

COMPREHENSIVE ASSESSMENT OF

CURRENT SKILLSET AND TRAINING NEEDS

ON RIO CONVENTIONS IN THE PUBLIC TRAINING
INSTITUTES OF BANGLADESH





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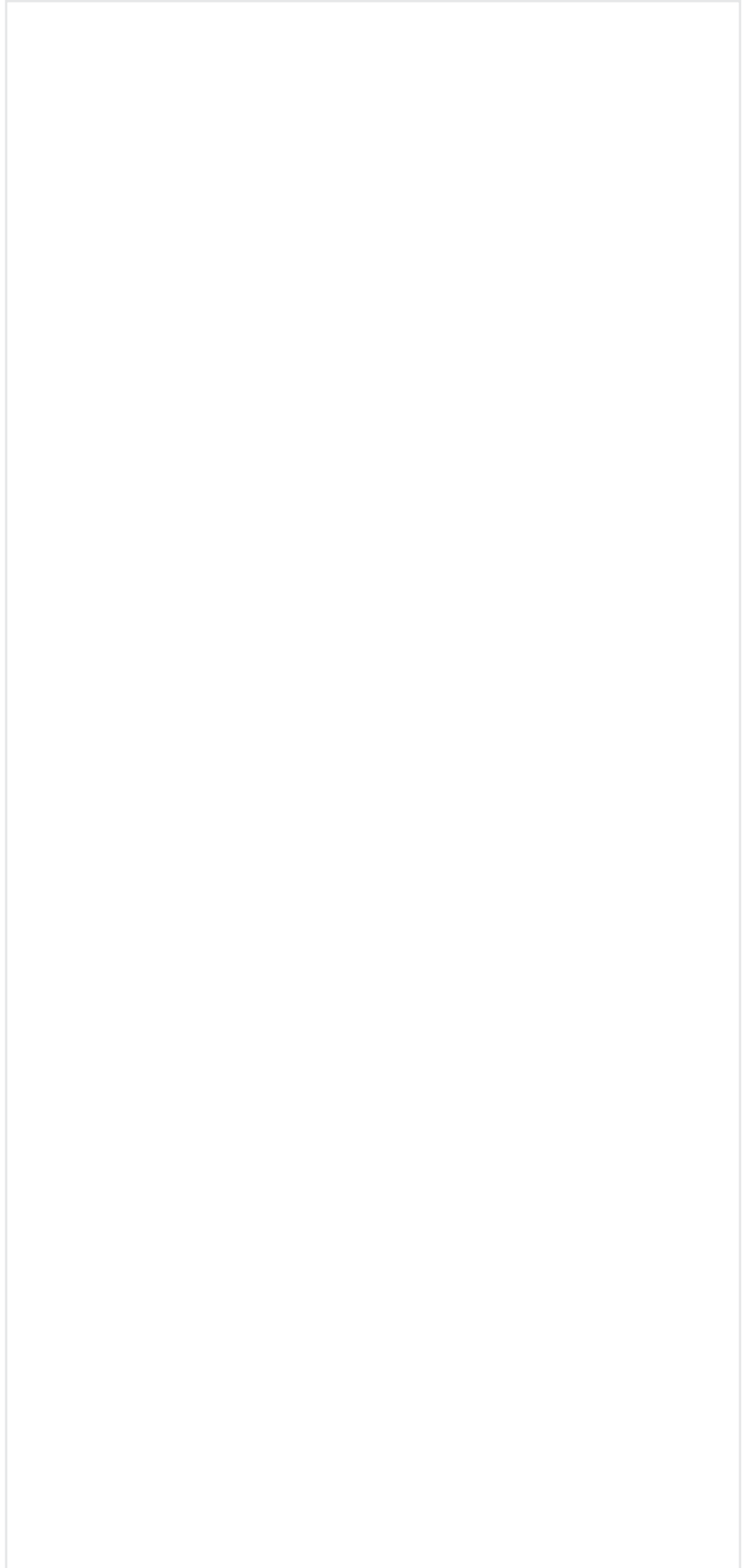
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COMPREHENSIVE ASSESSMENT OF CURRENT SKILLSET AND TRAINING NEEDS ON RIO CONVENTIONS IN THE PUBLIC TRAINING INSTITUTES OF BANGLADESH



FOREWARD



ACKNOWLEDGEMENT

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Sundarbans Reserve Forest, Satkhira © Masud Al Mamun

BACKGROUND

OF THE NEED ASSESSMENT



Agriculture, forestry, and fishing are the primary sectors of the Bangladeshi economy although in recent years manufacturing has taken on an important role. Manufacturing already contributes more to the national economy than agriculture and is continually increasing its percentage of Gross Domestic Product (GDP). Nonetheless, agriculture still accounts for 12% of the GDP, and it supports a significant portion of the population (about 47%) (IMF 2013). Furthermore, many other sectors depend on it either for processing its products or for servicing it. Overall, climate change is expected to decrease agricultural GDP by 3.1% each year for a cumulative \$36 billion in lost value-added for the period 2005-2050 (World Bank 2013).

Climate change only compounds the accumulation of social and economic risks to disasters. Recurrent natural disasters, such as cyclone SIDR and AILA, push the country further into the downward spiral of poverty, landlessness, migration, loss of livelihoods and income, and as a result of climate change, Bangladeshis will likely face increasing risks to their security in terms of food, energy, water, livelihood, health, and habitat (Planning Commission 2012).

Bangladesh has a wide variety of land-based and aquatic ecosystems which host a rich biodiversity. Land-based ecosystems include forest and hill ecosystems, agro-ecosystems, and homestead forests. The aquatic ecosystems are, seasonal and perennial wetlands, rivers, coastal mangroves, mudflats and chars, and marine ecosystems. Bangladesh is home to 121 mammals, 19 amphibians, 124 reptiles, and 653 fish species. Additionally, the country also contains the largest tract of mangrove forest in the world – the Sundarbans (also a World Heritage Site and Ramsar site) has a total area of 601,700 ha, which is about 4% of the total land area of the country and provides habitat over 730 species of plants and animals including 20 globally threatened species (DoE 2010).

Despite the immense amount of water flowing through the country, low rainfall continues to cause drought, desertification in Barindra areas and inadequate groundwater replenishment in drier parts of the country. Desertification, Land Degradation, and Drought (DLDD) are particularly important issues for Bangladesh because they are closely linked to two of the country's major economic sectors: agriculture and fisheries. To combat these issues, the government prepared the National Action Programme (NAP). The Government of Bangladesh and development partners have invested in flood management and protection, embankments, disaster preparedness and emergency projects, agricultural input and extension, afforestation with indigenous species, and co-management practices to name a few noteworthy ones.

The considerable progress Bangladesh has made is largely driven by industrial gains and has not been balanced with the environmental costs that result from it, and pressures from population growth only serve to compound the threats posed by the natural environment. Rapid growth and industrialization have created numerous negative externalities that ultimately hinder development such as pollution that directly contaminates the air, water, and soil. Other examples include the overfishing, conversion of wetlands for agriculture and construction, or the unbalanced use of chemical fertilizers that lead to land. Moreover, this anthropogenic degradation of the environment will only exacerbate the negative impacts of climate change.

The Perspective Plan of Bangladesh (2010-2021) has also identified its priorities as: ensuring broad based growth and reducing poverty, effective governance and sound institutions by creating a caring society, globalization and regional cooperation, building a sound infrastructure and managing challenges of urbanization, mitigating and adapting to the impacts of climate change and promoting innovation and knowledge

generation (Planning Commission 2012). Bangladesh has implemented an initiative to synergize the three Rio Conventions, namely the Bangladesh Climate Change Strategy and Action Plan (BCCSAP) in 2009.

The government of Bangladesh conducted a national need assessment to identify on national capacities on Rio Conventions in 2007. The report of National Capacity Self-Assessment (NCSA) which was prepared through an extensive consultation process involving key stakeholders from government institutions, NGOs, the private sector, research organizations, academics, development partners, environmental practitioners, the press and other relevant constituencies. The report identified the salient features of obligations under the Rio Conventions, Priority Environmental Issues, capacity development needs, either common to or cutting across the climate change, biodiversity and land degradation thematic areas.

The identified priority environmental issues under synergy/cross-cutting thematic area are:

- building capacity to implement Rio Conventions,
- broadening the knowledge of scientific and modern technology;
- promotion of education, training and public awareness;
- research and impact assessment; information,
- knowledge and data management;
- report and monitoring;
- planning, policy development and reform of legal frameworks;
- public participation; international cooperation; and
- utilization of funds within the limited resources.

Based on this analysis the NCSA, the Government of Bangladesh developed the Bangladesh Capacity Development Action Plan for Sustainable Environmental

Governance (CDAP) to address these prioritized issues and capacity needs to fulfill Bangladesh's responsibilities and commitments toward implementing the Rio Conventions. Of the seven priorities identified in the CDAP, the present skillset and needs assessment responded to the following priorities:

- a) Trained and skilled manpower for sustainable environmental governance in place; and
- b) Promotion of education, training and public awareness.
- c) An approach to capacity development through existing national training institutes.

Objectives of the Comprehensive Needs Assessment

The key objective of the comprehensive assessment is to appraise the institutional and technical capacities and strengths of core public training institutions in Bangladesh for improved implementation of the Rio

Conventions. Other objectives include,

- To revisit mandates of the training institutions in view of the Rio Conventions;
- To obtain an overview of existing training programmes;
- To Identify the gaps addressing the Rio Conventions and its obligations in the existing course curricula;
- To scope out the integration of the Rio Conventions and its obligations and present responses of Bangladesh;
- To assess the scope of introducing new course on the Rio Conventions; and
- To identify the prospect of networking amongst the national training institutions.

These will lead to develop of training modules and training materials as resource base for the institutions, which will ultimately strengthen institutional and technical capacities and skills for improved implementation of the Rio Conventions.

THE STAKEHOLDERS

KEY NATIONAL TRAINING INSTITUTES

Role of National Training Institutes

The national training institutions (NTI), according to the public administration training policy (PATC), operating in the public sector are to device need based, results-oriented and market responsive training programmes aimed at building professionalism of public servants at different levels. The responsibilities of NTIs are to create an effective, innovative, responsive, accountable, honest and committed public servant to meet the challenges of the 21st century. The NTIs play a pivotal role for improving the performance of the public service training system. It can affect or bring a new administrative culture for coping with the rapidly changing technology, impacts of climate change and globalization and pressure of the free market economy. Training must be used as one of the important tools to materialize the national vision

2021 as reflected in the various policies, plans and programmes of the government of Bangladesh. It should be used for promotion of administrative efficiency, higher productivity and optimum utilization of human resources for the greater welfare of the citizens.

Leading National Training Institutes (NTIs)

By PATC 2003, the BPATC is responsible to organize the Foundation Training Course (FTC) of all cadres. After the FTC, the civil servants report to the training institutes meant for importing trainings to difference cadres. It is said that there are about 150 training institutes belonging to different ministries, divisions and public statutory bodies. A list of major training institutes responsible for imparting training to different cadre and non-cadres is shown in the following tables:

Table 1: Leading National Training Institutes

SN	Name of the Training Institutes	Cadres
1	Bangladesh Public Administration Training Centre (BPATC)	All Cadres
2	Bangladesh Civil Service Administration Training Academy	BCS (Administration)
3	National Academy for Planning & Development (NAPD)	BCS (Economic)
4	National Academy for Educational Management (NAEM)	BCS (Education)
5	Land Administration Training Centre (LATC)	BCS (Admin and others)
6	Bangladesh Foreign Service Academy (BFSA)	BCS (Foreign)
7	Financial Management Academy (FIMA)	BCS (Audit and Accounts)
8	Bangladesh Customs, Excise & VAT Training Academy (CEVTA)	BCS (Customs and Excise)
9	Judicial Administration Training Academy (JATA)	BCS (Judicial)
10	Police Training Academy (PTA)	BCS (Police)
11	Bangladesh Cooperative College (BCC)	BCS (Cooperative)
12	National Institute of Population Research and Training (NIPORT)	BCS (Family Welfare)
13	National Institute of Preventive and Social Medicine (NIPSOM)	BCS (Health)

14	Central Extension Resources Development Institute (CERDI)	BCS (Agriculture)
15	Railway Training Academy (RTA)	BCS (Railway)
16	Bangladesh Institute of Administration and Management (BIAM)	BCS (Administration)
17	Bangladesh Academy for Rural Development (BARD)	Rural Development
18	Rural Development Academy (RDA)	Rural Development
19	National Institute of Mass-communication (NIMC)	BCS (information)
20	Food Department Training Institute (FDTA)	BCS (Food)
21	National Academy for Primary Education (NAPE)	Primary Teachers
22	National Social Service Academy (NSSA)	Social Welfare Officials

The key ministry and public training institutes play significant role in human resources and public personnel capacity development in Bangladesh was brought under this assessment. Brief descriptions of current capacities of key stakeholders of this assessment are presented below.

Ministry of Public Administration

Ministry of Public Administration (MoPA) is mandated to manage all the human resources in the public resources of Bangladesh under different ministries and divisions. The MoPA is responsible for personnel policy within the Bangladesh Civil Service and has also direct responsibility for numbers of key human resources and organizational management functions, particularly in relations to officers of the Administrative cadre that comprise the high-level civil service. The overall purpose of MoPA are to:

1. Ensure skilled and experienced higher-level civil service;
2. Maintain the extensive public administration of Bangladesh;
3. Ensure the civil servants are appropriately trained;
4. Decide and enforce personnel policy, systems, rules and regulations;

The functional wings of which the ministry is framed are: Administrative wing, Appointment, Promotion and Deputation wing,

Career Planning and Training wing, Discipline and Enquiry wing, Regulation wing, Organization and Management wing, Confidential Record and Development wing.

Bangladesh Public Administration Training Centre (BPATC)

Bangladesh Public Administration Training Center (BPATC 2017) is one of the apex training institutes in the public sectors that imparts training courses to the civil servants to guarantee their services to be aligned with the interest of public interest. The motivation which drives the institute are; developing competent and professional human resources by imparting quality training and development programs, conducting research, publishing books and journals and extending consultancy services for continuous improvement of public service delivery system, establishing effective partnership with reputed institutions of home and abroad for developing organizational capacity and promoting a culture of continuous learning to foster a knowledge-based civil service.

Mandate of BPATC

The mandate of BPATC (2017) is to generate efficient and professional administrator through providing world-class training.

Vision of BPATC

The vision of BPATC is to establish itself as a centre of excellence and a regional hub for development of competent, innovative and morally sound public servants and as a think tank of knowledge-based governance by the year 2021.

Missions of BPATC

The missions of the centre are to develop human resources with competence and strong moral values through state-of-the-art training, promote a culture of continuous learning in the public service to foster a knowledge-based society, conduct researches and publications, networking with reputed institutions with home and abroad, to enrich training, research and consultancy, and extend consultancy services for enhancing organizational performance.

Training Programs of BPATC

Some of the courses offered by the BPATC (2017) are:

- Policy Planning & Management Course (PPMC),
- Senior Staff Course (SSC),
- Advanced Course on Administration and Development (ACAD),
- Foundation Training Course (FTC).

Some Special Courses for technical officers:

- Special Foundation Training Course for Election Commission Officials,
- Special Foundation Training Course for 40+ Aged Officers,
- Special Foundation Training Course for BTRC Officials,
- Special Foundation Training Course for BCSIR Officials.

Numbers of short courses are also organized by BPATC:

- Training of Trainers Course,
- Improving Public Services through

- Total Quality Management (IPS-TQM), Project Management Course,
- Course on Trade and Aid: Planning
- Negotiations Techniques,
- Human Resource Planning Course,
- Financial Management Course, Environmental Management and
- Sustainable Development Course,
- Modern Office Management Course, Course on Information Technology and
- E-Governance,
- Foundation Refresher Program,
- Course on Communicative English, Gender and Development Course.

Capacity Building of Faculty Members

To upgrade the professional knowledge and skills, BPATC assigns utmost priority to Human Resource Development activities for the members of its staff, BPATC encourages its faculty members to participate in the in-house training courses such as Foundation Training, Training of Trainers, Research Methodology, Financial Management Course, Communicative English, IT and E-Governance. It also nominates its faculty members to participate in the training courses organized locally by other training institutions or NGOs.

Since its inception, BPATC has been pursuing the policy of deputing the members of the faculty for overseas training for their professional enrichment in specialized areas of Public Administration, Business Administration, Development Economics, Human Resource Management, Environment Management, Project management, Financial Management, Disaster Management, Rural Development, Management Information System, Geographic Information System, Policy Analysis etc. A good number of faculty members have done degrees and short and long-term training in the USA, the UK, France, Germany, Japan, the Netherlands, Denmark, Sweden, Malaysia, Singapore, Thailand, Australia, India and Pakistan.

Bangladesh Civil Service Administration Academy (BCSAA)

Bangladesh Civil Service Administration Academy (BCSAA 2017) is an institute for basic training on law and administration for the officers of the Bangladesh Civil Service (Administration) Cadre. The main objectives of the academy are:

- a) to impart professional trainings to the members of BSC (Administration) Cadre to improve their knowledge and skills regarding laws, rules, administrations and good governance;
- b) to enable young officers to study the Constitutions and other basic laws;
- c) to facilitate sharing ideas and experiences between young and senior members of the services by organizing seminars, symposia, workshops, etc;
- d) to develop in trainee's esprit-de-corps so that they can think, plan, organize and work
- e) to maintain intimate linkage with other training institutes both, local and foreign;
- f) to provide consultancy and advisory

services to the government; and to assist the government formulating policies on training and human resources development;

- g) to prepare and publish case studies, research papers, journals, and professional books.

Mandate of BCSAA

The Mandate of BCSAA (2017) is to build up efficient, capable and upright civil servants by providing them effective training and by conducting sectorial research.

Vision of BCSAA

To become a national hub of excellence for accomplished, competent and pro-active professional civil servants.

Mission of BCSAA

To build up efficient, capable and upright civil servants through effective training and research.

Training Programs of BCSAA

BCS Admin Academy provides various types of training for different levels of government officials. Subjects or thematic areas covered by the training activities of BCSAA (2017) are

Table 2: Subjects or thematic areas covered by the training activities of BCSAA (2017)

SN	Training Courses	Duration
1	Law and Administration course	05 months
2	Foundation Training Course	06 months
3	Development Administration and Management	04 weeks
4	Public Procurement Management Course	02 weeks
5	Orientation Course of the Fit-Listed UNOs	02 weeks
6	Course of Negotiation	04 weeks
7	Courses for Executive Magistrate	02 weeks
8	Masters Course in Public Policy and Management (MPPM)	12 months
9	Public Relations Management Course	04 weeks
10	Building Inspection and Monitoring Course	03 weeks
11	Project Management Course	06 weeks

12	Course on Budget Management and Audit Disposal	04 weeks
13	Course on Etiquette and Manner	01 week
14	Innovation in Public Services	04 weeks
15	Orientation Course for the Spouses of Deputy Commissioner and Additional Deputy Commissioner	01 week

Capacity Buildings of BCSAA

The academy provides 05 months long basic training related to law and administration for newly appointed officers of Bangladesh Civil Service (Administration) cadre, and various periodical trainings as per the requirement for officials of different levels. In addition, a one-year "Masters in Public Policy and Management" course is conducted by the Academy. The Academy has been entrusted with the responsibility of providing the Foundation Training Course to different cadre service officers by the government.

The academy also conducts research on administration, governance, management, development and publishes journals, books, magazines etc. on the current situation. Besides, trainees publish souvenir on different training courses. Moreover, the academy organizes partnership training programs with different types of training institutes in the country and abroad. The academy operates a medium-level degree course on Public Administration and Public Finance in collaboration with Yamaguchi University, Japan. In addition, Japan International Cooperation Agency (JICA) and Korea International Cooperation Agency (KOICA) are working jointly with the aim of improving the quality of the training syllabus. The Academy provides appropriate expertise in improving the skills and eligibility of faculty members by offering opportunities for higher education and training at various foreign universities and institutes (BCSAA, 2017).

Bangladesh Academy for Rural Development (BARD)

Bangladesh Academy for Rural Development (BARD 2017), Comilla is a pioneer in serving rural and administrative personal or policy makers with development mandates to move forward in light of sustainability and inclusive development. It offers the training and research for field level farmers to civil service candidates to think in view of policy solution and understanding their responsibilities and duties toward Sustainable Development Goals. BARD is well-known at home and abroad for its "Comilla Model" of rural development.

Mandate of BARD

The mandate of BARD (2017) is to develop capacity of government officers and cooperative officers exclusively involved in the field of rural development of Bangladesh.

Functions of BARD

The functions of the Academy are to:

- conduct research in rural development and allied fields;
- conduct training of Government officials and others concerned with rural development;
- test and experiment concepts and theories of development;
- evaluate the programmes and activities relating to rural development;
- provide advisory and consultative service to the government and other agencies;
- guide and supervise national and foreign students in their dissertation works; conduct national and international seminars, conferences and workshops; and

- help policy planners in the field of Rural Development.

Activities of BARD

The Academy has three types of activities: training, research and action research.

Training: The Academy is a designated national training institute. Its training clientele includes both officials and non-officials. Officials comprise civil servants, officers of nation building departments and international participants of development sector organizations while the non-officials are local councilors, local leaders, members of co-operatives, students of educational institutions and members of voluntary organizations. Every year BARD organizes 120 training courses on an average. It has also developed 30 training modules under the broad category of rural development.

Research: The Academy has been conducting socio-economic research since its inception. The total number of completed researches till June 2013 is 639.

Action Research: BARD conducts experimental projects to evolve models of improved institutions, administrative structures, coordination and methods of production. So far, the Academy has conducted about 50 experimental projects on various aspects of rural development. Through these pilot experimentations, it has been able to evolve the following rural development models that have already been replicated throughout country as components of the Comilla Model:

- Two-tier Cooperatives;
- Thana (Presently Upazila) Training and Development Centre (TTDC);
- Rural Works Programme (RWP); and Thana (Presently) Upazila) irrigation Programme (TIP).

Besides, government has been replicating two recent models of BARD which are: Comprehensive Village Development

Programme (CVDP) and Ecological Sanitation while another recent model has been replicated as Small Farmers Development Foundation (SFDF).

Training Programs of BARD

Some of the programs offered by BARD (2017) are

- Development communication,
- Monitoring and evaluation of development projects,
- Development project proposal preparation and management,
- Special and foundation training courses for BCS cadres, etc.
- Research on Sustainable Development Goals: Opportunities and Challenges;
- Land Use and Agriculture Production in Bangladesh: Changing Pattern of Agriculture for Sustainability;
- Women in Agriculture: Present Situation and Policy Support for Sustainable Future;
- Climate Change, Food Security and Common Challenges for Sustainable Development;
- Common Threats for Agriculture Production and Food Security;
- Farm Management and Livelihood patterns of Rural Households.

Bangladesh Institute of Administration and Management (BIAM)

Bangladesh Institute of Administration and Management (BIAM 2017) has achieved a trademark as one of the apex training institutions in Bangladesh since established in 1991, with a view to offer career development opportunity for Government Officials. It has the mission and vision to organize and offer effective or necessary programs in training, research and consultancy for developing capacity of the trainees.

Mandate of BIAM

Is the enhancing of professional skills, expertise and performance of the members of Bangladesh Civil Service Cadres as well as other officials of public sectors.

Training Programs of BIAM

BIAM, at present, organizes training Programs in three ways:

- a) Sponsored training program
- b) Training program initiated by BIAM
- c) Collaborative training cum field visits

The core training programmes organized by the institute are:

- Foundation Training Course of BCS Cadre Officials
- Special Foundation Training Course for Health Cadre
- Public Financial Management (For Admin Cadre Official)
- Departmental Foundation Training Course(RAJUK)
- Departmental Foundation Training Course (PGCB)

Capacity Building of BIAM

The objective is to build individual capability through enhanced skill and knowledge. The following issues are focused in the training program of BIAM (BIAM, 2017):

- Linking training to career development
- Integration of training with manpower planning
- Training of trainers
- Problem-solving skill development
- Introduction of existing governmental system

Training program of BIAM works towards a long run strategy for improving the training system in Bangladesh. BIAM has entered into collaborative training programs with national and international institutions and organizes field visits for the international courses with global institutions like JICA and UNDP. BIAM

foundation has strategic goal for improving the training system in Bangladesh. BIAM has also running a diploma course in computer since 1998, with the affiliation of City and Guilds, London (Islam 2013).

National Academy for Educational Management (NAEM)

National Academy for Educational Management (NAEM) is the centre of excellence in the field of education of Bangladesh and working for enhancing teaching excellence. The ultimate target of NAEM is to equip teachers and education managers with knowledge, skill and leadership quality that they can address the national as well as global demand in the education sector. NAEM is playing a lead role in the development of educational planning, administration, management and research. The Education Extension Centre (EEC) was established in 1959 to enhance teaching quality. It has been transformed as National Academy for Educational Management (NAEM) in 1992. The objectives of the academy are as follows:

General Objective: The general objective of NAEM is to ensure quality education at the post-primary levels of education through ensuring teacher development and quality management and administration at the secondary and tertiary levels of education.

Specific Objectives:

- a) To provide professional and technical support to the education sector for improving institutional capacity in Educational Management and Administration;
- b) To promote increased efficiency and effectiveness in the management and administration of the secondary and tertiary education.

Mandate of NAEM

Is to ensure quality education at the post-primary levels, through ensuring teacher development and improvement of the standard of education administration at secondary and tertiary levels.

Vision of NAEM

To convert NAEM into a training institute of international standard by the year 2020.

Mission of NAEM

To prepare the teachers and officials of secondary, higher secondary and tertiary levels of education in addressing the challenges of

globalization and providing quality training.

Training Programs of NAEM

Currently, NAEM (2017) is offering three training courses. The courses are

- a) Advanced Course on Education and Management (ACEM),
- b) Foundation Training Course (FTC), and
- c) Education Research Methodology (ERM).

The training courses have been imparted in 2017-2018 by the academy as follows (NAEM 2017):

Table 3: Table Courses of NAEM

SN	Training Courses	Duration
1	Foundation Training Course for BCS (General & Tech.) Education Cadre Officers *	120 days
2	Senior Staff Course on Education and Management (for Professors and Principals)	45 days
3	Advanced Course on Education and Management (for Associate Professors)	30 days
4	Educational Research Methodology Training Course (for top position holders in previous FTCs)	30 days
5	Educational Planning & Development Training Course (for officers under MoE)	03 weeks
6	Educational Administration and Management Training Course (for Principals of Colleges & Sr. Madrasahs)	03 weeks
7	Educational Administration and Management Training Course (for Heads of Secondary Schools and Madrasahs)	05 days
8	Educational Administration Training Course (for DEOs, ADEOs & USEOs)	05 days
9	Digital Content Development Training Course (for College Teachers) **	12 days
10	Training Course on ICT (for Lecturers of Colleges)	03 weeks
11	Training Course on ICT (for Secondary Level Teachers)	03 weeks
12	Training Course on ICT Application in Institutional Work (for Heads of Secondary Level Institutions)	05 days
13	Library Planning and Management Training Course (for Librarians of college level institutions)	02 weeks
14	Refreshers' Course on Educational Administration and Management (for Principals of Colleges & Sr. Madrasahs)	02 weeks

15	Refreshers' Course on Educational Administration and Management (for Heads of Secondary level Institutions)	02 weeks
1	Training of Trainers (ToT) Course (for Trainers of Training Institutions under MoE)	02 weeks
2	Secretarial Science and Office Management Training Course	02 weeks
3	Communicative English Training Course (for Lecturers in English)	03 weeks
4	Communicative English Training Course (for Officers under MoE)	03 weeks
5	Communicative English Training Course (for Secondary Level English Teachers)	03 weeks
6	Office Management Training Course (for Officers under MoE)	02 weeks
7	Project Management Training Course (for Officers engaged in Planning Work, under MoE)	02 weeks
8	Satellite Training Course (Pedagogic Training for Secondary level Teachers)	06 days
9	English Language Teaching Course (for Secondary level English Teachers) **	12 days
10	Training for Public Servants of NAEM under NIS Order	60 hours

National Academy for Planning and Development (NAPD)

National Academy for Planning and Development (NAPD 2017) is an autonomous organization under the Ministry of Planning and operates as the guide for government, half government and non-governmental organizational entities to empower and increase the credibility of executives and bureaucrats. The objectives of the academy are:

- Organize training programs such as regular in-service training for the officers of Bangladesh Civil Service (Economic) Cadre.
- Conduct special training courses for officers of other organizations as and when requested.
- Conduct research and evaluation, impact studies on issues pertaining to development planning and implementation of plans, programs and projects.

- Provide consultancy supports to different ministries and agencies.
- Facilitate dissemination of knowledge and experiences in planning, development economics, project management and other related subjects through publications, documentation services, seminars and workshops.
- Maintain liaison with similar organizations at home and abroad.

Mandate of NAPD

The mandate of NAPD (2017) is to build efficient, honest, moral, responsible, hard-working, proactive and patriotic manpower to have a positive impression in socio-economic development and good governance.

Vision of NAPD

To establish the academy as an centre of excellence in planning and development of Bangladesh by 2025.

Mission of NAPD

To create skilled and morally strong human resources in planning and development by providing training, research and advocacy.

Training Programs of NAPD

The courses offered by NAPD (2017) are:

Table 4: Training Courses of NAPD

S/N	Training Course	Duration
1	Project Appraisal, EIA and Formulation of DPP	15 days
2	Human Resource Management	05 days
3	Project Appraisal Study	05 days
4	Departmental Training for BCS (Economic) Cadre Officer	45 days
5	Office Management	10 days
6	Management Skills for Project Executives	05 days
7	Public Financial Management	05 days
8	Leadership and Strategic Planning	05 days
9	IMED Monitoring & Reporting Procedure	05 days
10	Microsoft Project	05 days
11	Development Planning and Project Management	15 days
12	Public Procurement Management	15 days
13	Transparency, Accountability & Good Governance	05 days
14	Financial and Economic Appraisal of Projects	05 days
15	Monitoring and Evaluation of Development Projects	10 days
16	Public Private Partnership (PPP)	05 days
17	Research Methodology	05 days
18	E-Governance for Sustainable Development	05 days
19	Environmental Issues of Project Management	05 days
20	Special Foundation Training for BCS (Health) Cadre Officers	60 days

Table 5: Training Courses of NAPD

SN	Training Course	Duration
1	Advance Microsoft Excel	10 days
2	English Language Proficiency	45 days
3	Project Planning, Development and Management (PPDM)	75 days
4	Computer Basics	15 days
5	Oracle based Database Application Design	20 days
6	Office Automation for Organizational Development	12 days
7	Microsoft Project	10 days
8	Web page Development and Deployment	25 days

9	Post Graduate Diploma in Development Planning	130 days
10	Post Graduate Diploma in ICT for Development (PGD ICT4D)	130 days

National Agriculture Training Academy (NATA)

National Agriculture Training Academy (NATA) is the apex training institute for human resources development of class-1 officers under the Ministry of Agriculture (MoA) for providing training on diversified field of professional interest in agriculture sector. The Academy organizes various Agriculture-discipline related training programs throughout the year. The Academy established in Gazipur as Central Extension Resources Development Institute (CERDI) on 14 March 1975 under the JICA project. Afterwards, on 27 June 1984, CERDI was taken under Training Wing of Department of Agriculture Extension (DAE). On 03 April 2013, Government of the Peoples' Republic of Bangladesh abolished CERDI and established NATA as an attached Organization of the Ministry of Agriculture. The goals of the academy are:

- Human resources development of class-1 or equivalent officers under the Ministry of Agriculture (MoA) through training on diversified field of professional interest in agriculture service;
- conduct R&D, adaptive research demonstration and provide publication and library service to facilitate quality training; impart all sorts of in-service training with special emphasis on induction, foundation and senior staff course; and help Govt. and policy makers in framing
- and analyzing agricultural policies; v) organize seminars, workshops, symposiums and conferences on various issues of national and sectoral interest.

Vision of NATA

To establish as a centre of excellence for development of competent human resources and a 'think tank' of knowledge-intensive governance of agriculture service.

Mission of NATA

- Develop human resources of all organizations under the Ministry of Agriculture (MoA) by imparting quality training, research & development and publications;
- Enhance linkage between education, research and extension to endow agriculture service delivery system; Network with reputed institution of home and abroad for organizational capacity building and
- Foster a culture of continuous learning for development of knowledge-intensive agriculture service.

Training Courses of NATA

There are three kinds of training courses offered by the academy:

1. Foundation training
2. Academic training
3. In-house and other training

Table 6: Training Courses offered by NATA

SN	Name of the Course	Duration
1	Information management & monitoring system	12 days
2	Orientation course or induction training	84 days
3	Computer fundamental & applications	21 days
4	Communicative English	12 days
5	e-Government	28 days
6	Modern Office Management	12 days
7	Training of Trainers (TOT)	15 days
8	Conflict Management	12 days
9	Food Security	12 days
10	Competency development course	12 days
11	Gender & Development	12 days
12	Modern technologies of horticulture	12 days
13	Media Preparation	05 days
14	Irrigation & Water management	05 days
15	Soil Health Management	05 days
16	Climate smart agriculture	
17	Value Chain Management of Economically Important Horticultural Crops	
18	Modern plant protection tech.	05 days
19	Seed Technology	05 days
20	Post-Harvest Technology	05 days
21	Disaster Management in agriculture	05 days
22	Financial Management	05 days
23	Foundation Training Course	06 Months

Rural Development Academy (RDA)

Rural Development Academy (RDA), Bogra was established on 19 June 1974 as a specialized national institution engaged in rural development related training, research and action research. It also provides advisory services and offers post graduate diploma. Since last four decades RDA has gained a strong reputation in rural development field and has provided an active link between its academic ventures and the application of research findings at a practical field. This has

been viewed by the concerned experts and policy makers and reflected by achieving several national and international recognitions.

Vision of RDA

RDA has an established track record as a leading institute for training, research, action research, and field implementation. In course of its past operations, RDA has attained more technical and social skills and expertise in rural development experiments. In this context, RDA wants to pursue the process of further

operations to become a Centre of Excellence for rural development.

Mission of RDA

RDA is engaged to deliver sustainable rural development through innovation and practices.

The academy contributes to:

- develop and disseminate models, technologies and approaches to address the rural development challenges; enhance capacity of rural development
- experts, practitioners, and change agents; promote climate change resilient development;
- reduce poverty; and promote gender parity and women's
- empowerment.

Mandated Functions of RDA

The mandated functions of the academy are:

- Training
- Skill development training
- Management training
- Foundation training
- Internship
- RDA technology extension
- International training
- Seminar/ Workshop
- Research
- Action Research
- Advisory services
- Post Graduate Diploma in Rural Development (PGDRD)

METHODOLOGY: CURRENT SKILLSET AND TRAINING NEEDS ASSESSMENT

As the requirement of the project to identify the needs and gaps of the knowledge base of the public training institutes, therefore, this assessment applied the following qualitative methods.

Literature Review / Desk Studies

Considering the time constraints a quick methodology was adopted in this assessment process. This included literature reviews/ desk studies and stakeholder's consultation in the light of UNDP's "Practitioner's Guide: Capacity Development for Environmental Sustainability" (UNDP, 2011), but not strictly based on it. The review process also included some of the past project reports on institution and capacity development of biodiversity conservation and management with a special emphasis on National Capacity Self-Assessment (NCSA) (MoEF, 2007), Report on Capacity Development Action Plan by MoEF with support from ADB (MoEF, 2015) and Sustainable Development Goals (SDGs). The Public Administration Training Policy of Bangladesh (GoB, 2003) was also reviewed. The desk studies also included the content analysis of respective organizations and related websites of related organizations and project reports.

Stakeholders' Consultations and Visits

Stakeholders' consultations included visits to the training organizations, consultations with the resource persons of the organizations and existing physical facilities of the organizations. Discussions on existing course contents and delivery mechanisms enable us to understand the capacities of the training institutions. The institutes were visited in the process of this assessment were: Bangladesh Public Administration Training Centre (BAPTC), Savar, Dhaka, Bangladesh Civil Service Administration Academy (BCSAA), Shahbag, Dhaka, The Judicial Administration Training Institute (JATI), College Road, Dhaka, National Academy for Training and Development (NAPD), Nilkhet, Dhaka,

Bangladesh Institute of Administration and Management (BIAM), Moghbazar, Dhaka, National Academy for Educational management (NAEM), Dhanmondi, Dhaka, National Agriculture Training Academy (NATA), Gazipur, Bangladesh Academy for Rural Development (BARD), Koatbari, Comilla and Rural Development Academy (RDA), Bogra.

The consultations queried upon the similar aspects suggested in the Practitioner's Guide: Capacity Development for Environmental Sustainability which were: current scope of the Rio Conventions in their training curriculum, what can be the scope and scale in future, what will be the expectants outcomes after incorporating the Rio Conventions, how the knowledge will be triggered in the environmental management and what continues to drive it, who will take the lead to implement the Rio Conventions within respective institution, expected environmental sustainability issues to be addressed through this capacity development and when this capacity on Rio Conventions can be developed.

Based upon the findings of the literature review, consultations, discussions and visits, the assessment recognized the process of existing skillset and training needs assessment of individual's capacities of the public training institutes are described below.

METHODOLOGY: CURRENT SKILLSET

The Public Training Administration Policy also recognized that training is one of the major instruments for human resource development. Having realized the importance of the training as an effective means of human resource development, the government has declared its firm commitment to gearing up and orienting training activities in order to enhance administrative and management capacity, augment productivity in all sectors of Bangladesh.

Training Fields for Public Officials

The fields of training identified in the PATC are:

- Policy formulation and policy implementation
- Management function – project management, resource management, crisis management, negotiation and budget allocation
- Human resource management appointment, placement, performance management, promotion, career planning etc
- Delivery of improved services to the people, customer, satisfaction, spirit of competitiveness and clientele service improvement
- Research and development
- Monitoring, evaluation and supervision
- Promotion of organization values and culture team building, motivation and personal integrity and commitment
- Creative faculty – innovative ideas, problem solving approach, self-improvement through development of intellectual capacity
- Collaborations – GO-NGO relationships, public-private partnerships, relationship with civil societies and development partners
- Important development issues – poverty alleviation, women empowerment, sustainable development and environment conservation.

Training Courses

The training programmes of major public training institutes in Bangladesh are broadly classified into two categories:

- a) core courses and
- b) short specialized courses.

Core courses usually range from 10 to 16 weeks and are linked to career development

while short specialized courses usually range from 01 to 04 weeks. Focus of the core courses is development of the conceptual and technical base while short specialized courses focus on the development of skills of specific clientele groups. Courses with duration of 08 weeks to 06 months is considered as the short-term

courses, courses 06 months to less than 01 years is termed as mid-term and all courses exceeding 01 years are long-term courses. The following or similar are the major courses organized by the training institutes.

CORE COURSES	SHORT COURSES	SPECIAL COURSES
<ul style="list-style-type: none"> • Policy Planning & Management Course (PPMC) • Senior Staff Course (SSC) • Advanced Course on Administration and Development (ACAD) • Foundation Training Course (FTC) 	<ul style="list-style-type: none"> • Project Management • Negotiation Techniques & Conflict Management • Advanced Course on EIPM • Annual Performance Agreement (APA) • Training of Trainers • Environmental management and sustainable 	<ul style="list-style-type: none"> • Special Foundation Training Course for 40+ Aged Officers • Special Foundation Training Course (As requested by the sponsoring Organization) • Lunch Time/Dinner Time Training Cours

The training institutes also prepare a comprehensive annual plan for organising training courses, workshops and seminars which is revised on a year to year basis to include new courses, seminars and workshops on the basis of the needs of the clientele and of the rapidly changing environment (BPATC, 2018). The clientele will fall under the following specific categories in accordance with the paragraph 2.2 of the Public Administration Training Policy.

The responsibility of organizing and imparting Foundation Training is vested in the BPATC. The designated training institute can also impart this training following the curriculum designed by the BPATC. BPATC is the only training institute imparting two short courses related environmental management and disaster disk reduction as follows.

- a) Training course on Sustainable Development and Environmental Management
- b) Training Course on Climate Change,

Climate Adaptation, Mitigation and Disaster Risk Reduction

The Bangladesh Civil Service Administration Academy (BCSAA) started conducting a year-long special Master’s degree course called Masters in Public Policy and Management (MPPM) in collaboration with the Northern University, Bangladesh.

Training Methods

The methods commonly followed are based on more practical work than on theoretical discourses. Attachment with different organizations, training institutions and study tours are arranged for the trainee officers. There are some variations in the training method based on the nature and the purpose of the course. With some exceptions, the academy generally follows the methods below:

- Lecture
- Participatory discussion
- Case study

- Role-play
- Workshop/Seminar
- Field Visit
- Brain storming
- Simulation
- Games/ quizzes etc.

The training methods have also been analyzed time-to-time compared to similar training academies worldwide and been updated by the training institutions as necessary.

METHODOLOGY: TRAINING NEEDS ASSESSMENT

Nature of Trainings

The underneath objectives of the training are to improve performance within work place through learning by doing. The nature of such training generally falls under the following:

a) On-the-job-training (OJT)

OJT takes place in a normal working situation, using the actual tools, equipment, documents, or materials that trainees will use when they are in probation period. OJT has general reputation as most effective for the professional work. A well-designed and closely monitored OJT might be useful in developing the administrative capacity of the civil servants and in increasing their social utilities (Islam 2013).

b) Off-the-job-training

Such training takes place away from the normal work situations – implying that the employee does not count as a directly productive worker while such training takes place. Off-the-job-training has the advantage that it allows trainees to bypass the work pressure and concentrate more on the training learning. Such trainings have proven more effective in understanding the ideas, concepts and learning (Islam 2013).

c) Distance and outreach training

To cover training for all and to achieve overall efficiency of government employees which

constitutes about one million, compact distance and outreach trainings are organized. Slots are arranged with TV, radio, website, mobile and other media introducing such training programmes for all public officials (PATC 2003).

Types of Trainings

a) Local training

Local trainings are provided by the national training institutes within the country. In Bangladesh, every institute has their own set of training programme as the requirement of particular cadre or services or department. The period of these types of training differ from one week to one year.

b) Foreign Training

Foreign trainings are usually provided by the foreign countries, development partners, different foreign universities, multilateral organizations. In most cases, foreign trainings are supply driven based donor's priority. Sometimes, officials concerned collects such training at their own initiatives through online links. Some foreign training is also provided within the purview of the development projects (Islam 2013).

Training Needs Assessment

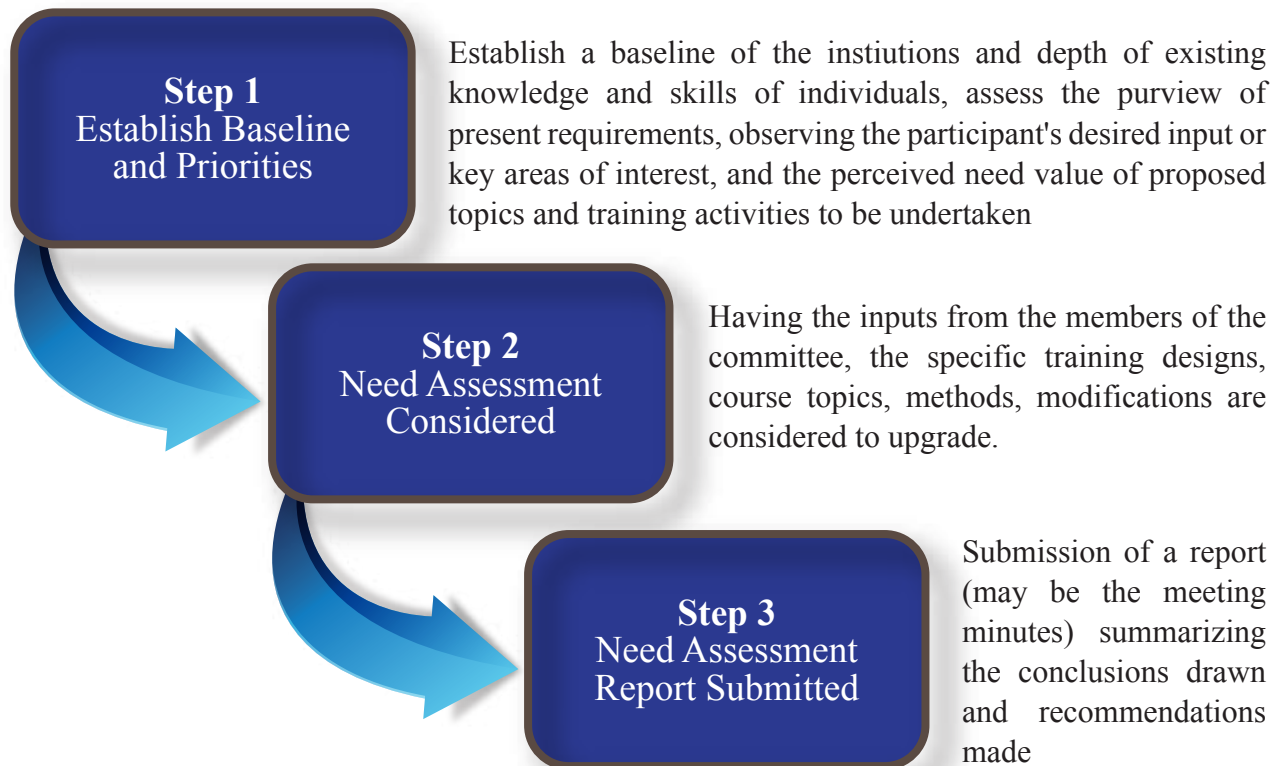
According to the PATC, all ministries/divisions and other organizations will conduct assessment of training needs for their officers and employees periodically for designing the training programmes with the assistance of the national training institutions. For maintaining the appropriateness and effectiveness of training programs and also keeping pace with the global development agenda, the designs of both short and long-term training courses have constantly been improved and tailored to meet individual and institutional needs and goals.

Generally, all training institutions comprises a dedicated department for training in respective institute led by the Head of the institute. A

training committee is also formed involving the representatives from other departments, training institutes, subject matter experts responsible for the assessment of training needs, upgradation of the course materials and methods and new training designs. The

training assessment committee usually meets twice in a year.

The following processes are commonly followed by key public training institutes for the training needs assessment:



FINDINGS AND ANALYSIS

NEED ASSESSMENT AND GAP ANALYSIS

Findings and Gap Analysis relating to United Nations Convention on Biological Diversity (UNCBD)

Analyses of desired capacities against existing capacities help to identify the capacity needs at individual and organization levels. For each capacity, putting of (a) capacity assets, i.e., strengths, and (b) gaps, weaknesses and

challenges can identify priority areas in capacity development needs. Findings of the capacity needs for different organizations are given in Table below.

Table 7: Findings of the Capacity Needs for Different Organizations

Name of the Organization	Capacity Assets (Strengths)	Gaps, Weaknesses and Challenges	Capacity Development Needs
Bangladesh Public Administration Training Centre (BPATC)	Mandated for capacity development with physical facilities, manpower and budgetary provisions; Apex training organization, others follow it for Foundation Training Course modules. There are always opportunities to introduce new courses.	Rio Conventions are absent in most of the courses; Most of the staff members are not aware of CBD obligations and national achievements; little scope of changing of on-going modules and allocation of time in set modules	Integrate CBD, its obligations, responses of Bangladesh; related protocols, best practices in FTC; CBD obligations and SDG in Advanced Course on Administration and Development (ACAD). CBD obligations in Project Management, and Environment Management course. Introduction of new course on CBD with other Rio Conventions
Bangladesh Civil Service Administration Academy (BCSAA)	Mandated for capacity development with physical facilities, manpower and budgetary provisions. There are always opportunities to introduce new courses.	Rio Conventions are absent in most of the courses; Most of the staff members are not aware of CBD obligations and national achievements; little scope of changing of on-going modules and allocation of time in set modules	Integrate CBD, its obligations, responses of Bangladesh; related protocols, best practices in FTC, Course on Law and Administration (L&A); CBD and Bangladesh in Governance Course for DC fit list, and CBD with NBSAP in Masters Course in Public Policy and Management (MPPM); Introduction of new course on CBD with other Rio Conventions

Name of the Organization	Capacity Assets (Strengths)	Gaps, Weaknesses and Challenges	Capacity Development Needs
The Judicial Administration Training Institute (JATI)	Mandated for capacity development with physical facilities, manpower and budgetary provisions. There are always opportunities to introduce new courses.	Rio Conventions are absent in most of the courses; Most of the staff members are not aware of CBD obligations and national achievements; little scope of modifications and allocation of time in set modules	
National Academy for Planning and Development (NAPD)	Mandated for capacity development with physical facilities, manpower and budgetary provisions. There are always opportunities to introduce new courses.	Rio Conventions are absent in most of the courses; Most of the staff members are not aware of CBD obligations and national achievements; little scope of changing of on-going modules and allocation of time in set modules	Integrate CBD, its obligations, responses of Bangladesh, best practices in FTC, Project Appraisal, EIA and Formulation of DPP, Post Graduate in Development Planning course; Environmental Issues for Project Management. Introduction of new course on CBD with other Rio Conventions
Bangladesh Institute of Administration and Management (BIAM)	Mandated for capacity development with physical facilities, manpower and budgetary provisions	Rio Conventions are absent in most of the courses; Most of the staff members are not aware of CBD obligations and national achievements; little scope of changing of on-going modules and allocation of time in set modules	

Name of the Organization	Capacity Assets (Strengths)	Gaps, Weaknesses and Challenges	Capacity Development Needs
National Academy for Educational management (NAEM)	Mandated for capacity development with physical facilities, manpower and budgetary provisions	Rio Conventions are absent in most of the courses; Most of the staff members are not aware of CBD obligations and national achievements; changing of on-going modules and allocation of time in set modules	
National Agriculture Training Academy (NATA)	Mandated for capacity development with physical facilities, manpower and budgetary provisions. There is scope to introduce new course.	Rio Conventions are absent in all of the current courses; Most of the staff members are not aware about CBD obligations and national achievements; little scope of changing of on-going modules and allocation of time in set modules	Integrate CBD, its obligations, responses of Bangladesh; related protocols, best practices in Climate Smart Agriculture course; Disaster Management course; Project Appraisal and Formulation of Development Project Proforma (DPP), and Introduction of new course on CBD with other Rio Conventions
Bangladesh Academy for Rural Development (BARD)	Mandated for capacity development with physical facilities, manpower and budgetary provisions	Rio Conventions are absent in most of the courses; Most of the staff members are not aware of CBD obligations and national achievements; little scope of changing of on-going modules and allocation of time in set modules	Integrate CBD, its obligations, responses of Bangladesh; related protocols, best practices in Foundation Training Course (FTC); CBD obligations and SDG in Poverty Alleviation courses; Bio-safety rules and in Food Hygiene course; CBD obligations in Project Management, and Environment Management course. Introduction of new course on CBD with other Rio Conventions

Name of the Organization	Capacity Assets (Strengths)	Gaps, Weaknesses and Challenges	Capacity Development Needs
Rural Development Academy (RDA)	Mandated for capacity development with physical facilities, manpower and budgetary provisions	Rio Conventions are absent in most of the courses; Most of the staff members are not aware of CBD obligations and national achievements; little scope of changing of on-going modules and allocation of time in set modules	

Findings and Gap Analysis relating to United Nations Framework Convention on Climate Change (UNFCCC)

Bangladesh Academy for Rural Development (BARD) provides training Course on: Climate Change Issues and Its Adaptation, Contents: Mitigation and Adaptation. Other Courses relevant to climate change includes Environmental Impact Assessment of Rural Development Projects (2 Weeks); Disaster and Environment Management (1 Week); Effects of Extreme Events of Climate Change on the Livelihoods of Coastal Areas of Bangladesh; Sustainable Development Goal; Farmers’ Response to Natural Disasters in Chittagong Coastal Zone.

Bangladesh Civil Service Administration Academy (BCSAA), does not provide specific course on climate change. But Law and Administration Course includes Module-10: Development Plan and Administration-Session: 1029- Climate Change Strategy and Action Plan (Environment Management) and Module-18: Bangladesh Studies: Session: 1810-1811 Climate Change: Bangladesh Perspectives (also environment and NRM). Bangladesh Institute of Administration and Management (BIAM), offers Foundation

Training Course of BCS Cadre Officials and Module 16: Environment and Disaster Management, Topic 16.06: Climate Change, its impacts on Bangladesh and way forward to overcome and Topic 16.07: Environment Protection and Climate Change related International Conventions and Initiatives. Another course Name: Special Foundation Training Course for Health Care and Module 12: Extension Lectures, Topic 07: Bio-diversity, Climate change and Ecological Balance. Bangladesh Public Administration Training Centre (BPATC), offers a course on Environmental Management and Sustainable Development and includes climate change in a limited manner.

National Academy for Educational Management (NAEM), does not provide any course on climate change. National Academy for Planning and Development (NAPD), offers courses include Course No. 01: Project Appraisal, EIA and Formulation of DPP; Module-3: Environmental Issues: (3a): Climate Change and its related impact on Development Projects, Course No. 03: Project

Appraisal Study: Module 02: Technical issues involved in project appraisal: 2(g): Impacts of Climate Change on Development Intervention, Course No. 11: Development Planning and Project Management, Module 2: Planning, Formulation and Financing of Projects: E. Climate Change Risk Management in Project Planning, Course No. 19: Environmental Issues of Project Management: Module 1: Climate Change and Disaster Risk Management, Module 2 (c): EIA, EMP: Incorporation of Climate Change adaptation and mitigation and Disaster Assessment approach in EMP; Course No. 23: Project Planning, Development and Management (PPDM); Module 2 (e): Planning, Formulation and Financing of Projects: Climate Change Risk Management in Project Planning.

National Agricultural Training Academy (NATA), offers courses include, Course on Climate Smart Agriculture, other courses on Disaster Management, Module on Change Management through ICT, Module on Food Security, Module on Seed Technology. Rural Development Academy (RDA), offers training on Climate Change Adaptation & Mitigation in collaboration with CCDB. Participants were GoB officials, NGOs, students. RDA's mission statements include Sustainable rural development through innovation and practices, RDA will contribute to: develop and disseminate models, technologies and approaches to address the rural challenges; enhance capacity of rural development experts, practitioners, and change agents; promote

climate change resilient development; reduce poverty; and promote gender parity and women's empowerment. Judicial Administration Training Institute (JATI), does not offer any course related to climate change.

Academy for Rural Development (BARD), Bangladesh Civil Service Administration Academy (BCSAA), Bangladesh Institute of Administration and Management (BIAM) located in Dhaka, Bangladesh Public Administration Training Centre (BPATC), Dhaka National Academy for Planning and Development (NAPD), National Agricultural Training Academy (NATA), and Rural Development Academy (RDA) are offering some courses directly on climate change and some modules within other courses. National Academy for Educational Management (NAEM), and Judicial Administration Training Institute do not offer any courses on climate change.

Academy for Rural Development (BARD), Bangladesh Institute of Administration and Management (BIAM), Dhaka National Academy for Planning and Development (NAPD), and National Agricultural Training Academy (NATA), provide number of course on climate change. On the other hand, Bangladesh Civil Service Administration Academy (BCSAA), Public Administration Training Centre (BPATC), Rural Development Academy (RDA) are offering limited number of courses related to climate change.

Table 8: Current Training Programs relevant to Climate Change in nine Institutions

Training Institutions	Training Programs	Climate Change Relevant Programs
Bangladesh Academy for Rural Development (BARD)	Average 120 Training programmes per year	Training Course on: Climate Change Issues and Its Adaptation: Contents: Mitigation and Adaptation Other Courses: <ul style="list-style-type: none"> • Environmental Impact Assessment of Rural Development Projects (2 Weeks) • Disaster and Environment Management (1 Week)

Training Institutions	Training Programs	Climate Change Relevant Programs
		<ul style="list-style-type: none"> • Effects of Extreme Events of Climate Change on the Livelihoods of Coastal Areas of Bangladesh • Sustainable Development Goal • Farmers' Response to Natural Disasters in Chittagong Coastal Zone of Bangladesh
Bangladesh Civil Service Administration Academy (BCSAA)	There are 16 training Programs	<p>There is no specific course on Climate change. But Law and Administration Course-</p> <p>Module-10: Development Plan and Administration-Session: 1029- Climate Change Strategy and Action Plan (Environment Management)</p> <p>Module-18: Bangladesh Studies: Session: 1810-1811 Climate Change: Bangladesh Perspectives (also environment and NRM)</p>
Bangladesh Institute of Administration and Management (BIAM)	Nine training programs offered in 2016-17.	<p>Course Name: Foundation Training Course of BCS Cadre Officials</p> <p>Module 16: Environment and Disaster Management</p> <p>Topic 16.06: Climate Change, its impacts on Bangladesh and way forward to overcome</p> <p>Topic 16.07: Environment Protection and Climate Change related International Conventions and Initiatives</p> <p>Course Name: Special Foundation Training Course for Health Cadre</p> <p>Module 12: Extension Lectures</p> <p>Topic 07: Bio-diversity, Climate change and Ecological Balance</p>
Bangladesh Public Administration Training Centre (BPATC)	There are 21 trainings programs: Core Courses: 4; Special Course-05; Short Course: 12	Environmental Management and Sustainable Development Course-
National Academy for Educational Management (NAEM)	There are 27 trainings programs offered in 2016-17	No climate change related courses
National Academy for Planning and Development (NAPD)	There are 31 training programs (Training Calender-2016-17)	<p>Course No. 01: Project Appraisal, EIA and Formulation of DPP</p> <p>Module-3a: Environmental Issues: Climate Change and its related impact on Development Projects</p>

Training Institutions	Training Programs	Climate Change Relevant Programs
		<p>Course No. 03: Project Appraisal Study: Module 02: Technical issues involved in project appraisal: 2(g): Impacts of Climate Change on Development Intervention</p> <p>Course No. 11: Development Planning and Project Management Module 2: Planning, Formulation and Financing of Projects: E. Climate Change Risk Management in Project Planning</p> <p>Course No. 19: Environmental Issues of Project Management: Module 1: Climate Change and Disaster Risk Management Module 2 (c): EIA, EMP: Incorporation of Climate Change adaptation and mitigation and Disaster Assessment approach in EMP</p> <p>Course No. 23: Project Planning, Development and Management (PPDM) Module 2 (e): Planning, Formulation and Financing of Projects: Climate Change Risk Management in Project Planning</p> <p>Course No. 23: Project Planning, Development and Management (PPDM) Module 2 (e): Planning, Formulation and Financing of Projects: Climate Change Risk Management in Project Planning</p>
National Agricultural Training Academy (NATA)	Around 15 Training Programs per year	<ul style="list-style-type: none"> - Course on Climate Smart Agriculture Other Modules: - Module on Disaster Management - Module on Change Management Through ICT - Module on Food Security - Module on Seed Technology
Rural Development Academy (RDA)	Huge number of trainings they organize in a year.	Training on Climate Change Adaptation & Mitigation was organized in collaboration with CCDB. Participants were GoB officials, NGOs, students
Judicial Administration Training Institute (JATI)	10 training courses	No Climate change related training

Findings and Gap Analysis relating to United Nations Convention to Combat Desertification (UNCCD)

Public training institutes are the key organizations to convey international instruments to young or senior officials. Unfortunately, UNCCD has not been addressed in public training systems, leaving off Bangladesh from getting benefits of an improved management of land degradation.

Content analysis of the manuals of 8 training institutes and indicates poor level of inclusion of the CCD in public training arrangements. Information on training programme available in the websites also do not mention anything exclusive or generally on the CCD. Most of the

training institutes have a general focus on 'Environment' as a whole in the training programme (Table 2). A total of 6 institutes, out of 8 offers training topic on climate change. Training institutes do have good focus on land related topics, but only on legal aspects of land, leaving off its physical aspects. Land as a part of natural resources has not been included in the curriculum. It has not been included from desertification point of view either. Institutes having climate change as a training component do have touched the UNFCCC superficially, but the CCD has no place in academic activities of the training institutes.

Table 1: Level of inclusion of the CCD in Current Training Programs of Public Training Institutes

Organization	Environment as a whole	Climate change	Land	CCD	Any other convention/ protocol
BARD	yes	Yes	Yes	No	N/A
BCSAA	Yes	Yes	Yes	No	UNFCCC
BIAM	Yes	Yes	Yes	No	UNFCCC
BPATC	Yes	No	No	No	N/A
NAEM	Yes	No	No	No	N/A
NAPD	Yes	Yes	Yes	No	UNFCCC
NATA	Yes	Yes	Yes	No	UNFCCC
RDA	Yes	Yes	Yes	No	UNFCCC

Need Analysis

Selected nine public training institutes have been consulted to understand the gaps and needs related to biodiversity, climate change, land degradation and desertification relevant training contents, trainers, participants and mode of delivery. The immediate needs identified for immediate actions are as follows:

a. Awareness programs are needed: Concerned personals of these institutions are not adequately aware about the basic science, cause and consequences of the issues of biodiversity, climate change, land degradation

Expertise Development: Trainers of these institutions need trainings for enhancing their understandings and skills to provide further trainings.

- Training Modules: Training Modules for Trainers need to be developed initially with relevant experts

- Participants Handbook: Participants Hand Book need to be developed through relevant experts.

- Policy Approaches: Policy guidance is needed to mainstream the obligations of Rio Conventions related trainings.



Baikka Beel, Moulovibazar

RECOMMENDATIONS AND CONCLUSION

United Nations Convention on Biological Diversity (UNCBD)

A critical analysis of key findings particularly the level of inclusions in the current training courses in aforesaid organizations it is evident that the CBD is absent in most of the courses. In some core courses Biodiversity is embedded in Environment. Most of Environment Management topics are centered on climate change and its impacts and disasters. An analysis of desired capacities against existing capacities has revealed the capacities development needed in the above sections. The findings are summarized as following recommendations:

- Integration of CBD, its obligations, responses of Bangladesh; related protocols, best practices in Foundation Training Course (FTC); Planning and Management Courses; Development Planning Courses, EIA and Formulation of DPP, Post Graduate Diploma in Development Planning course; Environmental Issues for Project Management, Climate Smart Agriculture course
- Integrating CBD, its obligations, Bangladesh's achievements with special emphasis on negotiation process or mid-level officer in BPATC, BCSAA, NAPD
- Integration of CBD obligations and SDG in Advanced Course on Administration and Development Course at BPATC
- Integration of CBD with NBSAP in Masters Course in Public Policy and Management (MPPM) at BCSAA
- Introduction of new course on CBD with other Rio Conventions
- Mainstreaming CBD in existing training programs of the training institutions
- Organize workshops and seminars as a process of sensitization
- Incorporate different elements of the CBD, COP Decisions, different Protocols etc in assignments of

- FTC participants
- Organize ToT on Rio Conventions for faculty members
- Arrange field visits to different best practice sites, and documentation of new innovations as part of field visits
- Development of training materials in the light of training modules
- Regular updating of training curricula
- Develop networking among the organizations on Rio Conventions.

These will lead to development of training modules and training materials as resource base for the institutions, which will ultimately strengthen institutional and technical capacities and skills for improved implementation of the Rio Conventions. Within a limited time frame the assessment of the capacity needs in was carried out. Capacity development is a dynamic process and with the passage of time new challenges will emerge and more innovative ideas will evolve to face these challenges.

United Nations Framework Convention on Climate Change (UNFCCC)

This need assessment report identified the existing state of training efforts taken by the nine relevant public training institutions related to climate change and assessed the current skillset and training needs to catalyze the implementation of the UNFCCC obligations in Bangladesh. It initially, identified the key obligations for Bangladesh enshrined from UNFCCC as to the Party of this convention and the Paris Agreement adopted under UNFCCC. The key obligations of UNFCCC include to take mitigation efforts to meet the NDC's goal; to take adequate adaption efforts to adapt with climate impacts and vulnerabilities; addressing loss and damage associated with climate change. To meet these obligations, Bangladesh needs financial, technical and capacity building support from the polluter countries. However, GoB needs to take necessary efforts to utilize those supports and to protect its vulnerable

citizens through adopting and implementations of the right policies and approaches and the public trainings institutions can play a vital role to enhance the capacity of the relevant stakeholders to develop and to implement such policy instruments.

The training institutions identified and assessed in this report reveal that, these training institutions have the scope to provide required training related to climate change. But the limited knowledge and skills of the concerns persons of these training institutions is one of the major constrains to develop required training programs and to provide trainings. At the same time, it is found that, in absence of national policy guidance for all these institutions on training and capacity building issues and approaches related to climate change, these trainings institutions are taking slow initiative to develop training programs. So, based on the need assessment conducted herewith, this report puts forward some policy guidance for further course of actions to develop the training programs of these training institutions, with an ultimate goal of enhancing human resources to implement UNFCCC and other related Multilateral Environmental Agreements (MEAs) in Bangladesh are as follows:

- To conduct surveys on the status of awareness and knowledge related to climate change among the government officials and other relevant stakeholders involved in the preparation of policies and plans and their implementation related to climate change in Bangladesh. To develop awareness programs and to implement those programs through these public training institutions.
- To develop a comprehensive policy guidance on best practices and innovations for mainstreaming UNFCCC obligations at sectoral policies and plans To develop training programs for the trainers of these institutions for enhancing their understandings,

knowledge and skills to provide further trainings.

- To develop the training modules for trainers of these training institutions through relevant experts of climate change and climate negotiators.
- To develop Training Participants Hand Book through relevant experts.
- To adopt a policy framework to mainstream the climate change related trainings in Bangladesh.

United Nations Convention to Combat Desertification (UNCCD)

Training transforms a fresh graduate into an officer. Furthermore, it enhances knowledge and skills of officers of all grades. Each of the training institutes has its own set of training program and module accordingly. Some institutes design the training having administrative officers as a target trainee (e.g. PATC for BCS Officers), but some institutes focus on some specialized field (e.g. NATA on agriculture only). However, training programs can be tailored based on the demands of the time.

Three Conventions of Rio are very important for a sustainable development of our country. Bangladesh is legally committed to implement these three Conventions, including the CCD. In order to integrate CCD in the national development framework of the country, a set of recommendations have been proposed, and listed below:

Developing a Milestone Document

Milestone documentation: Bangladesh is far behind in developing milestone documents on the UNCCD. A total of 6 documents have been prepared by government for routine submission to UNCCD secretariat, but such a document with facts and figures in details is a dire need. A document can be prepared with facts and figures on land degradation. In order to develop a milestone document on CCD, due attention needs to pay on an accounts of land degradation

of the country. The relationship between Bangladesh and CCD and an exploration indicating benefits of the country, should it comply with the convention, must be included in the document

Module Development

Curriculum development is important to incorporate a subject matter into a training program. The effectiveness of a training is dependent on its curriculum. After having a focused curriculum, a module needs to be developed. A module is the key instrument of a training program. An easy to understand module needs to be developed. Contents of the module should have key focus on CCD. The contents of the module may include, but not limited to-

- i. Land degradation and Land Degradation Neutrality (UNCCD 2017)
- ii. Land degradation in Bangladesh;
- iii. History of CCD with a focus through the lenses of Bangladesh;
- iv. Obligation of Bangladesh regarding CCD;
- v. Funding potential in CCD avenue;
- vi. Mainstreaming land and land degradation into national development framework.

Module development is a good way of communicating the messages of the UNCCD to young officers coming to training centers. In addition to module development for designated government training centers, a one-day training module can be developed and distributed to training centers of other sectors.

Integrating CCD in Training Programs

Training programs convey message in the form of knowledge to participant trainees. After developing the module, it should be integrated in the core training programs. Training programs can be offered as a short-term training, exclusively focused on three conventions of Rio. Progress of Bangladesh is very good regarding the UNFCCC. Activities of

knowledge and skills to provide further trainings.

- To develop the training modules for trainers of these training institutions through relevant experts of climate change and climate negotiators.
- To develop Training Participants Hand Book through relevant experts.
- To adopt a policy framework to mainstream the climate change related trainings in Bangladesh.

United Nations Convention to Combat Desertification (UNCCD)

Training transforms a fresh graduate into an officer. Furthermore, it enhances knowledge and skills of officers of all grades. Each of the training institutes has its own set of training program and module accordingly. Some institutes design the training having administrative officers as a target trainee (e.g. PATC for BCS Officers), but some institutes focus on some specialized field (e.g. NATA on agriculture only). However, training programs can be tailored based on the demands of the time.

Three Conventions of Rio are very important for a sustainable development of our country. Bangladesh is legally committed to implement these three Conventions, including the CCD. In order to integrate CCD in the national development framework of the country, a set of recommendations have been proposed, and listed below:

Developing a Milestone Document

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Bangladesh on CBD is more visible than those regarding the CCD. Therefore, the CDD must get more importance in priority setting. Alternatively, the CCD can be included as a session in long term programs. It can be easily incorporated as one or two days session in the Foundation Courses (FC), Post Graduate Diploma (PGD) courses or in other long-term courses, e.g. six-month long program of Project Planning and Development Management (PPDM), offered by NAPD.

Partnership Modality

Senior and mid-level officials and trainers of various public training institutes advised a few forms of partnership modality between Rio Project and the training institutes. The options have been listed below:

Workshops: Short-term (2-3 days) workshop can be arranged for a quick delivery of CCD message to target set of officers;

Training for Trainers (ToT): The trainers of the training institutes can be trained first, who will then train future trainees on CCD.

Module development: A short term (1 week) training module can be developed and handed in to the training institutes for offering the training to government officers;

Monographs: Participants of long-term training produce a dissertation in the last part of the training. The dissertation is part of their training evaluation process. Trainees can be advised to write the dissertation on CCD. After successful completion of the dissertation, it can be published as a monograph.

Research: Joint research program can be undertaken in partnership with the training institutes. In case of such initiative, the Rio Project may provide financial support and the training institutes can offer their logistics.

Mainstreaming Land Degradation

Land is the fundamental base for any development. This natural resource should be prioritized in every step of development. Land should be incorporated in the national development framework (Ayers et al. 2014). Institutional arrangement for the protection of land degradation is an urgent need.

Exploring Funding to Handle Land Degradation

Drought and salinity are a slow onset disaster of the country. Salinity intrusion is also a disaster of similar category. Climatic slow onset disaster is a key issue in the field of Loss and Damage (Sarwar et al. 2017). Bangladesh can explore avenues of the compensation for loss and damage in land sector.

The funding of GEF supports environmental projects having global environmental benefits. It funds projects, particularly those address four Multilateral Environmental Agreement: i) the Stockholm Convention on Persistent Organic Pollutant (POP), ii) the CBD, iii) the UNFCCC and iv) the CCD. The Convention to combat desertification has wide scope to develop project having funding target from GEF.

Bangladesh is a land scarce country. Rate of land degradation in Bangladesh is very high. Continuation of land degradation will affect food security of the country. As a signatory of UNCCD, Bangladesh needs to protect its land degradation through the implementation of the convention. In order to have an effective implementation of the convention, institutional improvement and the knowledge and skills of human resources in the area need to be prioritize. Instrumental cooperation for public training institutes in the form of curriculum and module development will contribute positively for the development of sectorial human resources. Having an expert resource pool in Public Administration will help Bangladesh for an effective implementation of CCD and thus fight land degradation. Achieving land degradation neutrality is important for the food security of the country.

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