

IMPACT OF FOUNDATION TRAINING COURSE OF BPATC ON KNOWLEDGE DEVELOPMENT, PROFESSIONALISM, AND CIVIL SERVICE CULTURE

Muhammad Sayadur Rahman¹

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ABSTRACT

The Foundation Training Course (FTC), conducted by the Bangladesh Public Administration Training Centre (BPATC), plays a pivotal role in shaping the competencies of entry-level civil servants in Bangladesh. This study assesses the impact of the FTC on three core areas: knowledge development, professionalism, and the inculcation of civil service culture. Utilising a mixed-method approach, data were collected through surveys, interviews, and content analysis. Empirical findings suggest that the FTC has a moderately significant impact on participants' knowledge development relevant to public administration and management. However, it fosters a strong sense of professionalism, emphasising ethical conduct, discipline, and a service-oriented approach. The course also plays a crucial role in nurturing a cohesive civil service identity by promoting shared values, collaboration, and a commitment to public welfare. Conversely, some deficiencies and dissatisfaction among the participants have also been identified related to the FTC, which need to be addressed in the future.

Keywords: Civil Service, Foundation Training, Knowledge Development, BPATC, Bangladesh

INTRODUCTION

The history of civilization reveals that civil service or bureaucracy plays a significant role in shaping human existence, as bureaucracy ultimately shapes the parameters of human existence far more closely than anything else, and directly executes national policies, fulfills state objectives, and addresses citizen needs (Jacobs, 2009; Kozyryeva and Demchenko, 2017; Suleimenova and Karamalayeva, 2018; Lindebaum and Courpasson, 2019).

Organisational theory identifies the foremost and comprehensive duty of any organisational entity as the recruitment, training, and motivation of its personnel to provide public services in public administration or public management. It is undeniable that bureaucracy, or the civil service, is the largest public organisation in any system of governance in the public sector. Likewise, an effective political and administrative system also relies heavily on recruiting, training, and motivating employees to ensure organisational efficiency. To make sound policy decisions and implement them effectively, organisations use their best strategies to manage human resources.

In any administrative system, the recruitment and retention of skilled public servants (bureaucrats) are essential to meeting national needs and ensuring the effective pursuit of

¹ Professor, Department of Public Administration, Jahangirnagar University, Savar, Dhaka-1342.
Email: msrahman1977@juniv.edu

government objectives. It is also necessary for them to receive proper training. Conversely, training refers to a structured process designed to shape behaviour and support the practical application of knowledge (Huque and Vyas, 2004). While systematic and structured training is a relatively recent development, it is not new to the field of public management, having its roots in the eighteenth century. In organisational literature, Frederick Taylor highlighted the importance of training in his 1911 work *The Principles of Scientific Management*, identifying it as a key factor in enhancing productivity and organisational performance. Baron (1981: 88) observes training as “the systematic development of the attitude/knowledge/skill behaviour pattern required by an individual in order to perform adequately a given task or job” (Cited in Rahman, 2020). Shafritz (2001: 306) defines “training is a tool; it is instruction in a myriad of forms and settings, in which both technical and conceptual knowledge and skills are imparted to employees, both non-managers and managers” (cited in Huque and Vyas, 2004: 23).

Training also enables employees to clearly understand their responsibilities within the organisation and helps align their attitudes and values with its goals. Its primary functions include socializing individuals into the organisational culture and preparing them to develop appropriate expectations for performing their specific roles. Huque and Vyas (2004: 3) define training as “a course of action that results in developing skills, behaviour, awareness, understanding and ability in human resources, which helps in increasing the effectiveness of employees to work in their present government positions as well as prepares them for the prospective government”.

In Bangladesh, the Bangladesh Public Administration Training Centre (BPATC) is the apex body for public administration training. It provides training for members of all civil service cadres (Jamil et al., 2019). The BPATC offers two types of training: post-entry and in-service training. At BPATC and other training institutes, foundation training is mandatory and provided to newly appointed civil servants across different cadres. On the other hand, it also conducts mid- and senior-level training courses regularly, namely the Senior Staff Course (SSC) and the Policy Planning and Management Course (PPMC).

This Centre is dedicated to foundation training for newly recruited civil servants in Bangladesh. It has well-designed course curricula to create a competent and professional civil service. However, it is very important to know how far the designed curricula are effective in developing knowledge, professionalism, and a civil service culture in Bangladesh.

This study investigates the above issue empirically from the viewpoint of participants of the 77th foundation training course at BPATC. The study aims to provide an in-depth empirical focus or overview of the current status of the foundation training programme of BPATC in Bangladesh by discussing the present curricula. Its main aim is to explore the effectiveness of the foundation training programme.

The specific objectives of the study are:

- To analyse and evaluate the existing foundation training programme of BPATC in terms of effectiveness and satisfaction of the participants, and
- To assess the impact of the foundation training programme on knowledge development, professionalism, and civil service culture in Bangladesh.

In doing so, this research attempted to explore the following research questions:

- What are the specific objectives and learning outcomes of the foundation training programmes?

- How do trainees rate the effectiveness of the training methodologies, resources, and facilitators used in these programmes?
- Are there any gaps or areas where the foundation training programmes could be improved to enhance their effectiveness? and
- How do the training programmes impact knowledge development, professionalism, and civil service culture in Bangladesh?

CIVIL SERVICE TRAINING IN THEORETICAL AND COMPARATIVE CONTEXT

Civil service training is widely recognised as a fundamental component of building an effective, professional, and accountable public administration. In a comparative perspective, countries adopt different training models depending on their administrative traditions, governance priorities, and institutional capacities. Developed administrative systems such as those of the United States, United Kingdom, France, Germany, South Korea, and Singapore emphasise continuous professional development of civil servants, leadership training, digital governance, and evidence-based policymaking. These countries increasingly integrate competency-based learning, ethics, innovation, and citizen-centered service delivery into their civil service training frameworks.

In contrast, many developing countries focus on strengthening foundational administrative competencies while addressing challenges such as limited resources, political interference, and institutional constraints. Comparative studies suggest that effective civil service training significantly improves organizational performance, policy implementation, and public trust by enhancing the knowledge, skills, and adaptability of public officials.

Over time, new courses and training institutions have been developed in both developed and developing countries. Around the globe, it is clear that good governance largely relies on the quality of the public service, which includes legitimacy, competency, knowledgeability, and integrity. This quality, in turn, mainly depends on their education and training. As a result, irrespective of developed and developing countries, a plethora of existing studies have provided valuable insights into civil service training; however, they remain fragmented across various contexts, cultures, and themes (Vukovic et al., 2008; Balisi, 2014; Yang et al., 2012; Van Wart and Hondeghem, 2015; Pallai & Gregor, 2016; Vyas, 2019; Kruyen and Van Genugten, 2020; Kyrychok et al., 2024; Nor, 2025). Therefore, this study intends to focus on three major concepts of civil service training (i.e., knowledge development, professionalism, and civil service culture) in the context of the foundation training of Bangladesh in view of the above theoretical and comparative contexts.

ANALYTICAL FRAMEWORK AND PROPOSITIONS

This section of the paper provides a structured review of relevant literature focusing on three major concepts: knowledge development, professionalism, and civil service culture. It also aims to formulate three assumptions based on the literature, which will be tested with empirical evidence in the context of FTC.

Foundation Training and Knowledge Development

Training enhances the knowledge of how civil servants are prepared for their service and the opportunities they have to continually enhance their skills and the quality of public service (Nor, 2025; Kerkhoff and Moschopoulos, 2023; Raadschelders et al., 2015). About seventy

years ago, Fritz M. Marx emphasised the importance of training for bureaucratic performance in his book *The Administrative State. An Introduction to Bureaucracy* (1957). When it comes to fostering constructive changes in attitudes, abilities, and knowledge among the personnel, in-service training is essential (Kabir and Baniamin, 2012; Rayma, 2016; Kruyen and Van Genugten, 2020). Obtaining new knowledge by training is always important to civil servants (Brezzi et al., 2021).

A UNDP (2015) regional analysis found that structured training programmes improve administrative performance by integrating technical knowledge with national development goals. In present-day Bangladesh, BPATC has the mandate to provide this Foundation Training Course (FTC) training, and it is mandatory for public servants as directed by the Civil Service Rules, 1981 (Rahman, et al, 2020; Aminuzzaman, 1992), although there is a rich historical antecedent of civil service training during the British colonial and Pakistan period (Khan, 1998; Arora and Goyal, 2005).

BPATC's Foundation Training Course (FTC), through its emphasis on Vision 2041,² the SDGs, and local governance reforms, aligns new officers with Bangladesh's broader development agenda. According to the OECD (2019), such alignment ensures long-term sustainability and responsiveness of the civil service. Several studies recognise the FTC as a cornerstone in building the intellectual capacity of Bangladesh Civil Service (BCS) officers. FTC modules on public administration, governance, and development economics are foundational in equipping trainees with analytical and policy-oriented knowledge (Hossain and Siddique, 2017).

Islam (2019) notes that the combination of classroom instruction, field visits, and project work enhances both theoretical grounding and practical application. Furthermore, Rahman and Rahman (2021) argue that the introduction of digital content and modern pedagogical tools in recent years has improved knowledge retention and relevance in the context of e-governance and digital Bangladesh. The acquired knowledge and competencies are typically addressed at the entry level, while specific applied knowledge is commonly offered post-entry. *Therefore, the FTC has significant implications for knowledge development.*

Foundation Training and Professionalism

It is evident that professionalism largely depends on the quality (i.e., legitimacy, competency, knowledge, integrity) of the public service, and that this, in turn, largely depends on their education and training (Kerkhoff and Moschopoulos, 2023). Civil service training has long been recognised as a cornerstone for enhancing professionalism, administrative efficiency, and public sector performance (Bekke and Van der Meer, 2000). However, there is no such mechanism to bring rapid changes in professionalism among the civil service in any country. It requires long-term planning where training is the most important component (Hasan, 2009).

In Bangladesh, civil service training institutes have been in place since the 1980s. Four training institutes were amalgamated into the BPATC. Professional development is a core objective of BPATC's training philosophy as the FTC instils values such as integrity, punctuality, accountability, and commitment to service delivery (UNDP, 2007; Ahmed,

² Bangladesh Vision 2041 is a national strategic plan aimed at transforming the country into a developed, high-income economy by 2041. It builds on previous digital milestones to eradicate extreme poverty and target a per capita income exceeding \$12,500. The plan establishes 4 key pillars for the nation: Smart Citizens, Smart Government, Smart Economy, and Smart Society.

<https://oldweb.lged.gov.bd/uploadeddocument/unitpublication/1/1049/vision%202021-2041.pdf>

2018). The use of performance evaluation and discipline-based routines in the training reinforces professional ethics. Kabir and Sultana (2020) emphasise the importance of simulation exercises and leadership labs in developing managerial and decision-making skills, critical to professional conduct in the field. The inclusion of gender sensitivity, environmental awareness, and conflict resolution also contributes to holistic professional development. *So, it is assumed that the training programme provides and ensures professionalism.*

Foundation Training and Civil Service Culture

Training enhances the knowledge of how civil servants are prepared for their service and the opportunities they have to continue enhancing their skills. Through this training, civil servants are introduced to the culture of the civil service. Civil service culture refers to the values and beliefs that shape the daily behaviour and service patterns of public bureaucracies. It is also defined as the normative orientation of civil servants. BPATC plays a critical role in shaping the normative and behavioural orientation of new civil servants. BPATC's residential, regimented training structure contributes significantly to socialising trainees into the civil service culture.

The rituals of BPATC, such as daily parades, shared dormitories, and group assignments, foster *esprit de corps* and promote the values of neutrality, loyalty, and service integrity (Chowdhury, 2016). These collective experiences help internalise the norms of collaboration, discipline, and hierarchy that are essential to the functioning of the bureaucracy. A more recent study by Khan and Mostafa (2022) found that the inclusion of inter-cadre interactions during the FTC breaks down traditional administrative barriers and promotes horizontal collaboration. Such interaction strengthens unity across services and enhances participants' identification with the values and mission of public service.

Basically, the goal of training public servants is to prepare those serving in government jobs or enhance the skills of current employees, focusing on improving various administrative functions such as planning, coordination, control systems, and financial management procedures. As a result, *the training programme emphasises on and introduces merely civil service culture in Bangladesh.*

SIGNIFICANCE OF THE STUDY

The literature confirms that the FTC at BPATC plays an instrumental role in shaping the intellectual, ethical, and cultural foundation of BCS officers. However, gaps remain in the systematic evaluation of long-term impacts on administrative performance and service delivery outcomes. Further empirical studies are necessary to assess how participation translates into improved public service delivery and institutional effectiveness over time.

Moreover, as a significant training institute, BPATC has been playing a crucial role in producing quality civil servants in Bangladesh. This study is important for presenting a realistic picture of civil service training and conducting an in-depth investigation into essential improvements. It aims to support policymakers in developing countries, such as Bangladesh, in strengthening civil service performance, promoting good governance, and advancing sustainable development.

The research offers dual benefits: it will generate valuable local insights into public service training, bureaucratic dynamics, local governance, and development administration, while also aiding the government in improving public management and enriching public administration education, thereby addressing existing academic gaps.

Methodology of the Study

To achieve the aims and goals of the study, this study was conducted using both primary and secondary data. The primary data were collected through semi-structured interview questionnaire administered to participants of the 77th FTC at the BPATC in March 2025. The questions were a mixture of open- and closed-ended questions. As the interview questions were circulated before the interviews, the participants had prepared their responses, taking sufficient time to provide written answers. They also had the option to answer all questions or skip any they wished, and to discuss all questions or only those they had direct experience with.³

The total number of participants of the 77th Foundation Training Programme was 600 (six hundred). Among them, a total of 130 participants responded, and they provided data spontaneously representing a random sample of civil servants in post-entry training. A response rate of 21.67%. Moreover, it is worth mentioning that not all questions were answered by the respondents. Each one skipped one or more questions included in the questionnaire.

Secondary data and information are collected from published books, journals, newspapers, articles, and internet sources. Furthermore, much of the relevant literature relating to the training, knowledge development, professionalism, and civil service culture was reviewed. Derived data were analysed, using both qualitative and quantitative techniques. In certain cases, SPSS and Grammarly software have been utilised and used for data analysis and linguistic correction respectively.

STRUCTURE & OBJECTIVES OF THE 77TH FOUNDATION TRAINING COURSE (FTC)

Expected Course Objectives and Outcomes

This section explores the structure, objectives, and pedagogical philosophy of the 77th FTC based on its official curriculum and brochure (BPATC, 2024). The Foundation Training Course (FTC) at the Bangladesh Public Administration Training Centre (BPATC) represents a cornerstone in the development of an effective and ethical civil service. As the initial and mandatory training programme for all Bangladesh Civil Service (BCS) entrants, the FTC aims to inculcate foundational knowledge on public administration, professional skills, and values necessary for efficient public service.

The FTC is a six-month residential programme designed to prepare newly recruited civil servants for the responsibilities of governance and national development. The course emphasises a balanced approach to developing professional competence, ethical behaviour, patriotism, and interpersonal harmony among a diverse cohort of participants (BPATC, 2024). A unique hallmark of the programme is its focus on both technical instruction and character formation, reinforcing BPATC's vision of fostering patriotic, competent, and professional civil servants.

According to the 77th FTC brochure, the training aims to transform new recruits into an accomplished, competent, and committed workforce. Upon completion, participants are expected to demonstrate knowledge of service rules, office management, governance

³ The participants have given and maintained assurances of confidentiality and protected their anonymity, and they were reassured that their participation was voluntary and that it would not place them at any risk of harassment or harm at their training institution.

frameworks, emotional and physical resilience, and interpersonal effectiveness (BPATC, 2024). Key outcomes and competencies targeted by the course include leadership, communication, critical thinking, stress management, decision-making, and digital literacy.

Curricula Structure

The FTC curriculum is composed of 24 academic modules and one non-academic module on car driving, categorised under six thematic areas: (i) Bangladesh Studies; (ii) Public Administration; (iii) Management Studies; (iv) Development Studies; (v) Skill Development; and (vi) Cross-Cutting Issues (BPATC, 2024). Modules cover a broad range of subjects, including the history and culture of Bangladesh, poverty alleviation, governance, legal systems, ICT and cyber literacy, sustainable development goals (SDGs), and project management. Learning is assessed through a comprehensive examination at the end of the six-month period.

A distinctive feature of the curriculum is its emphasis on experiential learning through field attachments and community studies. For instance, the Village and Community Study module requires participants to spend time in their native villages to observe and report on rural socio-economic conditions (BPATC, 2024). Similarly, District and Upazila attachments facilitate hands-on exposure to government functions at the grassroots level.

Table 1: Training Modules of the Foundation Training Course

1	Fundamentals of Foundation Training Course	14	Sustainable Development Goals
2	Bangladesh's History & Culture	15	Gender and Human Rights
3	Poverty Alleviation and Rural Development	16	Project Management
4	Village and Community Study	17	Procurement Management
5	District and Upazila Attachment	18	Basics of Social Research
6	Governmental System and Relevant Laws	19	Communicative English
7	Public Administration, Governance and Public Policy	20	English for Professional Purposes
8	Organisational Management and Leadership	21	ICT and Cyber Literacy
9	Service Rules and Legal Issues	22	Book Review and Presentation
10	Office Management and Communications	23	Physical Conditioning and Sports
11	Basic Economics	24	Car Driving
12	Public Financial Management	25	Contemporary Issues
13	Economic Planning and Development	26	Comprehensive Examination

Source: Adopted from Bangladesh Public Administration Training Centre (2024). 77th Course Curriculum and Brochure. Savar, Dhaka: BPATC.

Institutional Culture, Facilities, Training Methodologies, and Evaluation

BPATC promotes a culture of discipline, integrity, inclusiveness, and teamwork. The campus, located in Savar, Dhaka, provides state-of-the-art facilities including a library, auditorium, IT complex, sports infrastructure, and a residential dormitory for all trainees (BPATC, 2024). The Centre encourages the use of English for instruction and communication, enhancing global competencies among participants.

A variety of pedagogical methods are employed, including lectures, group exercises, seminars, workshops, case studies, field visits, and individual assignments. BPATC emphasises active engagement and critical reflection to deepen analytical abilities and practical insights. The course also features daily physical exercise, evening sessions, and extension lectures by senior bureaucrats, policymakers, and academics (BPATC, 2024).

Participants are assessed through a comprehensive evaluation system. Attendance, academic performance, conduct, and fieldwork are factored into final grades, with a minimum of 95%

attendance required for certification. High achievers receive merit medals, and the top participant is awarded the prestigious Rector's Award (BPATC, 2024).

DATA ANALYSIS AND FINDINGS

The analysis consists of four different sections: demographic variables of the respondents, their opinions and perceptions of learning objectives and outcomes of the course, contribution to the knowledge development, professionalism, and civil service culture.

Demographic Variables

Age, gender, education level and institution attended, cadre and length of service characteristics were analysed, and the results are presented in Table 2.⁴

Table 2: Respondents' Demographic Characteristics

Demographic Variables		
Age	Frequency	Percentage (%)
26-30	71	58.2
31-35	47	38.5
35-40	2	1.6
40 +	2	1.6
Total	N=122	100
Gender		
Male	96	77.4
Female	28	22.6
Total	N=124	100
Education		
BSc	46	39
BA	1	.8
BBA	1	.8
MBBS/BDS	5	4.2
LLB	1	.8
MSc	35	29.7
MBA	16	13.6
MSS	9	7.6
MA	3	2.5
DVM	1	.8
Total	N=118	100
University		
DU	22	21.6
JU	4	3.9
CU	6	5.9
RU	3	2.9
BUET	17	16.7
BAU	7	6.9
CUET	4	3.9
RUET	2	2
KUET	2	2

⁴ Demographic variables—such as age, gender, education, occupation, income, marital status, and geographic location—play a critical role in research, policy-making, and programme implementation across social sciences. Demographic variables are not just background data; they are central to interpreting human behaviour, understanding institutional dynamics, and designing effective and inclusive systems.

BUTEX	4	3.9
SUST	2	2
SAU, Dhaka	4	3.9
IUT	4	3.9
Sylhet AU	2	2
Gazipur AU	1	1
Medical	5	4.9
Private	6	5.9
National University	5	4.9
University of London	1	1
Khulna University	1	1
Total	N=123	100
Cadre		
Administration	56	47.5
Foreign Affairs	7	5.9
Custom	3	2.5
Taxation	4	3.4
Trade	2	1.7
Family Planning	11	9.3
Agriculture	7	5.9
Public Works	2	1.7
Road & Highway	3	2.5
Railway	3	2.3
Postal	2	1.7
Audit and Accounts	2	1.7
Information	8	6.8
Livestock	3	2.5
Fisheries	2	1.7
Statistics	1	.8
Ansar	2	1.7
Total	N=118	100
Length of Service		
1 Year	108	88.5
2 Year	8	6.6
3 Year	2	1.6
4 Year	2	1.6
5+	2	1.6
Total	N=122	100

The data demonstrates that the majority of the respondents (58.2%) belong to the 26-30 age group. This age group is the dominant one, indicating that the participants in the foundation training course are predominantly young male professionals (77.4%) as opposed to 22.6% female. The second-largest age group (38.5%) falls within the 31-35 range, with a minimal representation of those over 40 (1.6%). Overall, the age distribution is heavily skewed towards individuals aged 26–35 (96.7%), indicating that the surveyed population is largely comprised of working-age adults, possibly including early- to mid-career professionals.

Analysing the educational qualification, field of study, and educational institution data, it was found that more than 80% of the participants come from a science background. Among the respondents, 46 (39.0%) hold a BSc and 35 (29.7%) hold a MSc university degree.

Additionally, 4.2% hold MBBS/BDS degrees from medical colleges. This suggests that there is a strong representation from scientific and technical fields in the young bureaucracy. At the same time, professional and business education also have a significant representation, whereas the representation of arts and social sciences is very low among the young bureaucrats in Bangladesh. The dominance of public universities underscores the role of the national education system in preparing candidates for government service. In this respect, Dhaka University, the Bangladesh University of Engineering and Technology (BUET), and the Bangladesh Agricultural University (BAU) are in a dominant position among the educational institutions considered by the sample respondents.

With regard to the cadre and length of service data analysis, it was found that most of the respondents are entry-level officers with one or two years of job experience in the civil service. Seventeen cadres were identified among, with the majority being admin cadre. In terms of regional representation, a significant number of the respondents originate from the Dhaka, Chittagong, and Rangpur Divisions.

Overall, diversity in academic backgrounds and institutions suggests a multidimensional input into the civil service pipeline, which is positive for governance, public service delivery, and policy development.

Participant Opinion of FTC Objectives and Outcomes

This set of questions focused on the views and opinions of the respondents. They were asked whether they knew the “specific objectives and learning outcomes of the foundation training programme”. Table 3 presents the results.

Table 3: Respondents’ awareness of FTC objectives and learning outcomes

Response	Respondent Opinions	
	Frequency	Percentage
Yes	106	82.8
No	22	17.2
Total	N=128	100

The data indicate that 106 (82.8%) respondents provided positive responses, and 22 (17.2%) were unaware of the objective and outcome of the foundation training programme. In order to focus deeper into the question, respondents were asked if they were “aware, to then identify one or two learning objectives and outcomes”.

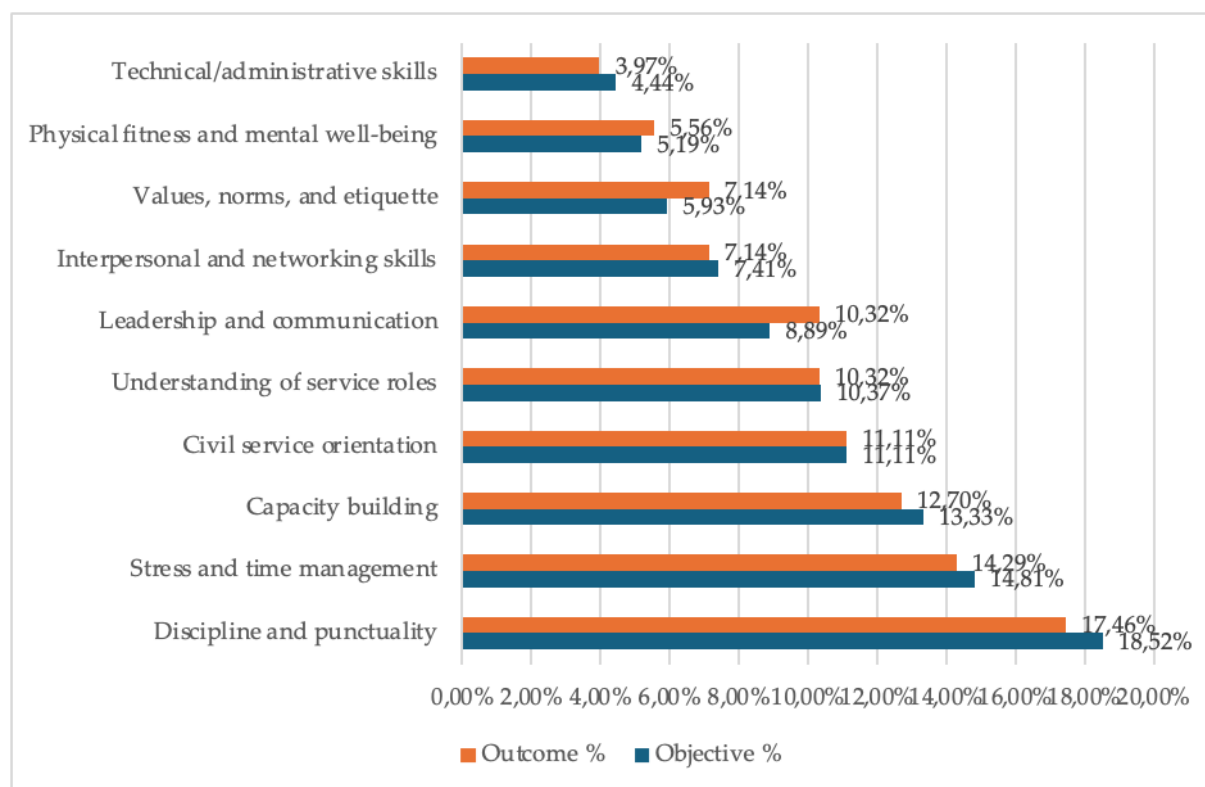
Such responses are presented in Table 4,⁵ where the data demonstrate that the majority of respondents viewed the objective of learning on civil service rules and procedures, as the major objective of this training. In pursuit of this objective, they acquired practical knowledge of rules, office management, and Microsoft Office, which they reported as technical literacy. The second most important objective to attain was to become an efficient and competent civil servant, and therefore, they placed emphasis on training in time management, communication skills, and discipline.

⁵ Note that multiple responses are counted, and respondents’ qualitative data are categorised and presented in fourteen general categories, following a top-down approach.

Table 4: Respondents' views on Objectives and Outcomes of the FTC

Objectives (aimed to achieve)	Outcome (reported as achieved)
To gain training on civil service rules and procedures	Practical knowledge of rules, office management, and MS Office
To become an efficient and competent civil servant	Improved time management, communication skills, and discipline
To develop leadership and teamwork abilities	Leadership skills, improved public presentation
To build capacity in office management, discipline, and policy knowledge	Understanding of government vision, rules, and service culture
To improve stress management and patience	Better stress management, more patient, and adaptive
To shape mindset, attitude, and professional behaviour	More disciplined, motivated, and focused mindset
To improve punctuality and time consciousness	Increased punctuality, time responsiveness, and organisation
To foster discipline, responsibility, and esprit de corps	More disciplined, respectful of civil service norms
To prepare newly recruited officers with a strong foundation	Orientation with civil service responsibilities, better work readiness
To enhance interpersonal skills, networking, and cooperation	Stronger inter-cadre bonding, communication, and teamwork
To increase physical fitness and resilience (via sports/PT)	Physically fit, early rising habit, better stress handling
To learn technical and administrative skills (e.g., MS Office)	Acquired basic ICT skills and effective documentation practices
To align with national and global development agendas	Broadened vision, appreciation of government priorities
To refine norms, etiquette, and values of public service	More polished behaviour, improved manners, and workplace adaptability

For a more comprehensive understanding, the fourteen categories combining both objectives, see Figure 1, where the ten most intensive categories are presented based on the order of importance and popularity among the respondents.

Figure 1: Respondents' Opinion According to Thematic Categories

The data indicate that “discipline and punctuality” are the main objectives and outcomes of the FTC programme. 18.52% of respondents perceived it as the primary objective of the training, and 17.46% thought that it was achieved. Technical and administrative skills were ranked last.

Participant Viewpoints on Knowledge Development, Professionalism, and Civil Service Culture

The set of questions appearing in Table 5 were posed to the respondents to elicit their responses on their evaluation of the FTC on knowledge development, professionalism, and civil service culture.

Table 5: Respondents' evaluation of the FTC

Viewpoints	Strongly Agree	Agree	Disagree	No Response
The existing training programme is very effective considering the training methodologies, resources, and facilitators used in the programmes.	4 (3.1%)	58 (44.6%)	63 (48.5%)	5 (3.8%)
There are no gaps or areas where the foundation training programmes could be improved to enhance their effectiveness.	1 (0.8%)	13 (10%)	113 (86.9%)	3 (2.3%)
The training programme impacts on and grounded on new knowledge development on administrative process.	5 (3.8%)	91 (70%)	28 (21.5%)	6 (4.6%)
The training programme provides and ensures professionalism.	15 (11.5%)	96 (73.8%)	12 (9.2%)	7 (5.4%)

The training programme emphasises on and introduce merely civil service culture in Bangladesh	8 (6.2%)	78 (60%)	34 (26.2%)	10 (7.7%)
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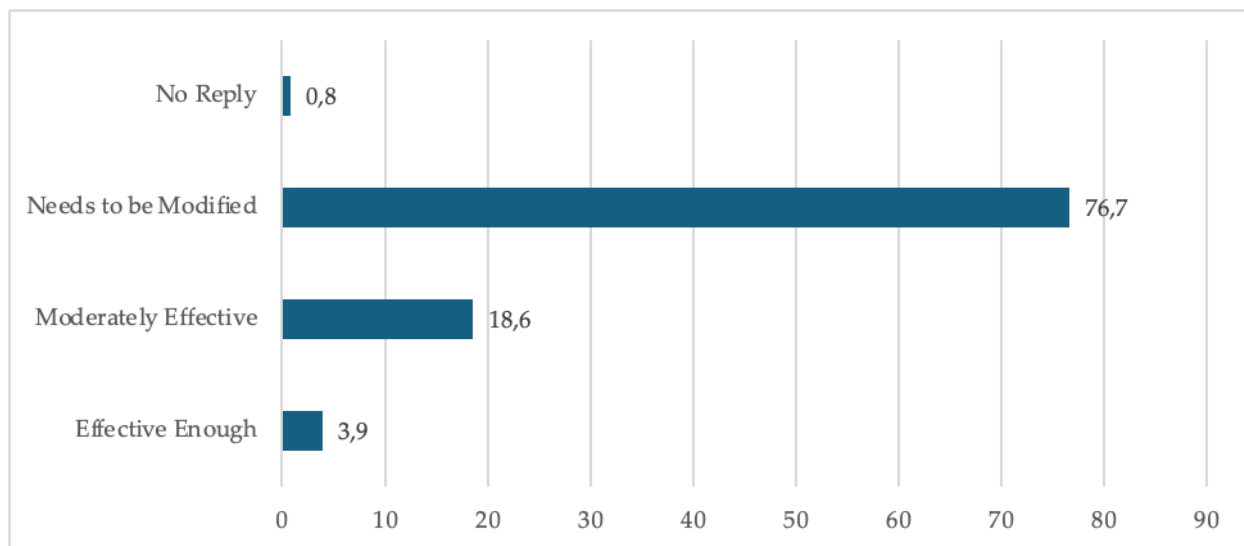
Responses to the first statement "The existing training programme is very effective considering the training methodologies, resources, and facilitators used in the programmes" were almost split fifty-fifty. This indicates that there is still room for further improvement, with 3.1 percent of responses indicating 'strongly agree' and 44.6 percent indicating 'agree'.

More than eighty percent of respondents disagreed with the second statement "There are no gaps or areas where the foundation training programmes could be improved to enhance their effectiveness".

On the other hand, although most of the respondents provided their answer that the Foundation Training Course (FTC) contributes to the development of administrative knowledge, promotes professionalism, and familiarizes participants with civil service culture, their responses were not delivered spontaneously during the interviews. Instead, it was apparent that their answers lacked the characteristics of immediate reflection or genuine personal conviction. This observation became more evident when they were asked a follow-up question: "The Foundation Training Course is widely regarded as a crucial component in shaping the mindset of civil servants. How would you assess the current content of the training module in terms of its effectiveness in developing administrative knowledge, professionalism, and civil service culture?" Respondents' data are presented in Figure 2 below.

Data in Figure 2 show that only 3.9% of the respondents thought that the present FTC module has a substantial impact, 18.6% think it has a moderate impact, while 76.7% think it needs to be modified. Interestingly, the responses to the matrix questions in Table 5 differ significantly from those in Figure 2.

Figure 2: Respondents' Impact Assessment of the FTC



Moreover, when we get the perception from the respondent that the present structure of the FTC programme is not effective enough and needs to be modified, we explore more evident data through a SWOT analysis, a systematic framework for understanding and evaluating the strengths and weaknesses, as well as the opportunities and threats of the FTC programme. A SWOT analysis was conducted, and respondents were asked an open-ended question, which was the last question. Respondents were asked to provide their opinion on the programme keeping in mind the SWOT analysis. Respondents' data are presented in

Table 6, categorised into fifteen viewpoints as an analysis matrix, highlighting strengths, weaknesses, opportunities, and threats. Findings reveal that respondents have properly identified the SWOT of the training programme.

Table 6: Respondents' Viewpoints on SWOT Analysis Matrix (15 Viewpoints)

Viewpoints	Strengths	Weaknesses	Opportunities	Threats
Curriculum & Modules	Structured modules, some useful for growth	Outdated, repetitive, overly theoretical	Redesign with practical, modern, tech-based content	Rigidity in curriculum block reforms
Faculty & Resource Persons	Some highly qualified trainers/guest speakers	Outdated, unskilled, theory-heavy, nepotism in selection	Hire competent, practical, tech-savvy trainers	Favouritism, lobbying, bureaucratic dominance
Training Methodology	Some interactive sessions, case studies	Over-reliance on lectures, poor practical focus	Adopt global best practices, simulation, and field work	Resistance to change, rigid CMT mentality
Infrastructure & Facilities	Well-equipped campus, dormitory, sports facilities	Poor classroom size, overcrowding	Expand facilities, introduce e-learning	Excessive participants reduce quality
Technology Integration	IT-based sessions introduced	Very short, overloaded, limited IT focus	Incorporate AI, digital tools, blended learning	Bureaucratic mindset, slow adaptation
Participant Management	Builds bonding, networking among cadres	Too many participants, hard to control	Smaller batch sizes, personalised learning	Chaos, mismanagement in large groups
Evaluation & Assessment	Evaluation systems exist	Conventional, theory-based, lacks fairness	Competency-based, innovative assessments	Fails to measure real skills if outdated
Discipline & Professionalism	Promotes punctuality, discipline, professionalism	Over-strictness, lack of empathy	Balance strictness with flexibility	May cause outrage/resistance
Capacity Building & Knowledge Sharing	Exposure to diverse cadre services	Generalised, less specialised	More cadre-specific modules	Loss of interest if irrelevant
Human Resource Management	Builds teamwork, bonding	Admin cadre dominance, disputes	Inclusive training for all cadres	Inter-cadre rivalry, biasness
Extracurricular & Physical Training	Sports, swimming, enhance driving skills	Lack of women's facilities, security issues	More inclusive extracurriculars	Injuries, gender gaps
Time & Workload Management	Teaches discipline, time-bound habits	Overloaded, repetitive sessions	Optimise schedules with essential modules	Burnout, frustration, poor outcomes
Financial &	Strong funding,	Mismanagement,	Efficient use of	Corruption,

Resource Utilisation	logistics	favouritism in funds	funds/resources	misuse, lobbying
Reputation & Institutional Identity	Apex training center in Bangladesh	Declining quality in modules/resources	International collaboration, global reputation	Decline in institutional image
Change Management & Innovation	Scope for modernisation, research	Resistance to change, rigid bureaucracy	Introduce AI, innovation, case studies	Red-tapism, traditional mindset

MAJOR FINDINGS AND CONCLUDING REMARKS

This research examines the impact of the FTC training programme and the effectiveness of ongoing training programmes for the bureaucracy of Bangladesh, with a focus on administrative knowledge development, professionalism, and the maintenance of a civil service culture among young civil servants. The Foundation Training Course of BPATC exemplifies a holistic approach to civil service training in Bangladesh. By combining academic rigor, field exposure, ethical conditioning, and modern pedagogy, the FTC prepares new public servants to meet the demands of an evolving administrative landscape. It serves not only as a formal requirement but as a transformative journey toward public service excellence.

It is noted that BPATC designs the FTC courses focusing on some thematic areas which are mostly related to the development of administrative knowledge, professionalism, service integrity, and civil service rules and regulations. According to the respondents' viewpoints, the FTC modules are moderately sufficient for generating knowledge on administrative procedures and building a professional bureaucracy. In some cases, there is sufficient space for developing a training module, as it is not fully effective, and the existing training modules tend to be more theoretical than practical. The present module places an emphasis mostly on discipline and punctuality, capacity building, stress and time management, civil service orientation, and norms, etiquette, and public service values.

However, responses demonstrate that, considering the training methodologies, resource utilisation, and facilitators used in the programmes, the existing programme is not conclusive, and there are many gaps or blank areas where the foundation training programmes could be improved to enhance their effectiveness. There are some shortcomings of the FTC at the practical level. Therefore, there is a scope for further development, although the targeted objectives and outcomes are near achievement.

In the SWOT analysis, this study also found that the foundation training programmes are explicit and understandable with structured modules, a well-equipped campus, a dormitory, and sports facilities. Therefore, it promotes punctuality, discipline, and professionalism, and fosters a sense of bonding among young civil servants, ultimately promoting a civil service culture among them. However, some major weaknesses and threats have also been identified by the respondents, for example, overly theoretical approaches, rigidity, favouritism, and lobbying in the selection of resource persons, administrative cadre domination, excessive participant numbers, and resource mismanagement.

Nonetheless, respondents have also explored some opportunities, including technological advancement and transformation, climate vulnerability and resilience, strategic thinking and foresight, small batch size, and competency-based innovative assessments are mentionable among them. The findings suggest that the expected training areas should include leadership

skills, workforce management, evidence-based policy development, the impact of AI on the public sector, government development strategies, climate change adaptation, public-private partnerships, demographic changes, and other relevant topics. Many of these are already part of current training programmes, but many are not. As a result, this study indicates that the many essential training subjects needed to address the upcoming challenges faced by civil service officials need improvement in the existing training programmes' curricula.

In summary, the study finds that while the foundation training programmes provide clear objectives and structured outlines, significant concerns remain regarding how well these objectives are achieved, the readiness of resource persons, and the effectiveness of evaluation mechanisms. However, the research explores three major gaps: the mismatch between training goals and results in some cases, the lack of systematic and standardised monitoring and evaluation methods, and limited integration of participant feedback into course updates.

By addressing these issues, the study proposes a revised curriculum comprising ten thematic areas, supported by a dynamic monitoring and evaluation framework that incorporates both formative and summative assessments. These findings may contribute to the development of the FTC programme measures, ensuring that future training for young civil service officials is responsive, outcome-focused, and aligned with Bangladesh's evolving governance challenges.

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