

**Draft Report
(Revised-1)**

On

**Training Needs and Capacity Assessment (TN&CA) of
Bangladesh Planning Commission (BPC)**

**Strengthening the Capacity of Development Planning
Superstructure for Achieving the Developed Country Status
(1st Revision) Project**

**General Economics Division (GED)
Bangladesh Planning Commission (BPC)**

Dhaka, 16 August 2021

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Abbreviations

AC	Assistant Chief
ADP	Annual Development Programme
AO	Administrative Officer
APA	Annual Performance Agreement
AS	Assistant Secretary
BDP	Bangladesh Delta Plan
CGE	Computable General Equilibrium
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 <i>Fédération Internationale Des Ingénieurs-Conseils</i>)
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 (BPC)
NRP	National Resilience Programme
BPC	Bangladesh Planning Commission (BPC)
BPCMU	Project Coordination and Monitoring Unit
PIC	Project Implementation Committee
PMO	Prime Minister's Office
PO	Personal Officer
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
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 conducted under the project “*Strengthening the Capacity of Development Planning Superstructure for Achieving the Developed Country Status (1st Revision)*” being implemented by GED. The study report has portrayed the present status of trainings organized by the SDs and identified the future needs of capacity building and skill development of the individual officers and the SDs as a whole. Results of the assessment, as encapsulated in this report, have provided guidelines with regard to issues pertaining to skill development and categorized future training plan of the SDs identifying the gaps beyond the project tenure 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 fifteen KIIs and one FGD 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 report reflected the existing strength of human resource briefly and found that there is dearth of manpower in the SDs. Deployment of manpower in the SDs 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 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. Future requirements of training of the SDs in the form of capacity gaps;
- f. Importance of preparation of sector action plans/strategies and establishment of linkages with the national strategies.

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 the scope of work is broader and deeper than conventional irregular training. The assignment captures the very basics of the TN&CA exercise - the scope of work and methodology of the TN&CA exercise. It also 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 are being undertaken by two *macro* divisions and one sector division – General Economics Division (GED), Programming Division, and Agriculture, Water Resources and Rural Institution Division through 06 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 were basically in-service trainings and the duration varied depending upon the 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 stipulated in the *SCDPS* project and two local Ph. D. programmes out of the provision of three. There are eight provisions of Master's degree programmes in the project to be implemented overseas, out of which one has 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 are closer to Bangladesh and their experiences have been viewed to juxtapose the experiences of Bangladesh Planning Commission (BPC) for exploring good practices, new ideas and *savoir-faire* to strengthen the capacity of Bangladesh Planning Commission (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. Three questionnaires were developed – one on the Institutional capacity development of the SDs; one on individual officers' skill development; and one on the capacity development of the GED. There were 5 (five) responses on the Institutional capacity development of the SDs out of 6 (six); 52 (fifty-two) on individual officers' skill development out of 100 (hundred); and 11 (eleven) out of 21 (twenty-one) on the capacity development of the GED. The responses have been processed for analysis to work out the findings and make 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 are illustrated in chapter 5. The expected level is analyzed in chapter 6. The report has indicated some relevant areas of training for the SDs and 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. They will fix up the demand and priority and the number of training programmes to be organized. The study has revealed that there is 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.

Sector specific indicative training list is given in the report. The KIIs and FGDs conducted with all the SDs helped identify the sector specific training needs.

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 findings are summed up as follows:

- There is a general dearth of understanding among the officers about the capacity building of the SDs. A general orientation training on planning discipline is proposed to examine the DPP for the newly deployed officers.
- Training on financial and economic analysis is emphasized.
- All the SDs need increased capacities and they should prioritize their training programmes according to the needs of the relevant Sector Divisions.
- Trainings should be organized in line with the perspective of the plan documents.
- The organizational capacity in designing, establishing and managing the operational performance requires enhancement of capacity of human resources.
- Every SD is required to formulate its own training plan in line with the function where the terminologies appertained to the sector should be delineated.
- The training plan must correspond with the job descriptions of the SDs to achieve the desired goals.
- Training needs vary from level to level of the officers, which should be identified, so is the nature of training.
- In the current global context, the SDs need to emphasize on the sectoral policy and planning linking the 8th FYP and SDGs targets to achieve the national goals.
- A dearth of manpower is found, which hampers the capacity enhancement.
- Some general and sector specific indicative training is proposed.

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 Bangladesh Planning Commission (BPC).

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 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 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).

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. It attributes, *inter alia*, to 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, General Economics Division, 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 handling 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 prevalent are required 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 rationalize 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 Training Needs and Capacity Assessment (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. 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 across the sectors is the reflexes of acquiescence of the objectives of the 8th FYP in general, and BPC 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.

An effective staff set-up in the sections of SDs is the essential to make the SDs functional. The SDs must have qualified staff with adequate knowledge in project cycle and project processing. The present staff strength in the SDs of BPC is 532. The number of sanctioned post is 659 and vacant posts

are 127. The vacant posts should be filled up to enhance the staff strength in SDs of the BPC for capacity enhancement.

In this backdrop “*Strengthening the Capacity of Development Planning Superstructure for Achieving the Developed Country Status*” (1st Phase) Project of GED, BPC, has commissioned the present assignment of assessing 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 Bangladesh Planning Commission 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 Planning Commission 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 governance process and monitoring and evaluation mechanisms;
5. To build the capacity of the planning commission 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 planning commission 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 current study has been conducted on both **secondary** and **primary** data collected through both qualitative and quantitative approaches.

Secondary data for the study is collected through desk review of the existing secondary literature in respect of capacity development; 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 7th FYP document illumined broadly set targets and identified challenges in capacity building in almost all sectors and the 8th FYP, too, has continued to address the issues of capacity building in every sector. The desk review has provided the first-cut understanding of the wider context of the issue.

There have been several committees on reorganization of the Planning Commission and its strengthening. Their reports were not considered for implementation in many cases. Then again, a subcommittee was formed in July 2010 for strengthening the Planning Commission. It produced a report with several recommendations that include from capacity building to the structural change. This was the latest report done on strengthening the BPC, was also consulted.

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 is a two-way interaction with relevant officers of the SD so as to receive feedback, 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 has become quite 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 is aimed to obtain respondent’s view on the importance of training needs and capacity assessment of targeted officials

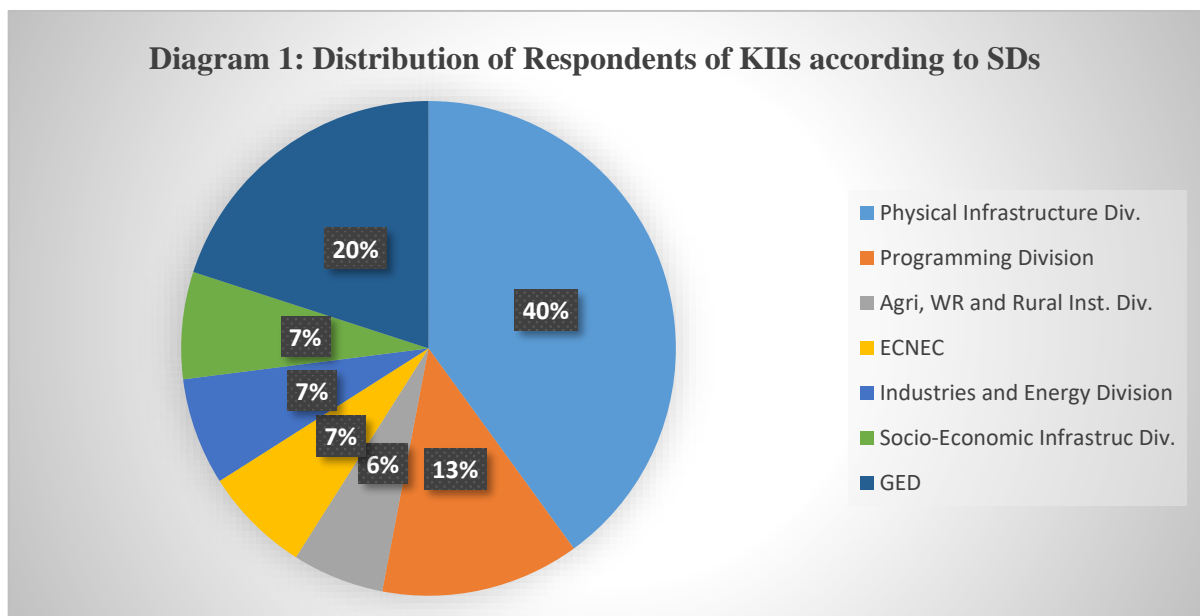
relating to capacity building. At the beginning of the assignment the plan was big to collect qualitative data through conducting the Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) in all the relevant stakeholders across the Planning Commission. Due to covid-19 the plan was curtailed and could not be implemented as planned.

KIIs - Fifteen (15) KIIs were conducted in three Sector Divisions – Physical Infrastructure; Agriculture, Water Resources and Rural Institutions; and Socio-Economic Infrastructure Division from Senior Assistant Chief to Chief level. The list of interviewees is given at Annexure-1. 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 in the interviews; and maintaining confidentiality of the participant’s details, if so required. The interviews mostly covered the following areas:

- Institutional capacity building of the SDs;
- Individual capacity building of the officers;
- Existing training on capacity building;
- Training areas and nature of training;
- Future requirements of training of the SDs;
- Importance of the preparation of sector action plan/strategies and linkage with the training.

FGD – Six (06) FGDs were made in the Sector Divisions. 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 FGD is annexed.

The respondents to the KIIs according to the sector divisions s 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, one for capacity assessment of the

individual officers working in the SDs, and the third one is for the skill development of the GED officials. These questionnaires for TN and CA are developed with the emphasis on a sustainable development pathway to enhance the capacity of the SDs Divisions of the BPC. The questionnaires were distributed among all the SDs. All together 100 copies of questionnaires both individual and institutional were distributed to the SDs – 22 to Physical Infrastructure Division; 20 to the Agriculture, Water Resources and Rural Institutions Division; 22 to the Industry and Energy Division; 18 to Socio-economic Infrastructure Division; 18 to the Programming Division. Out of those, altogether 52 individual respondents, consisting of officials from Joint Chiefs to Assistant Chiefs/Senior Assistant Chiefs responded to the questionnaire prepared for individual officers. The sector-wise responses obtained are - 22 from Physical Infrastructure Division; 11 from Agriculture, Water Resources and Rural Institutions Division; 10 from Industry and Energy Division; 02 from Socio-economic Infrastructure Division; 07 from the Programming Division. On institutional questionnaire 06 questionnaires were distributed, out of which 05 responses were received. They are 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, *inter alia*, higher training, more precisely higher education at home and abroad and more exposure visits to exchange views and ideas to gather experiences. 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 be included in 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 “*Strengthening the Capacity of Development Planning Superstructure for Achieving the Developed Country Status (SCDPS) (1st Phase)*”.

Two *macro* divisions and one *sector* division are engaged in capacity building activities. These Divisions are – General Economics Division (GED), Programming Division, and the SD is Agriculture, Water Resources and Rural Institution Division. 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 above three Divisions of Planning Commission 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 Divisions, 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. 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 stipulated in the *SCDPS* project and two local Ph. D. programmes out of the provision of three. There are eight provisions of Master’s degree programmes in the project to be implemented overseas, out of which one has been commissioned.

Programming Division has so far organized 48 short-term local trainings 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.

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, which hinders effective performance of the officers in DRR. It mentions that training 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.

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. The list of training programmes is annexed.

The Planning Division has provided training to the officers and members of the subordinate staff of the Planning Division and the BPC during this 2020-21 year. Altogether 64 training programmes were organized. The number of participants was 423. The list of training programmes is annexed.

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 could be narrowed down to fulfil the training 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 planning commission 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 specific sector-wise 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 are: 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.

Bangladesh Planning Commission has no compatibility with the NITI Aayog. The nature of functions appears to be somewhat same, but the methodology of work is not same. Bangladesh Planning Commission is not a research organization nor a decentralized one. No structural change has been made in the Planning Commission since its formation in 1972. Internally it was reorganized in 1984 by the Enam Committee. After that there has been no substantive initiative to reform Planning Commission, although amalgamation of some sectors from 17 to 15 has been made and some wings have been created in the sector divisions; but the number of sector divisions remains the same. In 2000 the Public Administration Reform Commission (PARC) recommended to restructure the Planning Commission and strengthen the Planning Wings of the Ministries/Divisions. It observed that the Planning Commission 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 Planning Commission. The committee again formed two subcommittees, one of which, the subcommittee no. 2, dealt with the strengthening of the Planning Commission. This subcommittee produced a report with a proposal to reorganize the Planning Commission in light of the 1972 Planning Commission with the objective of strengthening it. 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 (six) Divisions of the Planning Commission may be restructured and renamed as follows:

- 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

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 Planning Commission of 1972. The appointment in the post of Members would be open. Contractual appointment of the Members of the Planning Commission 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 recommended further 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 Planning Commission, it was not implemented. At present the report has become

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

redundant with the merge of Bangladesh Civil Service (BCS) (Economic) cadre and BCS (Administration) cadre.

At present Bangladesh Planning Commission may be reorganized on the basis of 15 sectors creating 15 sector divisions. A new perspective has come up with the merge of economic cadre with the administration cadre. The BPC performs its functions as usual – processing of projects/programmes, allocating resources, preparing plan documents, and implementing projects. Since its work volume has increased manifold, 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 sector divisions 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 Bangladesh Planning Commission has somewhat similarity with the structure of NPC of Nepal. The Prime Minister is the Chairperson of the Bangladesh Planning Commission. 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 Sector Division. The Secretary of the Planning Division is the Member-Secretary of the Commission who also heads a Division – Programming Division and simultaneously performs all secretarial and executive functions of the Planning Commission. Every Division of the Planning Commission 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.

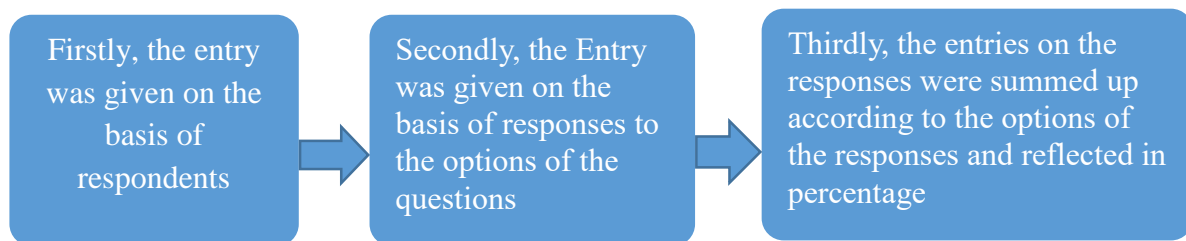
Bangladesh Planning Commission has not undergone many structural changes since its inception in 1972 except some reorganization in 1984 by the Military Government. BPC is the central advisory body of the government in planning and development. Although its performance is treated satisfactory, it needs 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 National Planning Commission. NPC prepares 4-year Plan; but BPC prepares FYP and also visionary plan - “Vision 2041”, “BDP 2100”. It also gives secretarial support to the Principal Coordinator (SDGs Affairs), PMO.

One of the main functions of Bangladesh Planning Commission is the processing of the development projects 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 help enhance the capacity of Bangladesh Planning Commission.

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 reply 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 is done monthly, half-yearly, and yearly. 40% of the 5 respondents mentioned that the review works were done very efficiently, the other similar percentage opined efficiently and the rest 20% said that the review work is highly efficient. With regard to the criteria/yardstick of measuring the performances, 50% of the 5 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 was no incentives. With regard to the form of incentives

40% among 5 respondents indicated that there was 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 increasing the performance of SDs making it highly sufficient. The performance standard of the SDs is needed to be formulated to measure the performance. 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 5 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 are generally organized according to the needs. As regards resource persons, more than 66% of the 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. The responses to the training of the female officers, it was revealed that among 10 responses the male and female participation is equal in training programmes (50%). 2 responses were received among 5 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 focused 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 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% stated for use of latest technology including software. 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. Deployment of adequate manpower has been identified as an 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% opined for operation, management, supervision; and more than 7% in 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 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 on implementation of project activities (rules, regulations, etc.), more than 13% said monitoring and evaluation. 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 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 spoke out for special courses, 20% in favour of long courses, and 20% for study visits, 25% for long course and 25% for special course, and 12.5% 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 are multifarious. Among 22 responses more than 12% recommended for training on analytical issues and 12% for establishing linkages with the sectoral needs, more than 9% were for training on decision making and planning and programming, and more than 6% are for the drafting and reporting.

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 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, 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 18% in programming. The responses on feedback mechanism work for knowledge management were very good. 80% among 5 responses; 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 25% said that they didn't produce report, which did not befit the feedback mechanism. Among 4 respondents 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 is 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% 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 of the regular issues; 30% opined on updating of policy issues; 20% proper scrutiny of the project documents; and 10% on improved skill. There were 12 responses on outcomes of the training showed that more than 33% opined that the outcomes were in enhancement of scrutiny of project documents for the PEC; more than 16% expressed skill development in knowledge management, 16% drafting of document, 16% review reports, and 16% 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.

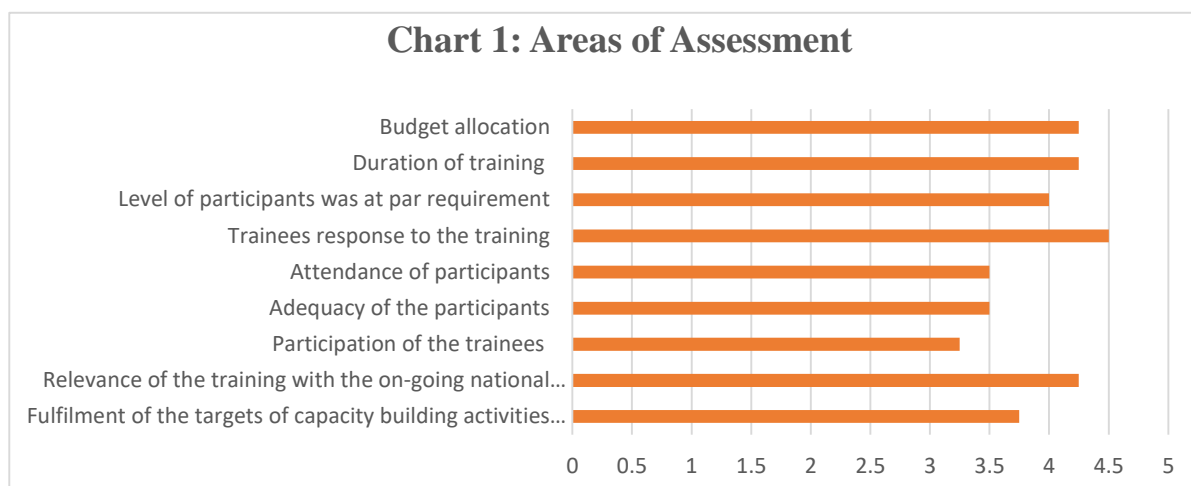
Abstract: The outcomes are enhanced skill on knowledge management, review of reports, appraisal and enhanced capability for the scrutiny of the project documents to efficiently deal activities of the SDs and the outputs are efficient handling of the regular issues.

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% enlisting the sectoral targets according to the plan documents; 30% 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.

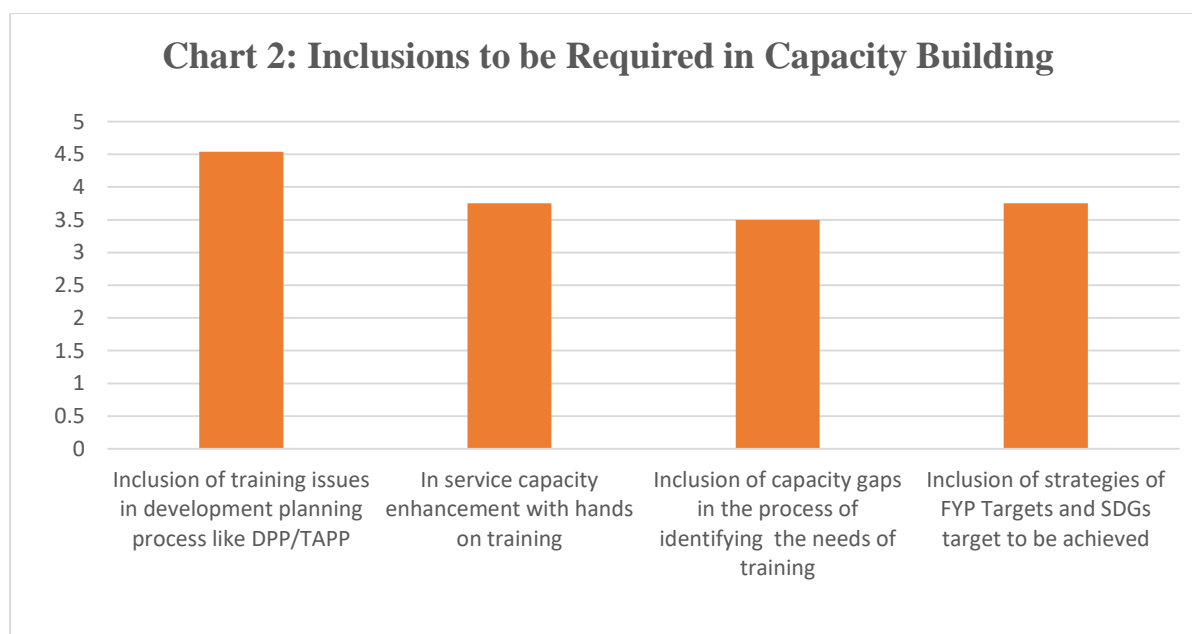
The areas of assessment of capacity building activities/training programmes by the SDs are shown in the following chart:

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 is the highest assessment areas (4.5 score). Participation of the trainees is assessed lowest (3.5 score). This requires harmonization.

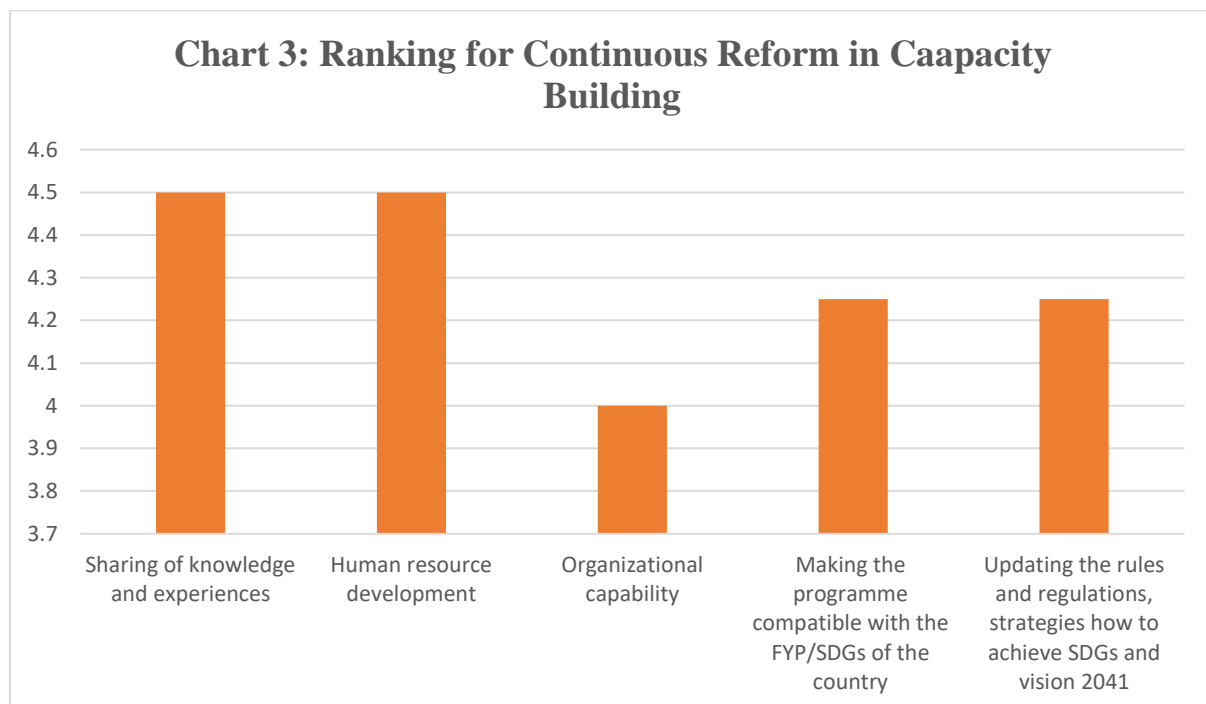
The important changes/inclusions required in relation to capacity building and KM are also shown in the following chart:



The chart shows that inclusion of training issues in development planning process like DPP/TAPP is 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 scores the lowest (3.5) to make changes in capacity building and KM. 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 target 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 scores the highest (4.5 each) in ranking and organizational capability scores 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 specific, measurable, attainable, realistic, and timely (SMART) methodology in the case study; more than 14% opined for rewards for best performance, more than 14% opined for the need of 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 and a negligible number said not sufficient (3.8%). Most respondents (40%) 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 respondents (48.86%) said that the review was moderately efficient, 32% responses said the review was fairly efficient and 11% 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 one respondent said that they did not know about it. 36 respondents among 52 answered 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 respondents 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.

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 49% responded for excellent, 34% very good, 10.96% good and 5.47% moderately good. 56% of the individual officers expressed that they participated in the training programmes fairly often, 23.52% said that they participated only then, when they were requested for. Among 51 responses on the participation in the training programmes, 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. 80% of them responded that they participate 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 33.33% proposed for workshop/consultation, and about 27% for regular participation in the training programmes.

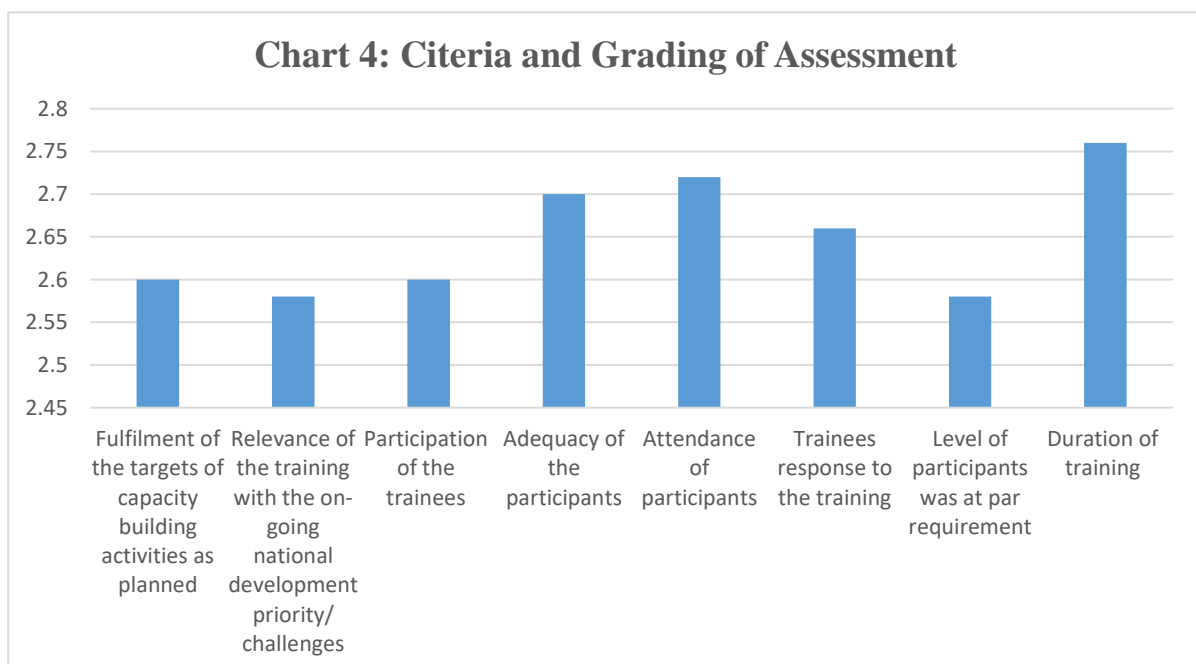
Abstract: The team work, environment of work in the SDs facilitates very good work flow. The officers need to participate regularly in full course. New subject oriented issues should be included in the training programmes according to the needs of the SDs for skill development

The majority of the 52 respondents (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 male participation 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 score 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 appraisal 20.31%, formulation 28%, approval 10.93%, implementation and monitoring 17% each. 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 Sector Divisions 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 18%, implementation 13.69%, policy review 13%, and drafting of planning documents for approval 11%. 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, and the procurement rules, etc., 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 response was 78. Among them, response for short courses (01-03 months) was 44.87%, long course (01-05 years) was 8.9%, specialized courses and study visits were 23% each; for junior level officials the number of responses is 112. Among them 33.92% responded for long course; more than 21% responded for short courses (01-03 months); 16% for diploma course; 18.75% for study visit; 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 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.

As regards 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. 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; 19.04% on improved skill for drafting project documents; 14% on efficient handling of regular issues; and 12.69% 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 and 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., Five Year Plan (FYP), Sustainable Development Goals (SDGs), Perspective Plan (Vision 2041), Bangladesh Delta Plan 2100; about 15% opined for project scrutiny, preparation of working papers for Project Steering Committee (PEC) and Executive Committee for National Economic Council (ECCNEC). 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.

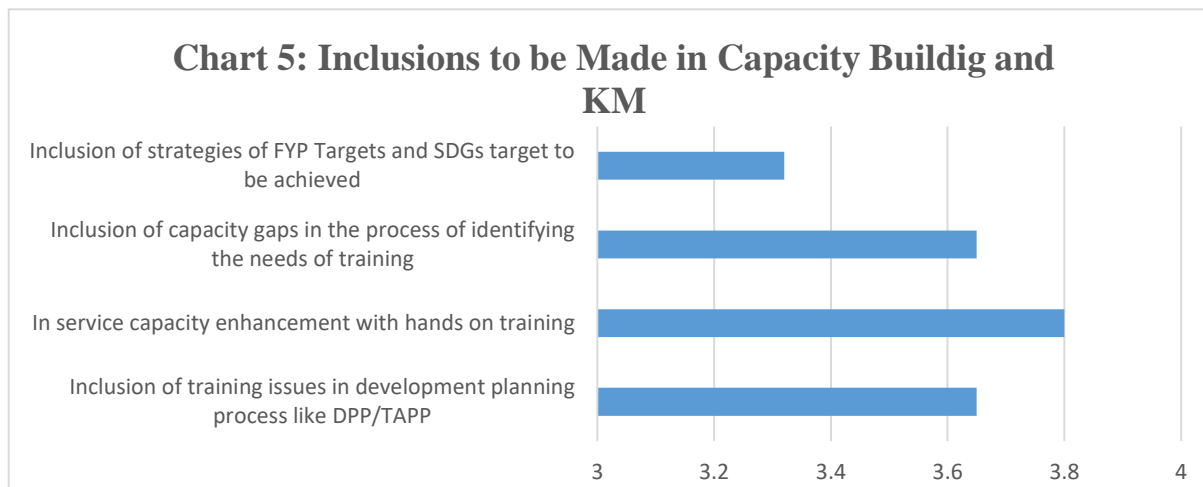
Abstract: Training on the standardized priority areas like software based project preparation methodology, digitization of the planning process, project scrutiny, and linkage between sectoral plan/strategy with national plan and global agenda, e.g., FYP, SDGs, Perspective Plan (Vision 2041), Bangladesh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

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 Specific, Measurable Attainable, Realistic, and Timely (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 specific, measurable, attainable, realistic, and timely (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% stated that it was not efficient and needs improvement. The ICT equipment they needed, among 66 responses, as data revealed that 59% was 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 11% responses were on appropriate resource persons; 11% responses were on presentation of the lecturers; 10% were on lack of training materials; 6% were on venue; and 4% were on curriculum. These challenges are required to meet meticulously.

There are 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 is the challenge; 17.77% opined that fulfilment of the targets is the challenge; about 9% identified that venue of the training programme is a challenge; about 6% responded that finding out the participants; and more than 4% say that finding out the resource persons are 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 more than 43% responded on project appraisal; about 19% each on policy planning and analysis; and plan document preparation; more than 14% on project management; and more than 7% on report preparation/review. It is comprehensible that project appraisal is focused in the sense that the reflection of implementation of the strategies of plan documents lie in the project proposals.

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

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 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 .02% 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.

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.

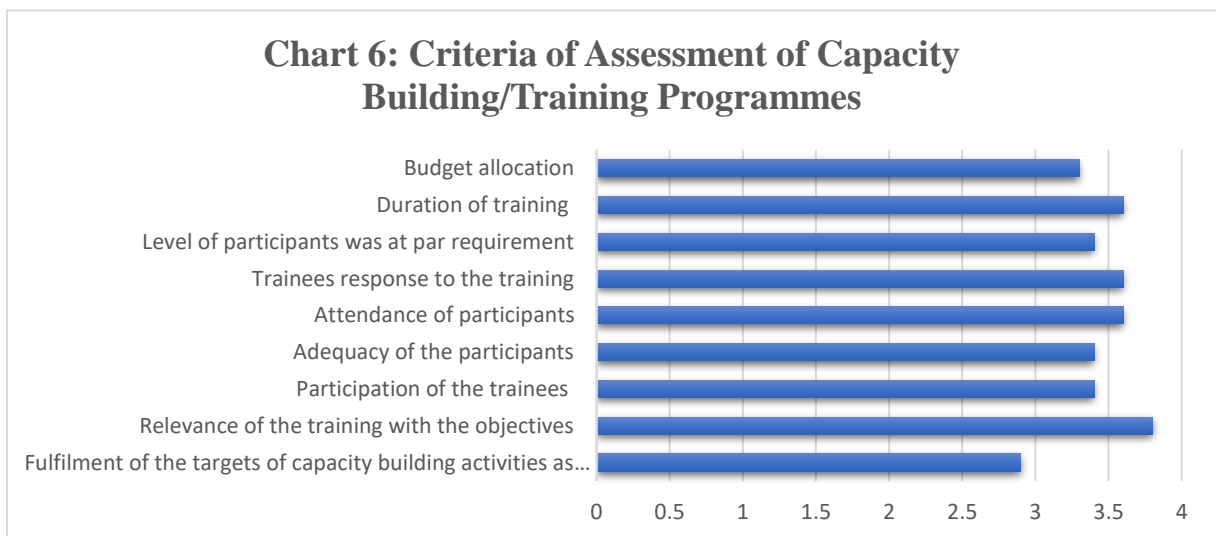
Abstract: Provision of incentives should be considered for better performances in the form of study visits and in monetary form at one time.

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% each said excellent; and good.

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

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 and evaluation were 23% each; 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 (55.5%) 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, 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 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 and equipment handling - more than 38% out of 21 responses advocated for it. About 24% recommended for training on logistics. This indicated that the support staff needed training on management 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% 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%) apprised that they produced reports on foreign training; 6 (more than 33%) apprised 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, 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 can managing 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.

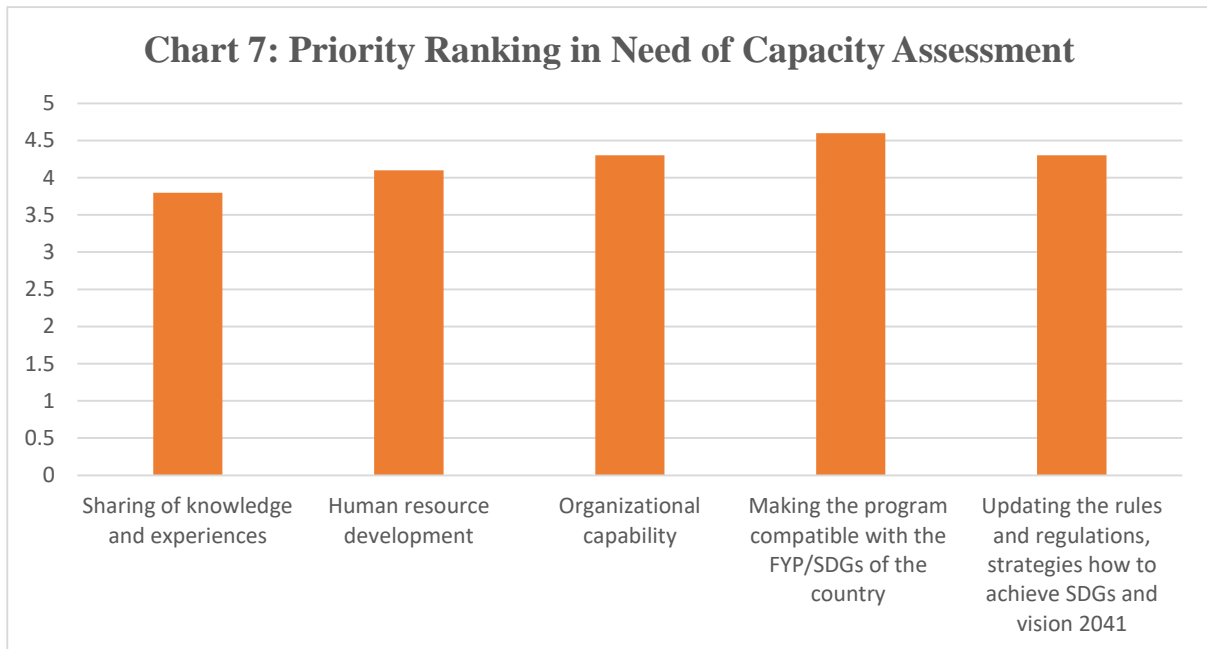
Abstract: Linkage of Adaptive Delta Management under BDP 2100 should be established with other plan documents.

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 are 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% each for rewards for the best performance, report writing, presentation, organizing skill; and meticulously follow Specific, Measurable Attainable, Realistic, and Timely (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, 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 said that ICT was not efficiently used. The ICT equipment they used, among 23 responses, showed 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 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 capacity gap of the SDs. Due to workload an officer cannot examine the project documents properly in the present timeframe. The *diversity 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 current capacity building activities in terms of training are illustrated in chapter 5 above. The expected level is analyzed in chapter 7. Sector specific indicative training areas/proposals are envisaged in chapter 8. The SDs would fix up their priority and organize training accordingly in their own areas.

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.

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

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 <i>one-day training programme</i> 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 <i>one-day disseminating workshop</i> 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.
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. Sector Specific Indicative Training Needs

Focus Group Discussions (FGDs) were conducted with all the 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 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.

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. This may be internal desk oriented 7 days 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 by organizing a day-long training on loan, grant, debt and suppliers' credit although it is done by ERD.
9. A 5-days 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 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;
3. 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.

4. 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.
5. 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.
6. 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 a 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 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;
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.
8. Weeklong training on IMED evaluation of development projects is necessary;
9. 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.
10. A data Bank may be created in each Division on training received and offered.
11. A weeklong training on methodology of estimation of expenditure in the projects.
12. Continuation of training is necessary so that no vacuum is created.

Specific:

1. Training on monitoring of quality assurance of public goods – civil works or any other work of infrastructure projects: 3 days
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 5-day training programme on construction rate schedule may be arranged.
7. Training on terminology: There are many terminologies, which are difficult to comprehend. A short half-day training on terminology may be arranged to make the terminologies understand.
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. 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 the officers on staff management. At least a computer operator is need 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 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. She emphasized on the coordination and cooperation of the SDs with the stakeholders, and also with the Finance Division and IMED. She identified the language barrier or gap of the officers especially English. Since English is perceptibly acceptable worldwide, the officers should know it.

10. 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 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 motive 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 FYPs, SDGs and the Vision 2041, Bangladesh Delta Plan 2100 in different forms. GED is mandated in the face of Planning Commission 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 limitation 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. But GED does not have enough manpower to perform all the increased volume of tasks mentioned above. 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 PRSP. Now GED prepares FYPs, Perspective Plan (Vision 2041), Bangladesh Delta Plan 2100 and provides secretarial support to the SDGs Coordination Cell. Adequate strength of human resources is required for efficiently undertake all the above gigantic tasks. The number of sanctioned posts remains the same as it was reorganized in the 1st half of the 80s. Out of 82 sanctioned posts presently 56 are filled up and 26 are vacant. The issue of deployment of adequate manpower in the GED deserves attention. Logistics are necessary to support the tasks. The study shows that logistics are fairly sufficient in GED.

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.

11. Strengthening the Project Evaluation Committee (PEC):

PEC is an instrument to appraise the projects/programs. 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 meeting. The objective of the PEC meeting on particular project/program is to judge its viability and alignment with 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 meeting concludes the scrutiny of a particular project with the recommendations to the Planning Minister or ECNEC depending on 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. In the training programmes formulation of PEC working paper should be included.

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. 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 the of plan documents.

12. 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 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 gamut of development issues consisting of major premiss has been attributed. The volume and issues of development have increased manifold. With the snowballing of the volume and issues, 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. 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 in the adequate manpower. Along with the training sanctioned posts are required to be filled up to enhance the capacity of the SDs of BPC.

The experiences of India and Nepal have been consulted to compare the efficiency of Bangladesh Planning Commission, which has been illustrated in chapter 6 and explore the possibility to take the good practices for enhancement of the capacity of the Bangladesh Planning Commission 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 their training programmes asunder according to their needs and priorities. 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 the montage of implementation of training programmes should be aligned.