

Capacity Building of Mid-Level Civil Servants through Advanced Course on Administration and Development at Bangladesh Public Administration Training Centre: Challenges and Prospects

Md.Quamrul Ahsan Talukder

Deputy Secretary, Statistics and Informatics Division, Ministry of Planning, Dhaka

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.910000150>

Received: 16 September 2025; Accepted: 22 September 2025; Published: 06 November 2025

ABSTRACT

Capacity building of mid-level civil servants is a crucial component of enhancing public sector efficiency and ensuring effective governance in Bangladesh. The Advanced Course on Administration and Development (ACAD) offered at Bangladesh Public Administration Training Centre (BPATC) plays a significant role in equipping officers with essential knowledge, skills, and attitudes required for leadership, policy formulation, and service delivery. This study evaluates the effectiveness of ACAD in strengthening the competencies of mid-level government officials while identifying challenges and future prospects. Data were collected from both primary sources, including Key Informant Interviews (KIIs) with officials who directly participated in or facilitated the course. Findings suggest that ACAD contributes positively to improving analytical capacity, leadership skills, and decision-making abilities among officers. However, challenges such as limited technological integration, resource constraints, curriculum modernization needs, and variations in participant engagement remain significant barriers. The study also highlights the necessity of aligning training contents with global best practices, introducing advanced ICT-based modules, and strengthening follow-up mechanisms to measure post-training performance. Overall, the research emphasizes that ACAD at BPATC holds strong potential for transforming mid-level civil servants into more capable leaders if strategic reforms and sustained investment in training programs are ensured.

Keywords: Capacity Building, Civil Servants, ACAD, BPATC, Governance

Title: Capacity Building of Mid-Level Civil Servants through ACAD at BPATC: Challenges and Prospects

INTRODUCTION

The Constitution of the People's Republic of Bangladesh has vested all powers of the state in the people. Article 21 of the Constitution provides that every person in the service of the Republic has a duty to strive at all times to serve the people. Therefore, service to the people a constitutional obligation of every public servant of Bangladesh. The effectiveness of public administration significantly depends on the competence of civil servants. Irrespective of cadres, officers having attained mid-level seniority in the departmental hierarchy should participate and successfully complete an appropriate course for about two month's duration. Capacity building is essential for effective governance, particularly in developing countries like Bangladesh. Mid-level civil servants play a pivotal role in translating policy into practice. The ACAD course, conducted by BPATC, is designed to enhance administrative, leadership, and analytical skills of these officers. This research aims to evaluate the role of the ACAD course in capacity building, identify implementation challenges, and assess future prospects. This course aims to enhance professional skills, leadership abilities, and ethical governance. However, despite its strategic importance, the impact of the ACAD course remains under-researched. This study aims to evaluate the course's effectiveness, identify challenges, and suggest improvements.

Background of the study

The effectiveness of any government significantly depends on the capacity and efficiency of its civil service. In Bangladesh, mid-level civil servants are the crucial link between policy formulation and execution, playing a vital role in ensuring smooth governance, service delivery, and development management. In response to this need, the BPATC offers the ACAD. The course is designed for mid-level officers (Deputy Secretaries and equivalent ranks) to enhance their administrative skills, leadership qualities, ethical standards, and knowledge of development policies and practices. ACAD is a compulsory course for career progression and is regarded as a flagship program of BPATC. Despite its importance, questions remain regarding the effectiveness and relevance of the ACAD course. Critics argue that the course sometimes fails to address real-world challenges faced by officers and lacks sufficient focus on innovation, technology, and participatory governance. Others believe that the learning outcomes are not always reflected in field-level performance due to institutional constraints, poor follow-up mechanisms, and limited practical exposure during training.

This research seeks to fill that gap by exploring the structure, delivery, and outcomes of the ACAD course and suggesting ways to enhance its role in developing a more responsive, skilled, and forward-looking civil service.

Problem Statement

ACAD course aims to enhance leadership, policy analysis, and decision-making skills, there is limited empirical evidence on its actual effectiveness and relevance to the real-world challenges faced by officers in the field. Good concerns have been raised regarding the course's curriculum alignment with practical administrative needs, training methodologies, and post-training impact on performance.

Without a clear understanding of how effectively the ACAD course contributes to capacity building, policy planners and training institutions may struggle to identify gaps and improve program outcomes. Therefore, it is imperative to examine the challenges associated with the design, delivery, and impact of the ACAD course and to explore ways to strengthen its contribution to professional development and administrative excellence in Bangladesh.

Objective of the Study

To assess the effectiveness of the ACAD course in enhancing the skills and competencies of mid-level civil servants.

To explore the effectiveness of ACAD curriculum and training method.

Significance of the Study

This study will help policymakers and training institutions understand the real impact of the ACAD course. Findings will assist in revising the curriculum and delivery methods, ultimately contributing to a more efficient and responsive public administration system in Bangladesh

Research Questions

How effective is the ACAD course in building administrative and leadership capacity among mid-level civil servants?

What are the key challenges faced by participants and trainers in the ACAD program?

What improvements can be made in curriculum design and delivery methods to increase course effectiveness?

LITERATURE REVIEW

Capacity building is widely recognized as a fundamental component for strengthening governance and improving public service delivery. According to Grindle (1997), capacity building refers to the process of

enhancing the abilities of individuals, institutions, and systems to perform functions effectively, efficiently, and sustainably. Mid-level civil servants play a critical role in translating policy into action. As Lipsky (1980) notes in his theory of street-level bureaucracy, mid-level officers bridge the gap between senior policymakers and frontline workers. Their leadership, administrative, and coordination skills significantly influence service delivery outcome. Several studies have highlighted BPATC's contribution to civil service development (Ahmed, 2013; Hossain & Khan, 2016). However, they also cited areas needing improvement, such as course customization, updated content, resource availability, and alignment with evolving governance challenges. Challenges faced by the ACAD course include limited faculty capacity, a lack of practical field orientation, insufficient use of ICT, and a standardized curriculum that does not always reflect the diverse needs of different ministries or regions. Institutional resistance to applying learned skills in the field and lack of follow-up mechanisms also hinder the long-term effectiveness of training (Karim, 2018).

Research Design

This study followed a mixed-methods approach, incorporating both qualitative and quantitative techniques to assess the effectiveness of the ACAD course in enhancing the skills and competencies of mid-level civil servants.

A total of 49 respondents were purposively selected:

34 course participants (Deputy Secretaries and equivalents)

10 trainers

5 course management team members

Purposive sampling was justified to ensure inclusion of individuals directly engaged in the course, whose insights were most relevant to the study's objectives.

Data Collection Methods

Data Collection Methods:

Survey Questionnaires: A structured questionnaire was developed to gather quantitative data on participants' perceived improvement in key competencies after completing the ACAD course.

Key Informant Interviews (KIIs): Semi-structured interviews conducted with selected course participants, BPATC trainers, and course coordinators to obtain in-depth insights into the impact of the training on practical skills.

Document Review: Relevant ACAD course modules, training materials, and evaluation reports reviewed to triangulate findings and understand the intended skill development focus.

This focused approach helps to determine whether the ACAD course is meeting its objective of improving the professional capabilities of mid-level civil servants, thereby contributing to more effective public service delivery design and Method.

DATA ANALYSIS AND FINDINGS

Collection of Data

The main objective of the study was to evaluate the effectiveness of the ACAD course in enhancing the skills and competence of mid-level government employees. Data were collected from both primary and secondary sources with the objective in mind. Primary data were collected through Key Informant Interviews (KIIs) with the concerned officials.

The main objective of the interviews was to collect data from professionals working with ACAD in BPATC. They expressed their views on the capacity building, challenges, and prospects of mid-level civil servants through ACAD in BPATC and made recommendations to overcome those challenges. In order to collect data appropriately, interviews were conducted through checklists and verbally about the objectives and perspectives of the study. The interviews were conducted using both open and closed questions. The checklist had a few questions that were simple and easily elaborated.

The author-researcher himself collected the data from 12–14 August 2025. The researcher explained the purpose of the study to the respondents so that they could provide factual information and submit their views and recommendations on Capacity Building of Mid-Level Civil Servants through ACAD in BPATC: Challenges and Prospects.

Before interviewing the respondents, the researcher took all possible steps to ensure that the respondents did not hesitate to give correct answers. The questions were explained properly to the respondents. The researcher always tried to avoid multiple questions and judgmental responses during the KIIs.

Data Analysis

Quantitative data were analyzed using descriptive statistics (percentages) in SPSS.

- Qualitative data were analyzed thematically, highlighting recurring themes in participants' experiences.

The researcher himself collected the data by supplying checklist containing few questions among the respondents.

The data analysis has been shown in the table below: -

General Information

Completed the ACAD course at BPATC

Table-1

Have you completed the ACAD course at BPATC?	Percent (%)
Yes	83%
No	17%
Total	100

Source: Questionnaire survey, 2025

The question was about completing ACAD course at BPATC. In response, 83% of the respondents confirmed that they had completed the course, while 17% stated they had not. This indicates that a large majority of the participants are familiar with the ACAD training, which is a significant component of their professional development. The results suggest that the course has considerable reach and participation among relevant officials or trainees. However, the 17% who have not taken the course point to a gap that may require attention in terms of accessibility, nomination, or awareness to ensure broader inclusion.

Completed the ACAD course at BPATC

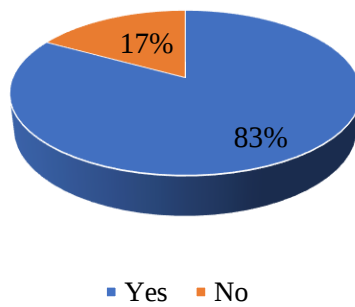


Chart-1

Effectiveness of ACAD Course

ACAD courses for professional roles

Table-2

How relevant is the ACAD course to your professional role?	Percent (%)
Very Relevant	76%
Relevant	19%
Neutral	5%
Total	100

Source: Questionnaire survey, 2025

A survey was conducted to assess the relevance of the ACAD course to participants' professional roles. The findings indicate that the majority of respondents (76%) found the course to be very relevant to their professional responsibilities. An additional 19% reported that the course was relevant, suggesting that the content aligned well with their work requirements. Only 5% of respondents expressed a neutral opinion, indicating minimal perceived impact. Overall, the results reflect a high level of satisfaction and relevance of the ACAD course among professionals, demonstrating its effectiveness in supporting career development and enhancing role-specific competencies.

ACAD courses for professional roles

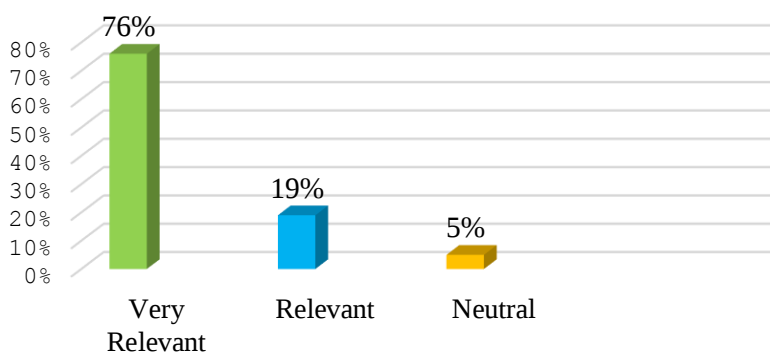


Chart-2

The effectiveness of the course in improving skills

Table-3:

How effective was the course in improving your leadership and decision-making competencies?	Percent (%)
Very Effective	63%
Effective	27%
Neutral	10%
Total	100

Source: Questionnaire survey, 2025

A survey was conducted to evaluate the effectiveness of the course in enhancing leadership and decision-making skills. The results show that 63% of respondents found the course to be very effective, indicating a strong impact on their ability to lead and make informed decisions. Additionally, 27% stated that the course was effective, reflecting a positive contribution to their skill development. Only 10% of participants remained neutral, suggesting limited perceived benefit. Overall, the findings highlight the course's success in significantly improving key professional competencies related to leadership and decision-making among the majority of participants.

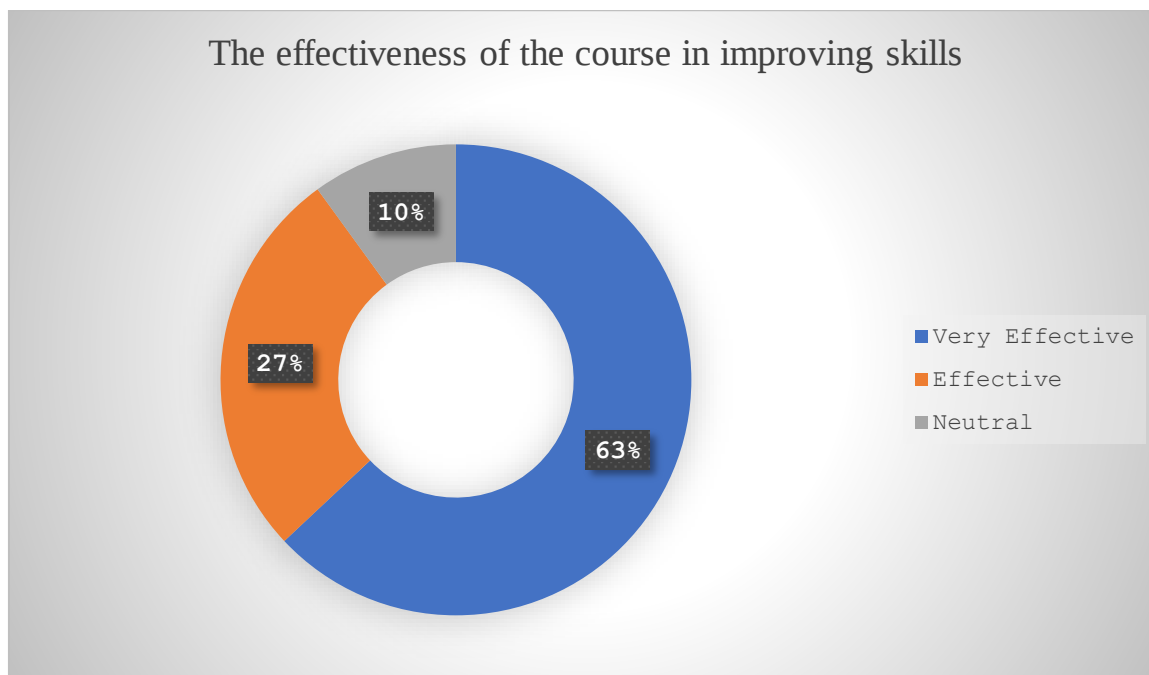


Chart-3

Improved knowledge of governance

Table-4

Did the course improve your knowledge of public policy and governance?	Percent (%)
Strongly Agree	91%

Agree	5%
Neutral	4%
Total	100

Source: Questionnaire survey, 2025

A survey question asked participants whether the course improved their knowledge of public policy and governance. An overwhelming 91% of respondents strongly agreed, indicating a significant enhancement in their understanding of these areas. Additionally, 5% of participants agreed, suggesting a generally positive learning experience. Only 4% remained neutral, showing minimal perceived improvement. These results clearly demonstrate the course's strong effectiveness in building participants' knowledge of public policy and governance, reflecting the relevance and quality of the content delivered. The high level of agreement also suggests that the course successfully met its intended learning objectives.

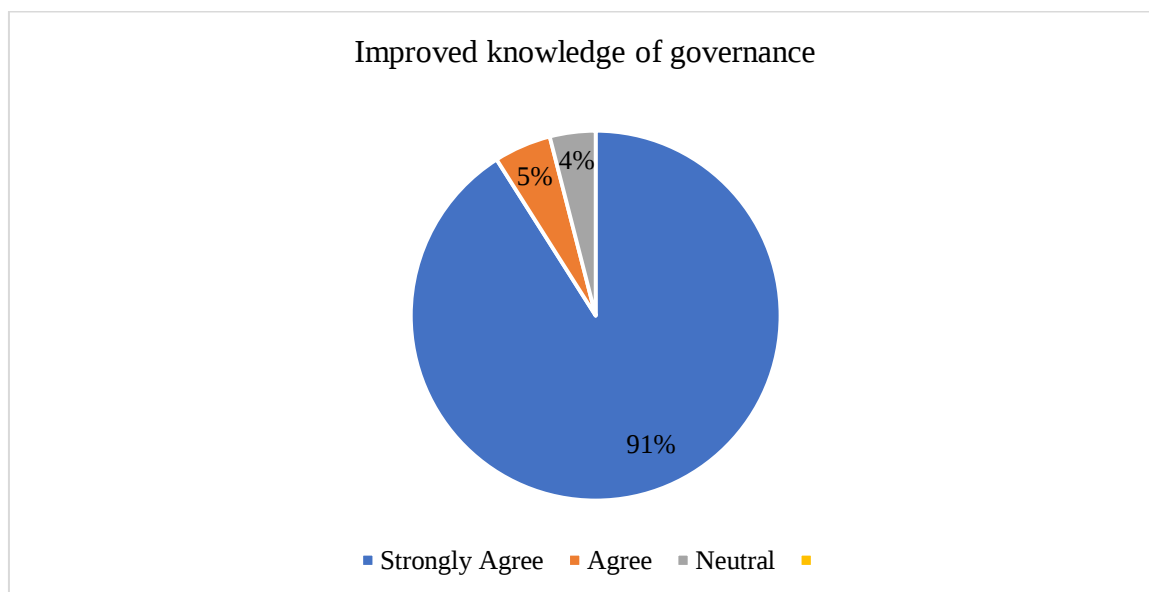


Chart-4

Challenges of ACAD Course

Challenges faced during the ACAD course

Table-5

What challenges did you face during the ACAD course?	Percent (%)
Duration too short	39%
Heavy workload	19%
Limited practical exposure	13%
Lack of resource persons	9%
Other	20%
Total	100

Source: Questionnaire survey, 2025

A survey was conducted to identify the key challenges participants faced during the ACAD course. The results revealed a variety of concerns that impacted their learning experience. The most common challenge, reported by 39% of respondents, was that the duration of the course was too short. Participants felt that the limited time restricted in-depth learning and practical application of concepts.

Another 19% cited a heavy workload as a major challenge, indicating that balancing course requirements with their professional responsibilities was difficult. 13% of respondents mentioned limited practical experience, suggesting that the course content leaned more toward theory and lacked hands-on activities or real-world simulations.

Additionally, 9% of participants reported a lack of access to qualified resource persons, which may have affected the depth and quality of discussions or mentoring. Lastly, 20% of respondents indicated that they faced various challenges, such as technical issues, language barriers, or unfamiliar teaching methods.

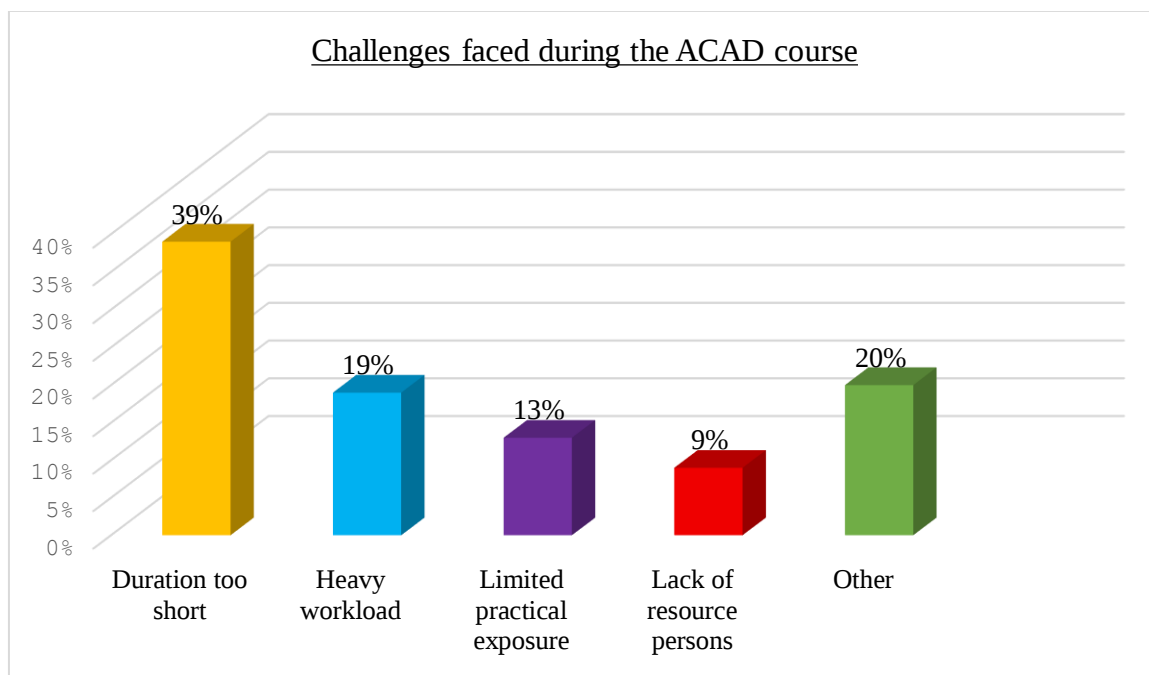


Chart-5

Prospects and Suggestions

Contribution to capacity building in the future

Table-6

Do you think the ACAD course can significantly contribute to capacity building of mid-level civil servants in the future?	Percent (%)
Strongly Agree	55%
Agree	20%
Neutral	18%
Disagree	7%
Total	100

Source: Questionnaire survey, 2025

A survey was conducted to evaluate perceptions regarding the future impact of the ACAD course on enhancing the capacity of mid-level government employees. The majority of respondents, 55%, strongly agreed that the course would make a significant contribution, highlighting strong confidence in its long-term value. An additional 20% agreed, indicating a generally positive outlook on the course's potential to build essential skills among public servants.

However, 18% of respondents remained neutral, suggesting uncertainty or limited perceived benefit at this stage. Notably, 7% felt that the ACAD course would make a less significant contribution, pointing to concerns that may be related to course design, applicability, or content relevance. Overall, the findings indicate that most participants believe the ACAD course holds promise for strengthening the capabilities of mid-level government officials, though some refinement in delivery or content may be necessary to maximize its effectiveness for all learners.

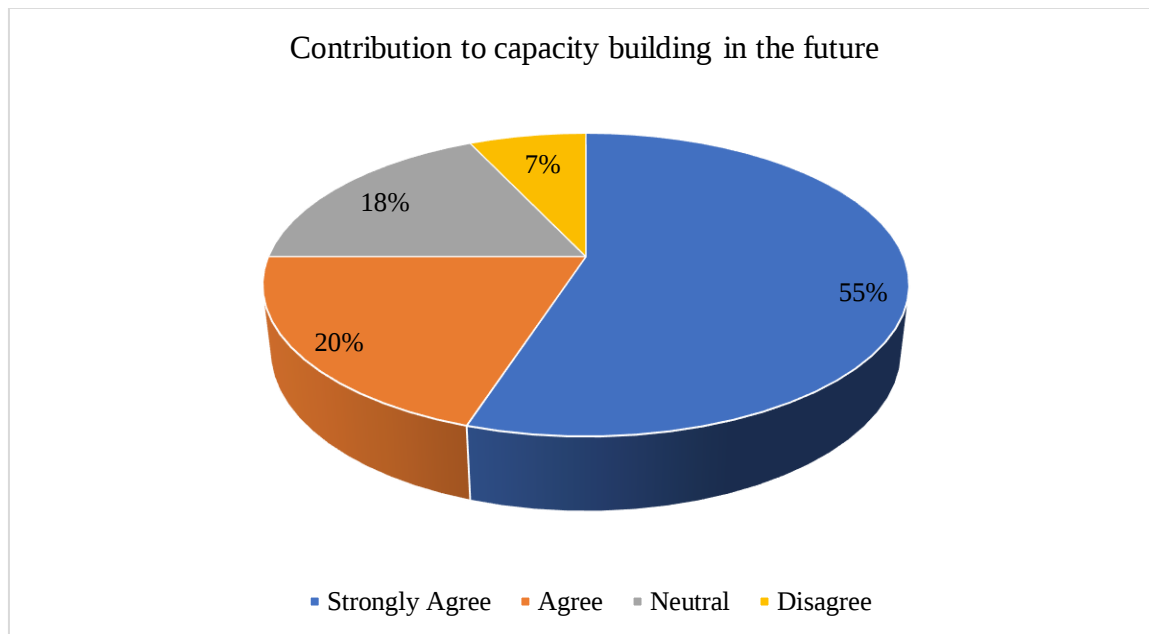


Chart-6

Additional Areas to Include in the Course

Table-7

What additional areas should be included in the course for better effectiveness?	Percent (%)
ICT and Digital Governance	29%
E-Government Service Delivery	17%
Policy Analysis and Evaluation	43%
International Best Practices	10%
Other	1%
Total	100

Source: Questionnaire survey, 2025

A survey was conducted to gather feedback on what additional areas should be included in the ACAD course to enhance its effectiveness. The responses reflect a strong demand for more practical and policy-oriented content. The largest portion of respondents, 43%, suggested the inclusion of policy analysis and evaluation, indicating the need for deeper understanding of how to assess, refine, and implement policies effectively in real-world scenarios. 29% of respondents emphasized the importance of ICT and digital governance, reflecting the growing relevance of technology in public administration. This suggests a need to equip mid-level government employees with digital skills to improve governance efficiency and transparency. 17% recommended focusing on e-government service delivery, highlighting the demand for knowledge in delivering public services through digital platforms. This aligns with the government's push towards digital transformation. Additionally, 10% of participants expressed the need to incorporate international best practices, which can help broaden participants' perspectives and introduce innovative administrative strategies from other countries. Lastly, 1% of respondents mentioned that various additional areas should be covered, reflecting a broader interest in tailoring the course to meet diverse learning needs. These insights suggest that expanding the course content would significantly enhance its relevance and impact.

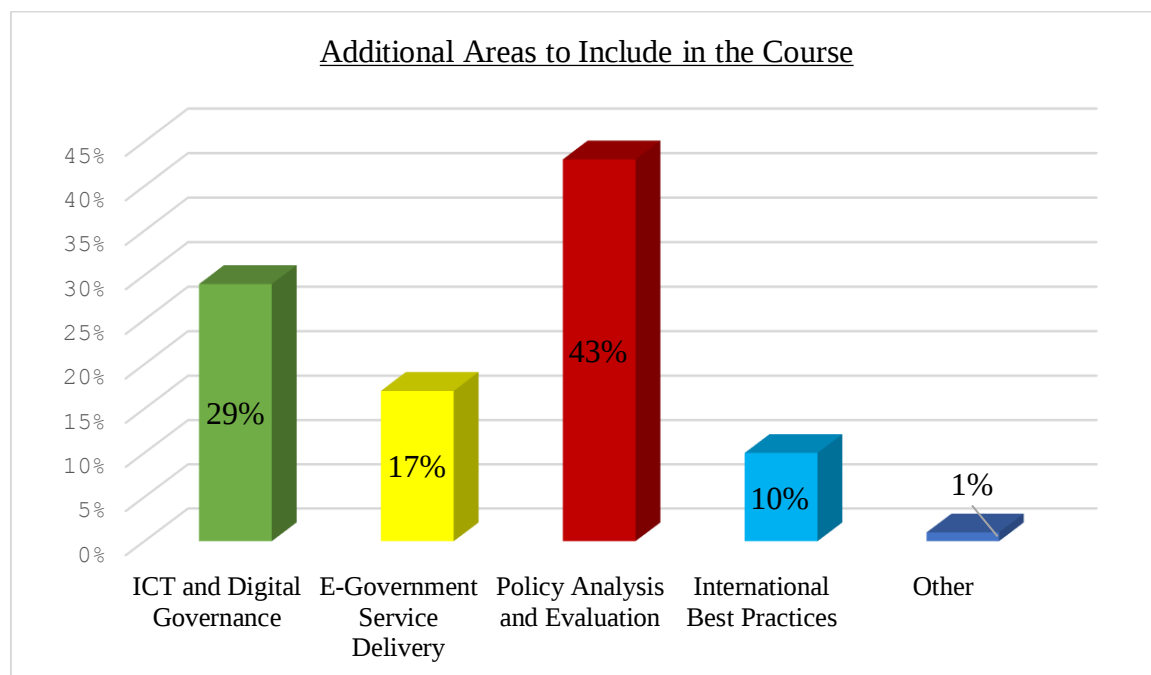


Chart-7

Performance or behavior affected

The question is about whether it affects performance or behavior. In response, all the respondents gave their clear opinions on this issue. The respondents opined that, the ACAD course has had a positive influence on participants' performance and behavior at work. Many reported improved leadership and decision-making skills, enabling them to handle responsibilities more effectively. The course also enhanced their understanding of public policy and governance, leading to more informed and strategic actions in their roles. Several participants noted increased confidence, better communication, and a more proactive approach to problem-solving. The exposure to case studies and practical discussions encouraged participants to apply new ideas in their work environment. Overall, the course fostered greater professionalism, efficiency, and a stronger sense of accountability.

Gaining useful skills or knowledge areas

The question was about the most effective skills or knowledge areas acquired from the ACAD course. In response, all the respondents gave their clear opinions on this issue. The respondents opined that, Participants of the ACAD course reported gaining several valuable skills and knowledge areas that significantly contributed to their professional development. One of the most widely appreciated areas was leadership and decision-making, with participants noting improvements in their ability to lead teams, manage responsibilities, and make informed,

timely decisions in complex work situations. Another major area of learning was public policy and governance. Participants highlighted their improved understanding of policy formulation, analysis, and evaluation, which has helped them engage more effectively in administrative planning and implementation processes. This was particularly useful for mid-level government employees involved in development projects and service delivery. The course also enhanced participants' knowledge of digital governance and ICT tools, which is increasingly important in modern public administration. Many found this segment useful for adapting to e-governance systems and improving efficiency in their work. In addition, communication and stakeholder management skills were strengthened, helping participants to collaborate better with colleagues, superiors, and the public. Overall, the ACAD course provided a well-rounded combination of theoretical knowledge and practical skills. These learnings have not only improved individual capacity but also prepared participants to contribute more effectively to institutional goals and national development priorities.

Qualitative data analysis

The qualitative data analysis on capacity building of mid-level civil servants through the ACAD course at BPATC reveals both challenges and prospects. Participants consistently highlighted the relevance of the course content, particularly in areas like leadership, policy analysis, and governance. Many noted enhanced self-confidence, decision-making abilities, and a clearer understanding of administrative responsibilities. However, several challenges emerged, including the short duration of the course, limited practical exposure, and heavy workload, which some felt hindered deep learning. There were also suggestions for improved resource availability and inclusion of digital governance modules. Despite these limitations, most respondents viewed ACAD as a valuable platform for professional growth, offering opportunities to build networks, exchange ideas, and align their work with national development goals. The course holds strong potential to transform mid-level civil servants into more competent, responsive, and forward-thinking professionals—provided it evolves with participant feedback and changing governance demands.

Challenges

Short Course Duration: Many participants felt the limited timeframe restricts in-depth learning, practical application, and reflection on key concepts.

Theoretical Focus: The course content leans heavily on theory, with insufficient emphasis on real-life case studies or field-based problem-solving.

Heavy Workload: Intensive schedules and assignments sometimes overwhelm participants, reducing their ability to engage deeply with the material.

Limited ICT Integration: Lack of advanced digital governance and ICT tools within the curriculum hinders relevance in a technology-driven administrative environment.

Resource Person Gaps: Inadequate access to experienced facilitators or domain experts limits the richness of discussions and practical insights.

One-Size-Fits-All Approach: The course design often doesn't account for the diverse backgrounds and departmental needs of mid-level officers.

Lack of Post-Training Follow-up: Absence of structured post-course engagement means the learning is rarely tracked or reinforced in the workplace.

Infrastructure Limitations: Occasionally, logistical issues such as internet speed, accommodation quality, or classroom resources impact the overall learning experience.

Prospects

The ACAD course at BPATC presents strong prospects for enhancing the capacity of mid-level civil servants in Bangladesh. It equips participants with critical knowledge in public policy, governance, leadership, and decision-

making, enabling them to perform more effectively in their administrative roles. The structured curriculum promotes analytical thinking, ethical awareness, and a deeper understanding of national development priorities. The course also encourages peer learning and networking, allowing officers from diverse backgrounds to share experiences and best practices. With growing emphasis on digital governance and e-service delivery, there is potential to further enrich the program through ICT integration and international case studies.

If continuously updated and aligned with real-world administrative challenges, ACAD can become a transformational platform for building a more efficient, transparent, and citizen-centric bureaucracy. Its long-term success lies in adaptive content, practical exposure, and post-training application support.

Public Administration Training Policy:

The Public Administration Training Policy for the ACAD (Advanced Course on Administration and Development) course is designed to enhance the skills, knowledge, and competencies of mid to senior-level government officials in Bangladesh. This policy emphasizes the development of efficient, transparent, and accountable public administration through structured training, research, and practical learning. It aims to align training contents with national development goals, Vision 2041, and the SDGs.

Under this policy, the ACAD course focuses on leadership development, policy formulation, project management, ethics in public service, innovation in governance, and ICT integration. The policy also ensures that training programs are inclusive, updated, and tailored to emerging administrative challenges. It encourages the participation of officials from diverse ministries to foster inter-agency collaboration and understanding.

Additionally, the training policy promotes partnerships with academic and international institutions for exposure to global best practices. Evaluation and performance tracking mechanisms are incorporated to assess learning outcomes. The ultimate goal is to create a proactive, citizen-centric, and service-oriented bureaucracy capable of responding to complex governance needs efficiently and effectively. This policy underlines continuous professional development as essential for sustainable and impactful public service delivery in Bangladesh.

Limitation of the study:

This study acknowledges several limitations:

Small sample size (49 respondents) limits generalizability.

Single-institution focus (BPATC) prevents comparison with other training institutes.

Self-reported data risks participant bias.

Time constraints limited the scope of analysis.

CONCLUSION AND RECOMMENDATIONS:

Conclusion

The Advanced Course on Administration and Development (ACAD) at BPATC plays a pivotal role in enhancing the professional capacity of mid-level civil servants in Bangladesh. By providing structured training on governance, leadership, policy analysis, development management, and contemporary administrative tools, ACAD equips officers with the necessary skills to handle complex administrative and developmental challenges. This training fosters problem-solving ability, critical thinking, and ethical decision-making, thereby preparing civil servants to contribute more effectively to national development. However, the capacity-building process through ACAD also faces significant challenges. Limited resources, outdated training modules, lack of adequate ICT integration, and insufficient follow-up mechanisms often reduce the long-term impact of the program. Furthermore, the growing demand for global-standard competencies requires continuous curriculum modernization, exposure to international best practices, and enhanced collaboration with academic and professional institutions.

Despite these challenges, ACAD presents strong prospects. With increasing emphasis on good governance, digital transformation, and sustainable development, mid-level civil servants trained under ACAD are positioned to become agents of change in the public sector. If supported with modern training methods, technology-enabled learning, and effective policy implementation strategies, ACAD can significantly strengthen administrative efficiency, accountability, and service delivery in Bangladesh.

Recommendation

Update ACAD curriculum regularly to reflect emerging governance and development challenges.

Integrate ICT and e-learning tools to strengthen digital skills of participants.

Enhance collaboration with international training institutes for global exposure.

Emphasize leadership, innovation, and problem-solving in training modules.

Include case studies on real-life administrative and policy challenges.

Strengthen monitoring and evaluation mechanisms for post-training impact.

Provide follow-up refresher courses to reinforce learning outcomes.

Ensure adequate resources and modern facilities at BPATC for effective training.

Promote interactive learning methods such as group discussions, simulations, and workshops.

Incorporate ethics, accountability, and integrity as core training components.

Introduce sector-specific modules (e.g., health, education, ICT, environment).

Foster cross-sectoral collaboration among participants for better networking.

Engage experienced practitioners and scholars as guest lecturers.

Develop a feedback system to adapt training programs to participant needs.

Strengthen research-based learning to link policy with practical implementation.

Suggestions for improvement (For future research):

Conduct longitudinal studies comparing ACAD graduates with non-participants.

Explore political and institutional barriers to applying learned skills.

Undertake cost-benefit analyses of extended course duration and ICT integration.

Compare ACAD with international civil service training models.

BIBLIOGRAPHY

1. Bangladesh Public Administration Training Centre (BPATC). (2022). Annual Report 2021-2022. BPATC Publications.
2. Ahmed, T. (2018). Capacity Development of Civil Servants in Bangladesh: The Role of BPATC. Dhaka: University of Dhaka Press.
3. World Bank. (2021). Strengthening Public Sector Capacity in South Asia. Washington, DC: World Bank Publications.

4. Rahman, M. M., & Sarker, A. E. (2020). "Administrative Reform and Capacity Building in Bangladesh Civil Service." *Asian Journal of Public Administration*, 42(3), 211–229.
5. Islam, M. R. (2020). Civil Service Training and Development in Bangladesh: A Review of the ACAD Course. *Journal of Public Administration and Governance*, 10(1), 45–60.
6. Ministry of Public Administration, Government of Bangladesh. (2021). Civil Service Reform Framework. Dhaka: MoPA.
7. Zafarullah, H. (2017). "Training for Civil Servants in Bangladesh: Current Trends and Challenges." *South Asian Journal of Policy and Governance*, 39(1), 85–102.
8. Grindle, M. (1997). *Getting Good Government: Capacity Building in the Public Sectors of Developing Countries*. Harvard University Press.
9. Hossain, M., & Khan, A. (2016). Training for Civil Service in Bangladesh: Issues and Prospects. *Journal of South Asian Studies*, 34(2).
10. Karim, M. (2018). Challenges in Training and Capacity Building at BPATC. *Bangladesh Journal of Public Administration*, 42(3).
11. Knowles, M. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. Cambridge Books.
12. Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall.
13. Lipsky, M. (1980). *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. Russell Sage Foundation.
14. World Bank. (2021). *Strengthening Public Sector Capacity in South Asia*. Washington, DC: World Bank Publications.

QUESTIONNAIRE

Capacity Building of Mid-Level Civil Servants through ACAD at BPATC: Challenges and Prospects

General Information

1. Age: ☐ 30–35 ☐ 36–40 ☐ 41–45 ☐ Above 45
2. Current Designation: _____
3. Years of Service: ☐ 5–10 ☐ 11–15 ☐ 16–20 ☐ Above 20
4. Have you completed the ACAD course at BPATC? ☐ Yes ☐ No

Effectiveness of ACAD Course

1. How relevant is the ACAD course to your professional role? ☐ Very Relevant ☐ Relevant ☐ Neutral ☐ Less Relevant ☐ Not Relevant
2. To what extent has the ACAD course enhanced your analytical and problem-solving skills? ☐ To a great extent ☐ Moderate extent ☐ Little extent ☐ Not at all
3. How effective was the course in improving your leadership and decision-making competencies? ☐ Very Effective ☐ Effective ☐ Neutral ☐ Less Effective ☐ Not Effective
4. Did the course improve your knowledge of public policy and governance? ☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
5. To what degree has the training contributed to your professional networking and collaboration skills? ☐ High ☐ Moderate ☐ Low ☐ Not at all

Challenges of ACAD Course

1. What challenges did you face during the ACAD course? (You may select more than one) ☐ Duration too short ☐ Heavy workload ☐ Limited practical exposure ☐ Lack of resource persons ☐ Other (please specify):

2. Was the training methodology (lectures, group work, case studies) effective for skill development? ☐ Very Effective ☐ Effective ☐ Neutral ☐ Less Effective ☐ Not Effective

Prospects and Suggestions

1. Do you think the ACAD course can significantly contribute to capacity building of mid-level civil servants in the future? ☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

2. What additional areas should be included in the course for better effectiveness?
☐ ICT and Digital Governance

☐ E-Government Service Delivery

☐ Policy Analysis and Evaluation

☐ International Best Practices

☐ Other: _____

3. Please provide your suggestions for improving the ACAD course:

