

# BPATC



Bangladesh Public Administration Training Centre  
Savar, Dhaka

## SENIOR STAFF COURSE

### Guidelines & Curriculum

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



**BANGLADESH PUBLIC ADMINISTRATION  
TRAINING CENTRE**

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Accountable Public Administration System*



**BANGLADESH PUBLIC ADMINISTRATION  
TRAINING CENTRE**

**Planning, Programming and Recording (PPR) Department**  
Bangladesh Public Administration Training Centre  
Savar, Dhaka

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## **ACRONYMS AND ABBREVIATIONS**

ACAD	Advanced Course on Administration and Development
BPATC	Bangladesh Public Administration Training Centre
BRI	Belt and Road Initiative
CMT	Course Management Team
D&GE	Discussion & Group Exercise
FEV	Foreign Exposure Visit
FM	Faculty Member
FTC	Foundation Training Course
GP	Group Presentation
GS	Guest Speaker
ICT	Information Communication Technology
IP	Individual Presentation
L&D	Lecture & Discussion
L&E	Lecture & Exercise
LLW	Lessons Learned Workshop
MoA	Memorandum of Agreement
MoU	Memorandum of Understanding
NBR	National Board of Revenue
NIS	National Integrity Strategy
PPM	Policy Planning and Management Course
Q&A	Question & Answer
SSC	Senior Staff Course

# TABLE OF CONTENTS

Introduction	06
Senior Staff Course	06
Key Features of the Course	06
Dress Code	08
Sports Sessions	08
Overview of the Evaluation System	09
BPATC Facilities	11
Course Contents	12
Guidelines for Policy Evaluation Paper	25
Suggested Reading List	28

# **COURSE GUIDELINES**

# INTRODUCTION

The liberation war's core spirit was to build a glorious nation, a developed and prosperous Bangladesh-free from all types of exploitation and injustices. In achieving our liberation war's objectives, it is vital to create a contingent of civil servants with a higher level of professionalism and integrity and adequate knowledge of national and global issues. Bangladesh Public Administration Training Centre (BPATC) was established in 1984 as the lead institution to organize civil servants' professional training. The principal objective of BPATC is to develop a corps of well-groomed and dynamic civil servants by equipping them with adequate professional knowledge and skills, and moral values. BPATC maintains a set of core values in its training schemes, and these include discipline, integrity, inclusiveness, professionalism, learning for results, innovations, team spirit, participation, and mutual respect. Throughout the year, BPATC organizes several professional courses, such as Foundation Training Course (FTC), Advanced Course on Administration and Development (ACAD), Senior Staff Course (SSC), Policy Planning and Management Course (PPMC), Policy Dialogue for different groups of civil servants.

## SENIOR STAFF COURSE

Senior Staff Course (SSC) is one of the main courses of BPATC for the policy-level officials of the government. While the course's main participants are the joint secretaries to the government, some officials of the same rank from the Armed Forces and Bangladesh Civil Service Foreign Affairs Cadre and Police Cadre can also join it. BPATC organizes the course in partnership with the Ministry of Public Administration as the latter provides the nominations for this training. SSC's general purpose is to allow the policy-level officials to understand governance and development's critical issues. As such, participants critically analyze the problems to determine the most appropriate strategies to address them. Moreover, developing leadership skills, particularly strategic decision-making, is another crucial objective of this course. The design of the modules of this course supports the participants to realize the purposes of the training.

## KEY FEATURES OF THE COURSE

### ***Course Duration***

The course duration is 55 days with two segments: in-country training at BPATC and foreign exposure visit in a foreign country's designated institution. Out of the 55 days, 42 days are spent at BPATC, and the rest days are for the overseas part. In general, sessions are held on all weekdays except holidays. However, sessions may be held on the weekend, depending on the necessity. The participation of the trainees in all activities is mandatory.

### ***Course Content***

The course is conducted through 10 academic modules, which are clustered into 5 thematic areas. The modules are presented below under the thematic areas.

<b>Thematic Areas</b>	<b>Modules</b>
Public Sector Governance	Module 1: Behavioral Governance Module 2: Public Policy Formulation Module 3: Research and Policy Evaluation (a) Research Methodology for Policy Evaluation (b) Developing Policy Evaluation Paper Module 4: Partnerships and Negotiations Module 5: ICT for Governance and Development
Economic Development	Module 6: Economic Development Module 7: Project and Procurement Management
Cross-Cutting Issues	Module 8: Contemporary Issues
Skills Development	Module 9: Presentation Skills
Learning Good Practices	Module: 10 (a) Domestic Exposure Visit (b) Foreign Exposure Visit

### ***Training Methods***

Different methods are used to implement the training course. The main methods include lecture and discussion, workshop, group discussion, exercise, case study, etc.

A recapitulation session is held at the first session of Sunday of the week, in which a selected number of participants present their learning points of the previous week. This session is an opportunity for the participants to enhance their presentation skills and learning abilities.

### ***Medium of Instruction***

The medium of instruction of the SSC is in English. BPATC encourages the participants to develop their oral and written English skills by practicing inside and outside the classroom. More importantly, all assignments, both group or individual, presentations will be in English.

### ***Resource Persons***

Both faculty members and guest speakers conduct training sessions. Eminent scholars, senior civil servants, renowned professionals are invited as guest speakers in the course.

### ***Extension Lectures***

Extension Lecture is an important part of the course. In general, senior policymakers, academics, and professionals take sessions on topics that are included in the 'contemporary issues' module. EL is an excellent opportunity for the participants to interact with senior-level speakers. EL usually takes place in the evening.

### ***Course Management Team (CMT)***

The course management team comprises a Course Adviser, a Course Director, and two Course Coordinators (CC). Rector is the Course Adviser, while an MDS acts as the Course Director. Director/Deputy Director level officials work as Course Coordinators. CMT is primarily responsible for the management of the course. Participants are encouraged to share any feedback with the CMT to ensure quality training and convenience in the training environment.



## ***Mandatory Responsibilities of the Participants***

All participants should firmly adhere to the following:

- maintaining a higher degree of discipline, ethics, norms, and formalities inside and outside the classroom;
- attending all instructional sessions and other training activities punctually;
- entering the classrooms at least five minutes before the scheduled time;
- submitting the assignments within the stipulated time;
- staying compulsorily in the dormitory and following the rules and regulations thereof;
- abstaining from carrying and using of cell phones in academic sessions, formal functions, mosque, library, and corridor;
- participating in all co-curricular activities as required by the course;
- maintaining health protocol, with particular reference to COVID-19;
- complete avoidance of plagiarism in reports and document preparation.

It is to be noted that the extent of observance of the issues mentioned above heavily influences the pen-picture of the participants. After the end of the course, pen-pictures are sent to the participants' controlling Ministry and authority.

## ***Dress Code***

### **Academic Sessions and Formal Events**

All participants must wear formal dresses in all training sessions and formal occasions. No participant is supposed to leave the dormitory area without formal attire. Proper attire for male participants includes wearing a necktie and full-sleeved shirts with or without a suit. Male participants should wear suits during mess nights, guest nights, and official dinner. Participants not willing to wear a necktie on the religious ground may wear a sherwani/prince coat. Female participants should wear sari and blazer in classroom sessions, official functions, and other formal activities.

### **Sports Sessions**

During sports sessions, male participants must wear a white-colored English/tennis tracksuit, white-colored T-shirt, and white-colored keds with white-colored socks. Female participants must wear white-colored three-pieces/tracksuit, white scarves, and white-colored keds with white-colored socks.

### ***Accommodation and Food***

Senior Staff Course is a fully residential course, and during the training, participants live at the International Training Complex (ITC) dormitory. Meals are served at the designated cafeteria at the ITC. A five-member Mess Committee formed from among the participants consisting of a President of the Mess Committee (PMC), and four other members manage meals. Selection of menu, making arrangements of meals in consultation with fellow participants, and maintaining the overall quality of meals are the Mess Committee's responsibilities. However, the Course Management Team provides all logistic supports in this regard.

## ***Training Sessions and Tentative Schedule of a Day***<sup>1</sup>

There will be at least five sessions a day. Typically each session is one hour, while the duration of the extension lecture is two hours. The first session of a day starts sharp at 08:30 in the morning, while evening sessions begin at 19:00 hours. A tentative plan of a day is presented below.

<b>Time</b>	<b>Activity</b>
06:00-07:00	Morning Physical Training
08:30-09:30	1 <sup>st</sup> Session
09.40- 10.40	2 <sup>nd</sup> Session
10:41-11:05	Health Break
11:06-12:05	3 <sup>rd</sup> Session
12:15-13:15	4 <sup>th</sup> Session
13:16-14:15	Lunch & Prayer Break
14:16-15:15	5 <sup>th</sup> Session
17:00-18:00	Afternoon Games
19:15-21:15	Evening Session (Extension Lecture)

## **OVERVIEW OF THE EVALUATION SYSTEM**

### ***Total Marks of Evaluation and Means of Evaluation***

The performance of the SSC participants is evaluated on 1000 marks. The principal means of evaluations are individual assignments, group assignments, writing policy evaluation paper, and individual and group presentations. Module wise evaluation methods and marks are given below.

<b>Module No.</b>	<b>Title of the Module</b>	<b>Methods and Marks</b>		
		<b>Individual</b>	<b>Group</b>	<b>Total</b>
1	Behavioral Governance	-	50	50
2	Public Policy Formulation	-	50	50
3	Research and Policy Evaluation	25+175	-	200
4	Partnerships and Negotiations	-	50	50
5	ICT for Governance and Development	-	50	50
6	Economic Development	100	-	100
7	Project & Procurement Management	-	50	50
8	Contemporary Issues	-	50	50
9	Presentation Skills	75	75	150

<sup>1</sup> The schedule may change depending on the necessity and morning PT and afternoon games are subject to sunrise and sunset.

Module No.	Title of the Module	Methods and Marks		
		Individual	Group	Total
10	<b>Exposure Visit</b>			200
	Domestic Exposure Visit	50	-	
	Foreign Exposure Visit	50	100	
-	Evaluation by the CMT	20	-	20
-	Evaluation by Evaluation Department	30		30
	<b>Total Marks</b>	<b>525</b>	<b>475</b>	<b>1000</b>

### ***Break-down of the Marks of the CMT Evaluation and Evaluation Department***

Following is the break-down of 50 marks of evaluation by the Course Management Team and Evaluation Department.

Evaluation	Subject of Evaluation	Marks	Total
CMT	Punctuality	05	20
	Table Manners and Dress	05	
	Appropriate Observation of BPATC's Norms and Values	05	
	Participation in Co-curricular Activities	05	
Evaluation Department	Speakers' Evaluation	10	30
	Attendance	20	

### ***Grading***

According to the Evaluation Policy of BPATC, the following grading system applies to evaluate the participants' performance.

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

## ***Individual Course Evaluation Report for Dossier***

On completion of the course, an individual course evaluation report for every participant is prepared. The Evaluation Department of the BPATC prepares the report containing every participant's performance and the CMT's pen-picture. The report is sent to the concerned ministry/authority for preservation in the participant's dossier.

## **BPATC FACILITIES**

### ***Transport***

BPATC arranges transports for the participants to travel from Dhaka at the onset of the course and the weekends and other visits relating to the course. Participants receive the travel schedule well ahead.

### ***Library***

The Library of BPATC is modern and well equipped with different book titles, journals, and audio-visual materials. The library possesses about 1,20,000 books for circulation to the readers. All participants have ready access to the reading facilities. On weekdays, the library remains open from 8:00 a.m. to 10:00 p.m., while from 4:00 p.m. to 6:00 p.m. on Friday and from 4:00 p.m. to 10:00 p.m. on Saturday. All participants are encouraged to use the library facilities.

### ***Medical Facility***

BPATC has a small clinic with limited medical facilities, which is run by four registered doctors. Participants get medical consultations, prescriptions, and medical care from the clinic. Course participants are entitled to get medicines, depending on availability, free of costs. However, the medical facilities can only meet the primary needs or minor cuts and injuries. The clinic provides ambulance services on payment in case of serious illness.

### ***Mosque for Prayers***

BPATC has a beautiful mosque inside; however, there is no separate prayer room in the dormitory. Interested male Muslim participants can offer their prayers in the mosque, while female participants in their living rooms in the dormitory.

### ***Social Events***

At the BPATC, there is a tradition of organizing social and cultural events during the course. The aim of arranging such social events is to create an opportunity for the participants to interact with the faculty members, resource persons, and other eminent persons. BPATC also organizes social and cultural programs, especially on the national days where different courses join.

### ***Encountering an Emergency Situation***

BPATC authority always remains vigilant to ensure participants' safety and security. Nevertheless, in any emergency, participants are advised to contact the Course Director or Course Coordinator.

# **COURSE CONTENTS**

## THEMATIC AREA: PUBLIC SECTOR GOVERNANCE

### Module 1: Behavioral Governance

Evaluation Method: Group Exercise

Total Marks: 50

**Module Objective:** To enable the participants to internalize patriotism and integrity to deliver roles objectively and demonstrate professional leadership.

Code	Hrs	Topics	Speaker/Facilitator	Training Method
1.01	2	Realizing the Spirit of the Liberation War	GS	L&D
1.02	2	Life and Philosophy of the Father of the Nation	GS	L&D
1.03	2	Corruption and Unethical Practices in Governance and Development: Exploring the Combatting Strategies	GS/FM	D&GE GP
1.04	2	National Integrity Strategy: A Diagnostic Analysis of the Implementation Challenges	GS/FM	D&GE GP
1.05	2	Strategic Management in the Public Sector: Overview, Essence, and Implications	GS/FM	L&D Case Study
1.06	2	Leadership: Different Aspects and Roles in Managing Change and Ensuring Results and Accountability	GS/FM	L&D Case Study
1.07	2	Proactive Motivation and Empowering the Workforce for Organizational Productivity	GS/FM	L&D Group Exercise
1.08	1	Work-Life Balance for the Senior Officials: Importance and Strategies	GS/FM	L&D

## THEMATIC AREA: PUBLIC SECTOR GOVERNANCE

### Module 2: Public Policy Formulation

Evaluation Method: Group Assignment

Total Marks: 50

**Module Objective:** To get the participants exposed to different dimensions and criticalities of public policy formulation and implementation.

Code	Hrs	Topics	Speaker/Facilitator	Training Method
2.01	1	Understanding Public Policy Process	GS/FM	L&D
2.02	2	Evidence-Informed Policy Formulation: Different Approaches and Tools	GS/FM	L&D
2.03	2	Policy Success and Policy Failure: A Framework for Policy Options [Policy Evaluation & Learning]	GS/FM	L&D Case Study
2.04	3	Exercise on Policy Formulation	GS/FM	GE & Presentation

## THEMATIC AREA: PUBLIC SECTOR GOVERNANCE

### Module 3: Research and Policy Evaluation

#### Part I.

#### Research Methodology for Policy Evaluation

#### Evaluation Method: Individual Assessment

Total Marks: 25 Marks

**Sub-Module Objectives:** To make the participants understand the necessity of research in policy evaluation and acquaint them with different research aspects. This sub-module helps the participants gain hands-on experience in writing the proposal and conducting research.

Code	Hrs	Topics	Speaker/Facilitator	Training Method
3.01.01	3	Policy Evaluation: Theories, Tools and Techniques	GS/FM	L&E
3.01.02	8	Research for Policy Analysis and Evaluation: Necessity (contextualization), Methodology (data collection tools, techniques, interpretation of data), Writing Research Proposals and Reports (norms, methods, and styles)	FM	L&E
3.01.03	4	Practical Exercise on Preparing a Proposal for Policy Evaluation	Research Consultants and Participants	Practical Guidance

#### Part II.

#### Developing Policy Evaluation Paper

#### Evaluation Method: Individual Policy Evaluation Paper and Presentation

Total Marks: 175 Marks <sup>2</sup>

**Sub-Module Objective:** To provide the participants with opportunities to write a policy evaluation paper and enhance analytical and presentation skills.

Code	Days/Hrs	Topics	Speaker/Facilitator	Training Method
3.02.01	3 days	Literature Review/Data Collection	Research Consultants	Field Visit
3.02.02	4 hrs	Session with Research Consultants to Finalize the Paper	Research Consultants	Group Discussion
3.02.03	6-8 hrs	Policy Evaluation Paper Presentation	External and Internal Evaluators	Presentation

<sup>2</sup> Break-down of marks: **Paper: 125** (formatting/structure: 25, language, reference and style: 35, problem identification, analysis, consistency: 45, new insights/ideas: 20), **Presentation: 50** (presentation skills and time management: 40, ability to respond to question(s): 10)



## THEMATIC AREA: PUBLIC SECTOR GOVERNANCE

### Module 4: Partnerships and Negotiations

Evaluation Method: Group Assignment

Total Marks: 50

**Module Objectives:** To make the participants understand negotiations and different diplomatic terms and instruments, lead negotiations effectively, and be aware of the global and local changes regarding development partnership and governance.

Code	Hrs	Topics	Speaker/Facilitator	Training Method
4.01	2	Concepts and Dimensions of Negotiations with Special Reference to Bilateral, Regional, and Multilateral Negotiations	GS	L&D Case Study
4.02	2	Whole-of-Government Approach to Negotiations (Role of Different Ministries in International Negotiations/Partnership between MoFA and Line Ministries)	GS	L&D Case Study
4.03	2	Understanding Key Diplomatic Instruments/Terms: MoU/MoA/Note of Exchange/ Note Verbal/Communiqué/Resolutions etc.	GS	L&D Examples
4.04	2	The Evolving Nature of Collaboration and Partnership in Policy Making with Special Reference to Inter-Ministerial Meeting and Stakeholder Consultations	GS/FM	L&D Case Study
4.05	2	International Development Partnership/Cooperation: Changing Dynamics and Ramifications for the Recipient Countries	GS/FM	L&D Case Study

## THEMATIC AREA: PUBLIC SECTOR GOVERNANCE

### Module 5: ICT for Governance and Development

Evaluation Method: Group Assignment

Total Marks: 50

**Module Objective:** To enable the participants to understand ICT's leveraging role in bringing excellence in governance and economic opportunities.

Code	Hrs	Topics	Speaker/Facilitator	Training Method
5.01	2	ICT for Governance Excellence: Theoretical Aspects and Practical Experiences	GS/FM	L&D
5.02	2	4IR/Big Data and Its Potential Impact on Public Sector Governance and Policy Making	GS	L&D
5.03	2	ICT as a Thrust Sector of Employment and Economic Development: Status, Opportunities and Challenges for Bangladesh	GS	L&D

## THEMATIC AREA: DEVELOPMENT STRATEGIES AND MANAGEMENT

### Module 6: Economic Development

Evaluation Method: Individual Assignment

Total Marks: 100

**Module Objective:** To enable the participants to know the approaches and strategies for Bangladesh's economic development.

Code	Hrs	Topics	Speaker/Facilitator	Training Method
6.01	2	Bangladesh's Economic Development: Strategies, Drivers, Opportunities, and Challenges (Explaining Bangladesh Enigma)	GS	L&D
6.02	2	Bangladesh and SDGs: Policy Approach and Financing Strategy	GS	L&D
6.03	2	Strategic Outlook of the 8th Five-Year Plan/Thrust Sectors for Development	GS	L&D
6.04	2	Strategic Visions of the National Export and Import Policies	GS	L&D Examples
6.05	2	National Industrial Policy and Strategic Outlook	GS	L&D Examples
6.06	2	LDC Graduation: Pathways, Opportunities, and Challenges	GS	L&D
6.07	2	National Budgeting and Financing: Strategic and Operational Issues	GS	L&D
6.08	2	Financing for Development: Current Strategies for Domestic Resource Mobilization (NBR/Addis Ababa Action Agenda)	GS	L&D
6.09	2	Strengthening Trade Partnership in South Asia: Opportunities and Challenges	GS	L&D
6.10	2	Climate Change and Its Implications on Economic Development in Bangladesh	GS	L&D Case Study

## THEMATIC AREA: DEVELOPMENT STRATEGIES AND MANAGEMENT

### Module 7: Project & Procurement Management

Evaluation Method: Group Assignment

Total Marks: 50

**Module Objective:** To enable the participants to know different critical areas of project planning, implementation and procurement, and analyze project management challenges.

Code	Hrs	Topics	Speaker/Facilitator	Training Method
7.01	2	Project Planning, Preparation, Implementation and Monitoring: Practical Issues [Special Reference to Large Projects- Social and Infrastructure]	GS	L&D Case Study
7.02	4	Practical Sessions on Public Procurement: Agreements/Contracts (goods; services; works) and Procurement Plans	GS	Excercise

## THEMATIC AREA: CROSS-CUTTING ISSUES

### Module 8: Contemporary Issues

Evaluation Method: Group Assignment

Total Marks: 50

**Module Objectives:** To orient the participants with contemporary issues to remain updated on the changing aspects of governance and development. This module also offers an opportunity to bring senior-level academics, professionals, and practitioners to share their thoughts on the issues.

Code	Hrs	Topics	Speaker/Facilitator	Training Method
8.01	2	Strategies for Implementing Electoral Manifesto: Bangladesh on the March towards Prosperity	GS	L&D
8.02	2	Emerging Trend of the Private Sector and the Public-Private Partnership in Bangladesh: Opportunities and Challenges	GS	L&D
8.03	2	Changing Dynamics of the Civil Service and the Strategies for Executive Development	GS	L&D
8.04	2	Vision 2041 and Bangladesh Delta Plan 2100: Implementation Strategies	GS	L&D
8.05	2	Emerging Global and Regional Order	GS	L&D
8.06	2	International Migration/Employment Situation and Future of Remittance	GS	L&D
8.07	2	Challenges and Opportunities of Preferential Trade Agreements	GS	L&D
8.08	2	Explaining BRI	GS	L&D
8.09	2	Rohingya Crisis: Current State of Affairs	GS	L&D
8.10	2	Managing Covid-19: Lessons for the Public Sector Managers	GS	L&D
8.11	2	Harnessing the Benefits of Blue Economy	GS	L&D
8.12	2	Social Media and Policy Making: Challenges and Opportunities	GS	L&D

## THEMATIC AREA: SKILLS DEVELOPMENT

### Module 9: Presentation Skills

#### Evaluation Methods: Individual Presentation and Group Debate

Total Marks: 150 [Individual: Recap: 25, Extempore Speech: 50; Developmental Debate (Group): 75]

Code	Hrs	Topics	Speaker/Facilitator	Training Method
9.01	-	Recap Sessions	FM	IP
9.02	-	Policy Debate: Presenting Policy and Development Issues	GS/FM	IP
9.03	-	Theme based Extempore Speech	GS/FM	IP

## **THEMATIC AREA: LEARNING GOOD PRACTICES**

### **Module 10: Exposure Visits**

**Total Marks: 200**

#### **Part I.**

##### **Domestic Exposure Visit**

**Evaluation Method: Individual Assignment**

**Total Marks: 50**

##### **Sub-Module Objectives:**

To create opportunities for the participants to know the economy's transformation process by visiting different institutions/industries of the country. This visit also enables the participants to learn the governance culture and good practices of the visiting institutions and enterprises.

##### **Role of the CMT**

The CMT arranges visits for the participants to different institutions and enterprises. Public sector institutions, private sector enterprises, not-for-profit organizations, media outlets, military establishments, etc. are the expected institutions for domestic exposure visits.

##### **Individual Assignment**

CMT briefs the participants about the visit protocol and assignment before any visit. Individual assignment should ideally incorporate the following issues: (a) an overview of the visiting institution; (b) governance; (c) learning points/good practices; (d) recommendations for public sector institutions in terms of realizing institutional goals and governance improvement.

#### **Part II.**

##### **Foreign Exposure Visit (FEV)**

**Evaluation Method: Group Report Preparation and Presentation**

**Total Marks: 150<sup>3</sup>**

**Sub-Module Objectives:** To enable the participants to practically see, observe, and realize the development and trend of the progress of the visiting country. FEV creates a unique opportunity for the participants to understand the critical factors of the visiting country's growth and success and their replicability in Bangladesh.

##### **Management of the Foreign Exposure Visit**

Ministry of Public Administration identifies the country and the institution as part of the foreign exposure visit (FEV) for 10 days, excluding the travel period. Usually, an advanced or emerging country, in terms of economic development, is selected for FEV. The visit takes place after the completion of the course at the BPATC. BPATC and MOPA jointly organize the FEV, and the latter arranges a briefing on the exposure visit before it practically takes place and bears the cost of the FEV.

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<sup>3</sup> Breakdown of total marks: presentation at the host organization (overseas part): 50; presentation at the BPATC as lesson learned workshop (LLW): 100 (group report: 50 and individual participation: 50).

## **Roles and Responsibilities of the Participants in the FEV**

During the visit, the participants are expected learn about different policies, strategies, and practices, in general and sector-wise, contributing to the visiting country's development. As part of the FEV, the participants will get the opportunity to visit different institutions, and thereby, they learn many things in detail. Participants prepare a comprehensive report on the FEV, where the following issues are included: (a) overview of the visit; (b) different aspects of the development journey of the country (overall and sector-specific); (c) learning points for Bangladesh.

Participants should be very active and engaged in the visit to understand and identify the critical factors of the visiting country's development. Participants should also smartly and gently interact with their counterparts to deepen the sense of partnership and cooperation.

## **Methodology and Briefing on Assignments Under FEV**

### ***Group Formation***

Participants are organized in different groups, and each group may consist of 4-5 participants. CMT make the grouping. Each group gets a sector-specific topic from the CMT for study during the FEV.

### ***Overseas Part***

Each group prepares a group report on the FEV and presents it at the visiting country's host/designated institution. The group report and presentation cover the assignment of the overseas part. The group prepares the report and presentation, focusing on the assigned topic. While discussing policies, strategies, and experiences in the visit report, each group should specifically look at its given subject.

## **BPATC Part**

### ***Lessons Learned Workshop (LLW)***

After returning from the visit, BPATC organizes a 'lessons learned workshop (LLW)' where each group presents their visit report according to their assigned topic. Each group gets 30 minutes: 10 minutes for presentation and 20 minutes for Q&A. Group presentation may be made by one or some members of the group; however, all members must participate in the Q&A; otherwise, the member(s) who do not take part in the Q&A cannot qualify in the 'individual participation' segment which bears 50 marks.

A panel of experts evaluates the report and presentation in the LLW. Participants of other on-going courses at the BPATC may join the audience of the LLW, and they may also ask questions.



**LLW Marks Distribution**

Report Part	<b>Group Report Presentation (50 Marks) <sup>4</sup></b>				<b>Individual Contribution <sup>5</sup> (Q&amp;A Part)</b>		
	<b>Issues Covered in the Report</b>						
	Overview of the Visit	Policy and Institutional Approach (Topic-wise)	Key Learning Points	Recommendations  10	Number of Question(s) Responded	Quality of Response (Clarity and Communication Ability)	Number of Supplementary Question(s) Responded

<sup>4</sup>Each member of the group will get the same number as group performance.

<sup>5</sup>This evaluation is fully based on individual performance.

# **GUIDELINES FOR POLICY EVALUATION PAPER**

## Introduction

Writing a policy evaluation paper by doing policy analysis and evaluation is an integral part of the Senior Staff Course and is part of Module 3. Each participant must write a 'policy evaluation paper' and present the paper before a panel of evaluators comprising faculty members of BPATC and renowned academics and practitioners. This brief guideline supports the participants in writing the evaluation paper.

This exercise gives the policy-level participants a practical opportunity to understand the policy process and, at the same time, to critically analyze the public policies to realize to what extent they are useful and relevant. By writing a policy evaluation paper, the participants understand the complexities and multidimensional dynamics of the public policy process. Moreover, participants gain professional knowledge and expertise to comment on the necessity, effectiveness, efficiency, validity, etc. of the public policies. Such evaluations also help improve the policy formulation and implementation process.

## Specific Objectives of Writing the Policy Evaluation Paper

The following are the specific objectives of the assignment:

- understanding different aspects, notably different theories, tools, and techniques, of public policy analysis and evaluation;
- using social research methods to analyze and evaluate public policies;
- making the participants able to write formal evaluation paper complying with standard methodological norms and requirements;
- improving critical analytical abilities; professional writing and presentation skills;
- enhancing the logical sequence and argumentation process.

## Note on the Analysis

While analyzing a particular policy, the participants may keep the following points in mind to better develop the paper:

- advantages/disadvantages of the policy under consideration (in terms of effectiveness, costs, enforcement, and public acceptance);
- economic, social, environmental, cultural impacts/implications of the policy;
- potential challenges to implementing the policy;
- the outlook of the policy, if it benefits the elite or the general people;

## Individual Assignment

Each participant should individually evaluate an existing policy of his/her own Ministry, Division, and Directorate and **prepare a paper**. During the preparation of the policy evaluation paper, a team of research consultants supports the participants. Members of the consultancy team act as mentors for the participants. Each participant should make an oral presentation on his/her paper.

## Technical Requirement for the Preparation of the Policy Evaluation Paper

### *Maintaining Academic Ethics*

No data, text, facts, ideas, or theories belonging to others presented in a way as if they were the author's own ("plagiarism") are accepted. Proper acknowledgment of other's work must be given and

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BPATC uses **Turnitin** software to screen plagiarism. If there is a suspicion of plagiarism, the concerned authority will carry out an investigation. If, after research, the allegation seems to raise valid concerns, the accused author will be contacted and allowed to address the issue. If any participant violates BPATC's prescribed policy regarding plagiarism, BPATC will not accept his paper, and this may result in disciplinary actions.

### ***Length***

The length of the paper should be between 3000 and 5000 words.

### ***Text Formatting***

- Word format
- Font: Times New Roman, 12 size
- Using the automatic page numbering function to number the pages
- Not using field functions
- Using tab stops or other commands for indents, not the space bar
- Using the table function and not spreadsheets to make tables
- Using the equation editor or Math Type for equations
- Saving the file in docx format (Word 2007 or higher)

### ***Referencing***

- Harvard Referencing Style

# **SUGGESTED READING LIST**

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