plan Documents,
- ◆ Organizing The Community,
- ◆ Reviewing Literature with Update Information Etc.

D. Support Staff –

- ◆ Office Management,
- ◆ Equipment Handling,
- ◆ Logistics,



14. In your opinion what type of training the officials need?

A. Senior management:

- ◆ Workshop,
- ◆ Seminars,
- ◆ Study Visit/Study Tour,
- ◆ Short Course (0-1 month),
- ◆ Policy Dialogue

B. Mid-Level Officers

- ◆ Short Course (01-03 months),
- ◆ Long Course (01-05 years),
- ◆ Specialized Course,
- ◆ Study Visit,
- ◆ Any Other (Please Specify)

C. Junior Level:

- ◆ Short Course (01-03 months),
- ◆ Long Course (01-03 years),
- ◆ Specialized Course,
- ◆ Diploma,
- ◆ Study Visit,
- ◆ Any Other (Please Specify)

D. Support Staff:

- ◆ Short Course (01-03 months),
- ◆ Specialized Course,
- ◆ If Any Other (Please Specify)

15. What skills do you require to enhance your performance?

- ◆ Analytical
- ◆ Decision making
- ◆ Drafting and reporting
- ◆ Planning and programming
- ◆ Methodology of reviewing
- ◆ Procurement
- ◆ Budgeting
- ◆ Project Sustainability Issue
- ◆ Any other aspect

16. In which area(s) you require training to enhance your capacity?

- ◆ Project/Programme Planning
- ◆ Real Time Skill and Capability
- ◆ Adaptation to the Updates
- ◆ Acquaintance with the Government's latest decision

Cluster 2: Knowledge Management

17. (a) Do you produce any report after completion of training?

- ◆ Yes
- ◆ No

(b) If yes, then on which training programs you produce reports?

- ◆ Local
- ◆ Foreign
- ◆ Study visits/tours

18. How many reports you have produced on the training programs you have attended in the last two years?

- ◆ # Local training
- ◆ # Foreign training
- ◆ # Study visits/tours

19. How do you apply the knowledge (learning from the foreign tours/visits/training) in your job?

- ◆ By adopting the new methodology
- ◆ By disseminating the ideas through presentation
- ◆ Through instruction of the authority
- ◆ None

20. How do you assess your contribution to your organization in KM?

- ◆ Excellent
- ◆ Very Good
- ◆ Fairly good
- ◆ Not satisfactory

21. What outputs of the training you have found useful in performing your job?

- ◆ Efficient handling of regular issues
- ◆ Update of policy issues
- ◆ Proper scrutiny of the project documents for the PEC
- ◆ Increased capability on implementation and supervision
- ◆ Improved skill for drafting project documents



22. On your experience with training/capacity building activities, which outcomes have contributed in enhancing your capacity?

- ◆ Skill development for knowledge management
- ◆ Enhancement of capability for policy review
- ◆ Capability enhancement for scrutiny of the project documents for the PEC
- ◆ Increased capability on Implementation and supervision
- ◆ Improved skill for drafting project documents
- ◆ Improved skill for appraising project

23. Over the next three years which standardized priority areas you require training on capacity building?

- ◆ Software based project preparation methodology
- ◆ Digitization of the planning process
- ◆ Project Scrutiny, preparation of working paper for Project Steering Committee (PEC) and Executive Committee for National Economic Council (ECCNEC)
- ◆ Linkage between sectoral plan and strategy with national plan and global agenda e.g. Five Year Plan (FYP), Sustainable Development Goals (SDGs), Perspective Plan (Vision 2041), Bangladesh Delta Plan 2100, and

24. How well informed are you about the current training programmes on capacity building organized by the Sector Divisions of the Planning Commission?

- ◆ Very well informed
- ◆ Fairly well informed
- ◆ Not well informed

25. In your opinion, what is/are the important changes/inclusions required in relation to capacity building and KM?

SL	Issues to be incorporated	1	2	3	4	5
1.	Inclusion of training issues in development planning process like DPP/TAPP					
2	In service capacity enhancement with hands on training					
3	Inclusion of capacity gaps in the process of identifying the needs of training					
4	Inclusion of strategies of FYP Targets and SDGs target to be achieved					

26. Are you familiar with the training courses, workshops and other training activities that are currently available in your office relating to FYP, KM, SDGs, Vision 2041, LDC graduation capacity building?

- ◆ Yes, familiar,
- ◆ not familiar,
- ◆ partially familiar

27. Against the backdrop of classroom lectures what other steps you may suggest to make the training more efficient and effective?

Issues to be considered for efficient and effective Training

- ◆ Thematic groups for each module for Exercise and Presentation at end of the week
- ◆ Ongoing Project Visit
- ◆ Group presentation of the outcome of the visit
- ◆ Real life DPP analysis
- ◆ Meticulously Follow Specific, Measurable Attainable, Realistic, and Timely (SMART) in the case study
- ◆ Rewards for best performance, Report writing, presentation, organizing skill.
- ◆ Need Assessment and Evaluation by participants at the end of the course.
- ◆ If any other (Please Specify)

Cluster 3. Information Communication Technology (ICT)

28. How efficient is the ICT technology to improve the efficacy of GED?

- ◆ Highly efficient
- ◆ Very efficient
- ◆ Fairly efficient
- ◆ Not efficient
- ◆ Needs improvement

29. What are the ICT equipment you have?

- ◆ Desk top computer
- ◆ Laptop
- ◆ Printer

30. What software you use?

- ◆ Word
- ◆ Excel
- ◆ Others, please specify.

Cluster 4. Logistics

31. How sufficient are the logistics (transportation, inventory, equipment, supplies, etc.) to support your organizational activities?

- ◆ Highly sufficient
- ◆ Very sufficient
- ◆ Fairly sufficient
- ◆ Not sufficient
- ◆ Needs improvement



32. Do you use official transport or transport on hire or own transport?

- ◆ Official
- ◆ On hire
- ◆ Own

33. Do you maintain regular inventory of equipment and supplies?

- ◆ Yes
- ◆ No

Cluster 5: Challenges

34. What was/were the challenge(s) you confronted while participating in the training programs?

- ◆ Appropriate resource person
- ◆ Relevance with the topics/objectives
- ◆ Curriculum
- ◆ Lack of training materials
- ◆ Proper equipment
- ◆ Presentation of the lecturers
- ◆ Venue

35. Which training/capacity building activities, in your opinion, are challenging for your Division?

- ◆ Organizing the training programs
- ◆ Finding out the resource persons
- ◆ Finding out the participants
- ◆ Relevance with the objectives
- ◆ Fulfilment of the targets
- ◆ Curriculum of the training
- ◆ Venue of the training program
- ◆ In the form of awards or certificates
- ◆ Letter of Appreciation
- ◆ No provision

Miscellaneous:

36. Is there any other information you would like to provide with in this regard? (You may use a separate paper)

Thank you very much for your valuable insights and inputs. Your information will help the General Economics Division to achieve the goals and objectives of the Project “Strengthening the Capacity of Development Planning superstructure for achieving the Developed country status Project (1st Revised)

General Economics Division (GED)
Government of the People’s Republic of Bangladesh
Planning Commission
General Economics Division

“Strengthening the Capacity of Development Planning Superstructure for Achieving the Developed Country Status Project (1st Revised)”

Questionnaire for Survey on Training Needs and Capacity Assessment for Institutional Enhancement of the Skills of GED

General Information: Name (optional): Name of the Sector Division : Designation:

(This questionnaire has been developed to obtain respondent’s views on institutional training needs and capacity development of GED. The questionnaire is formulated on the basis of cluster of issues/subjects and valid for the project period. There may be more than one response to a question.)

Assessment Score – 1:

Please tick with the symbol ‘√’ where applicable

Assessment Score – 2:

Sl. No.	Assessment	Score
1	Excellent	5
2	Very good	4
3	Good	3
4	Moderately good/Fairly good/Fair	2
5	Unsatisfactory (U)/Not Satisfactory: Major Shortcomings	1

Assessment Score – 3:

Sl. No.	Assessment	Score
1	High	5
2	Mid	4
3	Low	3



Assessment Score – 4:

Assessment	Scoring
Highly Sufficient/efficient	5
Very sufficient/efficient	4
Fairly sufficient/efficient	3
Not sufficient	2
Needs review/updating/improvement	1

Cluster I: Skill development

1. Which of the following training program(s) was/were organized for augmentation of the capacity of the GED during the last two years?

- ◆ Policy Planning and Analysis
- ◆ Plan document preparation
- ◆ Report preparation/review
- ◆ Project Appraisal
- ◆ Project Management

2. What is/are the area(s) where training is needed to enhance the skills or to create facilities for increasing the capacity of GED?

- ◆ Organizational (Institutional Capacity and Memories)
- ◆ Human resources (Skill and Capability)
- ◆ Logistics
- ◆ Financial

3. (a) What issues do you think should be included in the training programs for GED officials?

- ◆ Research methodology
- ◆ Report writing/report review
- ◆ Communication skills (Speaking, Writing and Presenting)
- ◆ Presentation

(b) If research is singled out, then what areas of research should be undertaken?

- ◆ Macro and perspective issues
- ◆ Poverty alleviation
- ◆ Multi-sectoral issues
- ◆ Fiscal issues
- ◆ International economics

(c) If it is presentation, then what communication skill do you need to be developed?

- ◆ Power point presentation
- ◆ Report presentation

- ◆ Letter writing as per secretarial instruction
 - ◆ Use of electronic/telephonic method for communication with the clients
- 4. (a) Did you receive any training on research methodology?**
- ◆ Yes
 - ◆ No
- (b) If yes, then what are those methodologies?**
- ◆ Desk Review
 - ◆ KII
 - ◆ FGD
 - ◆ Survey
- 5. (a) Is there any incentive(s) for motivation of the officers?**
- ◆ Yes
 - ◆ No
- (b) If yes, what is/are the form(s)?**
- ◆ In the form of salary increment or bonus
 - ◆ In monetary form at one time
 - ◆ In the form of study visit/foreign training
- 6. Who do you think are more participatory in the training programs?**
- ◆ Male officers
 - ◆ Female officers
- 7. How well are the team-work and working environment in GED?**
- ◆ Excellent
 - ◆ Very Good
 - ◆ Good
 - ◆ Average
 - ◆ Unsatisfactory
- 8. What criteria and grading system do you follow in assessing the capacity building / training programs organized by GED?**

SL. No.	Areas of Assessment	1	2	3	4	5
1.	Fulfilment of the targets of capacity building activities as planned					
2	Relevance of the training with the objectives					
3	Participation of the trainees					
4	Adequacy of the participants					
5	Attendance of participants					
6	Trainees response to the training					
7	Level of participants was at par requirement					
8	Duration of training					
9	Budget allocation					



9. Which standardized project-related areas has GED picked up for capacity building training during the last one year?

- ◆ Appraisal
- ◆ Formulation
- ◆ Approval
- ◆ Implementation
- ◆ Monitoring
- ◆ Evaluation
- ◆ Other, please specify

10. Which priority areas would require capacity building in next 3/5 years for your Division?

- ◆ Linkage of the FYP strategies/targets with the sectoral action plans?
- ◆ Establishment of linkages between the targets of plan documents (FYP, SDGs) and the objectives of the projects (DPP/TAPP)
- ◆ Compatibility of the targets of FYP, SDGs, Perspective Plan 2041, Delta Plan 2100
- ◆ Digitization of the planning process

11. What are the subject-related software you use for capacity building (training) of GED?

- ◆ Data analytical tools (software like Stata, R, etc.)
- ◆ Data base management
- ◆ Economic Analysis (Input-output table, CGE Modelling etc.)
- ◆ No software required

12. (a) On what issues GED officials need training/workshop/seminar?

A. Senior Management (JC/JS and above)

- ◆ Policy,
- ◆ Operation,
- ◆ Strategic Planning,
- ◆ Management,
- ◆ Supervision
- ◆ Negotiations;

B. Mid & Junior Level Officials (DS/DC/ SAS/SAC/AS/AC)

- ◆ Drafting Plan Documents,
- ◆ Monitoring and Evaluation,
- ◆ Review of Literature

C. Support Staff (AO/PO/Computer Operator/Office Assistant) –

- ◆ Office Management,
- ◆ Equipment Handling,
- ◆ Logistics,

(b) In what form training should be organized?

A. Senior management:

- ◆ Workshop,
- ◆ Seminars,
- ◆ Study Visit/Study Tour,
- ◆ Short Course (0-1 month),
- ◆ Policy Dialogue

B. Mid & Junior Level Officers

- ◆ Short Course (01-03 months),
- ◆ Long Course (01-05 years),
- ◆ Diploma
- ◆ Specialized Course,
- ◆ Study Visit,
- ◆ Any Other (Please Specify)

C. Support Staff:

- ◆ Short Course (01-03 months),
- ◆ Specialized Course,
- ◆ If Any Other (Please Specify)

13. What skills enhance your contribution in achieving the macro goals of GED?

- ◆ Analytical
- ◆ Drafting and reporting
- ◆ Methodology of reviewing
- ◆ Risk analysis
- ◆ Any other aspect, please specify

Cluster 2: Knowledge Management

14. What is your opinion about the participants' feedback towards the quality of GED's training programs?

- ◆ Excellent
- ◆ Very Good
- ◆ Good
- ◆ Average
- ◆ Unsatisfactory

15. What kind of training(s) you need to produce reports on?

- ◆ Local training
- ◆ Foreign training
- ◆ Study visits/tours



16. How many reports you have generated during the last two years on?

- ◆ # Local training
- ◆ # Foreign training
- ◆ # Study visits/tours

17. How do you apply the knowledge (learned through foreign tours/visits/training) in your organization?

- ◆ By disseminating the ideas through presentation
- ◆ Through instructions in writing to the officers
- ◆ Through monitoring the application
- ◆ None

18. What areas do you think GED has the capacity to organize training on?

- ◆ Designing
- ◆ Conducting
- ◆ Managing

19. What outcomes of the training/capacity building activities do you think have contributed to the enhancement of GED capacity?

- ◆ Skill on knowledge management
- ◆ Better coordination among the wings
- ◆ Enhanced capability for policy review
- ◆ Increased capability for project appraisal
- ◆ Improved skill in drafting reports

20. Which topic do you think is best suited for improvement of your capacity?

- ◆ Macro-economic analysis
- ◆ Situation analysis
- ◆ Data-collection

21. How do you elevate the proficiency of the GED?

- ◆ Through continuous regular training
- ◆ Knowledge Management (KM)

22. What are the perspectives of Adaptive Delta Management under BDP 2100?

- ◆ Awareness building
- ◆ Action plan preparation by the relevant agencies
- ◆ Linkage with the other plan documents
- ◆ Linkage with the SDGs

23. How can GED be more recognizable internationally?

- ◆ Collaboration with the donors
- ◆ Undertaking donor funded TA projects

- ◆ Exchange/Sharing of views, ideas and knowledge with foreign embassies
- ◆ MOU signing on specific issues

24. What are the suggested issues that would provide with your priority ranking about the need for continuous reform in the following area?

SL	Suggested issues	1	2	3	4	5
1.	Sharing of knowledge and experiences					
2.	Human resource development					
3.	Organizational capability					
3.	Making the program compatible with the FYP/SDGs of the country					
4.	Updating the rules and regulations, strategies how to achieve SDGs and vision 2041					
5.	Any other issue to be incorporated					

25. What gaps you identified to be incorporated in KM of GED?

- ◆ Policy
- ◆ Planning
- ◆ Programming
- ◆ Sectoral links

26. Against the backdrop of classroom lectures what other steps you may suggest to make the training more efficient and effective?

Issues to be considered for efficient and effective Training

- ◆ Thematic groups for each module for Exercise and Presentation at the end of the week
- ◆ Ongoing Project Visit
- ◆ Group presentation of the outcome of the visit
- ◆ Real life DPP analysis
- ◆ Meticulously Follow Specific, Measurable Attainable, Realistic, and Timely (SMART) methodology in the case study
- ◆ Rewards for best performance, Report writing, presentation, organizing skill.
- ◆ Need Assessment and Evaluation by participants at the end of the course.
- ◆ If any other (Please Specify)

27. How do you propose to link the targets of FYP, SDGs, 2nd Perspective Plan (Vision 2041), BDP 2100 with the actions of the sectors while preparing DPP/TAPP?

- ◆ Identifying strategic sectoral priorities/goals of the plan documents
- ◆ Enlisting the sectoral targets according to the plan documents
- ◆ Setting specific criteria for establishing linkages
- ◆ Preparing sector action plans for each sector



28. What is the preferable mode of disseminating policy/plan/strategy (5YP, SDGs, Perspective Plan (Vision 2041), Bangladesh Delta Plan - 2100) of GED?

- ◆ Organize day/half day long training
- ◆ Dissemination workshop on policy/plan/strategy.

Cluster 3: Information Communication Technology (ICT)

29. How efficient is the ICT technology to improve the efficacy of GED?

- ◆ Highly efficient
- ◆ Very efficient
- ◆ Fairly efficient
- ◆ Not efficient
- ◆ Needs improvement

30. What are the ICT equipment you have?

- ◆ Desk top computer
- ◆ Laptop
- ◆ Printer

31. What software you use?

- ◆ Word
- ◆ Excel
- ◆ Others, please specify

Cluster 4: Logistics

32. How sufficient are the logistics (transportation, inventory, equipment, supplies, etc.) to support your organizational activities?

- ◆ Highly sufficient
- ◆ Very sufficient
- ◆ Fairly sufficient
- ◆ Not sufficient
- ◆ Needs improvement

33. Do you use official transport or transport on hire or own transport?

- ◆ Official
- ◆ On hire
- ◆ Own

34. Do you maintain regular inventory of equipment and supplies?

- ◆ Yes
- ◆ No

Cluster 5: Challenges

35. What was/were the challenge(s) confronted while conducting the training programs?

- ◆ Shortage of participants
- ◆ Inertia of the participants
- ◆ Non-availability of resource persons
- ◆ Shortage of logistics
- ◆ Inadequate vertical support

36. What impediments you observed hindering the capacity building towards achievement of GED's macro goals?

- ◆ Manpower
- ◆ Equipment handling
- ◆ Training, or upscaling of skills
- ◆ Others

37. If manpower is singled out, then which level you think needs improvement?

- ◆ Top
- ◆ Mid
- ◆ Bottom

38. Which training/capacity building activities, in your opinion, are challenging for GED?

- ◆ Organizing the training programs
- ◆ Finding out the resource persons
- ◆ Finding out the participants
- ◆ Relevance with the objectives
- ◆ Curriculum of the training
- ◆ Venue of the training program

39. What are the challenges in the implementation of planning targets/strategies in time?

- ◆ Shift in government policy
- ◆ Political instability
- ◆ Translation of plan targets into action plan
- ◆ Investment forecast

Miscellaneous

41. Is there any other information you would like to provide with in this regard? (You may use a separate paper)

Thank you very much for your valuable insights and inputs. Your information will help the General Economics Division to achieve the goals and objectives of the Project “Strengthening the Capacity of Development Planning superstructure for achieving the Developed country status Project (1st Revised)”



Annexure VIII

List of Training Programmes/Higher Education/Workshops/ Seminars/ Seminars/Study Visits Organized by GED

1. List of training and Higher Education under SCDPS Project

Sl. No.	Name of the Courses	No. of courses	No. of Participants
1	PMP (Two Batches)	2 batches	28
2	Bangladesh e-GH Sytem (Two batches)	3 batches	45
3	Financial and Economic Analysis of Development Projects	1	18
4	Master's and Ph. D. Programmes		
	Master's abroad		1
	Ph. D. abroad		1
	Ph. D. in Bangladesh		2

2. Local and Foreign Training under BDP 2100

Foreign Training/Study Visits or Tours/Workshops/Seminars

Sl. No.			Period
1	Study Tour and International Conference on Delta in Times of Climate Change, Rotterdam, the Netherlands	6	Sep'14
2	Participation (Thailand) in the workshop “mainstreaming Adaptation to Climate Change into Local and National Development Planning in Bangladesh	1	Oct'15
3	Amsterdam intl. Water Week Conference (AIWW) the Netherlands	13	Nov'15
4	Training on “Adaptive Delta Management”, the Netherlands	30	Nov'15
5	Participation for “Artificial Storage Reserves (ASR) Technique and ASR Mapping in order to indicate potential zones for different ASR System in Bangladesh to be developed jointly with Dutch Experts”.	1	Jan'16
6	Participation BDP2100 & GIZ joint study tour at Vietnam	6	Mar'16
7	“Fit-For-Purpose Governance in Adaptive Delta Management (ADM)” to be held in UNESCOIHE, the Netherlands	13	May-Jun'16
8	Participating in Training Workshop on ADM Planning in Vietnam	3	Oct'16
9	Netherlands Training on Anticipating Implementation and Updating of BDP 2100	8	Mar'18
	Total : 09 courses	81	

Local Training

1	Training at BUET for flood Risk Assessment & Management	5	Jul'15
2	Training on the Use of Touch Table	9	Feb'16
3	3 days training on public & private partnership	2	Mar'16
4	GED staffs training program in office management procedure	15	Sep'16
5	Training on the Use of Touch Table	20	Nov'16
6	Adaptive Delta Management in Bangladesh Delta Plan	44	Jun'18
	Total : 06 courses	95	

3. List of Training, ENADA Project, GED

Local Training Programmes

Sl. No.	Name of the Training Programme	No. of Training	Participants
2016-2017			
1	Basic Project Management: Bangladesh Perspective (1st Class Officers)	3	64
2	Basic Project Management (1st Class Officers)	1	20
3	Public Procurement Planning and Monitoring for Development Result (1st Class Officers)	9	181
4	Public Procurement Planning and Monitoring for Development Result (2nd Class Officers)	2	39
5	Development Project Planning & Appraisal (1st Class Officers)	2	40
6	Public Private Partnership (PPP) Project in Bangladesh (1st Class Officers)	2	40
7	Financial & Economic Appraisal for Development Project (1st Class Officers)	13	255
8	Development Planning, Budgeting and Project Management (Journalist)	2	46
9	New Budget and Accounting Classification with Integrated Budget and Accounting System (iBAS++) (1st & 2nd Class Officers)	3	61
10	Basic Project Management - 2nd Class Officers	7	147
11	Project Appraisal - 1st Class Officers	2	37
12	Risk Management for Development Projects - 1st Class Officers	2	33
13	Advanced Project Management Gi Project Management Professional (PMP) - 1st class Officers	1	10
14	DPP & TAPP Preparation - 2nd Class Officer		20
15	DPP Preparation & Approval Process - 2nd Class Officers	1	19
16	DPP & TAPP Preparation - 2nd Class Officers	5	100
17	Monitoring and Evaluation of Development Projects - 2nd Class Officers	3	59
18	Development Project Planning: Bangladesh Perspective (1st Class Officers)	2	38
	Sub-Total	60	1209
	English Language Proficiency Course	2	40
	Project Management Certification Course	4	90
	Sub-Total	6	130
	Grand Total	66	1339



Foreign Training

Country	Title	Time	# Training	Participants
Malaysia	Monitoring and Evaluation	Jun'17	1	10
Canada	Strategic Planning & decision Maing	Aug'17	1	9
Maldip-Sril-anka	Sustainable Project Management	Dec'18	1	9
UK-France	Sustainable Project Management	Feb-Mar'19	1	10
Indonesia	Financial and Economic Analysis for Dev. Projects for training of Trainers	Sep'19	1	15
		Total	5	53

4. List of Local and Foreign Training under the project “Strengthening Capacity of the GED to Integrate Population and Development Issues into Plans and Policies (1st Revised)” UNFPA

Local Training

Title	Year	# Training	Participants
South Asian Network on Economic Modeling	May'18; Sep'18	2	43
	Total	2	43

Foreign Training

Family, Community and State in Aging Societies (Iran)	Oct'18	1	1
Mid-Term Review of the Asian and Pacific Ministerial Declaration on Population and Development (Thailand)	Nov'18	1	1
Fifth Session on the Committee on Social Development (Thailand)	Nov'18	1	1
Study Visit on Exchange of Knowledge & experience (Malaysia)	Aug'19	1	1
Nairobi Summit on ICPD 25: Accelerating Promise (Kenya)	Nov'19	1	1
	Total	5	5

5. Workshops, Seminars attended by the GED officials

Title	No.	DP	Country	Date
Localization of SDGs	5	UNDP	India	Dec'19
Social Protetion	3	UNDP	Turkey	Nov'19
International Forum on Disaster Risk Reduction (DRR)	1	JICA	Japan	Nov'19
Issue-focussed Training Course on “Promotion of Mainstreaming Disaster Risk Reduction (DRR)	2	JICA	Japan	Mar'21
Workshop on “MICS Multidementional Pverty”	1	UNICEF	Thailand	Nov'19
Workshop on National Review	1	UNDESA	Norway	Nov'19
Workshop on “Analytical tools for capacity building on quantitative methods for SDG interaction in national development strategies and integrated planning”	1	UNDESA and ECA	Etheopia	Dec'19
Seminar on “Public Management in Bangladesh”	1	ERD	China	Dec'19
Total	15			

List of Local and Foreign Training Programmes Organized by Programming Division

1. National Resilience Programme (NRP)			
Sl. No.	Title of Training	# of Training (Actual)	# of Participants (Actual)
1	Training on how to use the risk information platform (DRIP)+Disaster Impact Assessment (DIA)	2 batches	34
2	ToT on Applying Disaster risk information and analysis in assessment on project/DPP (DIA-DRIP)		0
3	Attending international conference on Understanding Risk, Singapore	0	0
4	Piloting Training on use of gender-responsive Disaster Impact Assessment (DIA) for project design and planning at national level	2 batches	38
5	Applying disaster risk information and analysis in their assessment of project/DPP	0	0
6	How to use Disaster risk profiles, the risk information platform and disaster impact assessment in project or programme planning and sector plan development process	0	0
7	How to use disaster risk profiles, the risk information platform and disaster impact assessment in project or programme planning and sector plan development process	0	0
8	Training on Crisis Communication and Knowledge Management	2 batches	36
9	Workshop on Supply Chain Resilience Training module Sharing	1 batch	31
10	Training on supply chain resilience of RMG sector	1 batch	
11	ToT on supply chain resilience of RMG sector	1 batch	
12	Training on business continuity planning	1 batch	
13	Learn from risk-informed planning practices	1 batch	0
	2. Strengthening Public Investment Management Programme System (SPIMPS)		

2. Strengthening Public Investment Management Programme System (SPIMPS)			
Local Training			
Title	Time frame	# of Training	Participants
	1. Training under SPIMPS Project Jan'16 - Mar'21	27	647



3. Training under the project “Strengthening Digital Budget Management (SDBM)” of Programming Division		
	Local Training	Participants
End User Training	750	2020-21
Project Management: Financial Planning	17	Sep-18
Project Financing and Accounts	23	Oct-18
Budget formulation: Adp Prreparation	22	May’19
Total	812	

Foreign Training			
	UK	5	Dec-Jan'19
	UK	8	Nov-Dec'18
	S. Africa & Kenya	6	
	Malaysia	8	Oct'19
Master's	UK	2	2018
	Total	29	

4. URP:Project Coordination and Monitoring Unit (PCMU)		
Local Training		
iBas++	Nov'19	15
Project Management	Nov'19	15
Management of Procurement	Nov'19	15
	Total	45
Foreign Training		
Disaster Management	Aug'19	6 Turkey

Annexure X

List of Training Programmes Conducted by the Agriculture, WR, and Rural Institutions Division

Name of project	Title of training		No. of participants
Formulation of Sector Plan and Capacity Development of Concerned Officials for More Effective Public Investment	1	Financial Management of Agriculture based Projects	2 batches, 40 participants
	2	Project Appraisal Tools and Techniques	2 batches, 41 participants
	3	Policy Analysis	2 batches, 40 participants
	4	Food Safety issues in Bangladesh	2 batches, 41 participants
	5	Environmental Issues & Climate Change	2 batches, 42 participants
	6	Project Formulation & Implementation	2 batches, 40 participants
	7	Disaster Risk Management for Agriculture Development	2 batches, 39 participants
	8	Appraisal of Civil Works of Agriculture Sector's Project	1 batch, 20 participants
	9	Introduction of Planning & Development of Public Sector Projects	1 batch, 10 participants
Total			313 participants



Training Organized by the Planning Division

Sl. No.	Name of the Training	Period	Participants
1	Annual 60-hour training for 1st class (cadre) Officers	12 subjects in 12 days in a year - one subject for each day	20
2	Annual 60-hour training for 1st class (non-cadre) Officers	12 subjects in 12 days in a year - one subject for each day	25
3	Annual 60-hour training for 2nd class Officers	5 batches in 60 days in a year (12 subjects) (each batch contains 25 persons)	124
4	Annual 60-hour training for 3rd class staff	3 batches in 36 days in 12 months (12 subjects) (each batch contains 30 persons)	88
5	Annual 60-hour training for 4th class staff	6 batches in 72 days in 12 months (12 subjects) (each batch contains 28 persons)	168
6	Training cum Workshop on Virtuosity and its practice and creation for all officers and staff	One in every three months (4 in 12 months)	423
		Total	848

The Indicative Result Framework of the Capacity Building Strategy

Sl. No.	Name of Training	Duration	No. of Trainees per program	Implementing/ Organizing Division	Base Year 2020-21 (No. of Training)	Target 2021-22 (No. of Training)	Target 2022-23 (No. of Training)	Target 2023-24 (No. of Training)	Target 2024-25 (No. of Training)	Target 2025-26 (No. of Training)
1	An orientation training on planning discipline is to be provided to the newly deployed officers	7 days	24	NAPD/NADA	2	4	4	4	4	4
2	Training on detailed project management	6 months	30	NAPD/NADA	1	1	1	1	1	1
3	Brief training on project cycle	7 days	24	SDs	2	4	4	4	4	4
4	DPP/TAPP format examination/ explanation	2 days	30	ECNEC	2	4	4	4	4	4
5	Planning Process	2 days	24	Programming Division/SD	4	4	4	4	4	4
6	Training on “Circular on Development project preparation, processing, approval and Revision in the Public Sector” issued in October 2016 to facilitate the examination of the DPP/ TAPP	3 days	24	ECNEC	3	4	4	4	4	4
7	Training on Public Procurement Act/Rules	15 days	24	IMED	2	4	4	4	4	4



Sl. No.	Name of Training	Duration	No. of Trainees per program	Implementing/ Organizing Division	Base Year 2020-21 (No. of Training)	Target 2021-22 (No. of Training)	Target 2022-23 (No. of Training)	Target 2023-24 (No. of Training)	Target 2024-25 (No. of Training)	Target 2025-26 (No. of Training)
8	Dissemination workshop-cum-training on 8th FYP, Vision - 2041, BDP 2100, SDGs	3 days	30	GED	3	4	4	4	4	4
9	Training on Project Appraisal	7 days	18	GED/Program	2	4	4	4	4	4
10	Public Private Partnership (PPP)	3 days	24	PMO	2	3	3	3	3	3
11	Sector specific on the job specialized training of newly deployed officers	7 days	18	Respective Sector Division	2	3	3	3	3	3
12	Workshop-cum training on linkages of sectors with the Plan documents (8th FYP, Vision - 2041, BDP 2100, SDGs)	5 days	24	GED	2	3	3	3	3	3
13	Workshop-cum-training on report writing	Half-day	24	GED	2	4	4	4	4	4
14	Training on general ideas on negotiation	1 day	10	ERD	1	2	2	2	2	2
15	Training on loan, grant, debt and suppliers' credit	1 day	10	ERD	2	4	4	4	4	4
16	Training on basic climate change and environmental issues to be organized for scrutinizing the environmental issues in DPPs	5 days	18	Department of Environment	2	4	4	4	4	4

Sl. No.	Name of Training	Duration	No. of Trainees per program	Implementing/ Organizing Division	Base Year 2020-21 (No. of Training)	Target 2021-22 (No. of Training)	Target 2022-23 (No. of Training)	Target 2023-24 (No. of Training)	Target 2024-25 (No. of Training)	Target 2025-26 (No. of Training)
17	Training on software use	1 day	24	M/o. ICT/ Plan Div	2	3	3	3	3	3
18	Training on Log Frame	3 days	24	ECNEC	3	4	4	4	4	4
19	Financial and Economic Analysis (economic Analysis should include social impact analysis, social cost-benefit analysis, shadow price)	7 days	24	GED	3	4	4	4	4	4
20	Workshop on clustering the officers for specific sectors for retention of the institutional memory	1 day	30	GED/Planning Division	1	0	0	0	0	0
21	Training on ADP/RADP formulation for the newly deployed officers to the Programming Division	7 days	18	Programming Division	1	1	1	1	1	1
22	Training on fund release, adjustment of allocation and expenditure, processing of financial matters, etc.	3 days	24	Finance Division	2	2	2	2	2	2
23	Training on different types of rules, e.g., customs rules, baggage rules, tax rules, financial rules, delegation of financial power, etc.	3 days	24	Planning Division	1	1	1	1	1	1



Sl. No.	Name of Training	Duration	No. of Trainees per program	Implementing/ Organizing Division	Base Year 2020-21 (No. of Training)	Target 2021-22 (No. of Training)	Target 2022-23 (No. of Training)	Target 2023-24 (No. of Training)	Target 2024-25 (No. of Training)	Target 2025-26 (No. of Training)
24	Workshop-cum-training on compatibility in the MTBF to remove the anomalies among the Ministries/ Divisions and introduction of marking system for the new projects by the programming committee	1 day	30	M/o. Finance/ Programming Division/GED	1	2	2	2	2	2
25	Training on comparative study on feasibility to understand the DPP with the feasibility report	7 days	24	Relevant SD	2	4	4	4	4	4
26	Training on International Federation of Consulting Engineers commonly known as FIDIC (acronym for its French name Fédération Internationale Des Ingénieurs-Conseils) rules of international standards for consulting engineering and construction	7 days	10	Private Sector	1	2	2	2	2	2
27	Training on Critical Path Method	5 days	24	Industry and Power Division	1	2	2	2	2	2

Sl. No.	Name of Training	Duration	No. of Trainees per program	Implementing/ Organizing Division	Base Year 2020-21 (No. of Training)	Target 2021-22 (No. of Training)	Target 2022-23 (No. of Training)	Target 2023-24 (No. of Training)	Target 2024-25 (No. of Training)	Target 2025-26 (No. of Training)
28	Training on symmetry of construction rate schedule of different organizations should be established	7 days	15	LGED/PWD	2	3	3	3	3	3
29	Training on monitoring of quality assurance of public goods, i.e., civil works or any other public work of infrastructure projects	3 days	15	LGED/PWD	2	4	4	4	4	4
30	Training on IMED evaluation methodology	7 days	18	IMED	1	2	2	2	2	2
31	Training on methodology of estimation of expenditure in the projects	7 days	12	SDs	2	3	3	3	3	3
32	Workshop on amorphous circulars, terminologies, which are needed to be defined clearly and brought under one platform for easy and better understanding	3 days	18	SDs/ GED/ Programming Division	1	1	1	1	1	1
33	Training on handling media	Half day	24	Planning Div./ SDs/ GED	1	1	1	1	1	1
34	Training on stress management	Half day	24	University	1	2	2	2	2	2
35	Training on performance standard	1 day	24	Cabinet Division	1	2	2	2	2	2
36	Training on Knowledge Management	2 days	18	GED	1	2	2	2	2	2



Annexure XIII

Estimated Cost of 5 day Training Programme for 20 Participants

Sl. No.	Description of the Item	Qty.	Day	Amount	Estimated Cost	
1	Honorarium					
	(A) Chief Guest	1	2	3,000.00	6,000.00	
	(B) Chair Person	1	2	3,000.00	6,000.00	
	(C) Participants	20	5	1,500.00	150,000.00	
2	Management Team					
	(A) Course Director	1	5	1,500.00	7,500.00	
	(B) Course Co-ordinator	1	5	1,200.00	6,000.00	
	(C) Admin Staff (Project Admin Officer)	1	5	500.00	2,500.00	
	(D) Support Staff (Project accountant, Data Entry Supervisor, Office Assistant)	3	5	500.00	7,500.00	
3	(D) Resource Persons per Class	4	5	3,000.00	60,000.00	
4	Lunch & Refreshment	32	5	1,000.00	160,000.00	
5	Training Material					
	(A) Bag, Folder, Pendrive, Pen, Pencil, Notebook, Rubber, Shapner and Others	22	1	1,500.00	33,000.00	
6	Digital Banner	2		5,000.00	5,000.00	
7	Paper, Photo copy, Binding	LS		6,500.00	6,500.00	
8	Hall Fare (Included 1 staff)	1	5	3,000.00	15,000.00	
9	Certificates & Others	LS		10,000.00	10,000.00	
10	Covid 19 Safety Material	LS		10,000.00	10,000.00	
11	Miscellaneous (Flower, Tissue box, Aerosol, Air Freshener, Hand wash, Envelop, Gum, Board Pin, Scotch Tape, Recording Charge, Name Plate, Badge, etc)	LS		15,000.00	15,000.00	
Total					500,000.00	

Part-C

ATTACHMENTS



List of Notable Publications by GED since 2009

1	Policy Study on Financing Growth and Poverty Reduction: Policy Challenges and Options in Bangladesh (May 2009).
2	Policy Study on Responding to the Millennium Development Challenge Through Private Sectors Involvement in Bangladesh (May 2009).
3	Policy Study on The Probable Impacts of Climate Change on Poverty and Economic Growth and the Options of Coping with Adverse Effect of Climate Change in Bangladesh (May 2009).
4	Steps Towards Change: National Strategy for Accelerated Poverty Reduction II (Revised) FY 2009 -11 (December 2009).
5	Millennium Development Goals: Bangladesh Progress Report-2009 (2009).
6	Millennium Development Goals: Needs Assessment and Costing 2009-2015 Bangladesh (July 2009).
7	এমডিজি কর্ম-পরিকল্পনা (৫১টি উপজেলা) (জানুয়ারি-জুন ২০১০)।
8	MDG Action Plan (51 Upazillas) (January 2011).
9	MDG Financing Strategy for Bangladesh (April 2011).
10	SAARC Development Goals: Bangladesh Progress Report-2011 (August 2011).
11	Background Papers of the Sixth Five Year Plan (Volume 1-4) (September 2011).
12	6 th Five Year Plan (FY 2011-FY 2015) (December 2011).
13	Millennium Development Goals: Bangladesh Progress Report-2011 (February 2012).
14	Perspective Plan of Bangladesh 2010-2021: Making Vision 2021 a Reality (April 2012).
15	Public Expenditure for Climate Change: Bangladesh Climate Public Expenditure and Institutional Review (October 2012).
16	Development of Results Framework for Private Sectors Development in Bangladesh (2012).
17	ষষ্ঠ পঞ্চবার্ষিক পরিকল্পনা (২০১১-১৫) বাংলা অনুবাদ (অক্টোবর ২০১২)।
18	Climate Fiscal Framework (October 2012).
19	Public Expenditure for Climate Change: Bangladesh CPEIR 2012.
20	First Implementation Review of the Sixth Five year Plan -2012 (January 2013).
21	বাংলাদেশের প্রথম শ্রেণিত পরিকল্পনা ২০১০-২০২১ রূপকল্প ২০২১ বাস্তবে রূপায়ণ (ফেব্রুয়ারি ২০১৩)।
22	National Sustainable Development Strategy (2010-2021) (May 2013).
23	জাতীয় টেকসই উন্নয়ন কৌশলপত্র (২০১০-২০২১) [মূল ইংরেজি থেকে বাংলায় অনূদিত] (মে ২০১৩)।
24	Millennium Development Goals: Bangladesh Progress Report-2012 (June 2013).
25	Post 2015 Development Agenda: Bangladesh Proposal to UN (June 2013).
26	National Policy Dialogue on Population Dynamics, Demographic Dividend, Ageing Population & Capacity Building of GED [UNFPA Supported GED Project Output1] (December 2013).
27	Capacity Building Strategy for Climate Mainstreaming: A Strategy for Public Sector Planning Professionals (2013).
28	Revealing Changes: An Impact Assessment of Training on Poverty-Environment Climate-Disaster Nexus (January 2014).
29	Towards Resilient Development: Scope for Mainstreaming Poverty, Environment, Climate Change and Disaster in Development Projects (January 2014).
30	An Indicator Framework for Inclusive and Resilient Development (January 2014).



31	Capacity Building Strategy for Climate Mainstreaming: A Strategy for Public Sector Planning Professionals (2013).
32	Revealing Changes: An Impact Assessment of Training on Poverty-Environment Climate-Disaster Nexus (January 2014).
33	Towards Resilient Development: Scope for Mainstreaming Poverty, Environment, Climate Change and Disaster in Development Projects (January 2014).
34	An Indicator Framework for Inclusive and Resilient Development (January 2014).
35	Manual of Instructions for Preparation of Development Project Proposal/Performa Part-1 & Part 2 (March 2014).
36	SAARC Development Goals: Bangladesh Progress Report-2013 (June 2014).
37	The Mid Term-Implementation Review of the Sixth Five Year Plan 2014 (July 2014).
38	Millennium Development Goals: Bangladesh Progress Report 2013 (August 2014).
39	Population Management Issues: Monograph-2 (March 2015).
40	GED Policy Papers and Manuals (Volume 1-4) (June 2015).
41	National Social Security Strategy (NSSS) of Bangladesh (July 2015).
42	MDGs to Sustainable Development Transforming our World: SDG Agenda for Global Action (2015-2030)- A Brief for Bangladesh Delegation UNGA 70 th Session, 2015 (September 2015)
43	7 th Five Year Plan (2015/16-2019/20) (December 2015).
44	সপ্তম পঞ্চবার্ষিক পরিকল্পনা ২০১৫/১৬-২০১৯/২০ (ইংরেজি থেকে বাংলা অনূদিত) (অক্টোবর ২০১৬)।
45	জাতীয় সামাজিক নিরাপত্তা কৌশলপত্র (অক্টোবর ২০১৬)।
46	Population Management Issues: Monograph-3 (March 2016).
47	Bangladesh ICPD 1994-2014 Country Report (March 2016).
48	Policy Coherence: Mainstreaming SDGs into National Plan and Implementation (Prepared for Bangladesh Delegation to 71 st UNGA session, 2016) (September 2016).
49	Millennium Development Goals: End- period Stocktaking and Final Evaluation Report (2000-2015) (September 2016).
50	A Handbook on Mapping of Ministries by Targets in the implementation of SDGs aligning with 7 th Five Year Plan (2016-20) (September 2016).
51	Data Gap Analysis for Sustainable Development Goals (SDGs): Bangladesh Perspective (January 2017).
52	Environment and Climate Change Policy Gap Analysis in Haor Areas (February 2017).
53	Integration of Sustainable Development Goals into the 7 th Five Year Plan (February 2017).
54	Banking ATLAS (February 2017).
55	টেকসই উন্নয়ন অডীট, লক্ষ্যমাত্রা ও সূচকসমূহ (মূল ইংরেজি থেকে বাংলায় অনূদিত) (এপ্রিল ২০১৭)।
56	EXPLORING THE EVIDENCE : Background Research Papers for Preparing the National Social Security Strategy of Bangladesh (June 2017).
57	Bangladesh Voluntary National Review (VNR) 2017 : Eradicating poverty and promoting prosperity in a changing world, (June 2017).
58	SDGs Financing Strategy: Bangladesh Perspective (June 2017).
59	A Training Handbook on Implementation of the 7 th Five Year Plan (June 2017).
60	7 th Five Year Plan (FY 2015/16-FY 2019/20): Background Papers Volume 01: Macro Economic Management & Poverty Issues (June 2017).
61	7 th Five Year Plan (FY 2015/16-FY 2019/20): Background Papers Volume 02: Socio-Economic Issues (June 2017).
62	7 th Five Year Plan (FY 2015/16-FY 2019/20): Background Papers Volume 03: Infrastructure, Manufacturing & Service Sector (June 2017).

63	7 th Five Year Plan (FY 2015/16-FY 2019/20): Background Papers Volume 04: Agriculture, Water & Climate Change (June 2017).
64	7 th Five Year Plan (FY 2015/16-FY 2019/20): Background Papers Volume 05: Governance, Gender & Urban Development (June 2017).
65	Education Sector Strategy and Actions for Implementation of the 7th Five Year Plan (FY2016-20).
66	GED Policy Study: Effective Use of Human Resources for Inclusive Economic Growth and Income Distribution-An Application of National Transfer Accounts (February 2018).
67	Monitoring and Evaluation Framework of Sustainable Development Goals (SDGs): Bangladesh Perspective (March 2018).
68	National Action Plan of Ministries/Divisions by Targets for the implementation of Sustainable Development Goals (June 2018).
69	Bangladesh Delta Plan 2100: Baseline Studies: Volume 1: Water Resources Management (June 2018).
70	Bangladesh Delta Plan 2100: Baseline Studies: Volume 2: Disaster and Environmental Management (June 2018).
71	Bangladesh Delta Plan 2100: Baseline Studies: Volume 3: Land use and Infrastructure Development (June 2018).
72	Bangladesh Delta Plan 2100: Baseline Studies: Volume 4: Agriculture, Food Security and Nutrition (June 2018).
73	Bangladesh Delta Plan 2100: Baseline Studies: Volume 5: Socio-economic Aspects of the Bangladesh (June 2018).
74	Bangladesh Delta Plan 2100: Baseline Studies: Volume 6: Governance and Institutional Development(June 2018).
75	Journey with SDGs, Bangladesh is Marching Forward (Prepared for 73 rd UNGA Session 2018) (September 2018)
76	এসডিজি অভিযাত্রা: এগিয়ে যাচ্ছে বাংলাদেশ (জাতিসংঘ সাধারণ পরিষদের ৭৩তম অধিবেশনের জন্য প্রণীত) (সেপ্টেম্বর ২০১৮)।
77	Bangladesh Delta Plan 2100 (Bangladesh in the 21 st Century) Volume 1: Strategy (October 2018).
78	Bangladesh Delta Plan 2100 (Bangladesh in the 21 st Century) Volume 2: Investment Plan (October 2018).
79	বাংলাদেশ ব-বীণা পরিকল্পনা ২১০০: একুশ শতকের বাংলাদেশ (সংক্ষিপ্ত বাংলা সংস্করণ) (অক্টোবর ২০১৮)।
80	Bangladesh Delta Plan 2100: Bangladesh in the 21 st Century (Abridged Version) (October 2018).
81	Synthesis Report on First National Conference on SDGs Implementation (November 2018).
82	Sustainable Development Goals: Bangladesh First Progress Report 2018 (December 2018).
83	টেকসই উন্নয়ন অর্জনে বাংলাদেশ অগ্রগতি প্রতিবেদন ২০১৮ (ইংরেজি থেকে অনূদিত) (এপ্রিল ২০১৯)।
84	Study on Employment, Productivity and Sectoral Investment in Bangladesh (May 2019).
85	Implementation Review of the Sixth Five Year Plan (FY 2011-FY 2015) and its Attainments (May 2019).
86	Mid-term Implementation Review of the Seventh Five Year Plan (FY 2016-FY 2020) May 2019.
87	Background Studies for the Second Perspective Plan of Bangladesh (2021-2041) Volume-1 June 2019.
88	Background Studies for the Second Perspective Plan of Bangladesh (2021-2041) Volume-2 June 2019.
89	Empowering people: ensuring inclusiveness and equality For Bangladesh Delegation to HIGH-LEVEL POLITICAL FORUM 2019 (July, 2019).
90	Implementation Review of the perspective plan 2010-2021 (September 2019).
91	Bangladesh Moving Ahead with SDGs (Prepared for Bangladesh Delegation to 74 th UNGA session 2019) (September 2019).
92	টেকসই উন্নয়ন অর্জনে এগিয়ে যাচ্ছে বাংলাদেশ (জাতিসংঘ সাধারণ পরিষদের ৭৪তম অধিবেশনে বাংলাদেশ প্রতিনিধিগণের জন্য প্রণীত) (সেপ্টেম্বর ২০১৯)।
93	Prospects and Opportunities of International Cooperation in Attaining SDG Targets in Bangladesh (Global Partnership in Attainment of the SDGs) (September 2019).
94	Background Studies for the Second Perspective Plan of Bangladesh (2021-2041) Volume-3 October 2019.
95	Background Studies for the Second Perspective Plan of Bangladesh (2021-2041) Volume-4 October 2019.



96	Background Studies for the Second Perspective Plan of Bangladesh (2021-2041) Volume-5 October 2019.
97	Background Studies for the Second Perspective Plan of Bangladesh (2021-2041) Volume-6 October 2019.
98	Monograph 4: Population Management Issues (December 2019).
99	Monograph 5: Population Management Issues (December 2019).
100	Consultation on Private Sector Engagement (PSE) in attaining Sustainable Development Goals (SDGs) in Bangladesh: Bonding & Beyond. Proceedings (January 2020).
101	Impact Assessment and Coping up Strategies of Graduation from LDC Status for Bangladesh (March 2020).
102	Perspective Plan of Bangladesh 2021-2041 (March 2020).
103	বাংলাদেশের শ্রেণিক্ত পরিকল্পনা ২০২১-২০৪১ (মার্চ ২০২০)।
104	Revised Monitoring and Evaluation Framework of the Sustainable Development Goals (SDGs): Bangladesh Perspective (April 2020)
105	Sustainable Development Goals: Bangladesh Progress Report 2020 (April 2020).
106	টেকসই উন্নয়ন অভীষ্ট : বাংলাদেশ অগ্রগতি প্রতিবেদন ২০২০ (ইংরেজি থেকে বাংলায় অনুদিত) (এপ্রিল ২০২০)।
107	Bangladesh Voluntary National Review 2020 (June 2020).
108	বাংলাদেশ ব-দ্বীপ পরিকল্পনা ২১০০: একুশ শতকের বাংলাদেশ (সংক্ষিপ্ত বাংলা ২য় সংস্করণ) (আগস্ট ২০২০)।
109	Leaving No One Behind (LNOB) in Bangladesh; Recommendations for the 8 th Five Year Plan for implementing Sustainable Development Goals (SDGs) (September 2020)
110	A Compendium of Social Protection Researches, July 2020
111	Midterm Implementation Review of the National Social Security Strategy, July 2020
112	Scope of Gender-responsive Adaptive Social Protection in Bangladesh, July 2020
113	Sector Strategy on Economic Governance in the Financial Sector in Bangladesh, December 2020
114	8 th Five Year Plan (July 2020-June 2025), December 2020
115	অষ্টম পঞ্চবার্ষিক পরিকল্পনা (জুলাই ২০২০-জুন ২০২৫) বাংলা সংস্করণ জুন-২০২১
116	রূপকল্প ২০৪১ বাস্তবে রূপায়ণ: বাংলাদেশের শ্রেণিক্ত পরিকল্পনা ২০২১-২০৪১ (সংক্ষিপ্ত সংস্করণ)
117	Promoting Sustainable Blue Economy in Bangladesh Through Sustainable Blue Bond: Assessing the Feasibility of Instituting Blue Bond in Bangladesh (June-2021)
118	Bangladesh Moving Ahead with SDGs (Prepared for Bangladesh Delegation to 76 th UNGA session 2021) (September 2021)
119	Integrating Climate Change Adaptation into Development Planning of Bangladesh, Training Manual (December 2021)
120	Financial Sector Investment Climate, ICT and Governance Vol.1 : Background Papers 8 th Five Year Plan (2020-2025) GED (December 2021)
121	Trade and Industry Vol.-2, Background Papers for 8 th Five Year Plan (July 2020-June 2025), GED (December 2021)
122	Agriculture, Land Management and Urbanization Vol.3 Background Papers for 8 th Five Year Plan (July 2020-June 2025), GED, (December 2021)
123	Education, Health, Poverty and Social Inclusiveness Vol.4 Background Papers for 8 th Five Year Plan (July 2020-June 2025), GED, (December 2021)
124	Issues of Women and Children in Bangladesh Vol.5 Background Papers for 8 th Five Year Plan (July 2020-June 2025), GED, (December 2021)

List of SDGs Publications by GED since 2016 till January 2022

1	Integration of Sustainable Development Goals into the 7 th Five Year Plan (February 2016)
2	Policy Coherence: Mainstreaming SDGs into National Plan and Implementation [Prepared for Bangladesh Delegation to 71 st UNGA session 2016] (September 2016)
3	A Handbook on Mapping of Ministries by Targets in the Implementation of SDGs aligning with 7 th Five Year Plan (2016-20) (September 2016)
4	Data Gap Analysis for Sustainable Development Goals (SDGs): Bangladesh Perspective (January 2017)
5	টেকসই উন্নয়ন অভিষ্ট, লক্ষ্যমাত্রা ও সূচকসমূহ (মূল ইংরেজী থেকে বাংলায় অনুদিত) (এপ্রিল ২০১৭)
6	Bangladesh Voluntary National Reviews (VNR) 2017: Eradicating poverty and promoting prosperity in a changing world (June 2017)
7	SDGs Financing Strategy: Bangladesh Perspective (June 2017)
8	A Training Handbook on Implementation of the 7 th Five Year Plan (June 2017)
9	Bangladesh Development Journey with SDGs [Prepared for Bangladesh Delegation to 72 nd UNGA Session 2017] (September 2017)
10	Monitoring and Evaluation Framework of Sustainable Development Goals (SDGs): Bangladesh Perspective (March 2018)
11	National Action Plan of Ministries/Divisions by Targets for the Implementation of SDGs (June 2018)
12	Journey with SDGs: Bangladesh is Marching Forward [Prepared for Bangladesh Delegation to 73 rd UNGA Session 2018] (September 2018)
13	এসডিজি অভিযাত্রা : এগিয়ে যাচ্ছে বাংলাদেশ (জাতিসংঘ সাধারণ পরিষদের ৭৩তম অধিবেশনের জন্য প্রণীত) (সেপ্টেম্বর ২০১৮)
14	Synthesis Report on First National Conference on SDGs Implementation (November 2018)
15	Sustainable Development Goals: Bangladesh First Progress Report 2018 (December 2018)
16	টেকসই উন্নয়ন অভিষ্টঃ বাংলাদেশ অগ্রগতি প্রতিবেদন ২০১৮ (ইংরেজী থেকে বাংলায় অনুদিত) (এপ্রিল ২০১৯)
17	Empowering People: Ensuring Inclusiveness and Equality [For Bangladesh Delegation to High-Level Political Forum 2019] (July 2019)
18	Prospects and Opportunities of International Cooperation in Attaining SDG targets in Bangladesh (September 2019)
19	Bangladesh Moving Ahead with SDGs [Prepared for Bangladesh Delegation to 74 th UNGA Session 2019] (September 2019)
20	টেকসই উন্নয়ন অভিষ্ট অর্জনে এগিয়ে যাচ্ছে বাংলাদেশ (জাতিসংঘ সাধারণ পরিষদের ৭৪তম অধিবেশনের জন্য প্রণীত) (সেপ্টেম্বর ২০১৯)
21	Consultation on Private Sector Engagement (PSE) in attaining Sustainable Development Goals (SDGs) in Bangladesh: Bonding & Beyond. Proceedings (January 2020)
22	Revised Monitoring and Evaluation Framework of the Sustainable Development Goals (SDGs): Bangladesh Perspective (April 2020)
23	Sustainable Development Goals: Bangladesh Progress Report 2020 (June 2020)
24	টেকসই উন্নয়ন অভিষ্ট : বাংলাদেশ অগ্রগতি প্রতিবেদন ২০২০ (মূল ইংরেজি থেকে বাংলায় ভাষান্তরিত) (জুন ২০২০)
25	Bangladesh Voluntary National Reviews 2020 (June 2020)
26	Leaving No One Behind (LNOB) in Bangladesh; Recommendations for the 8 th Five Year Plan for implementing Sustainable Development Goals (SDGs) (September 2020)
27	Bangladesh Moving Ahead With the Sustainable Development Goals
28	Promoting Sustainable Blue Economy in Bangladesh Through Sustainable Blue Bond: Assessing the Feasibility of Instituting Blue Bond in Bangladesh (June-2021)
29	Bangladesh Moving Ahead with SDGs (Prepared for Bangladesh Delegation to 76 th UNGA session 2021) (September 2021)



