

**Training Manual
on
Change Management through ICT**

Duration: 5 days



National Agriculture Training Academy (NATA)

Gazipur-1701

www.nata.gov.bd

Training Manual on Change Management through ICT

Overall guidance:

Dr. Muhammad Math hurul Haque
Director General

Supervision: Mir Nurul Alam
Director (Training)

Prepared by:

1. Dr. Md Sayedur Rahman
Deputy Director (Administration and Support Service)
2. Abul Kalam Azad
Senior Assistant Director (Agril. Machinery)
3. Mst. Irin Parvin
Senior Assistant Director (Field Crop Disease)

Consultant

Dr. Md. Abdul Momen Miah, Consultant, Strengthening NATA Project, NATA

Assistance to Consultant

S. M. Kaisar Shikder, Senior Assistant Director (Agriculture Extension)

Editorial Board

Mir Nurul Alam, Director (Training)	Chairman
Munshi Mohammad Hedayet Ullah, Director (Administration)	Member
Dr. Md. Abdul Momem Miah, Consultant, Strengthening NATA Project	Member
Dr. Muhammad Emdadul Haque, Deputy Director (GPB)	Member
Dr. Md. Mayeen Uddin, Deputy Director (Food Technology)	Member
Dr. Mohammad Golam Mostafa, Sr. Asst. Director (Env. & Agroforestry)	Member
S. M. Kaisar Shikder, Senior Assistant Director (Agriculture Extension)	Member

Validation Committee

Munshi Mohammad Hedayet Ullah, Director (Administration)	Chairman
Dr. Md. Ataur Rahman Hawlader, Deputy Director (Soil Science)	Member
Dr. Mohammad Shariful Islam, Deputy Director (Agronomy)	Member
Dr. Md. Delwar Hossain Mazumder, Deputy Director (Agril. Ex. & R.E.)	Member
Mr. Ranjit Kumar Pal, Deputy Director (Farm Machinery & Irrig. Mgt.)	Member
Md. Mahmud Hasan, Deputy Director (Horticulture)	Member

Published by: National Agriculture Training Academy (NATA), Gazipur
Phone: +880-2-49263298
e-mail: dgnata14@gmail.com
www.nata.gov.bd

April 2017

Preface

The authors humbly convey their endless respect, utmost gratitude and sincere homage to the Omniscient and Almighty Allah for their never-ending grace and blessings for the successful completion of the Training Module.

National Agriculture Training Academy (NATA) is the apex training academy under the Ministry of Agriculture. NATA is conducting training on different topics for the officers of grade 9 and above of sixteen organizations under MoA. Change is a universal process. It is also important for different organizations to manage change for fulfilling demand of people. Most of the officers resist to change. For this reason, NATA designed a training course to change mindset of the officials. As a result, participants will equip with new tools and techniques.

The objectives of the Change Management course is to improve participants' knowledge and skills in using tools and techniques and apply strategies in their respective areas to manage change.

The authors wish to express deepest sense of gratitude, immense indebtedness and sincere appreciation to DG, NATA and Director (Training) for their scholastic guidance, valuable suggestions and criticism, continuous inspiration and constant encouragement throughout the entire period of work and help in the preparation of the Change Management training module. We believe this training module will guide the interested stakeholders to track their training needs.

The Authors

Table of Contents

1. INTRODUCTION TO NATIONAL AGRICULTURE TRAINING ACADEMY (NATA).....	1
1.1 THE ACADEMY.....	1
1.2 LOCATION.....	1
1.3 VISION.....	1
1.4 MISSION	1
1.6. GOALS	2
1.7. ORGANOGRAM OF THE ACADEMY.....	2
1.8. IMPORTANCE OF TRAINING.....	3
1.9. TRAINING METHODS IN THE ACADEMY.....	3
1.10. EVALUATION:	4
1.11. GRADING:.....	4
1.12. SESSIONS:.....	4
1.13. NORMS TO BE FOLLOWED DURING THE TRAINING:.....	5
1.14. FACILITIES	5
1.14.1. <i>Physical Facilities</i>	5
1.14.2. <i>Computer Lab. and IT facilities</i>	5
1.14.3. <i>Language Lab.</i>	5
1.14.4. <i>Recreational Facilities</i>	5
1.15. LINKS WITH OTHER TRAINING ORGANIZATIONS	5
2.1. RATIONALE:	6
2.2. SUMMARY OF THE MANUAL:	6
MODULE-01: CONCEPTUAL OVERVIEW OF CHANGE MANAGEMENT.....	7
MODULE-02: INNOVATION FOR ORGANIZATIONAL CHANGE.....	28
MODULE-03: SPS, E-GOVERNANCE AND E-GOVERNMENT: TOOLS AND TECHNIQUES FOR ORGANIZATIONAL CHANGE	47
MODULE-04: ICT : TOOLS & TECHNIQUES FOR ORGANIZATIONAL CHANGE	67
MODULE-05: CHANGE MANAGEMENT: BARRIERS, CHALLENGES & MITIGATION	82
MODULE-06: CONTEMPORARY GOVERNMENTAL PRIOR ISSUES	98

Part-I

1. Introduction to National Agriculture Training Academy (NATA)

1.1 THE ACADEMY

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. On 07 June 2014, it's started to function.

Initially, the Academy started its functions with only 10 faculty members. Though Government approved strength is 184, at present NATA has 74 faculty members and support staffs. The first course the Academy hosted a 4 day long training course titled 'e-Agriculture & its development initiatives'. A total of 120 participants from 16 organizations under MoA attended the training course in 3 batches started from 18-21 May 2015 (1st Batch); 25-28 May 2015 (2nd Batch) and 07-10 June 2015 (3rd batch). The Academy is now sponsored N-60 the Foundation Training course for all BCS officers' which was started on 04 Oct.2015 & it will be continued until 31 March 2016.

1.2 Location

The Academy is 25 km away from Dhaka city and 3 km away from Gazipur Chandana Chourasta junction towards Gazipur district head quarter. It is located adjacent to Bangladesh Rice Research Institute (BRRI) and occupied 49 acres of land. The Academy provides the trainees an ample scope to have free access to the adjacent Institutions like Bangladesh Agricultural Research Institute (BARI), Bangladesh Rice Research Institute (BRRI), Seed Certification Agency (SCA), Bangobondhu Sheikh Mujibor Rahman Agricultural University (BSMRAU), Telecommunication College, DC Office and other Government Offices in Gazipur.

1.3 Vision

National Agriculture Training Academy becomes a center of excellence for developing competent human resources in agriculture sector.

1.4 Mission

We are pledged to achieve the shared vision through-

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

- IV. Foster a culture of continuous learning for development of knowledge-intensive agriculture service.

1.5. Functions

- I. Human resources development of the Govt., semi-govt., autonomous and NGO class-1 or equivalent officers under the Ministry of Agriculture (MoA) through training of modern and sustainable agriculture technology;
- II. Transfer modern and sustainable agriculture technology developed by the research organizations for the development of socio-economic conditions of farmers;
- III. Conduct demonstration, adaptive research and research of proven technologies;
- IV. Impart all sorts of in-service training with special emphasis on induction, foundation and senior staff course;
- V. Exchange publications, participants and resource persons in seminars, workshops, conferences and training among the stakeholders;
- VI. Advice govt. and other organizations on training, achieving food and nutrition security, ICT, transfer of agriculture technology, agro-based industries and conservation environments etc.;
- VII. Help Govt. and policy makers in framing and analyzing agricultural policies;
- VIII. Conduct different training activities of academy in consonance with provision of the public administration training policy, 2003 and
- IX. Perform all kinds of duties directed by the government.

1.6. Goals

The Academy has set some goals for achieving it's Vision & Mission successfully. These are as follows:

- I. 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
- II. Conduct R&D, adaptive research demonstration and provide publication and library service to facilitate quality training
- III. Impart all sorts of in-service training with special emphasis on induction, foundation and senior staff course
- IV. 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

1.7. Organogram of the Academy

Director General (DG) is the Chief Executive Officer of the Academy. There are 2 Directors, 12 Deputy Directors, 1 System Analyst, 1 Programmer, 17 Senior Assistant Directors, 1 Publication Officer, 1 Medical Officer, 1 Librarian, 1 Asst. maintenance Engineer, 1 Account Officer, 1 Administrative Officer and 45 support staffs. Two directors assist DG in overall matters of the Academy and oversee the activities of two Departments namely (i) Department of Administration, Planning & Publication and (ii) Department of Training. Both Directors supervises Deputy Directors and other faculty members under 2 Departments. Total proposed manpower of NATA is 184, but at present 74 officials are working. Different units under two departments are as follows:

- 1) Department of Administration, Planning and Publication
 - Administration and support services
 - Planning and Publication

2) Department of Training

- Agronomy
- Horticulture
- Plant Pathology
- Entomology
- Soil Science
- Genetics & Plant Breeding
- Agril. Extension & Rural Economy
- Environment & Agroforestry
- Agril. Machinery & Water Management and
- Food Processing.

1.8. Importance of Training

Training brings desirable change in behavior and attitude and improve knowledge and develop skill. Skills and efficiency are two preconditions for development. Proper training can help to increase skills and efficiency of the officer. Modern technology increases the competitive ability of the organization and provide high quality services. Trained officers can properly utilize such technology. Adequate training of personnel in an organization can make the organization free from complexity and streamline simplicity. To ensure overall development of all sectors of an economy, training can play a significant role. In the era of globalization, the need of modern management tools and techniques cannot be exaggerated. In response to the current needs in the ever-changing world, government officers should serve the people with competency, sincerity and transparency. NATA attaches highest importance on moral teaching, as well as technical and technological capacity building which is the main goal and strategy of training. Participants become more motivated, responsive, efficient and competent after they go through these trainings. Training curricula regularly updated to cope up with the changes in government policies and practices and as per need and demand of the beneficiary.

1.9. Training methods in the Academy

The Academy is keen enough to maintain the appropriateness and effectiveness of training programs. Designs of both short and long term training courses are regularly improved and tailored to meet the beneficiary institution's needs and goals. The methods followed are practice oriented rather than the theoretical discussions. Study tours arranged for the trainees to expose them to real practice in the field and society. There are some variations in the training method based on the nature and the purpose of the training course. With some exceptions, the Academy generally follows the following methods

- a) Lecture,
- b) Participatory discussion,
- c) Case study,
- d) Role-play,
- e) Workshop/Seminar
- f) Field Visit,
- g) Brain storming
- h) Simulation,
- i) Games etc.

NATA analyzes the training methods of worldwide similar training academies and regularly updates training methods accordingly. The Academy committed to maintain international standard.

1.10. Evaluation:

Course Director and other faculty members are given responsibility to evaluate the participants. This course will be evaluated by pre and post test within 100 marks. On the other hand the participants are also given chance to evaluate the faculties and guest speakers in a prescribed form. The distribution of marks is as follows:

Sl. no.	Parameters	Marks
a)	Individual Assignment / Exercise/Practical Test	80
b)	Class Attendance and Overall conduct and discipline	20
Total		100

1.11. Grading:

The grade is decided on the basis of the score. The grading is as follows:

Marks Secured (%)	Grade
90-100	A ⁺
80-89	A
70-79	B ⁺
60-69	B
50-59	C

Note: If any participant fails to obtain 50% marks in the final assessment he/she will be treated as ‘fail’ and in that case she/he will not be given the successful completion certificate of the training course.

1.12. Sessions:

Every day the session will start at 9.00 am in the morning and ends at 4:30 pm in the afternoon. There are two breaks started at 11.00 am and 12.30 pm for tea and lunch with prayer respectively. Participants are advised to attain the class in time without fail for avoiding any kinds of disciplinary action.

Daily Schedule

Activities	Duration
1 st Session	09:00-10:00
2 nd Session	10:00-11:00
Tea Break	11:00-11:30
3 rd Session	11:30-12:30
Lunch & Prayer	12:30-02:30
4 th Session	02:30-03:30
5 th Session	03:30-04:30

1.13. Norms to be followed during the training:

- No casual leave is allowed in training period.
- Participants living in the dormitory are advised to follow the norms of the dormitory.
- The campus area is a “Non Smoking Zone”. Participants are advised to refrain from smoking inside the Academy.
- Participants are not allowed to enter the dormitory after 11:00pm at night.

1.14. Facilities

1.14.1. Physical Facilities

The Academy is well equipped with physical facilities in organizing training programs though it began its journey recently. Existing facilities of the Academy is given below:

- Office building-2
- Class room- 3
- Laboratory (Subject wise technical)
- Plant protection museum- 1
- Conference room- 1
- Auditorum-1
- Dormitory- 4
- Cafeteria- 1
- Greenhouse- 3
- Workshop-1

1.14.2. Computer Lab. and IT facilities

There is one computer lab.in the Academy. The computer lab. Is located on the 1st floor of the Administrative building.IT facilities including LAN and Wi-Fi and the whole campus under Wi-Fi coverage.

1.14.3. Language Lab.

To expedite foreign language learning, NATA set up a Language Lab. as part of the Academy's drive for capacity building of government officials. Participants can avail the opportunity of learning the foreign language while they stay in NATA.

1.14.4. Recreational Facilities

The Academy has a recreation room with color T.V in the dormitory.The daily newspapers available in recreation rooms for the participants.

1.15. Links with other Training Organizations

NATA maintains good relations with other training Academies in the country including BPATC, RPATC, BCS Administration Academy, BIAM and FIMA and so on. NATA's plan to collaborate with international training institutes. NATA also collaborate with national research organizations in research in agriculture sector.

Part-II

Title of the Manual: Change Management through ICT

RATIONALE

Ability to manage change is an essential skill for all decision makers. Managing change would shape organization's future otherwise change would bend the organization out of shape. It helps proactively managing people side of change to achieve the desired results. The officers of different organizations under the Ministry of Agriculture need to develop their mindset on new ways, techniques, requirements and outcomes. This training program will help the officers to be innovative, multidirectional moreover help to meet up new setting agenda of the government.

SUMMARY OF THE MANUAL

The title of the manual is "Change Management through ICT". The manual consists of six (6) modules with twenty five (25) lessons. Lesson plan has been prepared to conduct the session properly. The manual contains lesson sheet of each lesson. The title of each module is as follows

Module No.	Title of the Module	Total Lesson
1	Conceptual Overview of Change Management	4
2	Innovation for Organizational Change	4
3	SPS and e-Governance for Organizational Change	6
4	ICT for Organizational Change	3
5	Change management: Barriers, Challenges and Mitigation.	4
6	Contemporary Governmental Prior Issues/Cross cutting issues	4

Module-1

Title	: Conceptual Overview of Change Management
Objectives	: To develop knowledge on change management so that the participants can apply their acquired knowledge in their respective fields.
Learning outcomes	: After completion of the module, the participants will be able to: <ul style="list-style-type: none">• conceptualize change management;• mention areas of change;• identify change actors and change drivers;• explain change management models; and• analyze self skill.

Reference	Lesson	Contents/Topics	Methods
5.1.1	1	Conception of Change Management and Organization Change	Lecture/ Discussion/ Q+A
5.1.2	2	Major Areas of Change, Change Actors, Change Drivers	Lecture/Discussion/ Q+A
5.1.3	3	Change Management Models	Lecture/ Discussion/ Q+A
5.1.4	4	Change Management Skill Improvement Strategies	Lecture/ Discussion/ Q+A

Lesson Plan

Lesson	: 1	Ref. No. 5.1.1
Title	: Conception of Change Management and Organization Change	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To teach participants about the concept of change management and organization change so that the participants can conceptualize the change for self and for organization.	
Learning outcomes :	At the end of the session the participants will be able to: <ul style="list-style-type: none"> • define change management; • mention the reasons of change; • explain the necessity of manage change; and • discuss the responses of change. 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic: Conception of change management.. • Importance: Improve organizational efficiency • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Concept of change management • Reasons and responses for manage change • Components of change • Understanding the need for change 	Discussion /Q+A		22
<ul style="list-style-type: none"> • Motivation (Energizes the group) • Organization change • Check attention (making wrong statement) • Feedback (Q+A) 	Discussion/ Video sharing /Q+A		23
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (Application of learning) • References • Forward planning 	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			
Behaviour/Performance	Condition	Criteria	

What is Change Management?

Shah Mohammad Sanaul Hoque, PhD

Change Management is like Project Management, but it is the “people side” of projects. Research shows that Change Management is the #1 success factor for project teams. Change is the law of life and those who look only to the past or present are certain to miss the future. Change management is proactively managing the people side of change to achieve the desired results. From the meaning of the two root words, change management can be explained as the process of developing a planned approach to change the people and the organization.

Change management can be defined to be a process with the help of which, an organization, its functions and constitutional elements are modified or changed to accommodate present or future changes that have or are bound to affect the organization and its business.

Reasons of change

1. **Sponsorship:** Ensuring there is active sponsorship for the change at a senior executive level within the organization, and engaging this sponsorship to achieve the desired results.
2. **Buy-in:** Gaining buy-in for the changes from those involved and affected, directly or indirectly.
3. **Involvement:** Involving the right people in the design and implementation of changes, to make sure the right changes are made.
4. **Impact:** Assessing and addressing how the changes will affect people.
5. **Communication:** Telling everyone who's affected about the changes.
6. **Readiness:** Getting people ready to adapt to the changes, by ensuring they have the right information, training and help.

Need for Transformation in Government Growing citizen and market expectations



Ecosystem of Government Organizations



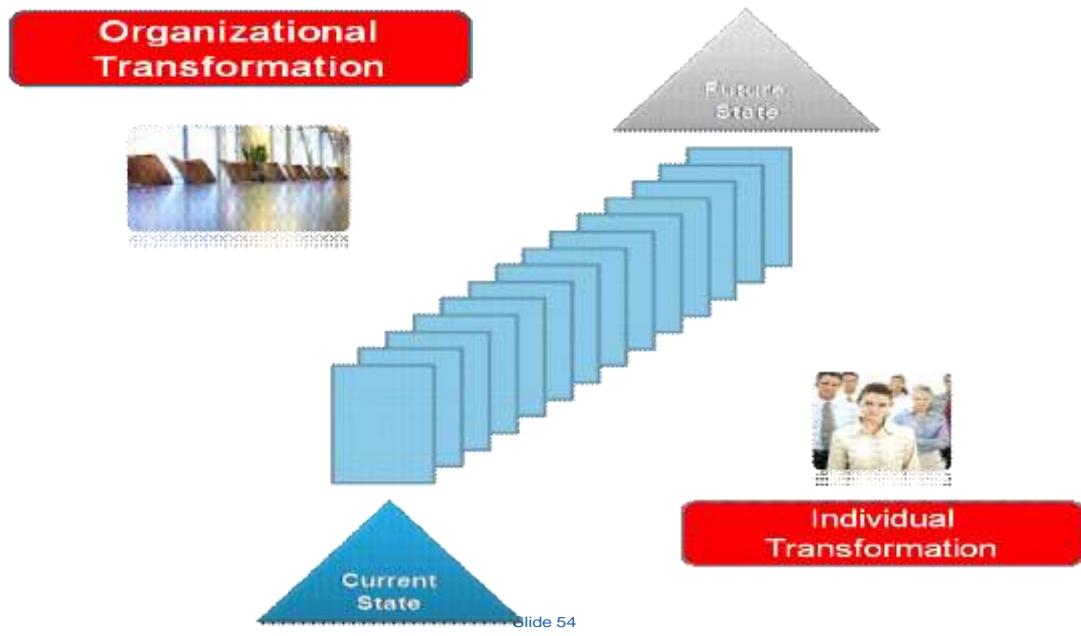
Levers of change in Government reforms

People and Organisational Change

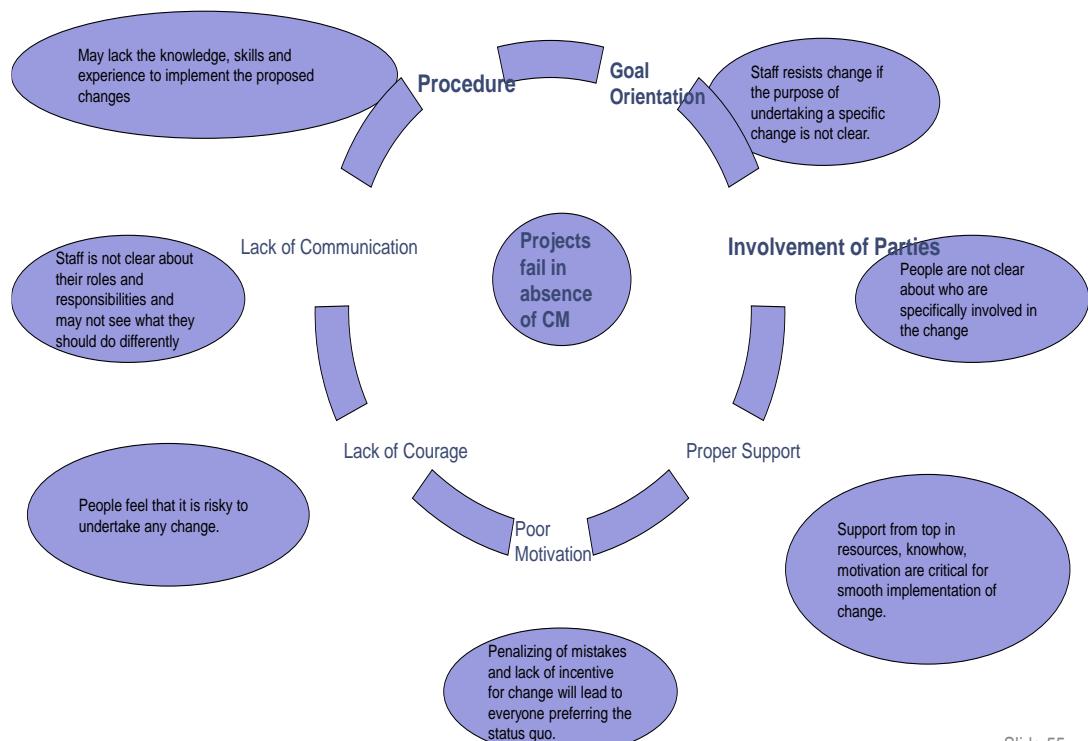
Organisations don't adapt to change, People do

- Human behavior is complex
- Change initiatives face varying levels of resistance and questioning of motive of change
- People resist change only when they feel that change is being imposed on them, without their consent
- Costs of ignoring behavioral risk could be significant in the current economic context





Understanding the need for Change Management



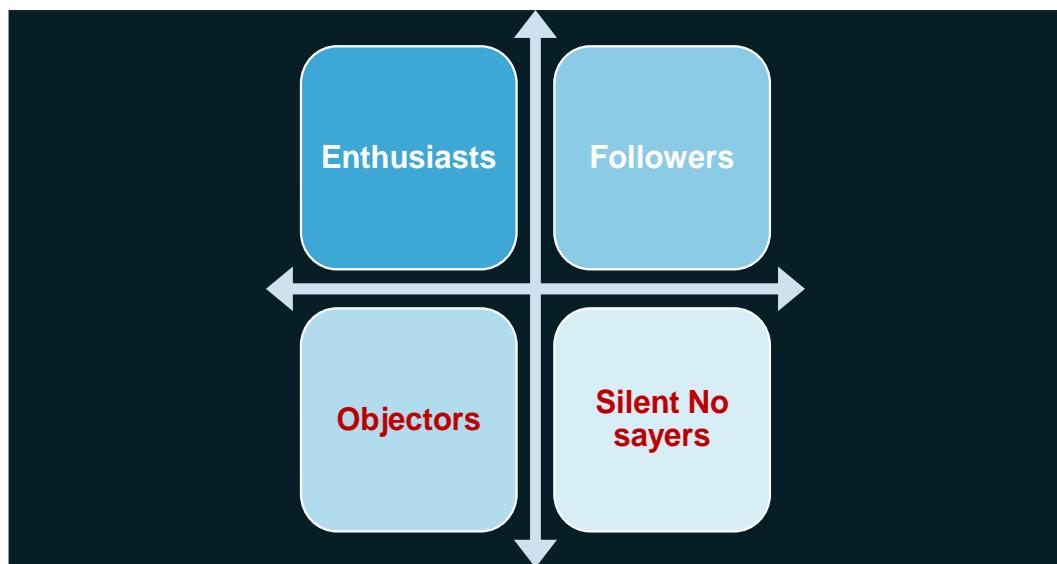
Types of Change



Slide 59

59

Types of Reactions to Organizational Change



Slide 60

60

Lesson Plan

Lesson	: 2	Ref. No. 5.1.2
Title	: Major Areas of Change, Change Actors, Change Drivers	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To teach participants about the conception of major areas of change, change actors, change drivers so that the participants can familiarize with the areas of change, change actors as well as change drivers.	
Learning outcomes	<ul style="list-style-type: none"> : At the end of the session the participants will be able to: • identify areas of change; • list change actors; • list change drivers; and • explain their influence to manage change. 	

Content	Methods/ Techniques	Resources /Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic: Major areas of change, change actors.. • Importance: Explore areas of change, necessity of change actors and change drivers • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Changing areas : Process, service, policy, technology and people • Identify change actors • Motivation (Energizes the group) • Identify Change driving factors • Check attention (making wrong statement) • Feedback (Q+A) 	Experience sharing/Q&A / Discussion		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			
Behaviour/Performance	Condition	Criteria	

Major areas of change, change actors, change drivers

Shah Mohammad Sanaul Hoque, PhD

Demystifying ‘Change’

Change is the only constant we live with. It has been continuous since the beginning of time. Of late it is very fast...almost exponential! 90% of all knowledge has been accumulated in the last 50 years. Change today happens very fast. It is a way of life today and is an ongoing process. Our lives are filled with both predictable and unpredictable transitions. Today there are no longer any rest periods, change is continuous and enormous. Traditionally change was a short burst of disruption followed by a long plateaus of stable operations. The innovators change first, the diehards change last. *The people who cannot change are the “casualties”*

- Change encourages innovation
- There is a difference between creativity and innovation
- Creativity looks at options and generates ideas
- Innovation takes an idea and develops it into a practical application
- Innovation requires some change in behaviors, processes and functions
- Most successful organisations proactively look for opportunities to change before it is forced upon them
- Proactive action reinforces
- Understanding of the prevailing situation
- Restores faith in the organization’s
- Collective ability
- Willingness to change
- Motivate people for further change and improvement
- Proactive change is characterized by seeking out reasons for change rather than waiting for them to arise
- Major benefit of changing proactively is that you have more time-- one of the key secrets of Time Management
- Change Planning in advance gives much more flexibility over options, priorities, resources and time scales
- *Reactive change is to respond to a crisis situation – similar to fire fighting*
- CHANGE will happen
- Anticipate change
- Monitor change
- Adapt to change quickly
- Enjoy change
- Be ready to change again and enjoy yet again!

Risks of NOT managing Change

Without careful management, change can become a business nightmare, when new structures and processes are imposed. Change then becomes an unfocused, indefinite time of turmoil. Having started without direction and continued without focus or competent monitoring, it ends with a whimper when those involved can go no further

Every growing business must experience growing pains. Growth can lead to problems if the organization is not set to cope up with ways of doing things, that were perfect at the time it was created – but grossly inadequate or inappropriate later on. Change Management is a new skill. Ability to manage change is an essential skill for all decision makers.

Change Management in a nutshell

- Policies about willingness to change
- Proactively change again if things do not work out
- Looking for constant evolution and new change opportunities to be farsighted
- To give a strategic orientation towards change
- To have a culture that is based on action, not statements of intent or lip service
- To gain mastery over change and avoid being its victim

Managing change would shape organisation's future, otherwise change would bend the organisation out of shape

Change and Your Mindset

- Deal with change as a matter of heart as well as the head
- Drivers for change may come from outside the business while drivers for stability come from within.

Generating awareness of the need to change involves shifting the focus to outside the business or seeing yourself as others see you

- Change can look risky
- Doing nothing is always a low risk option
- Delaying change for a while and carrying out with business as usual can seem appealing
- Success made people complacent and no introspection is generally made to sense the urgent need for change.

Approaches to Change

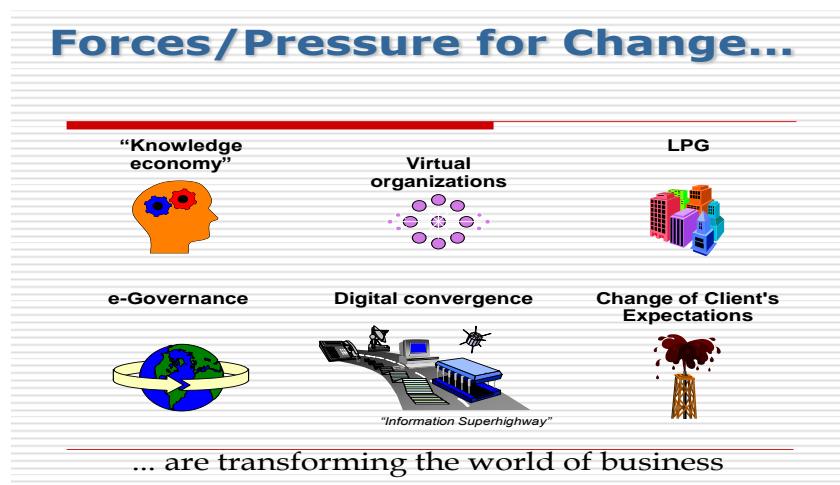
- Leader-driven Approach
 - Initiated by Leader or Chief Executive
- Process-driven Approach
 - Initiated by the consultants
 - Changes issues are identified and recommended by the experts out side of the organization

- Team-driven Approach
 - Change initiated by teams within the organization
- Collaborative Approach
 - Teams and Experts initiate the change

Five Actors Contributing to Effective Change Management

1. Motivating Change
2. Creating Vision of Change
3. Developing Political Support
4. Managing the Transition of Change
5. Sustaining Momentum

Drivers of Change



Drivers of Change



Slide 62

External Pressures

Changes introduced by

- Change brought about by political or economic circumstances
- Changes in marketplace perceptions
- Technological Change

Slide 63

Lesson Plan

Lesson	: 3	Ref. No.5.1.3
Title	: Change Management Models	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To discuss about the change management models so that the participants can use the suitable change management models in their respective areas.	
Learning outcomes	<p>: At the end of the session the participants will be able to:</p> <ul style="list-style-type: none"> • list change management models; • explain change management models; • state functions of change management models; and • plan for use the suitable model. 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none">• Ice breaking: greetings• Linkage with previous learning/ experience• Pre-assessment (Q+A)• Topic: Change management models• Importance: Better understanding the approaches of change management exercise• Outline of content	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none">• Concept of change management models• Approaches of change• Change management models (ADKAR, Lewin and Kotten)• Motivation (Energizes the group)• Comparison between change management models• Steps of change• Check attention (making wrong statement)• Feedback (Q+A)	Lecture/ Discussion/ Q+A		45
Conclusion <ul style="list-style-type: none">• Assessment of LOs• Summarization by using Key words• Motivation (application of learning)• References• Forward planning	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			
Behaviour/Performance	Condition	Criteria	

Change Management Models

Mir Nurul Alam

ADKAR Model © 2006 Prosci

Individual / Departmental level

ADKAR consists of five phases that occur when change impacts us

- 1. Awareness** of the need for change (why).
- 2. Desire** to support and participate in the change (our choice).
- 3. Knowledge** about how to change (the learning process).
- 4. Ability** to implement the change (turning knowledge into action).
- 5. Reinforcement** to sustain the change (celebrating success).

Slide 4

Awareness of the need for change.

- The nature of the change.
- Why is the change happening?
- What is the risk of not changing?

Ability to implement new skills.

- Demonstrated ability to implement the change.

Reinforcement to sustain the change.

- Recognition, rewards, incentives, realized benefits.

Lewin's Change Management Model

Understanding the Three Stages of Change

One of the cornerstone models for understanding organizational change was developed by Kurt Lewin back in the 1950s

- **Unfreezing:** a person becomes ready to learn or acquire a new behavior, perhaps by recognizing the ineffectiveness of a current behavior or by learning about the benefits that would accrue if the new behavior were implemented.
- **Changing:** a trial period during which the person familiarizes him or herself with the new behavior
- **Refreezing:** new behavior becomes habitual or ingrained with the individual

Slide 11

Stage: Unfreezing

Unfreezing involves over coming inertia and dismantling the existing mind set

- It is about getting motivated for the change through weighing up the pros and cons
- To decide whether if the pros outnumber the cons
- If the factors of change outnumber the factors against change, change is executed

If not, then there is low motivation to change

Stage: Changing

Changing is the stage when the actual change occurs

This is a period of confusion and transition

The old ways are being challenged but a clear picture of replacement has not yet emerged

State : Freezing

The freezing state indicates

- Crystallization of new mind set
- Comfort level starts returning

The model concerns about reinforcing the change and ensuring that the desired changes are accepted and maintained for future

Limitations of Lewin's Model

It treats change as a planned event within a bounded period

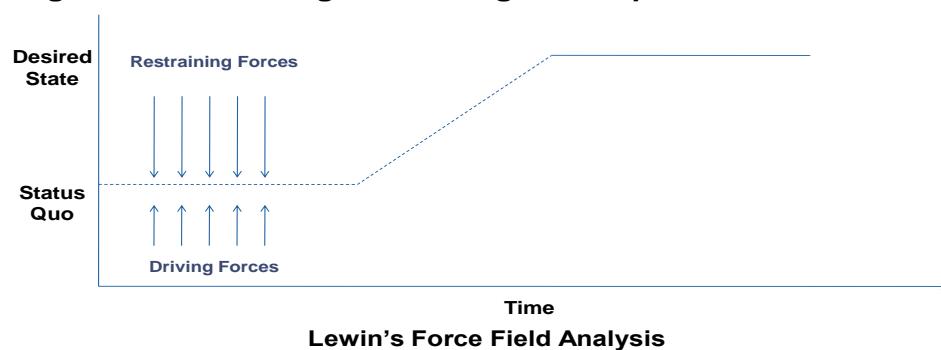
It works well for the stable organizations

Changes are always a planned activity

Changes do not usually get triggered by technological changes or market forces

Lewin's Change Management Model

Unfreezing involved breaking the existing status quo



Equilibrium could more easily be moved if one could remove restraining forces since there were usually already driving forces in the system

John P Kotter's 'eight steps to successful change'

Kotter's eight step change model:



John P Kotter's eight steps to successful change

Kotter's eight step change model can be summarised as:

- **Increase urgency** - inspire people to move, make objectives real and relevant.
- **Build the guiding team** - Get the right people in place with the right emotional commitment, and the right mix of skills and levels.
- **Get the vision right** - Get the team to establish a simple vision and strategy, focus on emotional and creative aspects necessary to drive service and efficiency.
- **Communicate for buy-in** - Involve as many people as possible, communicate the essentials, simply, and to appeal and respond to people's needs. De-clutter communications - make technology work for you rather than against.
- **Empower action** - Remove obstacles, enable constructive feedback and lots of support from leaders - reward and recognise progress and achievements.
- **Create short-term wins** - Set aims that are easy to achieve - in bite-size chunks. Manageable numbers of initiatives. Finish current stages before starting new ones.
- **Don't let up** - Foster and encourage determination and persistence - ongoing change - encourage ongoing progress reporting - highlight achieved and future milestones.
- **Make change stick** - Reinforce the value of successful change via recruitment, promotion, new change leaders. Weave change into culture.

Slide 18

Lesson Plan

Lesson	:	4	Ref. No.5.1.4
Title	:	Change Management Skill Improvement Strategies	
Target population	:	Level of Grade-3 officers under the Ministry of Agriculture	
Time	:	60 minutes	
Aims	:	To discuss about the change management skill improvement strategies so that the participants can increase their skill by adopting these strategies.	
Learning outcomes	:	At the end of the session the participants will be able to: <ul style="list-style-type: none"> • perform self analysis; • list skill improvement strategies; • explain the strategies; and • plan for applying suitable strategies. 	

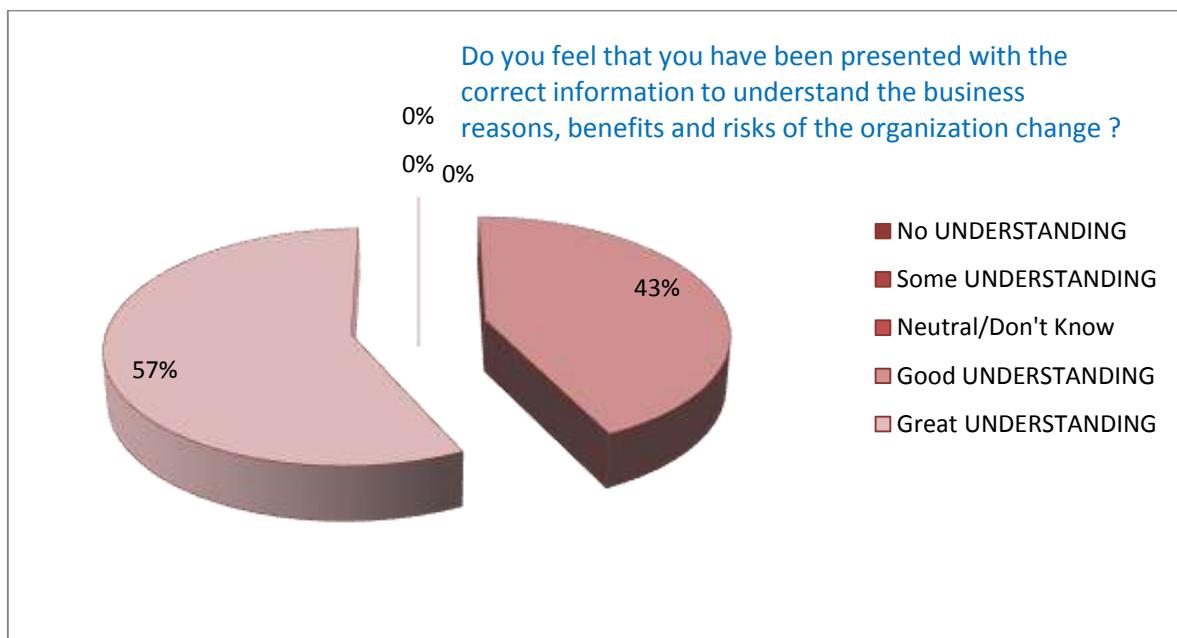
Content	Methods/ Techniques	Resources /Aids	Time (Minute)
Introduction <ul style="list-style-type: none">• Ice breaking: greetings• Linkage with previous learning/ experience• Pre-assessment (Q+A)• Topic :Change management skill improvement.....• Importance: Self analysis for skill improvement• Outline of content	Lecture/ Discussion/ Q+A		6
Development: <ul style="list-style-type: none">• Self analysis at present condition• Identify skill improvement strategies• Motivation (Energizes the group)• Planning for self improvement• Check attention (making wrong statement)• Feedback (Q+A)	Lecture/ Questionnaire /Discussion Q+A		45
Conclusion <ul style="list-style-type: none">• Assessment of LOs• Summarization by using Key words• Motivation (application of learning)• References• Forward planning	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			
Behaviour/Performance	Condition	Criteria	

Change management skill improvement strategies

Mr. Md. Atiqur Rahman

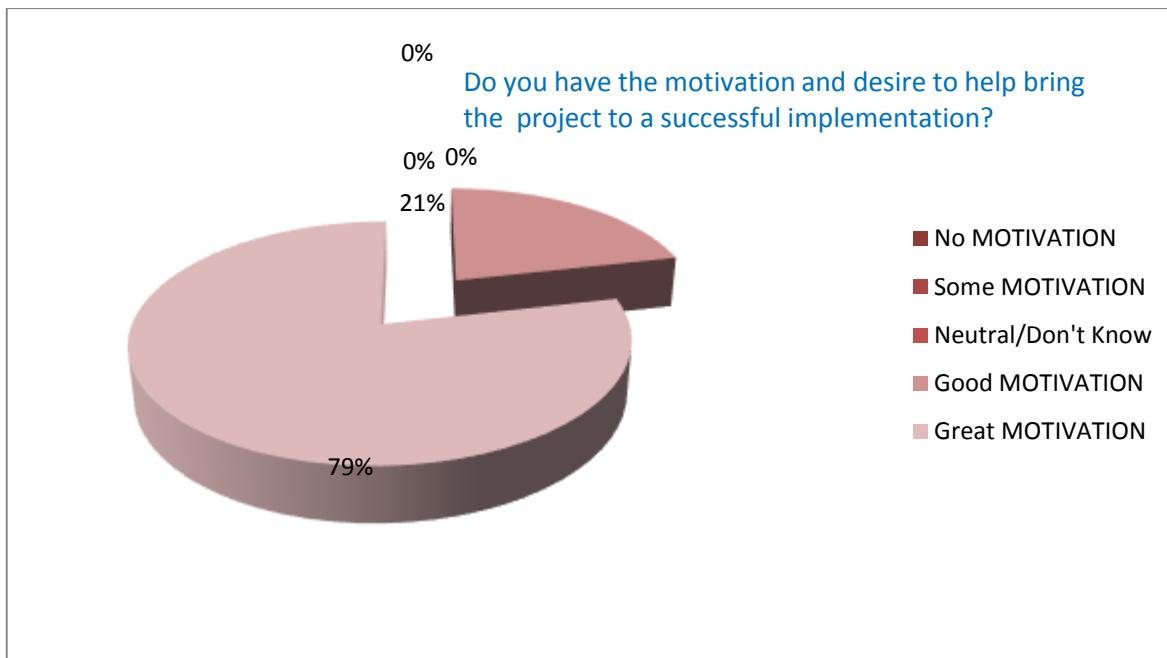
Self Analysis for Change Management

Do you feel that you have been presented with the correct information to understand the business reasons, benefits and risks of the organization change?	1=No UNDERSTANDING 2=Some UNDERSTANDING 3=Neutral/Don't know 4=Good UNDERSTANDING 5=Great UNDERSTANDING	0 0 0 6 8
--	---	-----------------------



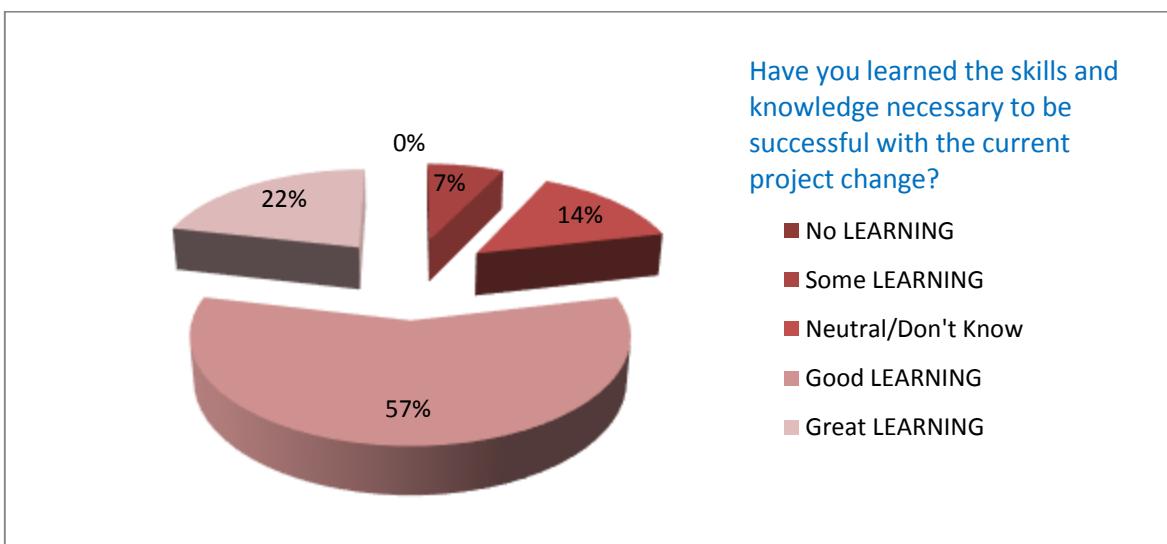
100% of the responses were “Good UNDERSTANDING” and “Great UNDERSTANDING”; this is expected as the majority of the attendees were manager/supervisor level of employee.

Do you have the motivation and desire to participate and support the implementation of the organization change?	1=No MOTIVATION 2=Some MOTIVATION 3=Neutral/Don't know 4=Good MOTIVATION 5=Great MOTIVATION	0 0 0 3 11
---	---	------------------------



100% of the responses were “Good MOTIVATION” and “Great MOTIVATION”; this is expected as the majority of the attendees were managers and supervisors.

Have you learned the skills and knowledge necessary to be successful with organization change?	1=No LEARNING	0
	2=Some LEARNING	1
	3=Neutral/Don't know	2
	4=Good LEARNING	8
	5=Great LEARNING	3



79% of the responses were “Good Learning” and “Great Learning”; this is expected as the majority of the attendees were managers and supervisors.

THREE ELEMENTS OF A CHANGE MANAGEMENT STRATEGY

Every change management strategy must include an understanding of the unique characteristics of the change, a supporting structure to implement the strategy, and analysis of the risks of the change and potential resistance to the change.

1. Situational awareness of the change

How big is the change? Who will it affect? How has the organization handled a similar change before? These are some of the questions you will need to answer as you prepare a strategy for managing change.

Change characteristics

Begin by understanding the change that is being introduced. Changes can be formalized projects, strategic initiatives or even small adjustments to how the organization operates. Understanding the characteristics of the change requires you to answer questions like:

- What is the scope of the change?
- How many people will be impacted?
- Who is being impacted?
- Are people being impacted the same or are they experiencing the change differently?
- What is being changed (processes, systems, job roles, etc.)?
- What is the timeframe for the change?

Organizational attributes

Understand the people and groups being impacted by the change. Organizational attributes are related to the history and culture in the organization and describe the backdrop against which this particular change is being introduced. Consider:

- What is the perceived need for this change among employees and managers?
- How have past changes been managed?
- Is there a shared vision for the organization?
- How much change is going on right now?

Impacted groups

The final step in building situational awareness of a change is developing a map of who is impacted by the change and how they are being impacted. A single change, such as the deployment of a web-based expense reporting program, will impact different groups uniquely:

- Employees who do not have expenses to report will not be impacted at all
- Staff who travel once a quarter may be only slightly impacted
- Associates who are on the road all the time will be more impacted, although filing expenses is only a portion of their day-to-day work
- Those in accounting who manage expense reporting will be heavily impacted, as their jobs will be completely altered
- Outlining the impacted groups and how they will be impacted enables specific and customized plans later in the change management process.

2. A supporting team structure

Without a team and sponsor to support your change management strategy, it will be very difficult to implement your plans successfully. Here's why a change management team and sponsor coalition are important:

Team structure

The change management team structure identifies who will be doing the change management work. It outlines the relationship between the project team and the change management team. Frequent team structures include:

- A change manager being embedded into a project team
- A centralized change management team supporting a project team
- Change management being a responsibility assigned to one of the project team members
- The key in developing a change management strategy is to be specific and make an informed decision when assigning change management responsibilities and resources.

Sponsor coalition

The sponsor coalition describes the leaders and managers who need to be onboard and actively engaged in leading the change. The primary sponsor is the person who authorizes and champions the change. This person must be actively and visibly engaged in the change throughout the project. They also have a part in building a coalition of sponsors across the organization. The sponsor coalition is comprised of the leaders of the groups impacted by the change. Each member of the sponsor coalition has the responsibility to build support and communicate the change with their respective audiences.

3. Change management strategy analysis

Successful strategies of change management include assessments, analysis of the characteristics of a change and custom solutions for any unique situations of the change.

Project risk assessment

The risk of not managing the people side of change on a particular change is related to the dimensions described in the situational awareness section above. Changes that are more dramatic and farther reaching in the organization have a higher risk. Likewise, organizations and groups with histories and cultures that resist change face higher risk. In developing the strategy, the change management team documents the overall risk and specific risk factors.

Anticipated resistance

Many times, after a project is introduced and meets resistance, members of the team reflect that "they saw that reaction coming." In creating a strategy for change management, identify where resistance can be expected:

- Are particular regions or divisions impacted differently than others?
- Were certain groups advocating a different solution to the same problem?
- Are some groups heavily invested with how things are done today?
- Note particular anticipated resistance points depending on how each group is related to the change.

Developing special tactics

The final step of the change management strategy is the identification of any special tactics that will be required for this particular change initiative. The special tactics formalize many of the learnings from the strategy development related to the change and how it impacts different audiences in the organization. Throughout the change implementation, special tactics may need to be revisited and updated.

WHAT HAPPENS ONCE YOU HAVE A CHANGE MANAGEMENT STRATEGY?

Formulating the change management strategy is the first critical step in implementing a change management methodology. The strategy provides direction and results in informed decision making throughout the change process. A well-formulated strategy brings the project or change to life, describing who and how it will impact the organization.

Implementing the strategy with change management plans

The change management strategy contributes to the formulation of change management plans. For instance, the groups identified in the strategy should each be addressed specifically in the communication plan. Steps for building and maintaining the sponsor coalition identified in the strategy are part of the sponsorship roadmap. Each of the subsequent change management plans and activities are guided by the findings in the change management strategy.

How change management strategy supports change management plans

The change management strategy, including:

- Situational awareness
- Supporting structure
- Strategy analysis

Drives the change management plans, including:

- Communication plan
- Sponsorship roadmap
- Coaching plan
- Training plan
- Resistance management plan
- Reinforcement planning

Projects meet their objectives when they manage the human side of change effectively. A robust strategy sets the stage for effective change management and project success.

strategy+business

10 Principles of Leading Change Management



Lead with
the culture.



Start at the top.



Involve every layer.



Make the rational
and emotional
case together.



Act your way
into new thinking.



Engage, engage,
engage.



Lead outside
the lines.



Leverage formal
solutions.



Leverage
informal solutions.



Assess and adapt.

For further insights: See strategy-business.com/10PrinciplesChangeManagement
Infographic: Opto Design / Martin Leon Barreto

pwc | strategy&

For most organizations, change is inevitable. Because of this, you'll most likely be involved in managing change at some point – be it a simple change to the way your team deals with customer complaints, or a major project to change organizational policy or strategy.

When you manage change effectively, you can move your organization into the new "business as usual" state swiftly, and you'll find that other people are quick to accept change. This means that your team and organization experiences minimum disruption, and projects succeed, rather than stall and fail.

Module-2

- Title** : **Innovation for Organizational Change**
- Objectives** : To create knowledge and increase skill on innovation so that the participants can apply their new ideas replacing the existing one in the real job situation.
- Learning outcomes** : After completion of the module, the participants will be able to:
- understand the service recipient needs;
 - explain the empathy tools;
 - explain the innovation culture; and
 - assess the importance of social media.

Reference	Lesson	Contents/Topics	Methods
5.2.5	5	Understanding Service Recipients' Needs	Online survey, Discussion
5.2.6	6	Empathy Tools and Innovation Examples	Discussion, group work
5.2.7	7	Mentoring for Innovation Culture	Self, group work, wall work
5.2.8	8	Social Media: New Opportunity for Communication and Problem Solution	Presentation and Discussion (Through video conference)

Lesson Plan

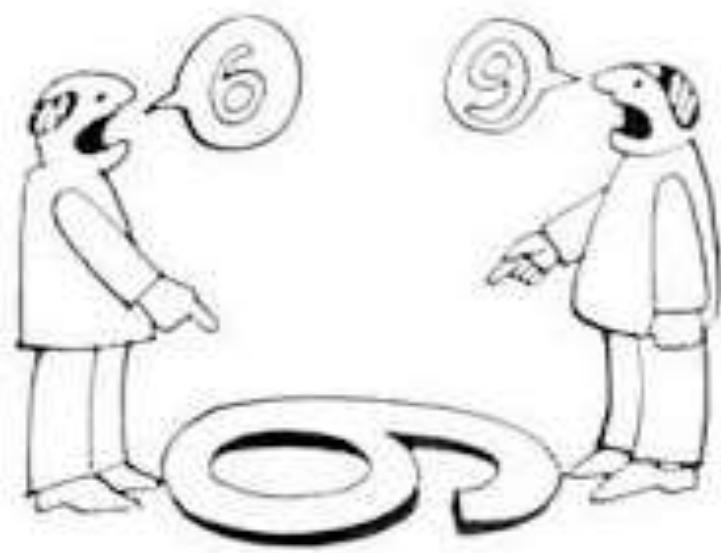
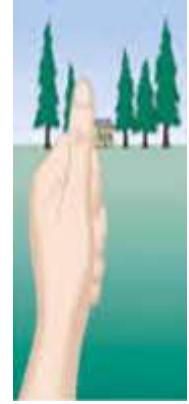
Lesson	: 5	Ref. No. 5.2.5
Title	: Understanding service recipients' needs	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To teach participants about understanding service recipients' needs so that the participants can justify their needs and way out to resolve these needs in existing situation.	
Learning outcomes	: At the end of the session the participants will be able to: <ul style="list-style-type: none"> • list the service recipients' needs; • explain the present conditions; • describe the new ways of solution; • define innovation and creativity; and • explain innovation cycle. 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic: Understanding service recipients' needs..... • Importance: More effective Office management • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Citizen friendliness in public service • Perspective difference • Motivation (Energizes the group) • Creativity and Innovation, Innovation cycle • Check attention (making wrong statement) • Feedback (Q+A) 	Online survey/ Discussion/ Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			
Behaviour/Performance	Condition	Criteria	

Understanding service recipients' needs

Md. Mizanur Rahman





Difference between discovery and invention.

What is invention and what is innovation?

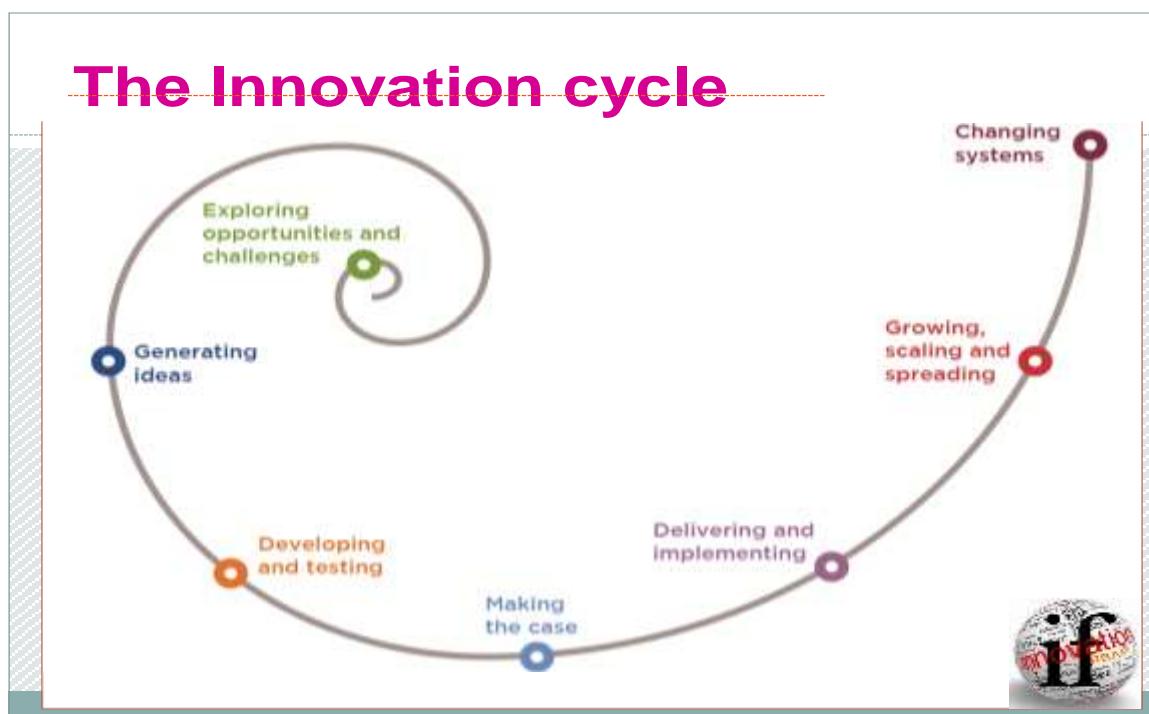
What is creativity and what is innovation?

Principles of creativity

- Suspend judgement
 - Only converge after diverging!
 - Quantity not Quality
- Feed your brain something different – variety
- Have the confidence to make ‘mistakes’
- ‘As if’ – free your mind
 - If I was Richard Branson, Steve Jobs, the Queen...
 - If we had £1,000,000...
 - If we had double/half the resources
 - If it had to be.... Fun?

The barriers to creativity

- Habit – tried and trusted
- Lack of stimulation
- The ‘intelligence trap’
- Not asking the right question:
 - “what is a shoebox for?”
 - “what could you use a shoebox for?”
 - “how many uses can you think of for a shoebox?”
 - “can you think of 100 uses for a shoebox?”



Lesson Plan

Lesson	:	6	Ref. No.5.2.6
Title	:	Empathy tools and Innovation examples	
Target population	:	Level of Grade-3 officers under the Ministry of Agriculture	
Time	:	60 minutes	
Aims	:	To discuss about innovation examples so that the participants can apply these examples in their real job situation.	
Learning outcomes	:	<p>At the end of the session the participants will be able to:</p> <ul style="list-style-type: none"> • define and describe the concept of empathy; • mention the empathy tools; • list the innovation examples; and • plan for innovation. 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ xperience • Pre-assessment (Q+A) • Topic :Empathy tools and Innovation..... • Importance: Boost up positive mindset for innovation plan • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Empathy and empathy tools • Innovation • Motivation (Energizes the group) • Innovation examples • Check attention (making wrong statement) • Feedback (Q+A) 	Discussion, group work/Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9

Equipment and aids Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.

Behaviour/Performance	Condition	Criteria
------------------------------	------------------	-----------------

Empathy tools and Innovation examples

Md. Mizanur Rahman

Empathy

“কেষ্ট খাইতে বসিয়াছিল। একটা পিতলের থালার উপর ঠাণ্ডা শুকনা ড্যালাপাকান ভাত। একপাশে এককুখ্যানি ডাল ও কি এককু তরকারি মত। দুধটুকু পাইয়া তাহার মলিন মুখখ্যানি হাসিতে ভরিয়া গেল।

হেমাঙ্গিনী দ্বারের বাইরে আসিয়া দাঁড়াইয়া রহিলেন। কেষ্ট খাওয়া শেষ করিয়া পুরুরে আঁচাইতে চলিয়া গেলে একটি বার মুখ বাড়াইয়া দেখিলেন, পাতে গোনা একটি ভাতও পড়িয়া নাই। ক্ষুধার জ্বালায় সে সেই অন্ন নিঃশেষ করিয়া খাইয়াছে।

হেমাঙ্গিনীর ছেলে ললিতও প্রায় সেই বয়সী। নিজের অবর্তনানে নিজের ছেলেকে সেই অবস্থায় কল্পনা করিয়া ফেলিয়া কান্নার চেউ তাহার কষ্ট পর্যন্ত ফেনাইয়া উঠিল। তিনি সেই কান্না চাপিতে চাপিতে বাড়ি চলিয়া গেলেন।”

-শরৎচন্দ্র চট্টোপাধ্যায়ের ‘মেজদিদি’

সহমানতার চাহতেও বোশ থক্কু হচ্ছে। অন্তের অবস্থানের বাহয়ে তারে বরং অন্যের অবস্থানে দ্যাড়য়ে অন্যের হাস, আনন্দ, মুখ, দৃঢ়থ, বেদনা, বিষাদ নিজের মধ্যে অনুভব করা এবং সে অনুযায়ী নিজ অনুভূতিতে অন্যের অনুকূল কর্মপ্রবৃত্তি তৈরি হওয়ার মনস্তাত্ত্বিক অবস্থান হচ্ছে এমপ্যাথি। অন্যভাবে বলা যায়, এটি অন্যের প্রতি সহানুভূতি এবং তার সমস্যার সমাধানই কেবলমাত্র নয়। বরং তার অবস্থানের গভীর অনুধাবন, অন্যের আবেগের অবাধ স্থীরুত্ব, এবং স্বতঃস্ফূর্ত কর্মপ্রবৃত্তি (সমাধান উদ্যেগ)। এমপ্যাথি একটি স্বাধীন কাজ, মানুষ, মানবিকতা এবং মানবিক সম্পর্ক নিয়ে ভাবতে শেখায়। ‘অন্যের পাদুকা পরিধান’ (being in others shoes), ‘আত্মার আত্মীয়’ (soul mates), ইত্যাদি শব্দগুচ্ছ এমপ্যাথির সাথে সংশ্লিষ্ট।

- নাগরিক সেবায় উদ্ভাবনী উদ্যোগের সার্থকতার জন্য সামগ্রিক উদ্ভাবনী ভাবনা ও কার্যক্রম এমপ্যাথি দ্বারা পরিচালিত হওয়া বাঞ্ছনীয়। নতুন উদ্ভাবনী সমাধানটি অভীষ্ঠ সেবাগ্রহীতা দ্বারা সমাদৃত না-ও হতে পারে। এমনকি পুরো উদ্যোগটি শেষ পর্যন্ত হয়ত সেবাগ্রহীতার কাংখিত সমাধান প্রদানে ব্যর্থ হবে। উদ্ভাবনী উদ্যোগের ক্ষেত্রে সেবাপ্রদানকারী এবং সেবাগ্রহীতার পরিপ্রেক্ষিত ভিন্ন। একটি দপ্তরের সেবার অগ্রাধিকারগুলো কি, কোন্ সেবার কি অসুবিধা, কিভাবে এ অসুবিধাগুলো সেবাগ্রহীতার দুর্ভোগের কারণ হয়ে দাঁড়ায়, এসব দুর্ভোগ সেবাগ্রহীতার ব্যক্তিগত, পারিবারিক, আর্থিক ও সামাজিক জীবনে কিরকম দুর্বিশ প্রতিক্রিয়া তৈরি করে? –এসকল প্রশ্ন যে কোন উদ্ভাবনী উদ্যোগের জন্য গুরুত্বপূর্ণ। আর এসব প্রশ্নের যথোপযুক্ত জবাব নিজ ক্ষেত্রে এ দুর্ভোগের প্রতিফলন কল্পনা করা, সেবাগ্রহীতার অনুভূতির প্রতি অকুষ্ঠ সমর্থন তৈরি, এবং গভীর দরদ বা সমমর্মাতা সৃষ্টির সক্ষমতার উপর নির্ভর করে। এমপ্যাথি বিহিন উদ্ভাবনী উদ্যোগ কেবলমাত্র নাগরিক সেবার যান্ত্রিক সমাধানই আনতে পারে। সেবাপ্রদানকারীর মধ্যে এমপ্যেথেটিক অনুভূতি শুধুমাত্র সেবার বিদ্যমান সমস্যা চিহ্নিতকরণে নয় বরং এর সমাধান

প্রক্রিয়ায় সেবাগ্রহীতার সংশ্লেষকে উৎসাহিত করার মাধ্যমে একটি উদ্ভাবনী উদ্দেশ্যকে সফল ও সার্থক করতে সহায়তা করে। কেননা সেবার দুর্ভোগগুলো কি, দুর্ভোগগুলো কোথায় কিভাবে অন্তর্নিহিত সেবাগ্রহীতাগণ কেবলমাত্র সে সম্পর্কেই ওয়াকিবহাল নন বরং তাঁরা এ-ও জানেন এ সমস্যার কি ধরণের সমাধান তাঁদের জন্য প্রয়োজন এবং কিভাবে সেই সমাধানটিকে সহজ উপায়ে তরাণ্মিত করা যায়।

- এমপ্যাথেটিক হ্বার জন্য প্রধানত দুটো জিনিসের প্রয়োজন হয়:
সেবাগ্রহীতার সাথে কার্যকর যোগাযোগ এবং তীক্ষ্ণ কল্পনাশক্তি।

কার্যকর যোগাযোগ

- যে কোন পরিস্থিতির মূল বিষয়টি আমরা সহজেই ধরতে পারি, কিন্তু গভীর অনুধাবনের জন্য চাই সঠিক ও কার্যকর যোগাযোগ।
যোগাযোগের ক্ষেত্রে নানারকম বাধা আছে, যেমন-ভাষা। আবার ভাষাগত বাধা না থাকলেও অনিব্রচনীয় কিছু যোগাযোগ আছে, যা ভাষার ব্যবহার না করেও করা হয়, যেমন- ইশারা, ইঙ্গিত, হাসি, কাম্যা। এ সমস্ত বাচিক (ভাষাগত) এবং অবাচিক (অভিব্যক্তি) যোগাযোগই এমপ্যাথির মূল সূত্র। সঠিক এবং কার্যকর যোগাযোগ স্থাপন সম্ভব না হলে যেমন অন্যের মনোভাব বোঝা সম্ভব নয়, তেমন সম্ভব নয় তার দৃঢ়ত্ব, কষ্ট, আনন্দ বেদনার প্রকৃত সমর্মাণ হওয়া। সেবাগ্রহীতা পর্যবেক্ষণ, সাক্ষাত্কার, দলীয় আলোচনা ইত্যাদি গতানুগতিক পদ্ধতি ছাড়াও পরিদর্শন, অনানুষ্ঠানিক যোগাযোগ ও আলোচনা, মতামত জরীপ, পরামর্শ সভা, ইত্যাদির মাধ্যমে নাগরিক সেবায় সেবাগ্রহীতার সাথে কার্যকর যোগাযোগ সৃষ্টি হতে পারে।

I call him religious who understands the suffering of others.

Mahatma Gandhi

Empathy is intuitive, but is also something you can work on, intellectually.

Tim Minchin

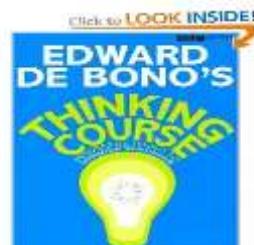
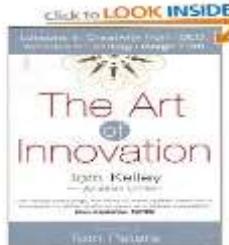
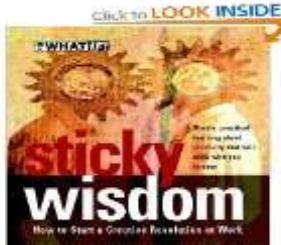
তীক্ষ্ণ কল্পনাশক্তি

- শুধু যথাযথ যোগাযোগই নয়, সমর্মাণ হতে কল্পনাশক্তিও হতে হবে তীক্ষ্ণ। পৃথিবীতে প্রতিটি মানুষের অভিজ্ঞতা, বেড়ে ওঠা, সংস্কৃতি, কৃষি, ধর্ম, মত ও বিশ্বাস যেমন ভিন্ন; তেমনি প্রতিটি মানুষের দৃষ্টিভঙ্গি আলাদা, মনন বিভিন্ন। পৃথিবীর প্রতিটি মানুষ তাই পৃথিবীকে দেখে ভিন্ন দৃষ্টিকোণ থেকে। ভিন্ন একজন মানুষের অনুভূতি বুঝতে; তাদের হাসি-আনন্দ, দৃঢ়ত্ব-বেদনা উপলব্ধি করতে তাই প্রয়োজন প্রথর কল্পনাশক্তি। অন্য একজন মানুষ কিভাবে তার পৃথিবীকে দেখছে, অনুভব করছে তার পরিবেশকে সেটা বোঝার জন্য প্রথমেই দরকার তার স্থানে নিজেকে কল্পনা করে নেওয়া। বেশির ভাগ মানুষই অবশ্য ঘনিষ্ঠজন এবং যারা মোটামুটিভাবে একই ধরনের মানসিকতা লালন করেন তাদের অনুভূতির সাথে অধিকতর সম্পৃক্ত হতে পারেন; দুরবর্তীগণের সাথে সেভাবে পারেন না। এরূপ কল্পনাশক্তিতে নিজস্ব কোন পূর্বধারণা (prejudice) যেন বাঁধা হয়ে না দাঁড়ায়।
- প্রকৃতিগত এমপ্যাথি যে পর্যায়েই থাকুক না কেন, তা উন্নত করবার সুযোগ আছে। এজন্য বাস্তব অনুশীলন প্রয়োজন।



Good books

- 'Sticky Wisdom' - ?Whatif!
- 'The Art of Innovation' – Tom Kelley
- 'Edward De Bono's Thinking Course' – Edward De Bono



Innovation

- Innovation is applied creativity
- Innovation is about improving existing activities with new ideas:
 - New products
 - New processes
 - New market positions
 - New business models
- Improving how?
 - More effective, Faster, Cheaper, Less Wasteful, Prettier...
- Innovations are:
 - Evolutionary – incremental developments
 - Or Revolutionary – really alternative developments

Tactics for a more creative life...

- Do the things you don't normally do
 - Different activities in...
 - ...Different places with...
 - ...Different people

- Take an alternative route
- Write your ideas down
- Share even the silly ideas with others
- Have more holidays (or at least days away)
- ‘As if’....

“It is better to have enough ideas for some of them to be wrong, than to always be right by having no ideas at all.” Edward De Bono.

Lesson Plan

Lesson	: 7	Ref. No.5.2.7
Title	: Mentoring for Innovation Culture	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To discuss about mentoring for Innovation culture so that the participants can practice these innovation culture in their working places.	
Learning Outcomes	: At the end of the session the participants will be able to: <ul style="list-style-type: none"> • define concept of mentoring and innovation culture; • discuss the mentors of innovation culture; • state mentors’ role; and • plan for follow mentors. 	

Content	Methods/ Techniques	Resources /Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic: Mentoring for Innovation culture • Importance: Boost up positive mindset for innovation • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Innovation culture • Mentors of innovation culture • Demonstration innovation culture • Motivation (Energizes the group) • Practice innovation culture • Check attention (making wrong statement) • Feedback (Q+A) 	Self, group work, wall work /Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs 			

<ul style="list-style-type: none"> • Summarization by using Key words • Motivation (application of learning) • References • Forward planning <p>Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.</p>	Discussion/ Q+A		9
Behaviour/Performance	Condition	Criteria	

Mentoring for Innovation culture

Md. Mizanur Rahman

Definition of Mentoring

The notion of having an adult to look to for guidance as one comes of age is a common theme in adolescence. “In most cultures, wiser or more experienced persons have played significant and respected roles in guiding the personal and professional decisions of those younger and less experienced” (Redmond, 1990).

A mentor becomes more of a trusted advisor in areas that can cross personal and professional lines. The mentor may still help you craft specific goals, but those objectives will be centered around broader areas, such as creativity and ideas you’re developing that don’t necessarily have a concrete timeline or structure yet. The mentor looks at the big picture and helps you gain broader skills that will help you innovate throughout your entire career.

Mentoring focuses on the individual's needs, not the needs of the organization they work for. The mentor's role is to not only help the mentee now, but help them develop the skills needed for future roles. A mentor offers big-picture advice for the whole person and their ideas, as opposed to just advice about the person's work performance. Mentors have often had a successful career path, starting in a similar place as the mentee. They offer assistance through sharing their own experiences, providing valuable feedback and giving the mentee access to their personal network.

Mentoring is more of a long-term relationship. Much thought is put into the design phase to identify the best mentoring model and to match the best mentor. Building the mentor/mentee relationship requires time to establish trust and open communication. The mentor endeavors to create an atmosphere where the mentee feels free to share his or her concerns confidentially, both personal and professional. There is no specific timeline or end date, and interactions are less formal and on an as-needed basis.

Effective Mentoring Relationships: Commitment and Respect Organizations support and promote mentoring with the hopes that protégés will feel increased support and guidance within the firm. An ancillary benefit may be that the mentor feels valued in the organization, the keeper of some important skills and experiences to share with younger employees.

Benefits to Mentors

There are many intrinsic and extrinsic benefits associated with being a mentor. The motivation to mentor may be predicted by individual characteristics (altruism, positive affectivity), situational characteristics (employee development-linked reward system and opportunities for interaction on the job), and their interaction terms (opportunities for interaction on the job and altruism) (Aryee, Chay & Chew, 1996). Levinson et al. (1978) contends that many mentors feel that it is a rejuvenating life experience to work with younger

people. They enjoy “loyalty and support from the protégé (and a) sense of well-being in passing on knowledge to the next generation,” (p. 100). Mentors have also noted additional benefits including a sense of immortality (Erikson, 1963) and the sharing of valuable information from protégés (Mullen, 1994).

Benefits to Organization

Companies want productive and happy employees. Employees want to understand what mechanisms are in place to help or hinder their performance and growth within that firm. Mentoring is often cited as an ideal way to support the development of junior level employees (Burke & McKeen, 1989).

Lesson Plan

Lesson	: 8	Ref. No. 5.2.8
Title	: Social Media: New opportunity for communication and problem solution	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To discuss about social media for new opportunity for communication and problem solution so that the participants can find and use social media (face book) for new opportunities.	
Learning outcomes	: At the end of the session the participants will be able to: <ul style="list-style-type: none"> • describe social media; • list new opportunities of social media; • explain the opportunities of social media; and • plan for applying social media in communication of information. 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic : Social Media: new opportunity.... • Importance: New prospect for communication and problem solution. • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Background history of social media • Social media for new opportunity • Implications in social networking • Motivation (Energize the group) • Social media for problem solution • Check attention (making wrong statement) • Feedback (Q+A) 	Questionnaire Q+A/ Discussion		45

Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			
Behaviour/Performance	Condition	Criteria	
Social Media: New opportunity for communication and problem solution			Manik Mahmud

Social Media (SM), as a new application – which reflects not only to consumers, but to organizations as well – is very popular and its usage is increasing continuously.

Table 1. Traditional vs. Social Media

Traditional Media	Social Media
Fixed, unchangeable	Instantly updateable
Commentary limited and not real time	Unlimited real-time commentary
Limited, time-delayed best-seller lists	Instant popularity gauge
Archives poorly accessible	Archives accessible
Limited media mix	All media can be mixed
Committee publishers	Individual publishers
Finite	Infinite
Sharing not encouraged	Sharing and participation encouraged
Control	Freedom

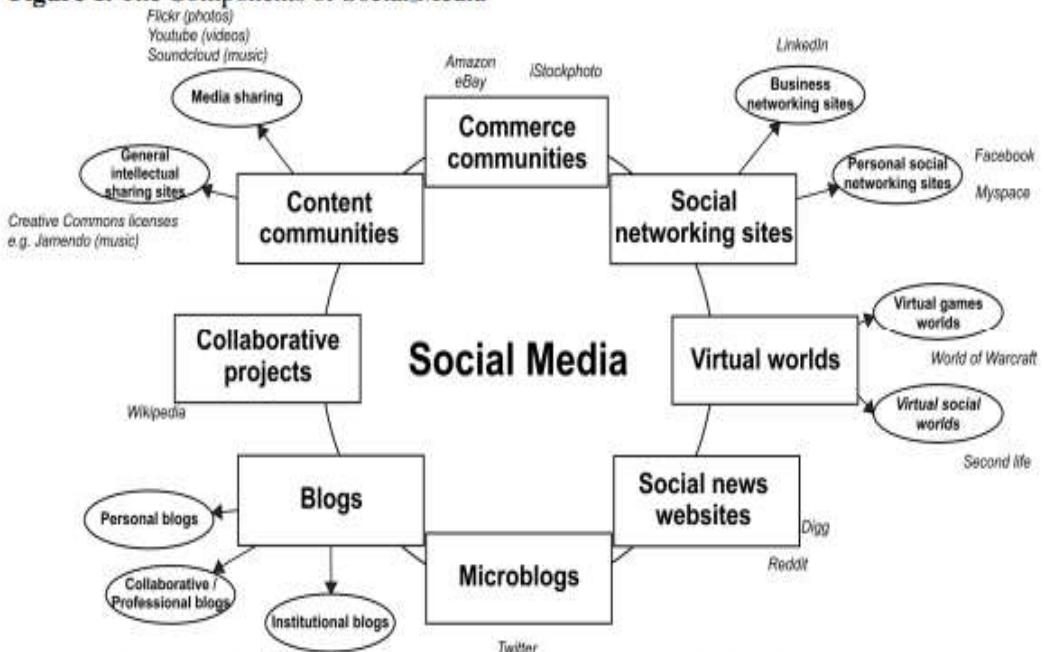
Source: Stokes (2011: 334)

Social media has a growing effect in many perspectives: from one standpoint, it reverses the way how and why users communicate with each other. Consequently, organizations have to incorporate a new, interactive communication flow into their progressive strategy. In such an environment, users are able to create, modify, share and discuss a significant part of contents on the web. In our research, our aim is to enhance the relevance of social media phenomenon as a tool, which can impact a organization's performance and reputation level as well.

SM can be considered “a give-to-get environment” (Uzelac, 2011: 46), because interactions among users are based on the free exchange of contents – opposed to traditional media. Utilizing the technological background of web 2.0, we can characterize SM with the core attitudes: global, open, transparent, non-hierarchical, interactive and real-time. These elements are the following: identity, conversations, sharing, presence, relationships, reputation and groups. Identity delineates the way how consumers reveal themselves on a social media platform. Conversations describe how they communicate, including their motivations, frequency and content. Sharing reveals the rate of content exchange process between the different actors. Presence describes the reachability of the users on the social media

platforms. The following element characterizes the ties between the participants (relationships). Reputation is the measure of identifying themselves, mainly relating to others in the community. Groups are the communities, which are the grounding elements of social media phenomenon.

Figure 1. The Components of Social Media



Source: own elaboration, based on Mangold – Faulds (2009), Botha et al. (2010), Kaplan – Haenlein (2010).

Table 2 Classification of Social Media by social presence/media richness and self-presentation/self-disclosure

		Social presence/Media richness		
		Low	Medium	High
Self-presentation/Self-disclosure	High	Blogs	Social networking sites (e.g. Facebook)	Virtual social worlds (e.g. Second Life)
	Low	Collaborative projects (e.g. Wikipedia)	Content communities (e.g. YouTube)	Virtual game worlds (e.g. World of Warcraft)

Source: Kaplan – Haenlein (2010: 62)

Figure 2 Social Media by information half-life and depth, and associated marketing objectives and purposes

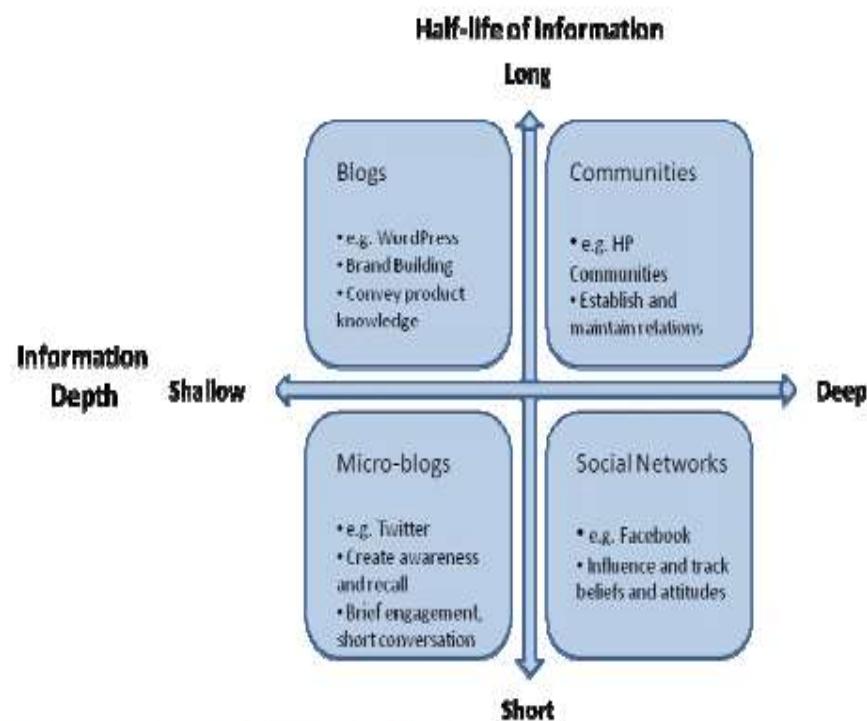
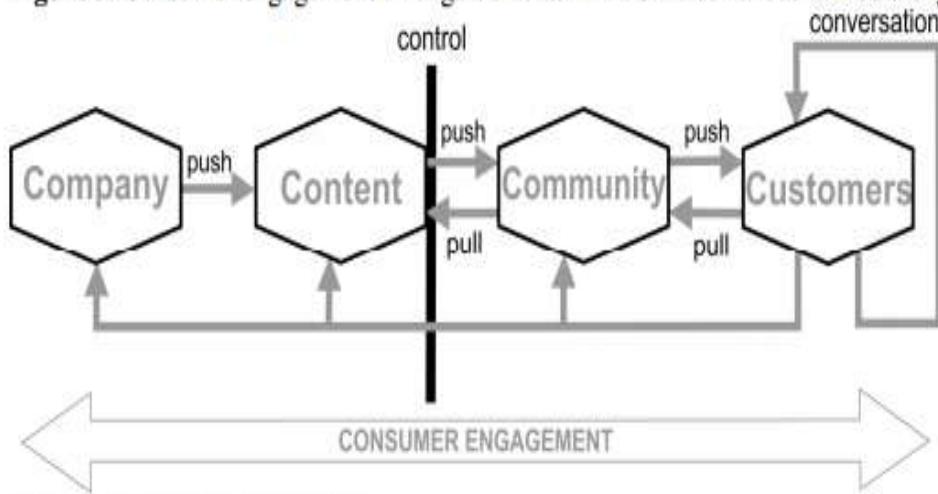


Figure 3. Consumer engagement through content: The 6C model of social media engagement



Social Media in Public Service Innovation

A modern approach to catalyzing citizen-centric innovation in the public sector

An overwhelming 80 percent of internet users in Bangladesh are on social networking websites like Facebook and Twitter. That is over 16 million people and counting – the rate of new Facebook users is outpacing the country's birth rate as one new Bangladeshi Facebook account is opened every 20 seconds!

This makes social media a great platform for government to reach out to citizens and stay up-to-date with current trends in society. However, social media has been used in Bangladesh for conducting public awareness campaigns (a very traditional, one-directional approach) and counting the number of 'Likes' and 're-Tweets'.

a2i is thus supporting the civil service to harness the power of social media in 3 strategic ways:

- Discovering creative ways to attain effective citizen engagement in the process of improving public service delivery
- As a peer-support and mentorship platform to encourage the spread of ideas and interaction among experienced senior civil servants and junior officers with innovative ideas and ambition
- Institutionalizing and managing the practice of citizen-centric innovation by breaking down hierarchical barriers across all ministries, departments and agencies

Softball Team Members Events Photos Files Notifications + Create Group 🔍

Write something...

Bryan Durand 2 secs

Hope y'all are ready for an awesome season!

Like · Comment

Write a comment...

ABOUT 5 members

Closed Group

What should people post in this group?

Add a Description

5 members (4 new) · Message · Invite by Email

+ Add People to Group

What is this group about?
Set tags

Public Service Innovation Bangladesh

Public Service Innovation Bangladesh

উন্নয়ন সংস্থি বিকাশে সরকারি কর্মকর্তাদের মুক্ত আলোচনার প্লাটফরম

প্রকল্পবিষয় বিজ্ঞাপন | প্রযোজনস্তোরণ ব্যবহার

Public Service Innovation Bangla... Join Group

Discussion Members Events Videos Photos Files

Join this group to post and comment. + Join Group

RECENT ACTIVITY

Parvez Hasan shared Deputy Commissioner Jessore's post. 4 hrs

THE DAILY SPANDAN [THE DAILY SPANDAN](#) [DAILYSPANDAN.COM](#)

যশোর ২৫০ শত্রু হাসপাতালে অবিধ আয়ুর্বেদ স্টার্টআপ উদ্যোগ নেই।
বিজ্ঞাপন দেখো— যশোর ২৫০ শত্রু হাসপাতালে অবিধ আয়ুর্বেদ স্টার্টআপ উদ্যোগ নেই।

Like Comment Share

Fauz Hassan, Npo Jessore and 24 others

2 shares

Report Commissioner Jessore Parvez Hasan ১০-০৩ AM ১১ সেপ্টেম্বর ২০১৪

MEMBERS 9,605 Members

DESCRIPTION

TAGS

CREATE NEW GROUPS

Groups make it easier than ever to share with friends, family and teammates. Create Group

RECENT GROUP PHOTOS See All

National Portal

One of the world's biggest information architectures for public services

Governments go online in order to make public institutions and their service delivery more transparent and responsive to citizens' demand. Previously, the web presence of public agencies exhibited the following key weaknesses:

- Variation in terms of structure and content which resulted from different technology standards, design lay-outs and navigational architecture;
- Use of non-vernacular language thereby excluding a large majority of the population from understanding the available information;
- Absence of demand-driven information pertaining to citizens' welfare; and
- High dependence on technical companies or teams to make simple content updates resulting in unacceptably stale, and sometimes misleading, information.

These contributed to a system which took citizens considerable time to understand and navigate thus eroding the benefits of making information and services available online.

a2i, in collaboration with government stakeholders, designed, developed and implemented the National Portal,



Module-3

Title	: SPS, e-Governance and e-Government: Tools and Techniques for Organizational Change
Objectives	: To discuss about tools and techniques for organizational change on SPS and e-governance so that the participants can explore and could use diverse tools and techniques of change management.
Learning outcomes	: After completion of the module, the participants will be able to: <ul style="list-style-type: none">• define SPS and e-Governance;• list the tools of change management;• list the techniques of change management; and• plan for use of suitable tools and techniques of change management.

Reference	Lesson	Contents/Topics	Methods
5.3.9	9	Service Process Simplification:Concept, Tools and Techniques	Online survey, Discussion
5.3.10	10	Exercise and Presentation on SPS	Discussion, group work
5.3.11	11	Exercise and Presentation on SPS	
5.3.12	12	e-Government: Concept	Group work, Discussion
5.3.13	13	e-Government Success	Self, group work, wall work
5.3.14	14	e-Government Life Cycle	Presentation and Discussion (Through video conference)

Lesson Plan

Lesson	: 9	Ref. No. 5.3.9
Title	: Service process simplification: Concept, Tools and techniques	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To discuss about Service process simplification: Concept, Tools and Techniques so that the participants can apply these tools and techniques in respective field.	
Learning outcomes	: At the end of the session the participants will be able to: <ul style="list-style-type: none"> • define service process simplification; • mention tools of simplification process; • state techniques of simplification process; and • plan for applying simplification process. 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic : Service process simplification.... • Importance: Quick service delivery • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Service process simplification: Concept • Service process simplification: Tools and techniques • Motivation (Energizes the group) • Work plan for service simplification • Check attention (making wrong statement) • Feedback (Q+A) 	Presentation / Discussion/ Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			
Behaviour/Performance	Condition	Criteria	

Service process simplification: Concept, Tools and techniques

Mr. Md. Lutfur Rahman

Service Process Simplification

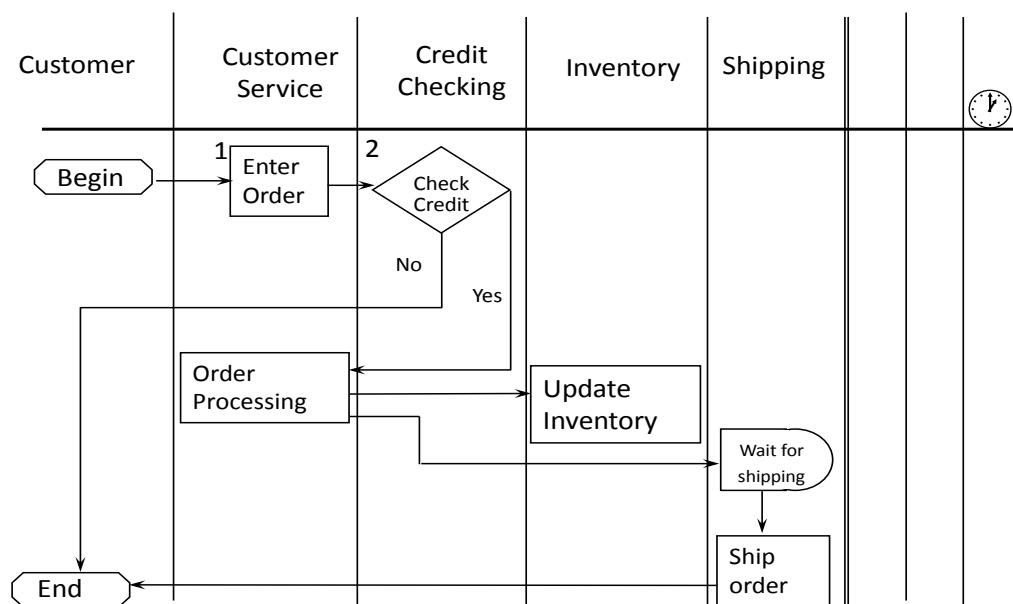
also known as-

- Business process re-engineering,
- Business process redesign,
- Process transformation,
- Governmental Process Reengineering, etc

Internally, a service process is a flow of logically related tasks performed to achieve a defined outcome.



Functional Flowchart (Process Mapping)



Characteristics

- A beginning and an end
- A specific sequence of activities across time and place
- Clearly defined inputs and outputs
- Process ownership
- Quality standard

Organization wide initiative

- Prepare organization-wide service list
- Prepare service profile
- Prepare a process map using flow-chart
- Analyze and identify the scopes for changes
- Propose an improved/simplified version of process map

In developing economies like Bangladesh, governments are often conceived as an inaccessible entity beyond the reach of low-income citizens, particularly those residing in rural, remote areas. Circuitous bureaucratic processes frustrate citizens in their attempts to avail public services and information. To illustrate, getting one's birth registration certificate or land record is generally a cumbersome and lethargic process, which results in the poor spending long hours at the district administrator or deputy commissioner's (DC) office. It is in this context that Digital Bangladesh was introduced in 2009 with the following priorities: (a) developing human resources for the twenty-first century, (b) connecting citizens, (c) taking services to citizens' doorsteps and (d) making the private sector more productive and competitive through the use of digital technology.

SPS is mapped around reducing TCV: (a) time to receive a service; (b) cost (fees, travel cost, opportunity and other contingent liabilities) and (c) number of visits to government offices to complete and receive a service. Time, cost and visit, or TCV helped to provide a common method to implement SPS reform works across the government.

Union Information and Service Centres (UISCs), rebranded as Union Digital Centres (UDCs) in August 2014, was one of the first TCV-led SPS efforts. It was prototyped in two Union Parishads (or Councils) in 2007, and funded to the tune of USD 100,000. Partnership was established with a UNDP-funded initiative and World Bank-funded programme. This partnership facilitated a dialogue with the government's Local Government Division (LGD) to expand the prototype to 30 Union Councils in 2008. A formal partnership between LGD and UNDP's Access to Information (A2I) programme was struck in 2008; this partnership was also geared towards building capacity of government stakeholders in using technology in their day-to-day works.

Social development outcome

Table 1. TCV impact by UISCs/UDCs on service delivery process.

Service(s)	Before UISCs (or UDCs)			After UISCs (or UDCs)		
	Time	Cost (BDT) ^a	Number of visits	Time	Cost (BDT) ^a	Number of visits
<i>Public</i>						
Birth registration	10 days	95-100	2	5 hours	60	1
Land record	30-45 days	1045	5	15 days	80	2
Migration	9 to 12 months	150,000-200,000	Multiple (both local and national)	3-4 weeks	30,000	1
<i>Private</i>						
Photography	2 days	98-105	2	2 hours	10	1
Money transfer	7-10 days	100-120 per 1000	4-6	1 hour	10 per 1000	1

Source: PMO and Access to Information (A2I) programme.

Note: ^aUSD 1 = BDT 78 (as on 13 January 2014).

Equipping Civil Servants with the Right Innovation Toolkit: 'SPS'

A Tool for Reducing Citizens' Hassle, An Opportunity for Service Delivery Reform

Bill Gates once famously said, "The first rule of any technology ... is that automation applied to an efficient operation will magnify the efficiency. The second rule is that automation applied to an inefficient operation will magnify the inefficiency!"

a2i took 'Business Process Re-engineering' (BPR) and changed it to 'Service Process Simplification', or SPS. The latter term was more meaningful to policymakers and government service providers who did not consider themselves to be engaged in either 'business' or 'engineering'! SPS helped government officials to analyze and redesign workflows within and between ministries in order to optimize end-to-end processes and automate non-value-added tasks. It empowered them to fundamentally rethink how they do their work in order to dramatically improve the quality of services, cut operational costs and reduce TCV for their citizen clients.

'SPS' – emphasizing 'simplification' for the benefit of citizens rather than 'digitization' for the sake of service providers. A true testament of the effectiveness of the SPS methodology is the fact that more than half of the 600 innovation pilots launched by civil servants in Bangladesh don't use ICTs at all! But all of them simplify service delivery processes.

Lesson Plan

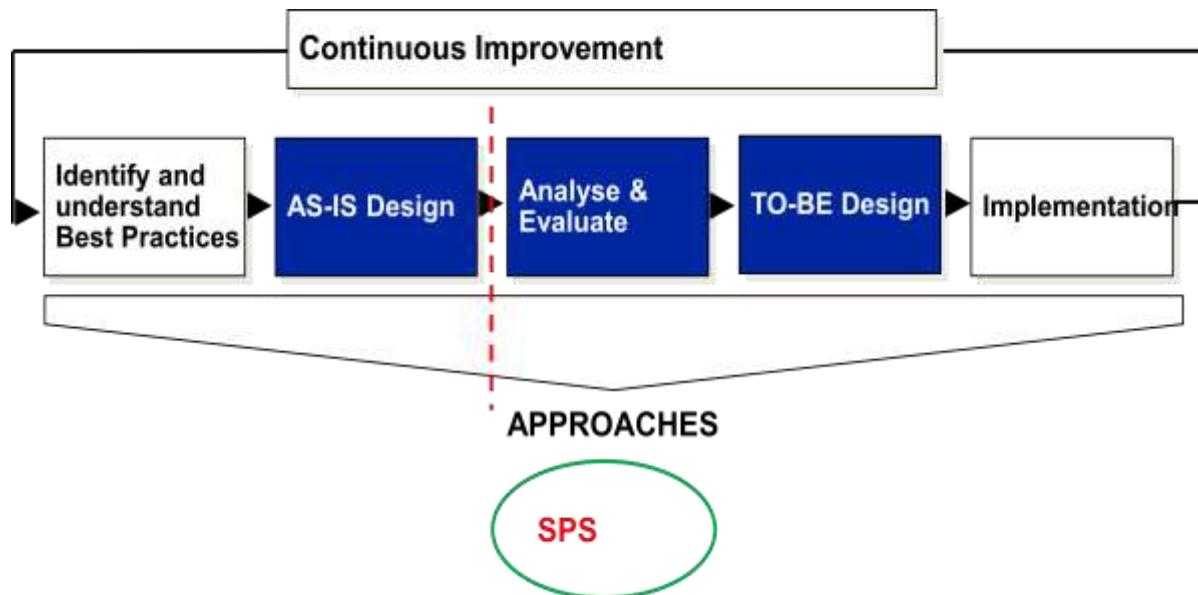
Lesson	: 10, 11	Ref. No. 5.3.10 and 5.3.11
Title	: Exercise and presentation on SPS	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 120 minutes	
Aims	: To discuss about SPS so that the participants can apply these tools and techniques in respective fields.	
Learning outcomes	: At the end of the session the participants will be able to: <ul style="list-style-type: none"> • define the concept of SPS process; • explain the SPS process; • analyze the SPS process; and • plan for applying SPS process. 	

Content	Methods/ Techniques	Resources / Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic : Exercise and presentation on SPS • Importance: Effective method for organization change • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • SPS process: Concept • SPS process demonstration • SPS process: Practice/Exercise • Motivation (Energizes the group) • SPS process presentation • Check attention (making wrong statement) • Feedback (Q+A) 	Presentation / Discussion/ Group work /Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			
Behaviour/Performance	Condition	Criteria	

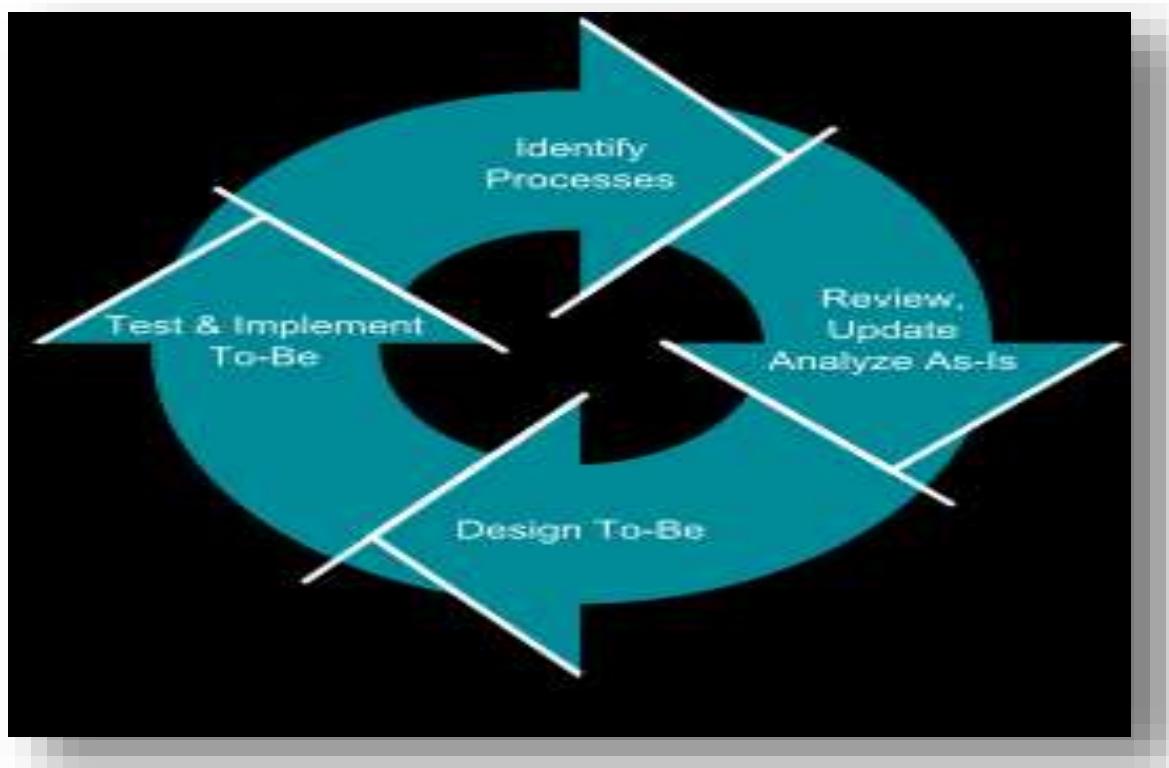
Exercise and presentation on SPS

Md. Lutfur Rahman

The Process Framework



SPS Cycle



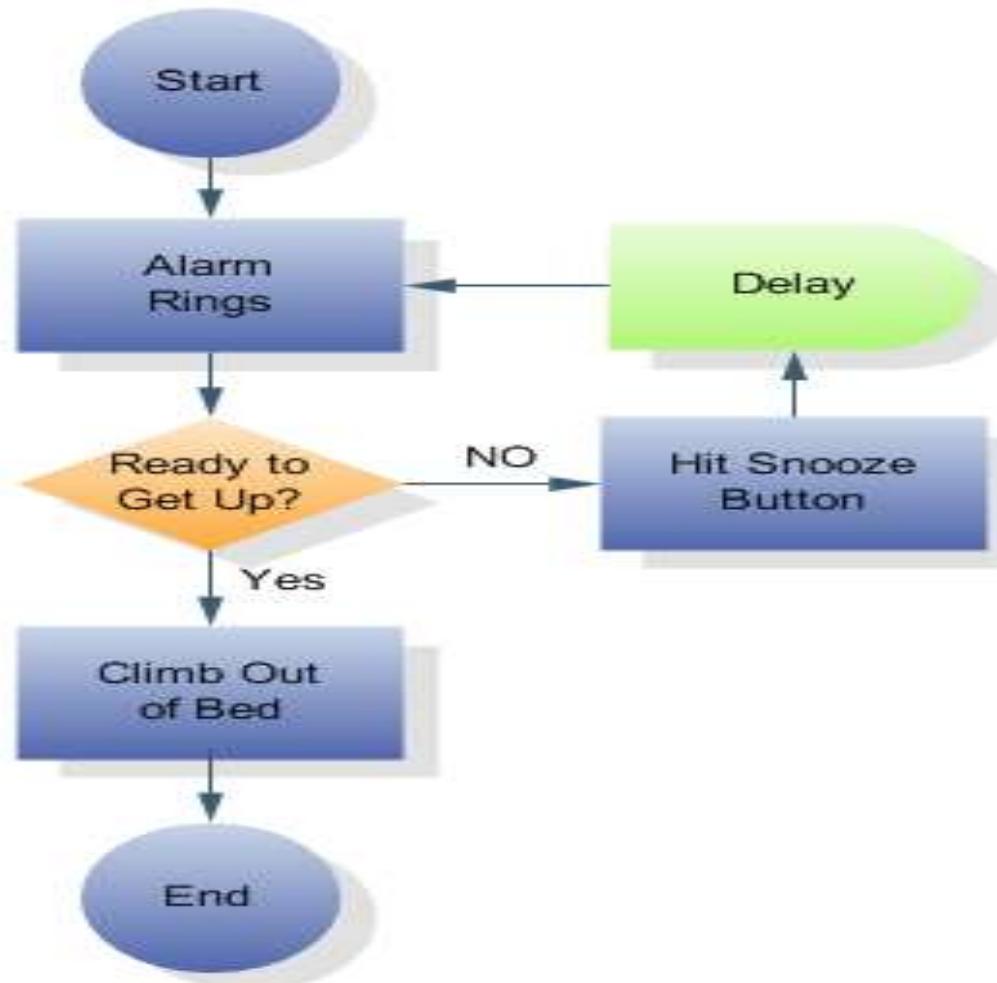
Major Considerations

1. Focus on the citizens, not on the provider
2. Think outside the ‘computer’ box
3. Understand the relative role of people, process and technology

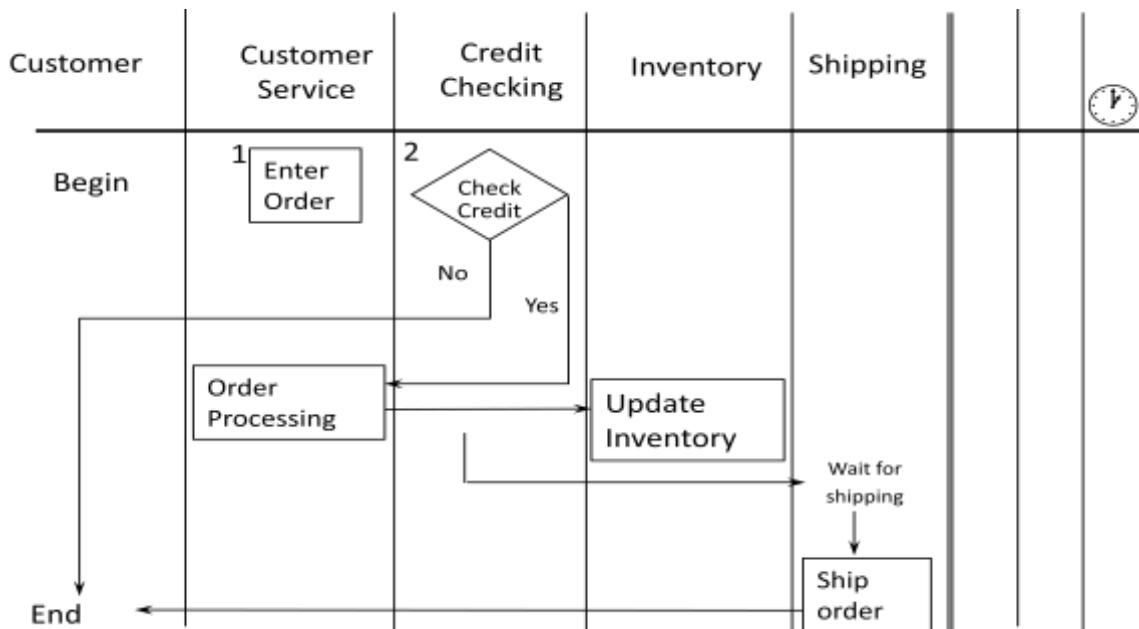
Expected Results

- Cycle time reduction
- Cost reduction
- Step reduction
- Quality improvement

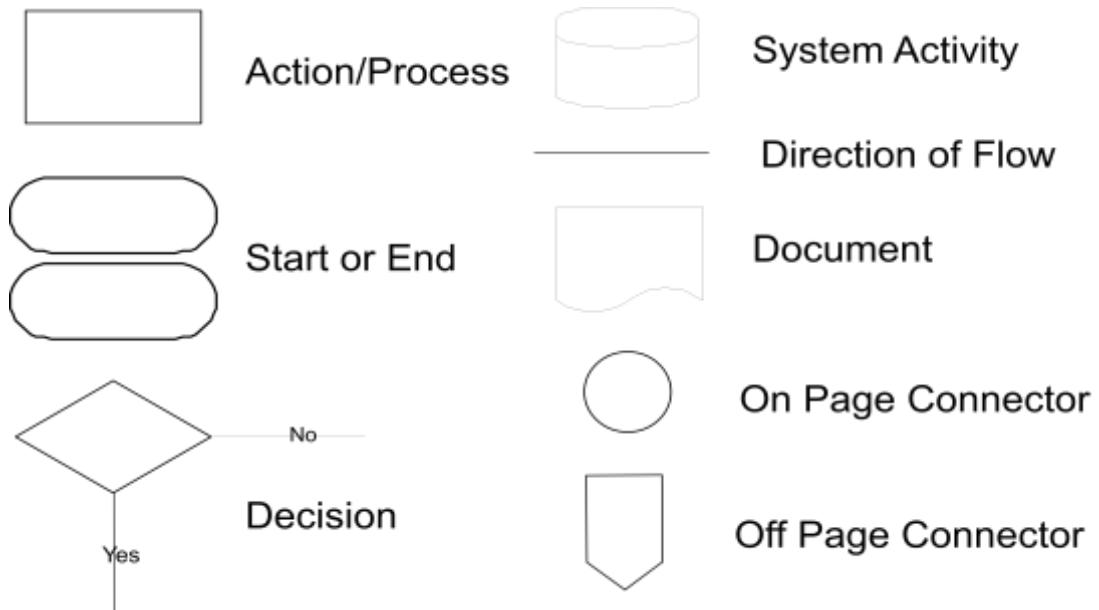
Process Mapping Tools: Flow Chart



Functional Flowchart (Process Mapping)



Process mapping symbols



Lesson Plan

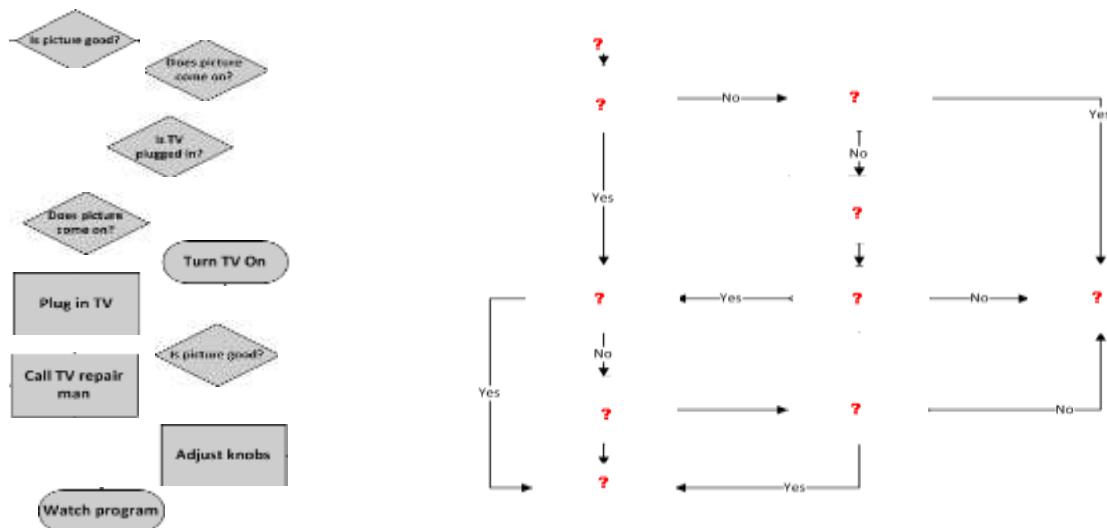
Lesson	: 12	Ref. No.5.3.12
Title	: e-Government: Concept	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To discuss about E-government: concept so that the participants can understand the concept and can practice whenever necessary.	
Learning outcomes	: At the end of the session the participants will be able to: <ul style="list-style-type: none">• define e-Government;• explain relationship of e-Government with people; and• illustrate maturity level.	

Content	Methods/ Techniques	Resources / Aids	Time (Minute)
Introduction <ul style="list-style-type: none">• Ice breaking: greetings• Linkage with previous learning/ experience• Pre-assessment (Q+A)• Topic : e-Government: concept• Importance: Prompt service delivery to the public• Outline of content	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none">• e-Government concept• e-Government relationship with people• Motivation (Energizes the group)• e-Government maturity levels• Check attention (making wrong statement)• Feedback (Q+A)	Presentation/ Examples/ Discussion /Q+A		45
Conclusion <ul style="list-style-type: none">• Assessment of LOs• Summarization by using Key words• Motivation (application of learning)• References• Forward planning	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			
Behaviour/Performance	Condition	Criteria	

e-Government:Concept

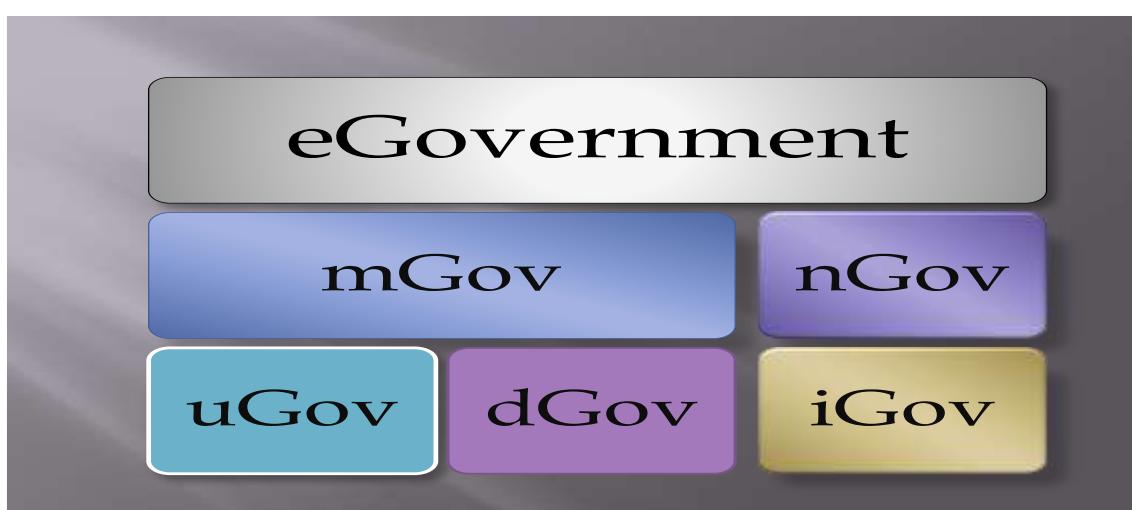
Shah Mohammad Sanaul Hoque, PhD

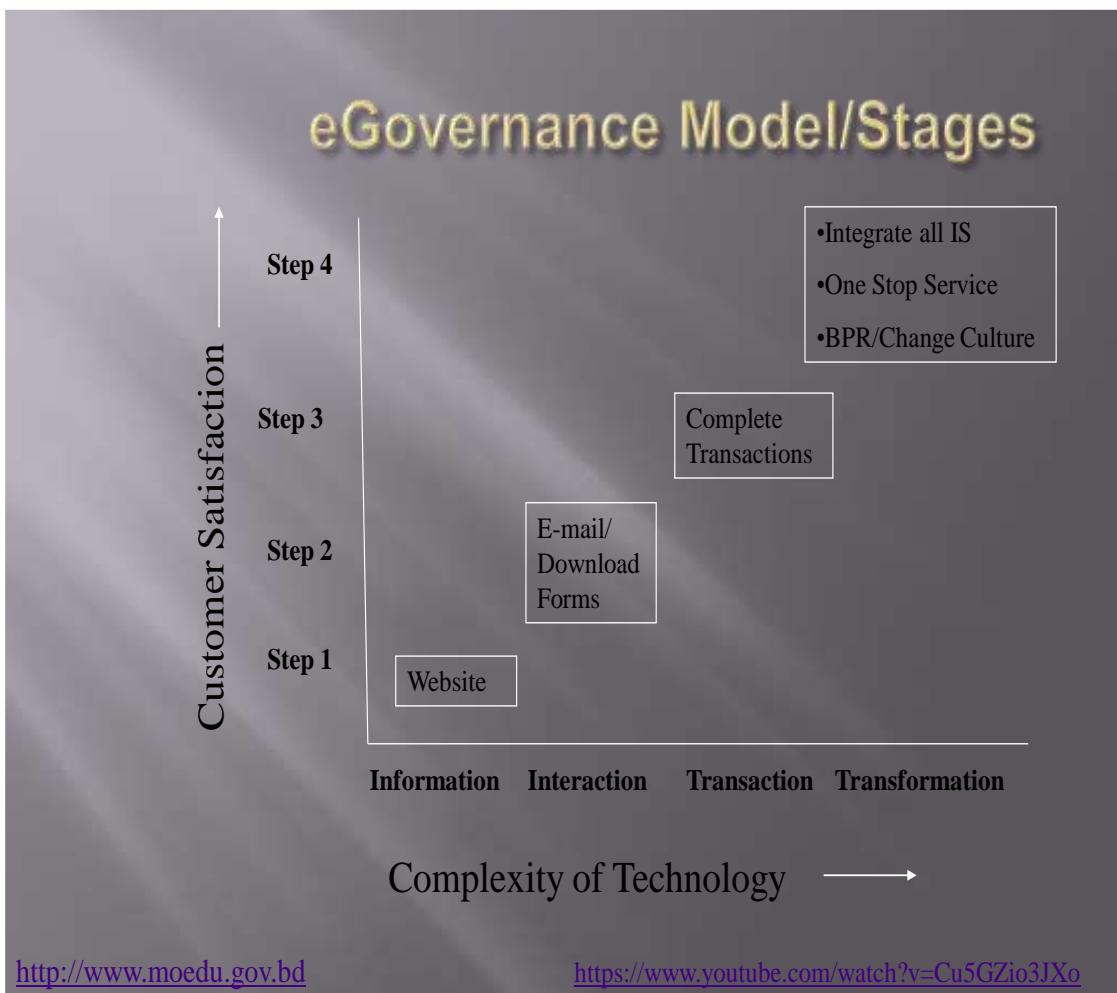
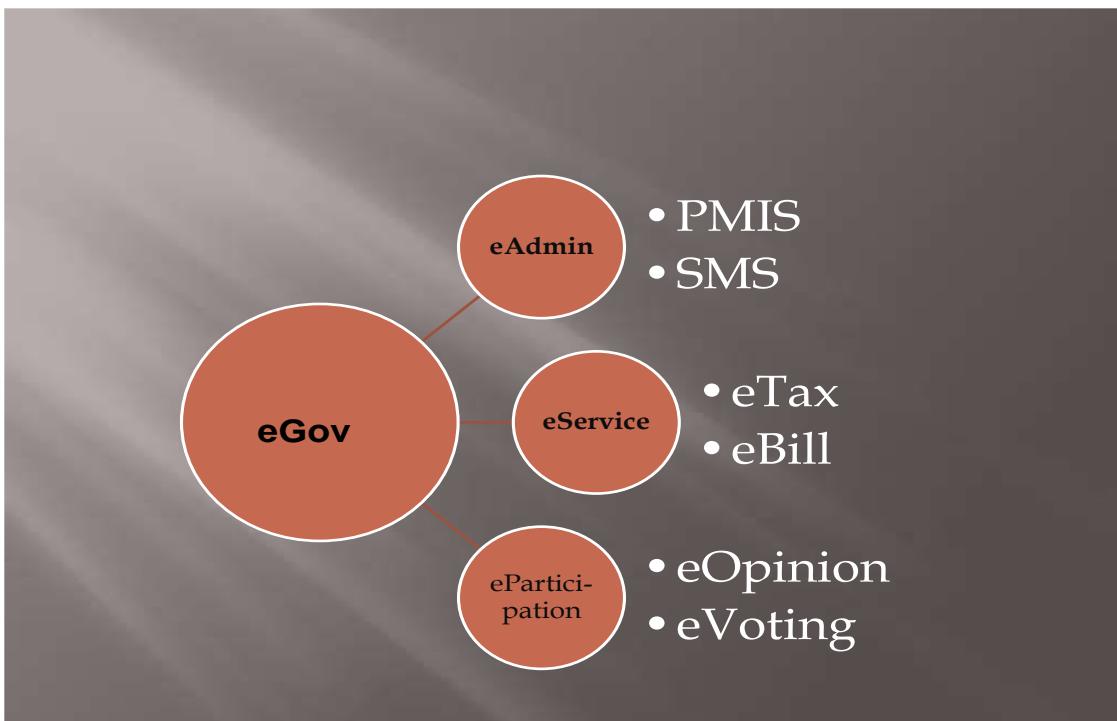
Turn on TV and Watch (Exercise)



- Innovating citizen services (G2C)
- Innovating the way government works (G2G)

e-Gov = Database + Networking
= IT based Information System







Google for Government

- Group Mail
- Google Calendar
- Google Maps
- Google Hangouts
- Google Images
- Google Scholar
- Google Drive
- Google Forms

Online Institutions

- Coursera: www.coursera.org
- Open Education Resource University (OERu): <http://oeru.org/>
- UNPAN: www.unpan.org
- UNITAR: www.unitar.org
- World Bank: www.wbi.org
- Commonwealth of Learning Virtual Learning Environment: <http://www.col-vle.org/>
- Mcweadon: www.mcweadon.com
- edX: <https://www.edx.org/>
- UN-APCICT Virtual Academy (AVA): <http://e-learning.unapcict.org>

(3,600 course-enrollments by users from 116 countries since the online platform was launched in June, 2009 (as of 8 May 2013))

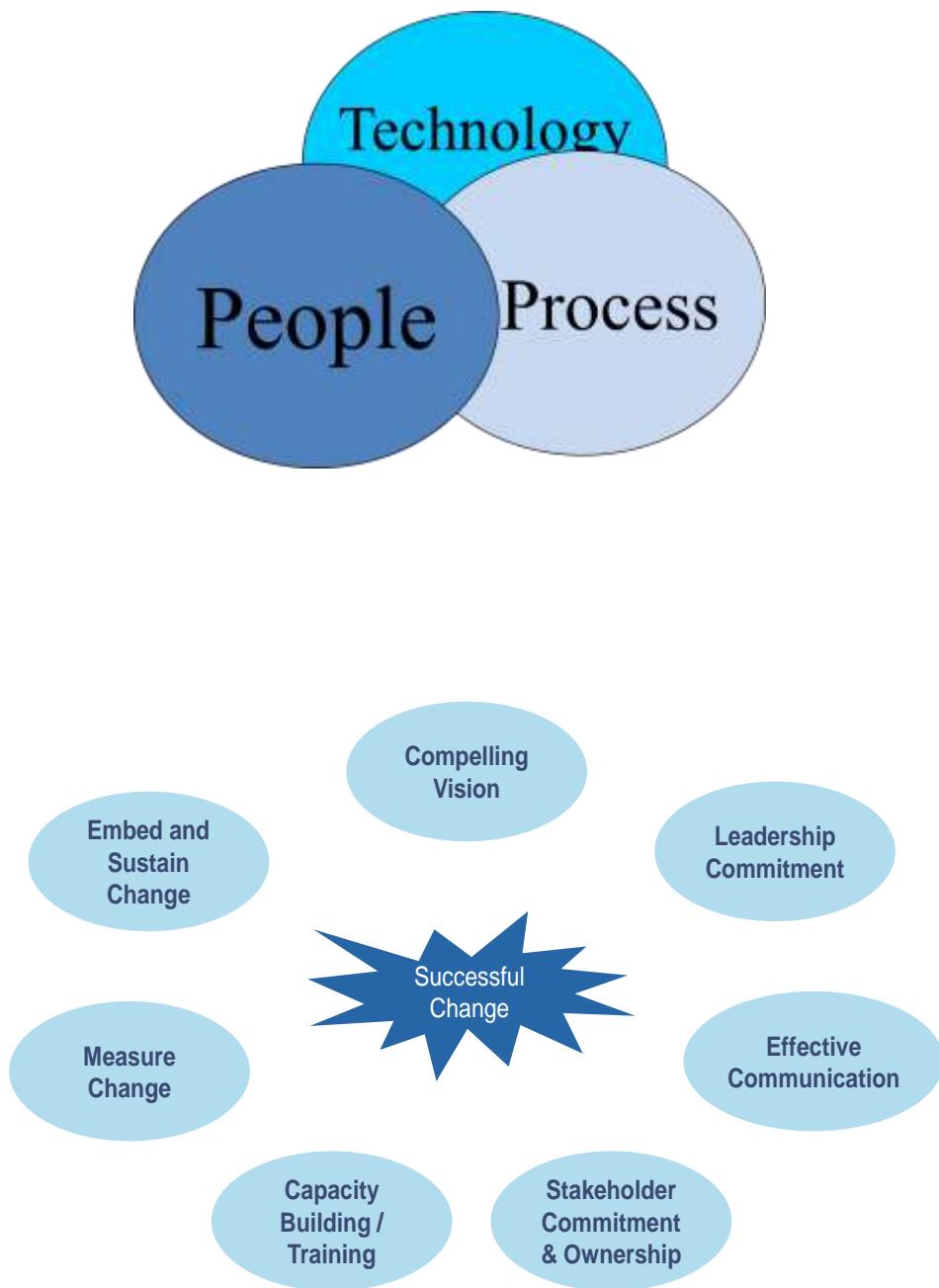
Lesson Plan

Lesson	: 13	Ref. No.5.3.13
Title	: e-Government Success Factors	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To discuss about e-Government success factors so that the participants can apply these factors in their respective areas.	
Learning outcomes	: At the end of the session the participants will be able to: <ul style="list-style-type: none"> • define concept of e-Government; • list e-Government success factors; • illustrate success factors; and • plan for sustain success. 	

Content	Methods/ Techniques	Resources /Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic: e-Government Success Factors • Importance: Improve and facilitate government activities • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • e-Government success factors • Explain success factors • Motivation (Energizes the group) • Strategic factors introducing e-Government • Check attention (making wrong statement) • Feedback (Q+A) 	Presentation/ Examples/ Discussion /Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			
Behaviour/Performance	Condition	Criteria	

e-Government Success Factors

Shah Mohammad Sanaul Hoque, PhD



Success and Failure Rate

35 % of eGov projects are total failures

- Initiatives not implemented
- Initiatives abandoned immediately

50% of e-Gov projects are partial failures

- Main stated goals not achieved
- Initial success but failure after an year
- Success for one group but failure for others

15% of e-Gov projects are successes

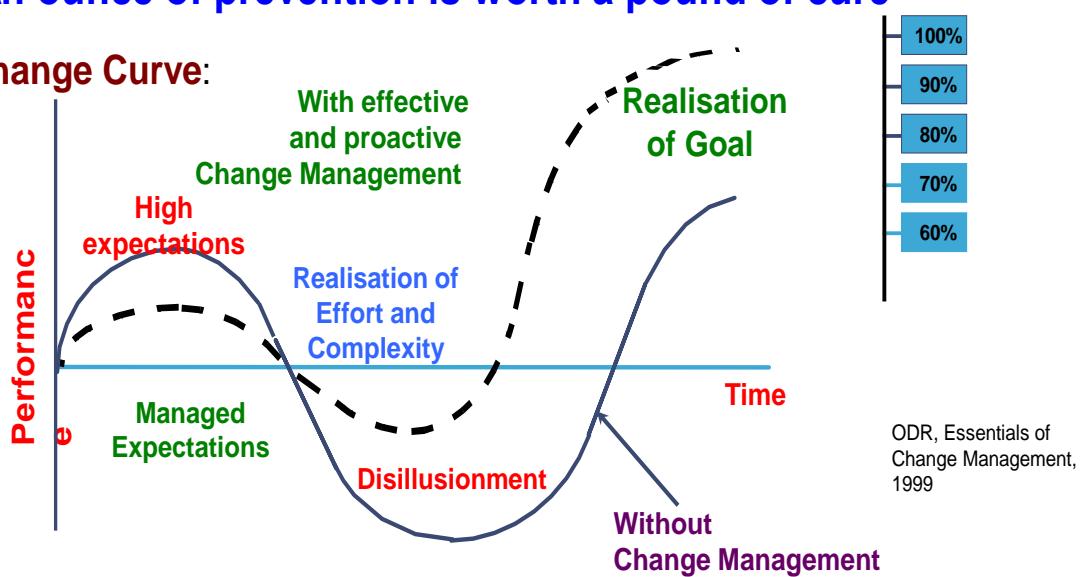
- All stakeholders benefited
- No adverse results

We need an holistic approach to improve Success Rate.

Successful outcomes are driven by timely and proactive change management

'An ounce of prevention is worth a pound of cure'

Change Curve:



6.1 Success Factors

Internal political desire has been defined as a drive from key government officials including relevant ministers for reform and for achievement of e-government goals.

Overall vision and strategy stands for the overall vision and master plan for good governance and for e-government, identifying the target and viewing IT as the means not the end, and integrating IT with broader reform objectives

Dominance of politics/ Self interest: the change agents who will take the project forward may have self interest and/or politically dominant situation favorable to the project initiative.

Strong change management which includes but not limited to leadership with a project champion, use of incentives to create commitment to and ownership of e-government project, and stakeholder involvement to build support and minimize resistance.

Effective project management includes defining clear responsibilities, having good planning and consideration of risk, good monitoring and control system putting in place, good organization of resources, and well-managed partnerships between public agencies, and public-private joint initiatives.

Competencies among the officials involve with this project is the issues of the capacity and knowledge level among the government officials about e-government concepts and practices.

Adequate technological infrastructure includes computerization system, telecom policies, ICT policies etc.

Other factor, being the last, was given to list any factor that respondents believe important but not presented as option.

6.2 Failure factors

Absences of success factors are presented as the reasons for failure of e-government projects in Bangladesh. For example, lack of internal political desire was the first option as the failure factor. Moreover, number and pattern of options specified as the failure factors were same as success factor including others as the last option. Assumption here were factor which may contribute for success may not be the main reason for failure due to its absence. For example, political desire along may not be enough to successfully implement e-government. However, lack of political desire may work as a high barrier to implement e-government.

7.1 Issue I: Awareness about the e-government Portal

The first issue was to measure the current level of awareness among the government officials about the e-Citizens Service Application portal.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	20.0	20.6	20.6
	A little bit	26	26.0	26.8	47.4
	No	51	51.0	52.6	100.0
	Total	97	97.0	100.0	
Missing	System	3	3.0		
	Total	100	100.0		

Table 1: Awareness about e-Citizens Service Application Portal

Table 1 reveals that majority of the respondents are unaware about the e-Citizens Service Application portal and only 20 percent respondents are aware. A significant portion of the respondents have heard about this initiatives but never tried to this portal.

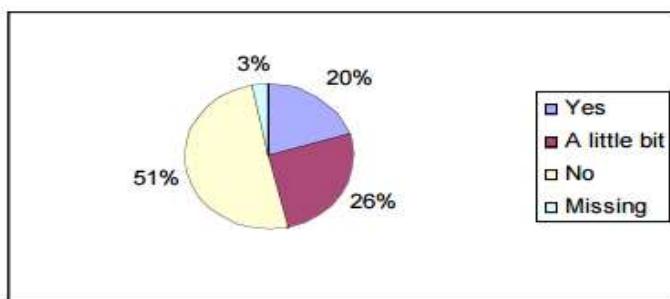


Figure 1: Awareness about e-Citizens Service Application *Portal*

7.2 Issue 2: Perception about benefit of e-government

Second issue was to understand the perception among the government officials about the benefits of e-government initiative to the citizens. If the respondent answer ‘YES’ in the first issue, the second issues was directly focused. Otherwise, the investigators showed the print out of the web portal and enlightened the respondents about e-Government concepts. Once respondents achieved basic level of understanding, he was asked to address the second issue.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	6	6.0	6.0	6.0
	Agree	52	52.0	52.0	58.0
	Strongly agree	42	42.0	42.0	100.0
	Total	100	100.0	100.0	

Table 2: *Perception about benefit of e-Citizens Service Application Portal*

According to the table 2, near about 95 percent respondents agreed that citizens will be benefited by introducing e-government programs and on the other hand only 6 percent of the respondents are still undecided position i.e. neither agree nor disagree or neutral position. Moreover, no one among respondents expressed negative perception about the benefit of e-government portal. In the questionnaire, there were other two options as strongly disagree and disagree about the benefits but no respondent has picked those options.

7.5 Issue 5: Success factors for implementing e-government in Bangladesh

According to tables 5, the most important factors for successful implementation of e-government are internal political desire, technological infrastructure and overall vision/strategy. On the other hand, less important factors are dominance of politics/self interest, change management and competencies among the officials.

Factor Name	Count	% of Responses	% of cases	RANK
Internal political desire	27	19.7	28.1	1
Overall vision/ Strategy	22	16.1	22.9	3
Dominance of politics	17	12.4	17.7	5
Strong change management	13	9.5	13.5	6
Efficient project management	18	13.1	18.8	4
Competencies among the officials	13	9.5	13.5	6
Adequate technological infrastructure	26	19.0	27.1	2
Others	1	.7	1.0	7
Total responses	137	100.0	142.7	

Table 5: Success factors for implementing e-government in Bangladesh

Lesson Plan

Lesson	: 14	Ref. No.5.3.14
Title	: e-Government Life Cycle	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To discuss about e-Government life cycle so that the participants can understand and use this life cycle in the real job situation.	
Learning outcomes	: At the end of the session the participants will be able to:	
	<ul style="list-style-type: none"> • list factors of e-Government life cycle; • illustrate life cycle; and • plan for future use. 	

Content	Methods/ Techniques	Resources / Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic : e-Government life cycle • Importance: Improve and facilitate government activities • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Necessity of e-Government life cycle • Factors of life cycle e-Government • Motivation (Energize the group) • Strategic factors introducing e-Government • Check attention (making wrong statement) • Feedback (Q+A) 	Presentation / Examples/ Discussion /Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9
Equipment and Aids Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			
Behaviour/Performance	Condition	Criteria	

e-Government Life Cycle

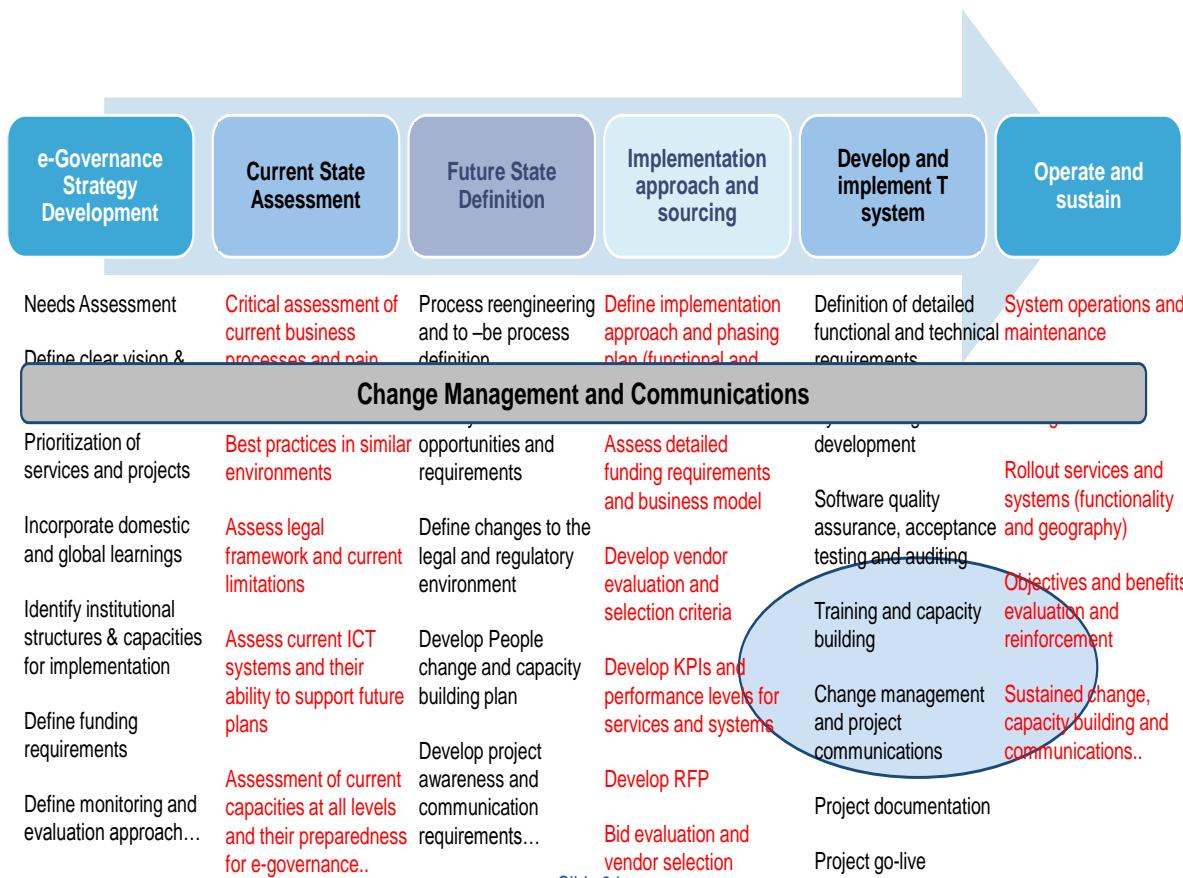
Shah Mohammad Sanaul Hoque, PhD

e-Governance Project Life Cycle (eGLC)



Slide 33

e-Governance Project Life Cycle (eGLC)



Slide 34

Module-4

- Title** : **ICT:Tools & Techniques for Organizational Change**
- Objectives** : To discuss about tools and techniques for organizational change on ICT so that the participants can use diverse tools and techniques of ICT for change management.
- Learning outcomes** : After completion of the module, the participants will be able to:
- define ICT;
 - list the tools of ICT for change management;
 - list the techniques of ICT for change management; and
 - plan for use of suitable tools and techniques of ICT.

Reference	Lesson	Contents/Topics	Methods
5.4.15	15	Interface/Relevance between Technology and CM	Online survey, Discussion
5.4.16	16	Technology Challenges	Discussion, group work
5.4.17	17	Training Needs Assessment for Change Management	Lecture/Group work / Q+A

Lesson Plan

Lesson	: 15	Ref. No. 5.4.15
Title	: Interface/Relevance between Technology and CM	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To discuss about Interface/Relevance between Technology and CM so that the participants can apply this technology for delivering better services in the working places.	
Learning outcomes	: At the end of the session the participants will be able to:	
	<ul style="list-style-type: none"> • list the potentials of ICT; • illustrate technology trend; and • plan for future development of the Government. 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none">• Ice breaking: greetings• Linkage with previous learning/ experience• Pre-assessment (Q+A)• Topic : Interface/Relevance between Technology and CM• Importance: Improve and facilitate government activities• Outline of content	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none">• Potentials of ICT• Technology trend• Motivation (Energizes the group)• Strategic plan for future development• Check attention (making wrong statement)• Feedback (Q+A)	Video clip/ storytelling/ examples /Q+A		45
Conclusion <ul style="list-style-type: none">• Assessment of LOs• Summarization by using Key words• Motivation (application of learning)• References• Forward planning	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			
Behaviour/Performance	Condition	Criteria	

Lesson Plan

Lesson	: 16	Ref. No.5.4.16
Title	: Technology Challenges	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To discuss about technology challenges so that the participants can apply these strategies to combat the technology challenges.	
Learning outcomes	: At the end of the session the participants will be able to: <ul style="list-style-type: none"> • state technology challenges; • list the challenges; • describe types of changes; and • plan for ways and means to mitigate the challenges. 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic : Technology Challenges • Importance: Sustain technology/foster development • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Privacy challenges • Security challenges • Motivation (Energizes the group) • Others challenges • Check attention (making wrong statement) • Feedback (Q+A) 	Lecture/ Discussion/ Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key Words • Motivation (Application of learning) • References • Forward planning 	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			
Behaviour/Performance	Condition	Criteria	

Technology Challenges

Md. Arfe Elahi

Cyber Security, Crime and Law

Cyber Attacks (Typical)

- A malicious program was introduced at some point in the manufacturing process of a popular brand of digital photo frames
- Nigerian e-mail scam claimed to be sent from the U.N.
- “Booby-trapped” Web pages are growing at an increasing rate
- A new worm disables Microsoft Windows Automatic Updating and the Task Manager

What exactly is cyber crime?

- Today we often come across terms like ‘cyber crimes’, ‘net crimes’, ‘computer-fraud’, ‘cyber extortion’ etc. With the advent and advancement of internet, a new type of crime has developed. It is most commonly known as the cyber crimes. The term cyber generally means computer network or virtual reality. So, cyber crime can simply be defined as crime which involves cyberspace or computer network or a protected computer system.

The Definition

As per Dr. DebaratiHaldar and Dr. K. Jaishankar

“Offences that are committed against an individual or group of individuals with a criminal motive to intentionally harm the reputation of the victim or cause physical or mental harm or loss to the victim directly or indirectly using modern telecommunication networks such as internet (chat rooms, emails, notice boards or groups) and mobile phone (SMS/MMS).”

Types of cyber crimes

- **Hacking**

It is an offence to hack a computer system which belongs to other individuals or organizations. Hacking puts the victim in a very vulnerable position as there are risks of exposing all the confidential information in a computer system. It is a punishable offence and the laws regarding hacking are quite strict.

- **Cyber-defamation**

The internet can be used to spread misinformation just as easily as information. Websites can present false or defamatory information especially in forums and chat rooms, where users can

post messages without verification by moderators. IT is vital to highlight the increased danger presented by false or misleading information. Defamation can seriously injure the reputation and dignity of victims to a considerable degree, as online statements are accessible to a world wide range.

- **Cyber-extortion**

Cyber-extortionists create harmful soft-wares and often threat individuals or organizations. With those soft-wares they can cause serious damage to the threatened individuals or organizations. They offer ‘protection’ in exchange of money otherwise they destroy or expose all financial and security information. These cyber-extortionists can be regarded as the new age cyber-mafias.

- **E-mail bombing**

E-mail bombing refers to sending a large number of e-mails to the victim resulting in the victims e-mail account (in case of an individual) crashing. This kind of things are done to harass someone purposefully.

- **Cyber-terrorism**

The term cyber-terrorism was coined in the 1980s by Barry C. Collin. It is defined as the premeditated attack against information, computer systems, computer programs and data which results in violence against non-combatant targets by sub-national groups or clandestine agents. Cyber-terrorists can do unimaginable harm to a group of people or a state. They can get into a telephone network during an emergency and shut it down causing more casualties. Suppose, a situation similar to 9/11 has arisen and emergency personnel are being deployed. Meanwhile, the terrorists can hack into emergency communication system and redirect all orders, give false information etc. Thus, the situation will worsen. In USA, FBI has separate Cyber Security Unit (CSU) who works to protect the nation from such attacks. Cyber-terrorists target transportation, telecommunication, financial data etc. Thus, a war can be won without shooting even a single bullet.

Challenges of Securing Information

- There is no simple solution to securing information
- This can be seen through the different types of attacks that users face today
- As well as the difficulties in defending against these attacks

Difficulties in Defending against Attacks

Reason	Description
Speed of attacks	Attackers can launch attacks against millions of computers within minutes.
Greater sophistication of attacks	Attack tools vary their behavior so the same attack appears differently each time.
Simplicity of attack tools	Attacks no longer limited to highly skilled attackers.
Detect vulnerabilities more quickly	Attackers can discover security holes in hardware or software more quickly.
Delay in patching	Vendors are overwhelmed trying to keep pace by updating their products against attacks.
Distributed attacks	Attackers can use thousands of computers in an attack against a single computer or network.
User confusion	Users are required to make difficult security decisions with little or no instruction.

Table 1-2 Difficulties in defending against attacks

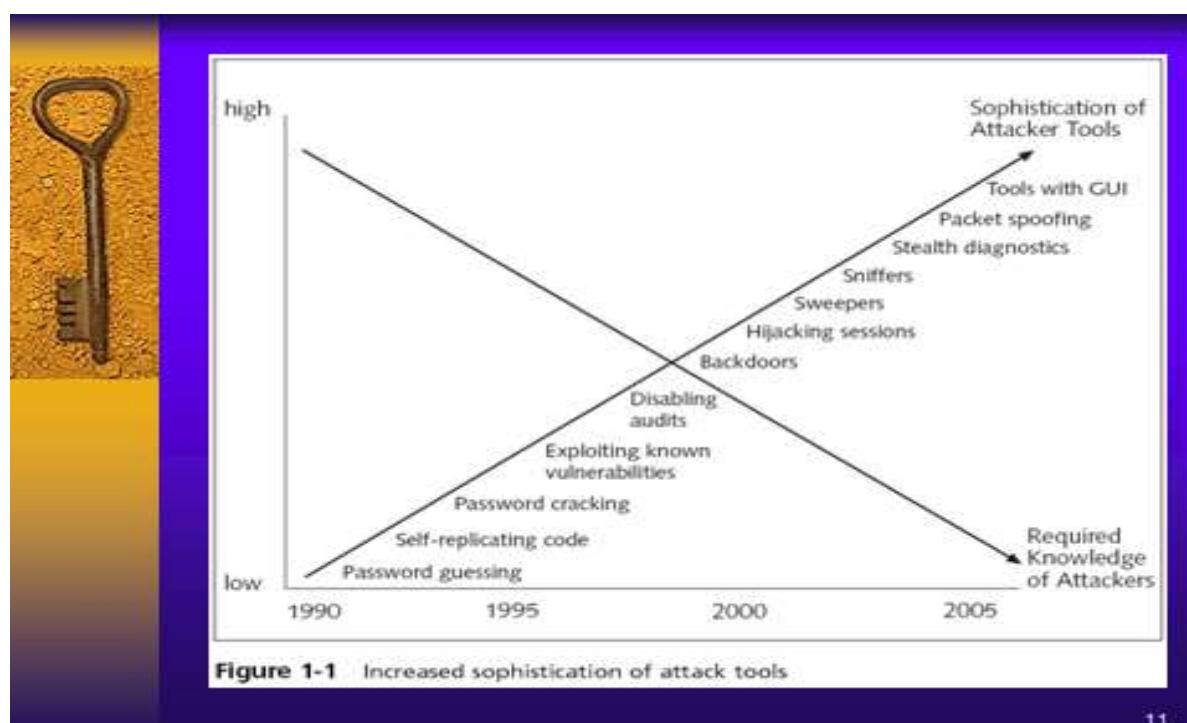


Figure 1-1 Increased sophistication of attack tools

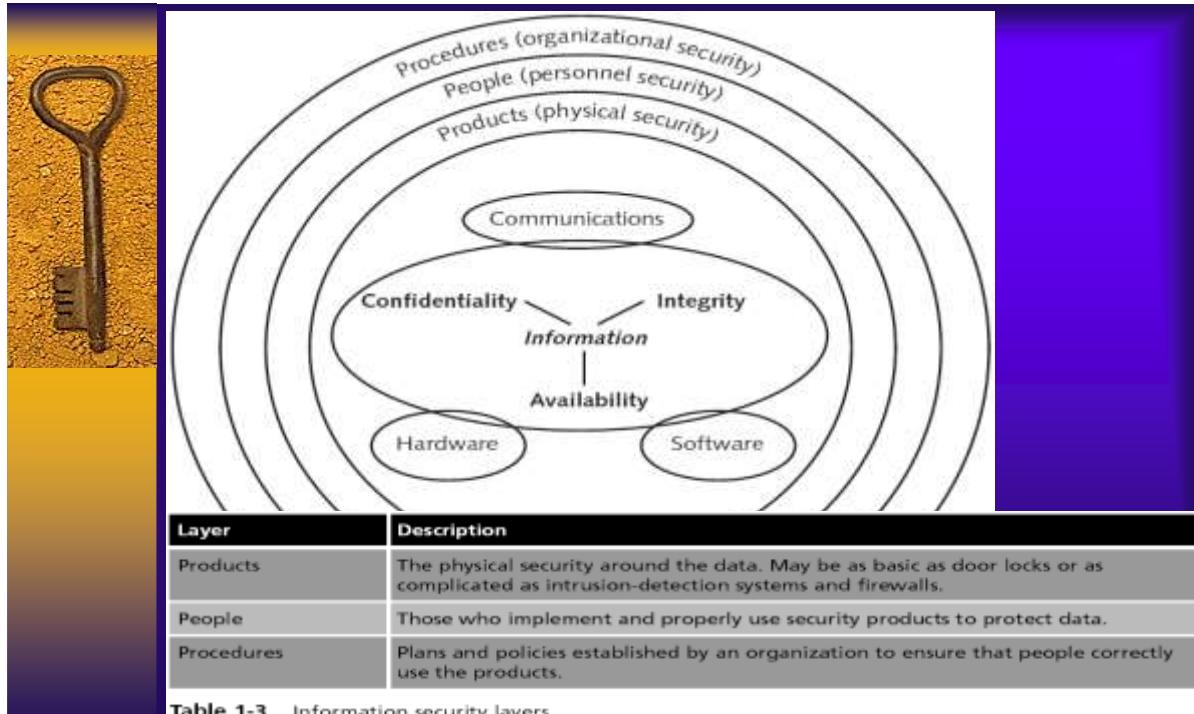
11

Defining Information Security...

- Security can be considered as a state of freedom from a danger or risk
- Information security is intended to protect information that has value to people and organizations

- This value comes from the characteristics of the information:
 - Confidentiality
 - Integrity
 - Availability

Information security is achieved through a combination of three entities



Laws relating cyber crime

- There are adequate laws concerning cyber crime in Bangladesh but there is no efficient implementation.
 - Information and Communication Technology Act, 2006 and amended twice in 2009 and 2013. Currently, further amendment is submitted as draft bill in the Parliament in the name of “Digital Security ACT, 2016”;
 - The Penal Code, 1860;
 - The Pornography Control Act, 2012, and
 - The Bangladesh Telecommunication Act, 2001.

Information & Communication Technology Act 2013

Cyber crimes in essence are dealt

- Section 54 to 67 of the ICT Act illustrate the cyber crimes both civil and criminal matters.

- Penalties for cyber crimes setting a minimum of 7 years imprisonment and a maximum of 14 years or a fine of Tk. 1 crore or both.
- The bill made offences under sections 54, 56, 57 and 61 of the ICT Act, 2006 cognizable and non-bailable, empowering law enforcers to arrest **anyone** accused of violating the law without a warrant, by invoking section 54 of the Code of Criminal Procedure.
- However, all concerned apprehend of the misuse of the power by the police.

Laws relating cyber crime ...

The followings shall be treated as crime:

- Unauthorized copying, extracting and downloading of any data, database;
- Introduction of virus;
- Damage and disruption to computer system and computer network;
- Denial of access to authorized person to computer;
- Providing assistance to make possible to commit to crime;
- Hacking with computer system;
- Tampering computer source documents.

Lesson Plan

Lesson	: 17	Ref. No.5.4.17
Title	: Training needs assessment for change management	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To discuss about training needs assessment for change management so that the participants can apply these strategies to combat the technology challenges in their own situation.	
Learning outcomes	: At the end of the session the participants will be able to: <ul style="list-style-type: none"> • define TNA; • explain objectives and scope; • explain approaches, ways and means; • analyze output; and • plan for implementation. 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic: Training needs assessment for change.. • Importance: Foster change/ ensure development • Outline of content 	Lecture/ Discussion/ Q+A		6
<ul style="list-style-type: none"> • Development • Definition, objectives and scope of TNA • Approaches, ways and means of TNA • Motivation (Energizes the group) • Output analysis and implementation • Check attention (making wrong statement) • Feedback (Q+A) 	Lecture/ Discussion/ Presentation /Group work / Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9

Equipment and aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.

Behaviour/Performance	Condition	Criteria
------------------------------	------------------	-----------------

Training needs assessment for change management

SM Sanaul Hoque, PhD

Training Needs Assessment

Training needs assessment is a systematic inquiry of training needs within an organization for the purposes of identifying priorities and making decisions, and allocating finite resources in a manner consistent with identified program goals and objectives.

- The process to determine whether training is necessary
- Who needs the training
- What kind of training
- Contributes to choose the appropriate training method

The purpose of a training needs assessment is to identify performance requirements and the knowledge, skills, and abilities needed by an agency's workforce to achieve the requirements.

When using any of these methods, these three things should be kept in mind:

1. These tools should be used in combination, never rely on just one
2. They may be used to identify training needs in different groups or types of employees
3. They should be applied to individual employees because of variation in training between employees.





Organization analysis

- What knowledge, skills and abilities are best fit to the organization
- What need to alleviate current weaknesses and enhance the strengths of the organization
 - Organizational goals, objectives, culture, policies, work procedures, etc.
 - State of economy and operational costs
 - Demography and culture of workforce
 - Changing trend of technology
 - Global/external market
 - Employee attitude and satisfaction
- Organizational analysis involves identifying whether training supports the company's strategic directions, whether managers, peers, and employees support training activity; and what training resources are available.

Supports of managers, peers

- Peers' and managers' support for training is critical along with employee enthusiasm and motivation
- A positive attitude and supporting hands from there is required for – attending the training program applying the training inputs in job

Person Analysis

Person analysis helps

- To identify employees who need training
- Whether employee's current performance or expected performance indicates a need for training

The need for training may result from pressure points-
poor or substandard performance job changes

Performance evaluation -- Identifies weaknesses and areas of improvement. Performance problems -- Productivity, absenteeism, accidents, grievances, waste, product quality, repairs, equipment utilization, customer complaints

- Attitude survey

Task Analysis

A description of work activities including tasks performed by the employee and the knowledge, skills, and abilities required to complete the tasks.

- Job description
- KSA analysis
- Performance standards

Task analysis should be performed only after the organizational analysis has determined that the company wants to devote time and money for training.

Identify the KSA needed

**Determine which task will be focused
on the training program**

**Select the job
to be analyzed**

**Develop a
preliminary list of
tasks performed
by the job**

**Validate or
confirm the
preliminary
list of tasks**

The benefits of training needs assessments

- Puts training needs in context of organizational needs (business drivers)
- Validates and/or augments sponsor's ideas about the need for training
- Ensures training design will respond to need
- Identifies non-training issues influencing performance
- Ensures survival of training function
- Establishes foundation for post-training evaluation

Tools to gather information on training needs

- Observation:** Observer does not interfere normal productivity. First hand data about an employee's strengths and weaknesses.
- Interviews:** Using a series of predetermined questions to gauge opinions and perceptions.
- Questionnaires:** Allows for a big picture of the environment in a structured manner.
- Job Descriptions:** Study of all responsibilities of a certain.
- The Difficulty Analysis:** identification of an employee's duties that cause them the most difficulty, and allowing for more training in those areas.
- Problem Solving Conference:** A conference setting that allows employees and other staff to identify a plan for a new task or technology and mold the training to it.
- Appraisal Reviews:** Within a performance review, questioning the employee about their duties and training. Allows supervisor to uncover reasons for poor performance.
- Analysis of Organizational Policy:** reviewing the organization's policy on training, and the amount and type of training offered to employees.

Comparison of techniques

Technique	Advantages	Disadvantages
Observation	* Generates data relevant to work environment * Minimize interruption on work	* Needs skilled observer * Behavior may be affected by being observed
Questionnaire	* Inexpensive * Can cover large number of respondents * Easy summarization of data	* Requires time * Possible low return rates * Lack of details * Limited information
Interviews	* Possible to uncover details * Can explore unanticipated issues Flexibility	* Time consuming * Difficult to analyze * Needs skilled interviewers * Difficult to schedule
Focus Groups	* Useful for complex and controversial issues * Can explore unanticipated issues	* Time consuming * Depends on group cohesion and commitment
Documents Study	* Better source of information * Objective based	* Tedious * May be obsolete * May be too technical

A Quick Way to Determine Training Needs

1. Gather all employees who have similar jobs
2. Ask employee to write 10 most important training needs for the job
3. Ask them to list 10 most important training needs for each of them
4. Use a weighted voting process to prioritize the listed training needs
5. List the training needs based on priority as determined by voting process
6. Schedule another session to brainstorm on needed outcome
7. Note number 1 & 2 training needs of each employee

Training Needs Analysis – The Ways and Means

Identification of each target audience and the measurable business goals for the training can be achieved through a variety of ways e.g.,

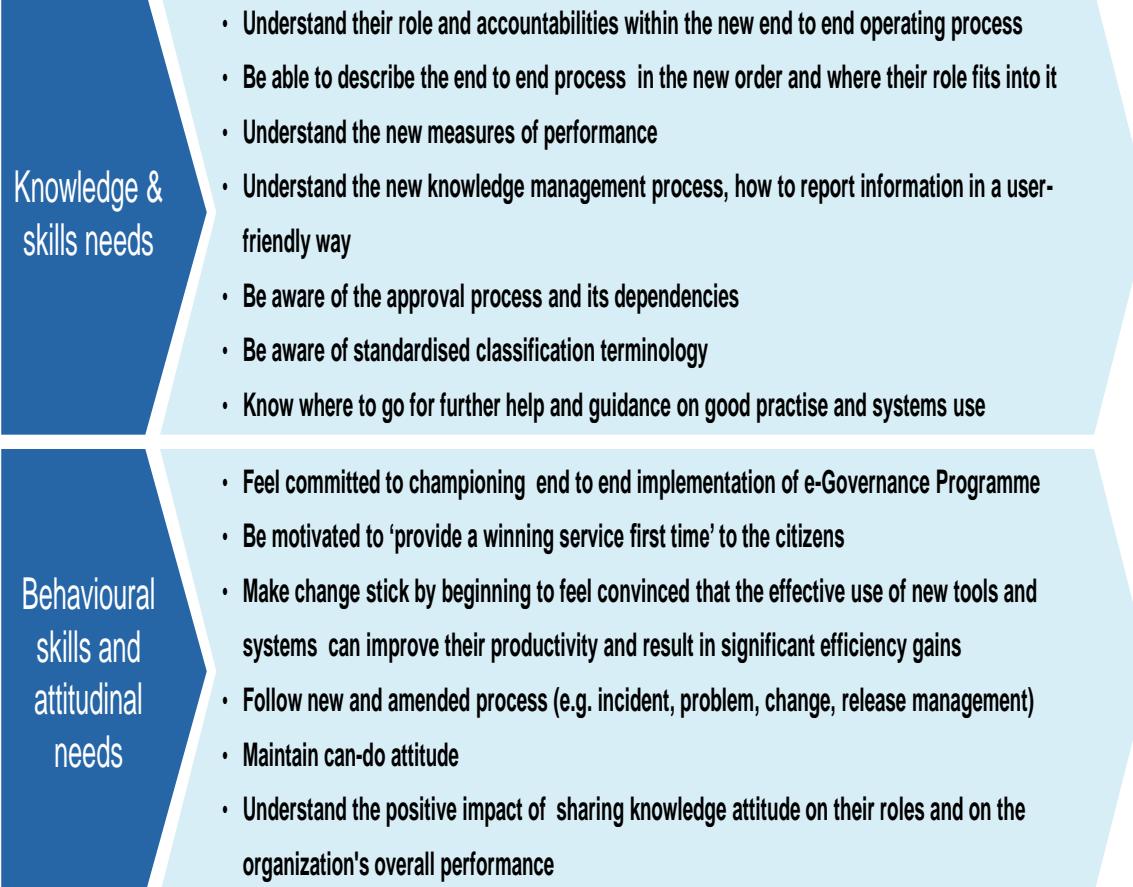
- Interviews with a range of the key stakeholders
- Questionnaire
- Focus group, and
- Programme documentation.

The output of a Training Needs Analysis is a report capturing the training needs of each audience group based upon the priority

Objectives of the Training Needs Analysis (TNA)

- To understand the training audiences & their needs in the context of e-Governance
- To assess the training needs by role and by training type to address the knowledge and skills gaps :
 - Understand the changes to processes taking effect due to e-Governance adoption
 - Identify new technologies (or changes to existing technologies) taking effect
 - Assess new skills and behaviors needed to perform work in the new environment
- To identify areas requiring the greatest training focus and prioritizing training activities to address all critical dependencies
- To understand common training needs required for all stakeholders (internal / external)
- To outline potential skills and training risks to a successful go-live, and recommend mitigating actions

A typical Training needs analysis output



Slide 7

Module-5

Title : **Change Management: Barriers, Challenges and Mitigation**

Objectives : To discuss about change management: Barriers, challenges and mitigation so that the participants can apply the mitigation techniques to minimize the challenges.

Learning outcomes : After completion of the module, the participants will be able to:

- Identify barriers;
- list the change management challenges;
- state reasons for failure of change; and
- plan for mitigation of barriers.

Reference	Lesson	Contents/Topics	Methods
5.5.18	18	Experience Sharing on Change Management challenges, barriers and challenges in CM	Storytelling, Discussion Video clip
5.5.19	19	Why change can fail? 'People' Component of Change Management	Storytelling, Discussion Video clip
5.5.20	20	Change Management: Risk and Challenge Mitigation Strategies	Lecture/ Discussion
5.5.21	21	Communication for Change Management	Presentation/ Group work

Lesson Plan

Lesson	: 18	Ref. No.5.5.18
Title	: Experience sharing on Change management challenges, barriers and challenges in CM	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To share about experiences on change management challenges and barriers and challenges in CM so that the participants can apply these experience and knowledge in respective areas and concern about barriers and challenges.	
Learning outcomes	: At the end of the session the participants will be able to: <ul style="list-style-type: none"> • share experiences; • list change management barriers; • mention change management challenges; and • analyze management challenges. 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic : Experience sharing on change management..... • Importance: Foster change/ ensure development • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Experience sharing on change management challenges (Management perspective) • Experience sharing on change management challenges (Employees' perspective) • Motivation (Energizes the group) • Barriers and Challenges in CM • Why do people resist change? • How do people resist change? • Risks & Bias • Check attention (making wrong statement) • Feedback (Q+A) 	Storytelling/ Discussion/ Video clip/ Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			
Behaviour/Performance	Condition	Criteria	

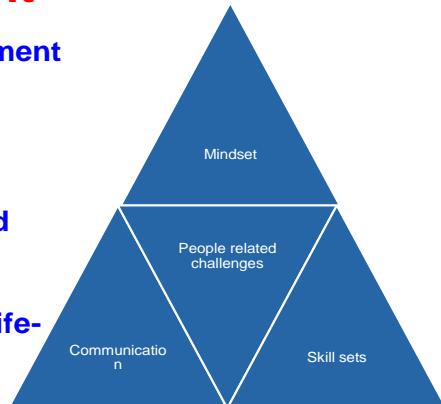
Experience sharing on Change management challenges, barriers and challenges in CM

Mohammad Kamrul Hasan

People related challenges in Change Management

People related challenges in Change Management relate to three important aspects:

- Mindset (Culture)
- Communication and Awareness (Internal and External stakeholders)
- Skill-sets (Human capital development and life-long learning)



75% of all organizational change programs fail, largely because employees feel left out of the process and end up lacking the motivation, skills and knowledge to adopt new systems and procedures

People and Organisational Change

Top ten barriers to change

1. Inadequate resources
2. Poorly communicated strategy
3. Unclear definition of actions required to execute
4. Unclear accountabilities for execution
5. Organisational silos and culture blocking execution
6. Inadequate performance monitoring
7. Inadequate consequences or rewards for failure or success
8. Poor senior leadership
9. Uncommitted leadership
10. Unapproved Strategy

People and Organisational Change

e-Governance and Barriers to Change

Individual

- Habit :** Deep rooted ways of doing things and working in the government
- Security:** Loss of feeling safe. Underlying Security & Suspicion
- Economic factors:** Doubts around performance, productivity and pay issues. Lack of confidence in using the IT systems
- Fear of unknown:** What will happen next? Will ICT implementation lead to my job becoming redundant?

Organisational

- Structural Inertia:** Rigid processes and systems
- Lack of common vision:** There is no common understanding of the vision for change
- Group Inertia:** Change in individual behaviors at times inhibited by the way the group works
- Threat to expertise:** The implementation of ICT may be observed as a threat to the expertise of a specialized group.
- Threat to established power relationships:** Perception of loss of power, authority and discretion.

Management of change issues and people perceptions becomes imperative in e-Governance projects.

Slide 40

Almost 92 % of the challenges in a transformation exercise are around people issues



Slide 41

Mental Barriers ?

- Crisis mentality can make good change management very difficult
- Which one is better...Predictive/Preventive maintenance or Breakdown maintenance
- Desire to find a quick solution moves the emphasis from long term strategic thought to short term tactical solutions that may harm the future of the business
- Swift focused unambiguous action makes it more likely that change will be non participative

Stakeholders' engagement is an essential component of Change Management.

Lesson Plan

Lesson	: 19	Ref. No. 5.5.19
Title	: Why change can fail? ‘People’ component of Change Management	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To mention about failure of change and People’s component of change management so that the participants can realize the situation and apply these knowledge in respective areas.	
Learning outcomes	: At the end of the session the participants will be able to: <ul style="list-style-type: none"> • define change management; • explain causes of failure of change; and • describe people’s component of change management. 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic: Reasons for failure of change... • Importance: Foster change/ ensure development • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Reasons for failure of change • Changing people’s habits • Motivation (Energizes the group) • Creating sustainable behavior change • Check attention (making wrong statement) • Feedback (Q+A) 	Storytelling/ Discussion/ Video clip/Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9

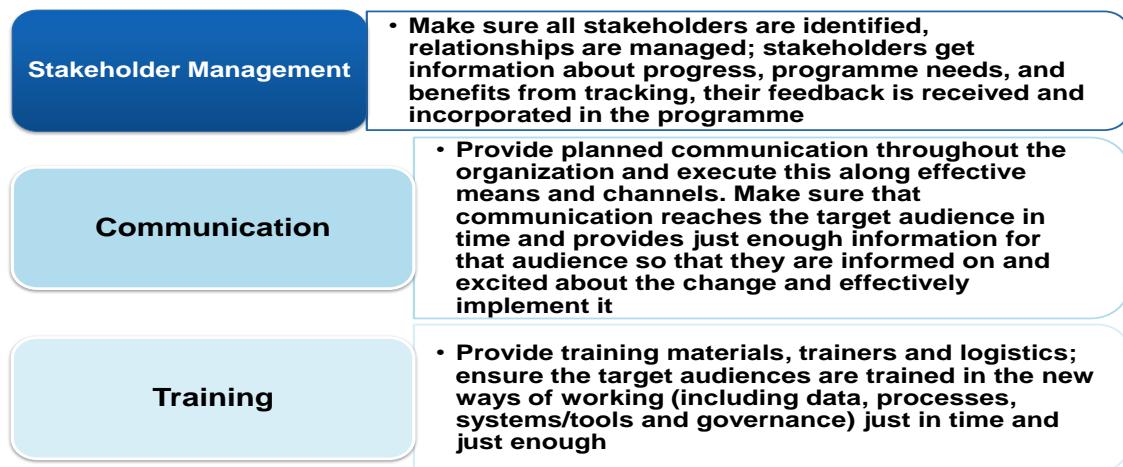
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.

Behaviour/Performance	Condition	Criteria
------------------------------	------------------	-----------------

Why change can fail? ‘People’ component of Change Management

Mohammad Kamrul Hasan

Essential ‘People’ components of Change Management



Slide 43

Fear



Slide 1

Fear can be a barrier to effective planning. When management focuses on the fear of change or lack of success rather than the potential for growth, it makes it difficult to plan for the future of an organization. Fear of financial insolvency or a lack of knowledge about market conditions can cause executive management to avoid planning for the future and focus solely on day-to-day operations.

Shortsightedness

Shortsighted behavior can cause executive managers to stop in their tracks. By focusing on current projects rather than broader, long-term goals and on day-to-day management rather than future growth and profitability, shortsightedness is a barrier to effective planning.

Negativity

Negativity, or a lack of positive ideas and suggestions for the future, can create an insurmountable barricade when it comes to strategic planning. A good leader must be positive and bring knowledge and expertise to the table. Negative thought, or a belief in failure, can lead to inertia, which can cause an organization to stagnate.

Communication Barriers

Difficulty in communicating goals and plans can stall a planning session. Whether communication barriers stem from language or cultural differences, or whether a manager simply is an ineffective communicator, poor communication can make it hard to express goals and organizational mission.

Poor Leadership

Leaders who are insecure or fearful in their own position within an organization are ineffective when it comes to planning. A leader must inspire those around him to work to their full capability. A leader who cannot lead, or who is unapproachable, cannot collect suggestions and ideas from employees that are essential to effective planning.

Lack of Creativity

An ability to think originally and grow in new directions are what often keep a company alive and vibrant. While one business model may work for many years, organizations have to think creatively and take chances by expanding and growing into new areas. A lack of creativity, tied with poor leadership, can cause employees to grow bored and disheartened, and employees who feel like they can't do their best work.

Planning

Without step-by-step planning, change in an organization is likely to fall apart or cause more problems than benefits. You need to understand exactly what changes will take place and how those changes will occur. For example, if you're transitioning to a new content management system, you'll need to know if the new system is compatible with the old system, how you will transition the old information to the new system and if there will be limited access during the transition. You also need to assign roles to individuals who are responsible for the change so all duties are covered. The time line for the change is also a key component. You need to plan for downtime or difficulties in completing regular work tasks while the change occurs.

Lack of Consensus

If you fail to get everyone on board with the corporate changes, you are likely to face barriers during the process. The decision to implement changes should come from the top level of the organization. All management level staff needs to be on board and able to deal with the

changes or you may face dissension within the staff. You may not have everyone on board right from the beginning. Showing managers how the changes will affect the company and the steps for implementing the changes helps get them on board if they initially have reservations.

Communication

Failing to communicate with all employees invites rumors and fear into the workplace, particularly if you're facing major changes, such as downsizing or a merger. Employees want to know what's going on, whether it is positive or negative news. The feeling of uncertainty when management doesn't communicate disrupts work and makes employees feel as if they aren't a part of the decision. Keep employees updated regularly about the plans and progress toward the change implementation. Involve all employees as much as possible through meetings or brainstorming sessions to help during the planning phase.

Employee Resistance

In some cases, employees resist change. They become comfortable with the way the business is run. They know the expectations and their role within the company. When a major change disrupts their familiarity, some employees become upset. They don't want to relearn their jobs or change the way they do things. Supporting your employees and providing training for any new responsibilities can help ease the transition.

Lesson Plan

Lesson	: 20	Ref. No. 5.5.20
Title	: Change Management: Risk and Challenge Mitigation Strategies	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To teach participants about change management: risk and challenge mitigation strategies so that the participants can apply these strategies to mitigate risk and challenges of change management in respective areas.	
Learning outcomes	: At the end of the session the participants will be able to: <ul style="list-style-type: none"> • list the risks; • list the challenges; • explain the strategies; and • plan for applying suitable strategy in mitigating challenges. 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic: Change Management: Risk and challenges • Importance: Foster change/ ensure development • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Risk of change management • Challenge for change management • Motivation (Energizes the group) • Strategies for mitigate risks and challenges • Check attention (making wrong statement) • Feedback (Q+A) 	Discussion/ group work/Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9

Equipment and Aids Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.

Behaviour/Performance	Condition	Criteria
------------------------------	------------------	-----------------

Change Management: Risk and Challenge Mitigation Strategies

Mir Nurul Alam

Change Management is a new skill.

Ability to manage change is an essential skill for all decision makers.

Change requires refreshing of knowledge and skills.

What can you do to deal with change?

Accept that change is an attitude issue

Create a personal vision

**Focus on what you can do...
.....not on what you can't do**

Develop a perspective of opportunity

Create a willingness to learn & develop

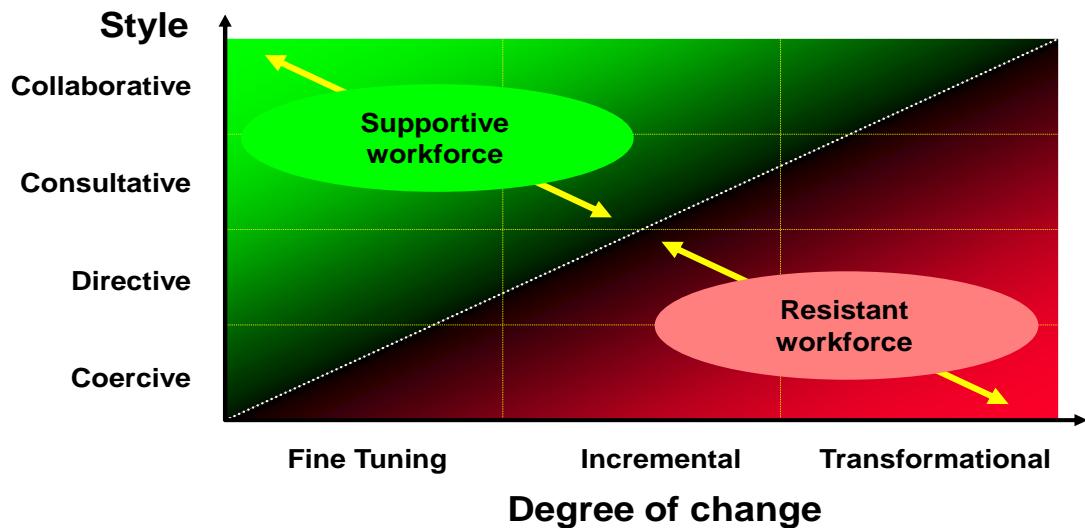
Learn to love ambiguity

Slide 77

Specific Challenges in Remote Locations

- **Promoting rural entrepreneurship**
- **Building rural capacities**
- **Enabling community participation**
- **Effecting collective action through a bottom-up approach having a key focus on the service delivery to rural citizen**
- **Creating and maintaining essential infrastructure like electricity, physical and telecom connectivity, IT components**
- **Supply Chain Management**

Working Style vs Degree of Change



Slide 47

Eight strategies to Bring Change in an Organisation

Step 1 - Creating a sense of Urgency – *Now or Never!*

- Examining similar organisations, best practices and competing environments
- Identifying and discussing crises, potential crises and major untapped opportunities
- At least 75% of the seniors should get convinced that *status quo* is more dangerous than unknown
- They should be convinced that “business as usual” is unacceptable
- A ‘Change Management Program’ requires aggressive cooperation of many individuals
- Underestimating the difficulty of driving people from their comfort zones is a vital risk

Step 2 - Forming a powerful guiding coalition

- Assembling a group with enough power and commitment to lead the change effort
- A minimum mass at the early stage is critical
- Encouraging the group to work as a Team...may be even outside normal hierarchy
- Someone at the top needs to get these people together, to share assessment of issues, opportunities and to get a maximum level of trust and communication
- Organisations having no history of teamwork at a coalition undervalue this type of coalition
- Change efforts without an empowered guiding coalition may show initial results but sooner or later, opposition would gather itself together and would stop the change

Step - 3 Creating a Vision

- Creating a vision, a picture of the future for the organisation, to help direct the change effort
- Developing strategies for achieving the vision, through an analytical thinking and little dreaming
- A vision, too complicated and cannot be communicated in 5 minutes is not a Vision!
- A well-articulated Vision should get a reaction that signifies both understanding and interest
- Without a sensible vision, change effort can dissolve into a list of confusing and incompatible projects
- They say a Vision should a clear compelling statement which clarify the direction in which the organisation needs to move

Step 4 - Communicating the Vision

- Using every possible vehicle/channel to communicate new vision and strategies
- Communication is a very powerful tool as there are requirements of short-term sacrifices
- When “downsizing” and “relocating” are parts of the vision, gaining understanding and support become tougher
- New growth possibilities and commitment to fair treatment should be part of communication
- People will not make any sacrifice, even they are unhappy with the *status quo*, unless they believe useful change is possible
- Without lots of credible communication, hearts and minds of people are never captured (Think about Alexander to any successful Army Commander !)
- Communicate by your own action
- Behaving in a way that is desired from all
- Good communicators would incorporate their messages in their day-to-day activities
- Convert boring, ritualistic and tedious periodic review meetings into lively, exciting participative discussions
- Discard non-essential information and replace it with discussions on business function problems and the new vision
- Communication in both words and deeds are often the most powerful form
- Change efforts are totally undermined when behavior of important individuals are inconsistent with their words

Step – 5 Empowering others to act on the vision

- Getting rid of obstacles to change
- Changing system or structure that seriously undermines the change efforts
- Encouraging change agents in risk-taking and non-traditional radical ideas, actions
- Removing powerful ideas in the heads of the individuals, which obstruct change efforts

Step – 6 Planning for and creating short-term wins

- Real changes take time and the change effort risks loosing momentum if there are no short-term goals to achieve and celebrate
- It is people's nature not to enter into "long march" unless there are compelling evidences of effective results within a short period
Defining and engineering visible performance improvements
- Creating short-term wins is different from "hoping" for short-term wins. The latter is passive while the former is active
- Commitments to produce short-term wins produce useful pressure which ultimately keeps the urgency level up and force detailed analytical thinking to clarify or revise the vision
- Recognising and rewarding employees contributing to those improvements

Step – 7 Consolidating improvements and producing further changes

- Using increased credibility from early wins to change systems, structures and policies as demanded by the vision
- Hiring, promoting and developing employees who can implement the vision
- Reinvigorating the change process with new interventions and change agents
- Refrain from declaring victory too soon, which may take 5-7 years normally
- Go after systems and structures, which are not consistent with the Change Vision

Step – 8 Institutionalizing the Change

- Articulating the connections between new culture and department's successful business functions
- Developing the means to ensure leadership development and succession
- Changes will stick when it seeps into the bloodstream of the organisation's body
- The new processes are to be rooted into the cultural norms and shared values of the organisation
- Take sufficient time to ensure that next generation of top management personify the changed approach
- Otherwise Change would degrade as soon as the pressure for change is removed

We can't control change...

**But we can control our
attitude towards change...**

Lesson Plan

Lesson	: 21	Ref. No.5.5.21
Title	: Communication for Change Management	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To discuss about communication for change management so that the participants can apply this method to manage change in their respective working places/areas.	
Learning outcomes	: At the end of the session the participants will be able to:	
	<ul style="list-style-type: none"> • define communication; • list the channels of communication; • explain the communication process; and • plan for applying suitable communication strategies. 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic: Communication for change management • Importance: Foster change/ development • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Communication channels • Communication process • Motivation (Energizes the group) • Communication strategies for change management • Check attention (making wrong statement) • Feedback (Q+A) 	Discussion/ group work/Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9

Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.

Behaviour/Performance	Condition	Criteria
------------------------------	------------------	-----------------

Communication for change management

Mir Nurul Alam

Pearls of Wisdom !

We cannot change anything unless we accept it

Carl Jung

Slide 100



Face-to-Face

Face-to-face or personal communication is one of the richest channels of communication that can be used within an organization. Physical presence, the tone of the speaker's voice and facial expressions help recipients of a message interpret that message as the speaker intends. This is the best channel to use for complex or emotionally charged messages, because it allows for interaction between speaker and recipients to clarify ambiguity. A speaker can evaluate whether an audience has received his message as intended and ask or answer follow-up questions.

Broadcast Media

TV, radio and loud speakers all fall within the broadcast media communication channel. These types of media should be used when addressing a mass audience. Businesses seeking to notify customers of a new product may advertise or do promotions using a broadcast channel. Similarly, a CEO may do a global company address by having a television feed broadcast across global sites. When a message intended for a mass audience can be enhanced by being presented in a visual or auditory format, a broadcast channel should be used.

Mobile

A mobile communication channel should be used when a private or more complex message needs to be relayed to an individual or small group. A mobile channel allows for an interactive exchange and gives the recipient the added benefit of interpreting the speaker's tone along with the message. Some within an organization may opt to use this channel versus a face-to-face channel to save on the time and effort it would take to coordinate a face-to-face meeting.

Electronic

Electronic communication channels encompass email, Internet, intranet and social media platforms. This channel can be used for one-on-one, group or mass communication. It is a less personal method of communication but more efficient. When using this channel, care must be taken to craft messages with clarity and to avoid the use of sarcasm and innuendo unless the message specifically calls for it.

Written

Written communication should be used when a message that does not require interaction needs to be communicated to an employee or group. Policies, letters, memos, manuals, notices and announcements are all messages that work well for this channel. Recipients may follow up through an electronic or face-to-face channel if questions arise about a written message.

Module-6

Title : **Cross cutting issues**

Objectives : To discuss about contemporary governmental prior Issues such as SDG, NIS, Women empowerment in Bangladesh, RTI act, 2009 so that the participants become well orient with the contemporary prior issues in regard to administration and development to bring desirable changes in their respective working places/areas.

Learning outcomes : After completion of the module, the participants will be able to:

- Identify governmental prior issues;
- compare the goals of MDG with SDG;
- plan for fulfilling goals;
- explain NIS necessity;
- describe the women empowerment; and
- explain the RTI act, 2009.

Reference	Lesson	Contents/Topics	Methods
5.6.22	22	Sustainable Development Goals	Lecture/ Discussion
5.6.23	23	National Integrity Strategy	Lecture/ Discussion
5.6.24	24	Women Empowerment in Bangladesh	Lecture/ Discussion
5.6.25	25	Right to Information Act	Lecture/ Discussion

Lesson Plan

Lesson	: 22	Ref. No.5.6.22
Title	: Sustainable Development Goals	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To discuss about SDG which is recent governmental prior issues so that the participants are being committed to attain these goals.	
Learning outcomes	: At the end of the session the participants will be able to: <ul style="list-style-type: none"> • explain the background of SDG; • list the goals, targets and indicators; • compare the goals of MDG with SDG; • explain the goals of SDG; and • plan for fulfilling the goals; 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic: SDG • Importance: Foster development/change • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Background of SDG • Comparison of MDG with SDG • Motivation (Energizes the group) • Goals, targets and indicators of SDG • Prioritization of SDG • Check attention (making wrong statement) • Feedback (Q+A) 	Lecture/ Discussion/ group work/Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			

Behaviour/Performance	Condition	Criteria
------------------------------	------------------	-----------------

Sustainable Development Goals

Munshi Mohammad Hedayet Ullah

Chronology of Agenda 2030 : Sustainable Development Agenda

The Brundtland Report, published in 1987, coined

the term “Sustainable development” and defined it as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”

1997- UNGASS-19: Earth Summit + 5

2000- Millennium Declaration (MDGs)

2012- United Nations Conference on Sustainable Development, RIO+20: the Future We Want

2015- the 2030 Agenda for Sustainable Development Paris Agreement.(SDGs)

MDGs versus SDGs

- MDGs was based on UN Millennium Declaration (2000) and SDGs are based on UNCSD (Rio+20 declaration, 2012).
- In the SDGs, unfinished agenda of MDGs are carried forward along with inclusion of human rights, peace, access to justice, energy, growth & employment, innovation & industrialization, urbanization & climate change issues.
- The MDG period was 2001-2015 and the SDG period is 2016 to 2030.
- MDG started with 8 goals, 18 targets and 48 indicators (later 20 targets & 60 indicators). SDGs starts with 17 goals, 169 targets and 230 indicators.
- MDGs were built on top down approach, but SDGs are built on bottom up approach.
- MDGs were mainly focused for the LDCs but SDGs are universal. **UNIVERSALITY**
- Goal to goal linkages were missing in MDGs but well inter-linkages among the goals are there in SDGs. (7 indicators X 2 and 2 indicators X 3) **INTEGRATION**
- MDGs focused on National level only quantitative data. But SDGs focuses on quantitative and qualitative disaggregated data. **TRANSFORMATION**
- Means of Implementation (MoI) were absent in MDGs but well-coordinated MoIs are present in SDGs (Goals related targets 126; MoI related targets 43).
- Hunger was treated as part of poverty in MDGs but hunger is now treated as part of food security and nutrition in the SDGs.
- Private sector was not involved in the MDGs implementation, but in SDGs they are treated as important players.

Sustainable Development Goals

- 17 goals
- 169 targets
- 230 indicators



Prioritization of SDG in Agriculture sectors : The Goals and Targets

- ❖ Achieving Sustainable Development Goals requires thinking beyond singular skill to incorporate concerted effort and collective action. Virtually, a vibrant working force in agriculture sector can effectively pursue the Sustainable Development Goals (SDGs).
- ❖ National Agriculture Training Academy(NATA) is mandated to develop competent human resources in the realm of agriculture service.
- ❖ In essence, the role of NATA is important but passive and indirect in compliance of the Sustainable Development Goals.

Goals	Identified Targets (Associate Goals)		
	High	Moderate	Low
Goal-1 : Poverty			1.1 1.pptx
Goal-2 : Hunger and Nutrition		2.1, 2.3, 2.4 2.pptx	
Goal-3 : Health			
Goal-4 : Education			
Goal-5 : Gender equity			
Goal-6 : Water and sanitation			
Goal-7 : Energy			

Goals	Identified Targets (Associate Goals)		
	High	Moderate	Low
Goal-8 : Inclusive growth & employment			
Goal-9 : Infrastructure			
Goal-10 : Inequality			
Goal-11: Cities & human settlement			
Goal-12 : Sustainable consumption and production			12.3 3.pptx

Goals	Identified Targets (Associate Goals)		
	High	Moderate	Low
Goal-13 : Combat climate change			13.1, 13.2, 13.3 <u>4.pptx</u>
Goal-14 : Conserve and sustainable use of ocean			
Goal-15 : Ecosystem and biodiversity			15.3 <u>5.pptx</u>
Goal-16 : Governance		16.6	16.5 <u>6.pptx</u>
Goal-17 : Global partnership			

Lesson Plan

Lesson	: 23	Ref. No. 5.6.23
Title	: National Integrity Strategy	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To discuss about NIS which is recent governmental prior issues so that the participants are being committed to attain this strategy.	
Learning outcomes	: At the end of the session the participants will be able to: <ul style="list-style-type: none"> • define NIS; • mention the rules related to NIS; • list the organizations concerned with NIS; and • strategies for practicing integrity at office and in personal life. 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: greetings • Linkage with previous learning/ experience • Pre-assessment (Q+A) • Topic: NIS • Importance: Foster development/change • Outline of content 	Lecture/ Discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Definition of NIS • Description of rules related to NIS • Motivation (Energizes the group) • Description of organizations related to NIS • Strategies for practicing integrity at office and in personal life. • Check attention (making wrong statement) • Feedback (Q+A) 	Discussion/ group work/Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key words • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board, Duster, Marker, Pointer etc. be available in the class room.			
Behaviour/Performance	Condition	Criteria	

সোনার বাংলা গড়ার প্রত্যয়

জাতীয় শুদ্ধাচার কৌশল সম্পর্কিত নীতিমালা

ড. মো: ছাইদুর রহমান

শুদ্ধাচারের ধারণা

শুদ্ধাচার বলতে সাধারণভাবে নৈতিকতা ও সততা দ্বারা প্রভাবিত আচরন গত উৎকর্ষ বোঝায়। এর দ্বারা একটি সমাজের কালোনীর মানদণ্ড, নীতি ও প্রথার প্রতি আনুগত্য ও বোবানোহয়। ব্যক্তি পর্যায়ে এর অর্থ হলোক তর্ব্যনির্ণয় ও সততা, তথ্য চরিত্রনির্ণয়।

রচকল্প ও অভিলক্ষ্য (Vision and Mission)

রচকল্প (Vision) : সুখী-সমৃদ্ধ সোনারবাংলা

অভিলক্ষ্য (Mission) : রাষ্ট্রীয়প্রতিষ্ঠান ও সমাজে সুশাসন প্রতিষ্ঠা

শুদ্ধাচারের লক্ষ্য প্রাতিষ্ঠানিক আইনকানুন ও নিয়মনীতি এবং গৃহিত পদক্ষেপঃ

সুশাসন প্রতিষ্ঠার লক্ষ্য সরকার কর্তৃক ইতোমধ্যে বহুবিধিকার্যক্রম গ্রহণ করা হয়েছে। দুর্নীতি দমনে গুরুত্বপূর্ণ অবদান রাখতে সক্ষম যেসব কার্যক্রম ও আইন প্রণীত হয়েছে তার মধ্যে উল্লেখযোগ্য হলোঃ

১. স্বাধীন দুর্নীতি দমন কমিশন প্রতিষ্ঠা ২০০৪
২. পাবলিক প্রকিউরমেন্ট আইন ২০০৬
৩. পাবলিক প্রকিউরমেন্ট বিধিমালা ২০০৮
৪. সন্ত্রাস বিরোধী আইন ২০০৯
৫. তথ্য অধিকার আইন ২০০৯
৬. ভোক্তা অধিকার সংরক্ষণ আইন ২০০৯
৭. সরকারি অর্থ ও বাজেট ব্যবস্থাপনা আইন ২০০৯
৮. জাতীয় মানবাধীকার কমিশন আইন ২০০৯
৯. আইন সংজ্ঞলা বিঘ্নকারী অপরাধ (দ্রুত বিচার) (সংশোধনী) আইন ২০১০
১০. পারিবারিক সহিংসতা (প্রতিরোধ ও সূরক্ষা) আইন ২০১০
১১. জাতীয় শিশুশ্রম নিরসন নীতি ২০১০
১২. চার্টার্ড সেক্রেটারিজ আইন ২০১০
১৩. জনসার্থ-সংশোধনী তথ্য প্রকাশ (সুরক্ষা প্রদান) আইন ২০১১
১৪. মানব পাচার প্রতিরোধ ও দমন আইন ২০১২
১৫. পর্নোগ্রাফি নিয় ন্তৰ আইন ২০১২
১৬. ব্যবসায় প্রতিযোগিতা আইন ২০১২
১৭. মানিলভারিং প্রতিরোধ আইন ২০১২
১৮. প্রতিযোগিতা আইন ২০১২

জাতীয় শুন্দাচার কৌশল বাস্তবায়নের জন্য চিহ্নিত প্রতিষ্ঠানসমূহ

(ক) রাষ্ট্রীয়প্রতিষ্ঠান

১. নির্বাহী বিভাগ ও জনপ্রশাসন
২. জাতীয় সংসদ
৩. বিচার বিভাগ
৪. নির্বাচন কমিশন
৫. অ্যাটোর্নী জেনারেল
৬. সরকারি কর্মকমিশন
৭. মহাহিসাব-নিরীক্ষক ও নিয়ন্ত্রকের কার্যালয়
৮. ন্যায়পাল
৯. দুর্নীতি দমন কমিশন
১০. স্থানীয় সরকার

(খ) অরাষ্ট্রীয় প্রতিষ্ঠান

১. রাজনৈতিক দল
২. বেসরকারি খাতের শিল্প ও বাণিজ্যিক প্রতিষ্ঠান
৩. এনজিও ও সুশীল সমাজ
৪. পরিবার
৫. শিক্ষা প্রতিষ্ঠান
৬. গণমাধ্যম

উপসংহার

বাংলাদেশের রাষ্ট্র ও সমাজে দুর্নীতি দমন ও শুন্দাচার প্রতিষ্ঠার লক্ষ্যে একটি সমন্বিত উদ্যোগ হিসাবে জাতীয় শুন্দাচার কৌশল প্রণয়ন করা হয়েছে। এতে রাষ্ট্র, সুশীল সমাজ ও বেসরকারি খাতের গুরুত্বপূর্ণ প্রতিষ্ঠান সমূহের সক্ষমতা বৃদ্ধির প্রস্তাব করা হয়েছে। বিদ্যমান আইনকানুন, নিয়মনীতির সংকার সাধন এবং প্রয়োজনীয় ক্ষেত্রে নতুন আইন ও পদ্ধতি প্রণয়ন করে মূল লক্ষ্য অর্জনের কথা বলা হয়েছে। শুন্দাচার প্রতিষ্ঠার নতুন প্রাতিষ্ঠানিক বিন্যাস ও প্রস্তাব করা হয়েছে।

এই কৌশলটি একটি বিকাশমান দলিল। শুন্দাচারের উপর গুরুত্ব দিয়ে □□□□ক্ষিত পরিকল্পনা, ২০২১' এ দুর্নীতি দমনকে একটি আন্দোলন হিসাবে গড়ে তোলার অঙ্গীকার ব্যক্ত করা হয়েছে। সেই অঙ্গীকারকে কার্যকরভাবে বাস্তবায়নের লক্ষ্যেই সরকার এই শুন্দাচার কৌশল প্রণয়ন করেছে। আশা করা যায় যে, সোনার বাংলা গড়ার পক্ষে এই কৌশল ফলপ্রসূ ভূমিকা রাখবে।

National Integrity Strategy Plan

1. Institutional Arrangement
 - a) Formation of Ethics committee
 - b) Meeting of Ethics committee
 - c) Reporting to Ministerial Ethics committee
2. Awareness Rising
 - a) Hold awareness meeting/seminar
3. Capacity Development
 - a) Conduct training of NIS for officials
 - b) Incorporate NIS as a module of training
4. Rewards for Officers
 - a) Provision of integrity awards for good practices
 - b) Introduction of performance evaluation including integrity element.
5. Service Up-gradation
 - a) Meeting for post up-gradation/creation/abolishment
6. E-governance
 - a) Update citizen's Charter
 - b) Update Website
 - c) Internet facilities
 - d) On line response system
 - e) Introduction of Video conference
 - f) Introduction of online complaint(only e-mail)
 - g) Introduction of service portal
 - h) Introduction of E-procurement
7. Innovation Team
 - a) Regular meeting of Innovation team
8. Right to Innovation
 - a) Information Officer
 - b) Proactive disclosure of information as per regulation
 - c) Disposal of application for information
 - d) Annual report
9. Internal Audit
 - a) Introduction of internal audit to maintain NIS
10. Budget allocation
 - a) Prepare send budget for the MoA for the NIS implementation
11. Monitoring
 - a) Formation of monitoring report

Lesson Plan

Lesson	: 24	Ref. No. 5.6.24
Title	: Women Empowerment in Bangladesh	
Target Population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aims	: To teach participants about women empowerment so that the participants can conceptualize and implement/utilize the issue in their jurisdiction/ working arenas.	
Learning outcomes	: After completion of the session the participants will be able to: <ul style="list-style-type: none"> • define empowerment; • state the indicators of empowerment; • name activities performed by women; • explain ways discrimination of women; and • describe the rights of women. 	

Content	Methods/ Techniques	Resources/ Aids	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: Greetings • Linkage with previous learning/experiences • Pre-assessment (Q+A) • Topic: women empowerment • Significance: Explore status of women empowerment • Outline of the content 	Lecture/ discussion/ Q+A		6
Development <ul style="list-style-type: none"> • Concept of empowerment • Indicators of empowerment • Work-load of women • Wage discrimination and disparity of women • Status of women in job market • Government policy issues on empowerment • Motivation (Energize the group) • Check attention (wrong statement) • Feedback (Q+A) 	Lecture/ discussion/ Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using KWs • Motivation (application of learning) • References • Forward planning 	Discussion/ Q+A		9
Equipment and Aids: Multimedia, White board Marker and Pointer, Microphone etc should be available in the classroom.			
Behaviour/Performance	Condition	Criteria	

Women Empowerment in Bangladesh

Dr. Md. Mayenuddin

Introduction

Women's participation in the workplace, leadership role in the political and social arenas and access to credit can be regarded as empowerment of women. Women empowerment is the reflection of gender equality which is the precursor to moving the country forward, towards middle income status, towards inclusive and sustainable development. There is much for the world to learn from the experiences of Bangladesh. The ever-increasing contribution of women is clearly evident in every spheres of the society. Their increasing active participation in all sectors ranging from agriculture to politics has made great impact to the national development. The visible changes in women's political and economic participation throughout the country testify the government commitment and to people's aspiration to a more equitable society.

The Sixth Five Year Plan (2011-2015) of Bangladesh government, which is the national medium term development plan committed to transforming Bangladesh into a middle-income country by 2021 (also known as Vision 2021), considers women's engagement in political and economic activities as a cross-cutting issue with women's empowerment as one of the main drivers of transformation.

The current government is committed to attaining the MDG 2015 of gender equality and empowering women as well as implementing the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Beijing Platform for Action. The Constitution of Bangladesh also grants equal rights to women and men in all spheres of public life [Article 28 (1) and 28 (3)]. Bangladesh has already substantially achieved the MDG3 as it has secured gender parity in primary and secondary education at the national level. This positive development has occurred due to specific government interventions focusing on girl students, such as stipends and exemption of tuition fees for girls in rural areas, and the stipend scheme for girls at the secondary level. Thus, the UNDP has commented that "Bangladesh has made significant progress in promoting the objectives of ensuring gender equality and empowerment of women".

The current government has been working relentlessly for ensuring women's overall development by affording them equal and active participation in the mainstream socio-economic activities and removing the various impediments to their empowerment. According to the "Global Gender Gap Report 2012 by World Economic Forum" Bangladesh was ranked 8th globally in terms of political empowerment of women due to government's pro-women policies. Bangladesh outperformed its neighbours India and Pakistan in the Gender Inequality Index (GII), a composite index that measures the cost of gender inequality to human development. It ranks 111th on the GII compared to 123rd for Pakistan and 133rd for India. The main thrust of the paper is to examine the economic empowerment of women in Bangladesh. The indicators of economic empowerment are described below:

Empowerment of women

Empowerment of women is such a process which controlling women rights, challenges gender disparity in parental and social institutions.

The socio-economic Condition of Women

The socio-economic condition refers to the social dignity, educational qualifications, family marriage system, mother, social value, occupation salary, wealth etc.

Social Dignity

Most of the women in Bangladesh believe in erotic social value and superstition. In this condition women are always dependent on men. From the early childhood female child is neglected. The birth of male child is welcome on the other hand that of female child is considered as a curse. When the female child is growing up, she realize that she is born to serve the female, she is a curse for the society or family and the social environment enhances her idea and for this men use social superstition, religious sentiment, ignorance's and weakness and helplessness of women.

Women have to lead lower status of life in the male dominated society. The women also earn less than their male counterpart, because the attitude of men regarding role of women is not considered important as men's. This is why the women possess lower social dignity in the society.

There is another cause behind the less dignity of women in Bangladesh age, marriage system, relationship and mother. The right of women in the case of marriage is negative. The father becomes the decision maker and mother's decision is always neglected. The registry, demand of bride, witness etc are compulsory. If the marriage is not registered, it is illegal. Since there are double rules in the society, the women can't take action when they are divorced. The agreement in marriage in Islam is equal but in practical, It is not equal. The men have the right to divorce; keep four wives at a time. Here women are not safe they are inferior to men.

Economic status/condition

The main aspect of women empowerment is the equal rights of women in the working field. From the ancient period women were engaged in household chores preparing field sowing seeds, weddings harvesting and many other activities. The picture of invisible contribution of women was shown in the moderate National income in 1993. According to this statistics, the production which is produced and used in house is it worth of 16 trillion dollar. Of them 10% – 35% production is produced in houses by women which does not need to pay. In 1990 it is stated in a statistics if the activities of women in the family are counted and added to the national income, the total income of the world increases form 20% to 30%. But these activities of women are not granted. Here the annual and daily activities of rural women granted by UNICEF in 1991 and Department of Female Affairs have endorsed these activities in 1994 are shown below:

Month-wise activities of rural women in Bangladesh

Months	Activities
Baishakh (Apr 15-May 14)	Bringing soil form pond, cultivating vegetables watering, weeding, making of mango pickle.
Jaistha (15 May – 14 June)	Making mango pickles, cultivation of curry
Ashair (June 15 -July 14)	Fishing, knitting, produce fish, knitting katha and clothes, rope of jute etc.
Shrabon (15 July- August 14)	Harvesting, cleaning, boiling rice, basking drying straw for cows and piling and making cold earth& other reproductive work
Vadro (August 15-Sep.14)	Cleaning wet place and mushroom of after flood, preparing hearth and box for paddy, products from jute.
Assin (Sep.16-Oct. 15) and Kartik (Sep. 14-Dec.14)	Going to father's house, cultivating vegetables and pulse.
Agrohayon (Nov. 15- Dec.14)	Husking, collecting rice making fried rice
Poush (Dec. 15- 14 January)	Cakes of new rice and chira and muri
Magh (15 January- 14 Feb.)	Dat juice, gur making and making cakes
Falgun (Feb.15-March 14)	Decoration of houses, making floor high and ariping, cultivating vegetables, uproot mastered etc.
Chaitra (March 15-14 Apr.)	Cleaning houses and repairing, sowing Vegetables making fans of plum tree.
At dawn	Getting up, washing hands and face, pray, feeding domestic animals, drawing goats out, sweeping yards, washing paltes and jars feeding husband and children, having breakfast, fetching water, cleaning. diving palace giving grass to cows. making, collecting feales.
Morning/ Midday	Boiling rice, hasking, dusting spices, brushing rice, cooking, feeding husband and children eating, washing plate, jar etc.
Afternoon/ Evening	Knitting kantha and nets grining domestic animals, and feeding the and setting in hte cow-room making food and bringing ducks and hens.
Night	Making bed, lying children, eating cleaning kitchen, closing door, going to bed.

The labour of women is considered as a strong weapon to alleviate poverty in the whole world. At present a major part of total population is women who work outside the homes.

According to the report by BBS (1995-96) the number of working women is 21 million is 38.1% of the total labour. Now women labours are working in medical sciences, teacher, nurse, health, family planning, including, garments factory, tea factory, mine, manufacturing Intention Labour.

- Organization works from 1951 to present time:
- Equal Wage Convention 1951
- Discriminatory Service convention 1959
- Social rules Convention 1962
- Investment rule Convention 1964
- Education leave Convention along with wage 1948

Human Society Development convention was taken such steps. Women are lagging behind in the field of govt. and non-govt. administrate duties. In our country appointment of women judge was unlawful and eradicating that problem women judge was appointed after 1975 and at present out of 60 judges two judge is woman in the Supreme court of Bangladesh.

In BCS (Gen.) woman was appointed first in 1989 and in administration in 2000. And women police super was appointed few years ago. Women have been recently appointed in Armed medical core. Even women lag behind in BCS.

Besides less wage want of service and security disparity of working hours, leave, etc. one the obstacles in the ways of women. Though the garments factories are fault on the basis on women labour it is found that 20% women work 12 hours daily on 30% women work 13 hours daily. Besides women workers suffer from insecurity of commission and way to garments, weekly leaves etc.

Wages discrimination

It can be easily said that the disparity between men and women workers is severe. Women get less wages for gender discrimination, social attitude and value in comparison of man. Women complete the incomplete products produced by man. But this work is considered as productive labour in the man dominated society. The tendency of the average wage of the women workers is given in the table below.

Average wage of agriculture labour (1974-2000)

Year	Average wage ratio		Percentage
	Women	Men	
1973-74	3.23	6.89	48
1981-82	6.75	13.79	48
1984-85	11.85	24.54	48
1989	21.41	25.80	83
1999	89.0	01.63	80
2000	86.0	61.00	75

Areas of professional working women

In the field of profession it is mentionable that the participation of women in the important sectors is few. Even there are no women in some sectors. On the other hand the number of women in the work which has no value, is satisfactory. It is found that in the Adam sumari of 1981, 75% women are engaged in household choruses.

The position of men and women according to their profession is shown below.

Profession	Persons related to work (thousand)		
	Total	Male	Female
1 . Professions related to technical works	1469	1129	240
2. Related to medical, dental & animal treatment	249	227	21
3. Statistics and mathematicians	1	1	—
4. Economists	12	11	1
5. Administrators and other officials	294	218	16
6. In transportation	218	218	—
7. Related to household activities	846	223	623
8. Writers & Reporters	12	11	1

Property and Women

The causes of poor condition of women are the traditional inheritance system and ownership of properties. In Muslim society a female child gets less share of her father's property than a male child and in absence of the husband, the wife gets less than her children. This inheritance system recognized by the religion degrades the women in male dominated society.

Besides, the persons who hold more properties, have more power to take decision in any matter. In rural society the land lords hold the power society and only they take any decision. In Bangladesh the land and its management belong to the male, not to the female, which makes the men inheritors. Power is such a stuff which is always exercised on the weak. In a family the husband exercises his power on the wife and the children which is the main theme of the male dominated society.

Maternity and Health

Keeping in mind the needs of mothers, the current government extended maternity leave for expecting mothers from four months to six months. Bangladesh has made tremendous success in cutting down maternal mortality rate (MMR) drastically. MMR has declined by more than 66% over the last two decades and is dropping around 5.5% each year which makes Bangladesh highly likely to achieve the target of 143 deaths per 100,000 live births under the Millennium Development Goals (MDGs) 2015.

According to a 2013 survey by different UN organizations, the estimated MMR in Bangladesh stood at 170 per 100,000 live births. The current government plans to reduce

MMR to 63 per 100,000 live births by 2030. Steps have been taken for delivery of primary healthcare services through community clinics to rural, marginal and vulnerable women. Model women friendly district hospitals have been established. Maternal Health Voucher Schemes provides a voucher package of three ante-natal checkups, safe delivery under skilled birth attendants, one post-natal checkup and transport cost.

Educational Status

Education is one of the basic elements of man to develop personality, sense of responsibility, sustaining rights, civic sense and specially national progress. But in the field of education women of Bangladesh lag behind men. In the field of national educational the percentage of women education is rather frustrating, Compared to man. It is true that all the development programs in Bangladesh included women on priority basis and still they are being given priority but they are found half of the male in education even after liberation period. This disparity starts in the primary level and it increases in higher education.

Despite this, it was seen in 1995 that of the total students, 63% were male and 37% were female. It is note worthy that at present 95% students who are eligible to go to schools are admitted in primary schools and on completion of primary education 38% drop out of it. Here is a data of drop out in primary level in percent.

Table-1. The rate of drop out of youths at primary level of schooling

Class	Boys	Girls
I	2.2	4.9
II	3.7	4.9
III	7.9	7.8
IV	6.9	7.3
V	9.7	22.8

Torture on Women in Bangladesh

Men want to keep the women obedient to them by inflicting both mental and physical torture on them. For this reason the women have been confined in four walls. In our country their labour receives no wages and they cannot decide on any matter Because of extreme father domination and religious superstitions, Bengali women of this sub continent are tortured in different ways. This tradition has been going on for thousands of years. In modern times the vastness and varieties of tortures on women are so great that it should be termed as “Crime against women” instead of calling it “Torture on women” or ” attack on women”.

Despite hard to harder laws or harsh warnings women of this country fall a victim to harassment and torture. Physical torture, rape, ‘fotoabazi’, acid throwing and different types of sexual harassment and blackmailing have always kept the Bangla women worried and shrunk.

According to a data from the Police Head Quarter the incidents of torture on women were 5843. Up to 2001, in five years totally 45,443 tortures on women took place among which there were 14128 rape case, 649 acid throwing, 1293 seriously injured and 29036 casualties. It can be asserted that there are many instances of tortures on women which have not been included in the police diary.

Rights of women

In the constitution of the people's republic of Bangladesh some fundamental rights for women are:

Article 10. : Steps shall be taken to ensure participation of women in all spheres of national life.

Article 28(2) : women shall have equal rights with men in all spheres of the state & of public life.

Article 28(4): Nothing in this article shall prevent the state from making special provision in favour of women children or for the advancement of any backward section of citizens.

In a recent study it is found that 12% enjoy human rights fully, 8% enjoy minimum human rights, 7.8% can enjoy equal rights in human activities and 7.6% can enjoy open freedom.

What steps to be taken to ensure their human right :

- To take law full steps
- To expand Education
- To raise consciousness
- To achieve economic solvency
- To get equal phase in their father's property.

From this report it is noticed that women have opined to take the shelter of law, correct the law, raise consciousness of their rights and responsibilities, provide more opportunities, continue campaign, ensure equal share of property, express rights of freedom, avoid fundamentalists and so on.

Women and law of Bangladesh

Some laws have been introduced to protect the women rights, injustice made to them and those are still in action. Those are dowry opposing act 1980 (Reach field in 1982). In this law punishment has been imposed directly or indirectly for receiving and giving dowry. Under this law one year jail may be offered on Tk. 5000 fine or both applicable.

For killing inhumanly death or life long joint is offered. Women and Children Oppression curbing act 2000 makes the base of protecting women rights. Under this law hijacking raping, killing after this law hijacking raping, killing after raping, raping by turn, in case of raping by police law has been made for offering death centaur. Under this law sexual harassment is a punishable offence.

Acid crime act

In this act, rowing of acid is considered to be an offense of being incapable of bail and non-compromising. In case of death by acid throwing, the convicted person will be offered death sentence of life long jail with one lakh money as compensation. People have expressed different views for and against this law. An organization was formed to raise protest against all sorts of disparity against women.

Women and Children Oppression Act 1995

In application of this law, time of investigation and judgment is determined. In case of judgment and prolonging the verdict, investigating officer will be liable for reflecting duties and responsibilities. As a result this act may lessen the prolonging settlement of the case.

According to women and children oppression act 1995 and 2000 the matter related to increase the duration of investigation of the verdict is under the judgment of direct tribunal. So the matter of increasing time is under the trial. In this case there is a great possibility to dissolve the process of trial very soon.

If the criminal is earning member, the compensation rule can be applicable: The traditional tendency to harass the opposite of litigation is the additional tendency of our society. Sometimes false litigation is filed as a result of the feature created by guardian or the ruling class people.

Under this act Judiciary facilities are provided in a confined resume. In that case no person will remain present there except the concerned persons. If necessary the judge can conduct the judgment either in the court or outside the court. Under this act the victims are being greatly benefited.

According to women and children curbing act 2000 in case of attempt to death or rape by poisonous or burning elements or in both cases, it will be considered to be serious offense.

Women in Politics, Administration and security of Bangladesh

In order to enhance women's empowerment, the number of seats reserved for women in the National Parliament have been increased by 5, and made 50. There has been a sharp increase in the number of women parliamentarians elected (20% of total seats) in the last national election. To create opportunities for women's increased participation in politics, reserved seats for women in union council, Upazila Parishad and municipalities have been increased to one third of the total and women are to be directly elected to those seats. More than 12,000 women were elected as public representatives in the last round of local government elections. Women's participation in local level elections was perhaps one of the greatest milestones for Bangladesh.

At present in Bangladesh, the Prime Minister, Leader of the Opposition, Speaker and Deputy Leader of the House are all women. Number of women among the Justices of the Supreme Court, top positions of the administration – secretaries, additional secretaries, joint secretaries, deputy commissioners, top positions of police, armed forces and UN peacekeepers, indicates improvement in women's empowerment. This has been possible due to a reserve quota created by this government for women employment at every level of administration to enhance women participation in government jobs.

Gender perspective has been integrated into Bangladeshi peacekeeping missions too. Bangladesh is now the top contributor of female police officers to the United Nations Peacekeeping Operations as Formed Police Unit. Bangladesh female peacekeepers have placed themselves as key driving force to reduce gender-based violence, conflict and confrontation, providing sense of security especially for women and children, mentoring female police officer in the local area and thus empowering women in the host country and promoting social cohesion. Presently 190 female officers from Bangladesh are working in different peace keeping missions around the world.

Recommendations

Base on above findings the following recommendations are made:

- Women should participate more and more in politic to establish their rights in politics.
- The working field of women should be extended to increase the economic power of women.
- Social attitude towards men and women should be changed. Through social movement. Along with political parties women organization's should come forward along for this
- The govt. should be cordial and active to implement the effective steps in the rules and regulation committee.
- Women should be appointed in the higher administration with post of cabinet secretary and in the ministry and department.
- To eradicate the disparity of men- women wage reformation in wage distribution is necessary.
- Women workers can't protest against the injustice of the higher authority for lack of the help of law.
- All the international agreements against women persecution including extinction of all discriminatory activities against women should be implemented fully or to take steps to implement.
- Reserve seat for women should be maintained for UP level to all sectors.
- They should not be nominated for reserve seat, rather should be elected directly.
- We should behave with the female child equally in the house and outside the house and the positive aspect of female child should be shown.

References

1. Bhuiyan and Abdullah 2007, Women Empowerment through Entrepreneurship Development: Bangladesh Perspective, Daffodil International University Journal of Business and Economics, Vol. 2, No. 2
2. Walker Neal 2013, Women's Empowerment in Bangladesh: Looking beyond the MDG's, The Daily Star, March 4, 2011

Lesson plan

Lesson	: 25	Ref. No. 5.6.25
Title	: Right to Information Act, 2009	
Target population	: Level of Grade-3 officers under the Ministry of Agriculture	
Time	: 60 minutes	
Aim	: To discuss about ‘The Right to Information Act, 2009’, so that the participants can make provisions for ensuring free flow of information and establish transparency and accountability in the respective office.	
Learning outcomes	: After completion of the session the participants will be able to: <ul style="list-style-type: none"> • define Appellate Authority, information commission, Third party, Designated officer; • describe the power and activities of Information commission (IC); • explain the procedure of request for information and providing information; • list the composition and functions of selection committee; • explain the procedure of submission of complaint and appeal. 	

Content	Methods/ Techniques	Aids/ Resources	Time (Minute)
Introduction <ul style="list-style-type: none"> • Ice breaking: Greetings • Linkage with previous learning /experiences • Pre-assessment: (Q+A) • Topic: Right to Information Act, 2009..... • Importance: Establish transparency and accountability • Outline of content 	Lecture / Q+A		6
Development <ul style="list-style-type: none"> • Structure of Information commission, power & activities of Information commission • Right to preservation and access to information • Procedure of request for information • Appointment, tenure and resignation of IC • Appeal and complaint procedure • Motivation (Energize the group) • Check attention (wrong statement) • Feedback (Q+A). 	Lecture / Discussion/ Q+A		45
Conclusion <ul style="list-style-type: none"> • Assessment of LOs • Summarization by using Key Words • Motivation(application of learning) • References • Forward planning 	Discussion/ Q+A		9
Equipments and Aids : Multimedia, White board, Marker, Pointer, Duster etc. should be available in the classroom.			
Behaviour/Performance	Condition	Criteria	

The Right to Information Act, 2009

Khabirun Nahar

The Act was notified in the Bangladesh Gazette on Monday, 6 April, 2009. It received the President's assent on 5 April 2009.

Preamble

The Act makes provisions for ensuring free flow of information and people's right to information. The freedom of thought, conscience and speech is recognized in the Constitution as a fundamental right and the right to information is an alienable part of it. Since all powers of the Republic belong to the people, it is necessary to ensure right to information for their empowerment.

The right to information shall ensure that transparency and accountability in all public, autonomous and statutory organizations and in private organizations run on government or foreign funding shall increase, corruption shall decrease and good governance shall be established. It is expedient and necessary to make provisions for ensuring transparency and accountability.

Comes into force: Section 1

All provisions of the Act have come into force since 20 October 2008 except for Sections 8, 24, 25 which shall come into effect from 1 July 2009. This includes the sections on request for obtaining information (Sec.8), appeals mechanism (Sec.24) and complaints mechanism (Sec. 25).

Authority and Information Providing Unit: Section 2

- Any organization/institution constituted in accordance with the Constitution of People's Republic of Bangladesh;
- Any ministry, division or office constituted under the Rules of Business as given in Article 55(6) of the Constitution;
- Any statutory body or institution established by or under any Act;
- Any private organization or institution runs on government funding or with help from the government exchequer;
- Any private organization or institution runs on foreign funding;
- Any organizations or institution that undertakes public functions in accordance with any contract made on behalf of the Government or made with any public organization or institution;
- Any other organization or institution as may be notified by the Government in the official gazette from time to time.

The Information Providing Units include

- The head office, divisional office, regional office, district office or sub-district (*upazila*) office of any department, directorate or office attached to or under any ministry, division or office of the government;
- The head office, divisional office, regional office, district office or sub-district (*upazila*) office of an authority.

Third Party: Section 2

Third Party is any other party associated with the information sought, other than requester applying for information or the authority providing the information.

Information means: Section 2

According to the Act, information is in relation to an authority's constitution, structure and official activities and includes any: memo, book, design, map, contract, data, log book, order, notification, document, sample, letter, report, accounts statement, project proposal, photograph, audio, video, drawing, film, any instrument prepared through electronic process, machine readable documents and any other documentary material regardless of its physical form or characteristics.

Information does not include office note sheet or photocopies of note sheets.

Right to Information: Section 4

Every citizen has a right to information from the Authority and the Authority shall on demand from a citizen be bound to provide information.

What is not open? – Section 7

Publication or providing certain types of information is not mandatory.

None of the authorities will be obliged to give the citizens the following information:

- 1) Information disclosure of which would be a threat to the security, integrity and sovereignty of Bangladesh;
- 2) Information related to any foreign policy, the disclosure of which would lead to harming existing relationships with any foreign state, or international institution or any regional bloc or organization;
- 3) Information received in confidence from a foreign government;
- 4) Information related to commercial or business confidence, copyright or intellectual property right, the disclosure of which would harm the intellectual property rights of any third party;
- 5) Information the disclosure of which would either benefit or harm an individual or institution, such as :
 - a) any advance information regarding income tax, customs, VAT and law relating to excise, budget or change in the tax rate;
 - b) any advance information regarding changes related to exchange rate and interest rate ;
 - c) any advance information regarding the management and supervision of financial institutions including banks;

- 6) Information the disclosure of which would obstruct the enforcement of law or incite any offence;
- 7) Information the disclosure of which would endanger the security of the people or would impede the due judicial process of a pending case;
- 8) Information the disclosure of which would harm the privacy of the personal life of an individual;
- 9) Information, the disclosure of which would endanger the life or physical safety of any person;
- 10) Information given in confidence by a person to help a law enforcement institution;
- 11) Information related to any matter pending in any court of law and which has been expressly forbidden to be published by any court of law or tribunal or the disclosure of which may constitute contempt of court;
- 12) Information related to any matter which is under investigation whose disclosure might impede the investigation process;
- 13) Information, the disclosure of which would affect any criminal investigation process and the arrest and prosecution of the offenders;
- 14) Information, which according to law is liable to be published only for a specified time period;
- 15) Information obtained through technical or scientific experiments which is expedient to be kept secret for strategic and commercial reasons;
- 16) Information related to any purchase processes before it is complete or before any decision is taken regarding the purchase or the processes involved;
- 17) Information whose release may lead to breach of privileges of National Parliament (Jatiya Sansad);
- 18) Information regarding any person which is to be kept in confidence by law;
- 19) Advance information regarding question papers of an examination or the marks obtained;
- 20) Documents including summaries to be placed before the Cabinet or as the case may be, in the meetings of the Council of Advisors and information relating to deliberations and decisions made, provided that the decisions of the Cabinet or the Council of Advisors, the reasons and material basis upon which the decisions were taken shall be made public. Provided as per this section if information is not to be disclosed then the related authority must take prior approval from the Information Commission.

Partial Disclosure: Section 9

Partial access to information contained in records covered by the clause where information is not mandatory for publication, is allowed. A portion of the information requested can be separated from the portion that is not mandatory for publication and be given to the applicant.

Who are excluded? – Section 32 and Schedule

The following organizations and institutions involved with national security and intelligence as mentioned in the schedule shall not be covered by the RTI Act:

1. National Security Intelligence (NSI)
2. Directorate General of Forces Intelligence (DGFI)
3. Defence Intelligence Units
4. Criminal Investigation Department (CID), Bangladesh Police
5. Special Security Force (SSF)
6. Intelligence Cell of the National Board of Revenue
7. Special Branch, Bangladesh Police
8. Intelligence Cell of Rapid Action Battalion (RAB)

The number of institutions mentioned in the list above can be decreased or increased by the Government by amending the schedule in consultation with the Information Commission from time to time by notification published in the government gazette.

Information relating to corruption and human rights must be given. If a request for such information is received, then the concerned organization or institution must give the information, subject to the approval of the Information Commission within 30 days from the date of receiving the request.

Authority's Duties: Section 5, 8

- 1) To maintain information in a catalogued and indexed form and preserve it in an appropriate manner;
- 2) Each authority shall computerize all information that can be computerized within a reasonable time limit and connect them through a country-wide network to facilitate access to information;
- 3) Each authority shall follow the guidelines and directives as given by the Information Commission for the maintenance and management of information;
- 4) Each authority shall prepare, publish and publicise a list of information that will be given free of cost based on the directives of the Information Commission (s. 8(6)).

Information Disclosure by Authorities: Section 6

Each authority has to publish and publicise all information in an indexed manner which is easily accessible to the citizens regarding any decision taken, proceeding or activity executed or proposed. In disclosing this information, no authority shall conceal or limit access to any information;

Each authority must publish a report each year which will contain the following information:

- 1) The particulars of an authority's organizational framework, functions and duties and responsibilities of its officers and employees and the description of decision-making processes;

- 2) List of all laws, acts, ordinances, rules, regulations, notifications, directives, and manuals etc. of authorities and classification of all information available with the authorities.
- 3) Description of the terms and conditions under which any person can obtain from an authority, license, permit, grant, allocation, consent, approval or the description of any other facilities and description of such terms and conditions, that require the authority to make transactions or enter into agreements with him;
- 4) Description of all facilities in order to ensure the right to information of the citizens and the name, designation, address, and where applicable fax number and e-mail address of the Responsible Officer.

If an authority frames any important policy or takes any important decisions, then it must disclose these and if necessary, explain the reasons and causes in support of these policies and decisions.

Reports prepared by an Authority under this section shall be made available for public inspection free of charge and copies shall be kept for sale at a nominal price;

All publications made by an authority shall be made easily available to the public at a reasonable price;

The authorities shall publish and publicize matters of public interest through press releases or any other method;

The Information Commission through regulations shall lay down guidelines and directives to be followed by the authorities to publish, publicize and obtain information.

Responsible Officer: Section 10

- 1) One Responsible Officer must be nominated within 60 days from the notification of the Act by each authority established before and after the enactment of this Act for each “information providing unit”. Also, all offices created by authorities after the notification of the Act must nominate one Responsible Officer in each office as well as in each of the newly created “information providing units”.
- 2) Each authority shall inform the Information Commission, the names, designations, addresses and where applicable the fax numbers and e-mail addresses of the Responsible Officers within 15 days from the date of appointment.
- 3) Any other officer whose support is sought by the Responsible Officer while discharging his/her duty shall be bound to extend necessary help.
- 4) Any other officer, whose assistance has been sought by the Responsible Officer, shall render all assistance, and for the purposes of any contravention of the provisions of this Act, such other officer shall be treated as the Responsible Officer.

Duties of Responsible Officer: Section 9

- 1) The Responsible Officer should provide assistance to an applicant who is sensorily disabled to access records and also provide assistance in case of inspection;
- 2) Must inform the applicant the reasons for failing to provide the requested information within 10 working days;

- 3) In case the information sought is available with the Responsible Officer then he shall fix a reasonable price of that information and request the applicant to pay the amount within 5 working days;
- 4) If information sought has been supplied by third party or is treated as confidential by the third party, then the Responsible Officer must give written notice to the latter within 5 days of receiving the information request for written or oral opinion. The Responsible Officer shall take its representation into consideration and make a decision in respect of providing information to the applicant.

Application Procedure: Section 8

- 1) Apply in writing or electronically or by e-mail to the Responsible Officer;
- 2) In the application, the following information must be given:
 - Name, address, and where applicable fax number and e-mail address of the applicant;
 - Correct and clear description of the information sought;
 - Any other useful and related information that might help in locating the requested information;
 - Description of the method by which information is sought, namely by inspecting, taking photo copies, taking notes or any other approved method.
- 3) The information request can be made either in the form printed by the authority or in the prescribed format. However, if the forms are not printed or are not easily available or the format has not been prescribed, then the application can be written on a plain white paper by giving all the information mentioned above or can be sent through electronically or by e-mail;
- 4) The applicant will have to pay reasonable fees as may be prescribed by the Responsible Officer;
- 5) The government may in consultation with the Information Commission prescribe the application fees and if necessary the cost of information by notification in the official gazette. The government may also exempt an individual or class of individuals or any other class from paying the fees.

Procedure and Time Limits for providing information: Section 9

- 1) Responsible Officer shall provide information within 20 working days from the date of receipt of application;
- 2) In case more than one “information providing unit” or authority is involved with the information requested, then information shall be given in 30 working days from the date of application;
- 3) In case the Responsible Officer rejects a request, then he must inform the applicant the decision and reasons for rejection within 10 working days from the date of application;

- 4) In case basic information concerning any person's life or death, arrest and release from jail is sought then it must be given within 24 hours from receiving the request;
- 5) In case the requested information is available with the Responsible Officer then he must calculate the reasonable fee and inform the applicant to pay the fees within 5 working days. The fees for printed publications, information in electronic format or photocopies or print outs shall not be more than the actual costs;
- 6) No action on application within the specified time limits of 20 and 30 working days and 24 hours as mentioned above is a deemed refusal.

Appellate Authority and Appeals Mechanism: Section 2, 24

- 1) In case of the "information providing unit" the appellate authority is the administrative head of its immediate superior office. In case the unit does not have a superior office, then the appellate authority is the administrative head of that unit.
- 2) If any person is not given information within the time period specified in Section 9 or is aggrieved by the decision of the Responsible Officer, then he/she can appeal before the appellate authority within the next 30 days from receiving the decision or after the expiry of the time period;
- 3) If the appellate authority is satisfied that the appellant for justifiable reasons could not submit the appeal within the specified time period of 30 days then he may accept the appeal even after the expiry of that time;
- 4) The Appellate Authority shall within 15 days from the date of receiving the appeal:
 - Direct the concerned Responsible Officer to provide the requested information; or
 - Reject the appeal if it not fit for acceptance.
- 5) In case the Responsible Officer is directed to provide the information by the appellate authority, then he must provide the information within the time specified in Section 9 to the appellant.

Complaints Mechanism: Sections 25, 26

- 1) Any person for the following reasons may submit a complaint with the Information Commission:
 - a) As given in Section 13 (1) i.e.:
 - 7 Non-appointment of a Responsible Officer by an authority or refusal to accept applications for information;
 - Refusal upon request for any information;
 - Not being given either a response or the information requested within the specified time period as given in the Act;
 - If the complainant is asked to pay a fee or is compelled to pay an amount of fee which he/she thinks are unreasonable;
 - If the complainant feels that the information given is incomplete, false or misleading; and
 - In respect of any other matter relating to requesting or obtaining information under this Act.
 - b) If the person is aggrieved by the decision on his appeal under Section 24;

c) If the person does not get the information from the Responsible Officer within the time limits specified i.e. 20 days (if information is sought from one unit), 30 days (if information is sought from more than one unit or authority) and 24 hours (information related to life and death or arrest and release from jail).

In case of point a) given above, a complaint can be filed with the Information Commission any time and in case of points b) and c) the complaint can be filed within 30 days from the date of getting a decision or as the case may be. If the Information Commission is satisfied that the complainant could not file the complaint due to reasonable causes within the specified time period, then the Commission can receive the complaint even after the expiry of the time period.

2) On the basis of a complaint, or if the Information Commission is satisfied that any authority or Responsible Officer has failed to carry out any function then the Commission has been given the powers to take action against the authority or the Responsible Officer;

3) The Chief Information Commissioner or if the responsibility is delegated to an Information Commissioner has the power to enquire into any complaints received. After the completion of the enquiry a decision-paper regarding the complaint shall be prepared within 30 days from receiving the complaint. This paper has to be presented before the Information Commission in the next meeting where the decision will be taken;

4) During the enquiry, any authority or the Responsible Officer against whose decision, the complaint is being made will be given a reasonable opportunity to be heard;

5) In case a third party is involved in the case of a complaint, then the third party will be given an opportunity to present his opinion;

6) Ordinarily the Information Commission shall take 45 days to dispose off a complaint from the date on which the complaint is received. However, in certain cases, the time could be extended if required, to complete the enquiry and depositions of the witnesses. However, the time limit for disposing a complaint shall not exceed more than 75 days including the extended time;

7) While taking a decision on a complaint, the Information Commission shall have the following powers:

(i) To direct the authority or the Responsible Officer to take the following steps:

- To provide the requested information in a specified particular manner;
- To appoint Responsible Officers;
- To publish any special information or special class of information;
- To bring necessary changes in the procedures followed by the authority with regard to preservation, management or publication of information;
- To impart better training on right to information for officers of Authorities;
- To provide compensation to the complainant for any loss or other detriment suffered;

- (ii) To impose Penalty as provided in the Act;
- (iii) To uphold decisions of the authorities;
- (iv) To reject complaints;
- (v) Re-classification of information by the authorities;
- (vi) To interpret any matters relating to nature, classification, preservation, publication and supply of information as per the Act.

The decisions of the Information Commission in cases of complaints shall be binding on all concerned;

The decisions of the Information shall be communicated to all parties in writing;

The Information Commission shall through procedures prescribed in the regulations, take other steps in disposing complaints.

Representation before the Information Commission -The parties to a complaint may present their statements before the Commission either personally or through a lawyer.

Establishment and Composition of the Information Commission: Sections 11, 12

- 1) The Information Commission must be established within a maximum period of 90 days from the date on which the Act comes into force. It shall be an independent statutory body;
- 2) The Information Commission includes 1 Chief Information Commissioner and 2 other Information Commissioners of whom one person shall be a woman. The Chief Information Commissioner is the Chief Executive of the Commission.
- 3) The Headquarters of the Information Commission will be based in Dhaka. If needed, branch offices may be established in other parts of the country by the Commission.

Appointment Process, Qualifications and Terms of Service: Sections 14, 15, 17

Selection Committee

1) In order to provide recommendations for the appointment of the Chief Information Commissioner and the Information Commissioners a Selection Committee shall be constituted which includes the following 5 members:

- A judge of the Appellate Division to be nominated by the Chief Justice, who shall be the Chairperson of the Committee;
- Cabinet Secretary to the Government of the People's Republic of Bangladesh;
- One member each from the ruling party and the opposition, nominated by the Speaker while the Parliament is in session;
- A representative nominated by the Government from amongst journalists who have the capabilities/ qualifications to be an editor or from amongst the prominent members of society.

2) The Ministry of Information shall be responsible for constituting the Selection Committee and it shall also provide the necessary secretarial assistance. Presence of a minimum of 3 members will constitute the quorum for the Selection Committee meetings.

3) In order to appoint the Chief Information Commissioner and the Information Commissioners, the Selection Committee shall on the basis of majority decision of the members present at the meeting, recommend 2 names against each vacant post to the President. In case of a tie in the Selection Committee while voting, the Chairperson has the right to cast the deciding vote. The Selection Committee will decide the procedure of its meetings.

Appointment, tenure, salaries etc: Section 15

- 1) The Chief Information Commissioner and Information Commissioners shall be appointed from persons having vast knowledge and experience in law, justice, journalism, education, science, technology, information, social work, management or public administration.
- 2) The Chief Information Commissioner and Information Commissioners shall be appointed by the President based on the recommendations of the Selection Committee.
- 3) The Chief Information Commissioner and Information Commissioners shall hold office for 5 years from date of appointment or till they attain the age of 67 years, whichever is earlier. Persons who are more than 67 years old are not eligible to be appointed as Chief Information Commissioner or Information Commissioners.
- 4) The Chief Information Commissioner and Information Commissioners are not eligible for reappointment for the same post. However, Information Commissioners shall not be ineligible for appointment to the post of Chief Information Commissioner.
- 5) In case of vacancy of the position of the Chief Information Commissioner or in case of his absence due to ill health or is unable to carry out his functions due to other reasons, or the newly appointed Chief Information Commissioner has not joined office, then the senior most Information Commissioner will take up the responsibilities of the Chief Information Commissioner.
- 6) The designation/rank, remuneration, allowances and other facilities shall be determined by the Government.

Removal of Chief Information Commissioners and Information Commissioners: Section 16

- 1) The Chief Information Commissioner and Information Commissioners can be removed due to the same reasons and procedures by which a Judge of the Supreme Court can be removed.
- 2) The President may order removal of the Chief Information Commissioner and Information Commissioners if the person –
 - a) Is adjudged insolvent by an appropriate court of law;
 - b) Engages in any paid employment outside the duties of his office;
 - c) Is adjudged a lunatic by an appropriate court of law;
 - d) Is convicted of an offence involving moral turpitude

Information Commission – Powers and Functions: Sections 13

Powers:

- 1) The Information Commission has the power to receive complaints from any person, inquire into and dispose off complaints received on the following issues -

- a) Non-appointment of Responsible Officer by an authority or its refusal to accept requests for information;
 - b) Refusal upon request for any information;
 - c) Not being given either a response or the information requested for within the specified time period;
 - d) If the applicant is asked to pay a fee or is compelled to pay an amount of fee which he/she thinks are unreasonable;
 - e) If the applicant feels that the information given is incomplete, false or misleading;
 - f) In respect of any other matter relating to requesting or obtaining information under this ordinance.
- 2) Information Commission may on its own accord or upon a complaint, conduct an inquiry regarding a complaint made under the Act;
- 3) The Information Commission or the Chief Information Commissioner or Information Commissioners may exercise powers of Civil Court as per the Code of Civil Procedure 1908 in respect of following matters, namely -
- a) summon and enforce attendance of persons, compel them to give oral or written evidence on oath and to produce documents or things;
 - b) Examine and inspect information;
 - c) Receive evidence on affidavit;
 - d) Requisition information from any office;
 - e) Issue summons for witnesses or documents; and
 - f) Any other matter which may be prescribed in the rules to fulfil the objectives of the Act.
- 4) While inquiring into a complaint, the Information Commission or the Chief Information Commissioner or Information Commissioners have the power to examine on spot any information kept in custody with any authority.

Functions

The functions of the Information Commission include the following:

- Issue directives to authorities for preservation, management, publication, publicity and access to information;
- Prescribe the application procedure for accessing information from an authority and fix the appropriate price of information;
- Formulate and publish guidelines and directives for preservation and implementation of citizens' right to information;

- In order to preserve the right to information, consider the provisions recognised under the Constitution or any other law in force and provide recommendations to the Government for their effective implementation by indicating the impediments;
- Identify the impediments against the preservation and implementation of citizen's right to information and recommend appropriate solutions to the Government;
- Conduct research on agreements related to the right to information and other international instruments and documents and recommend to the Government for their implementation;
- Examine the similarities of various international instruments and existing laws on right to information, and in case of dissimilarities and in order to harmonize with the international instruments make suitable recommendations to the Government or the appropriate authority;
- Advise Government to ratify or sign any international instrument on right to information;
- Conduct research on preservation and implementation of right to information and provide support to educational and professional institutions for their implementation;
- Generate and increase awareness about the right to information amongst different sections of society through dissemination and publication of information and other methods;
- Advise and provide support to the Government to make the necessary laws and administrative directives for preservation and implementation of the right to information;
- Provide necessary advice and support to organizations and institutions working on right to information and the civil society;
- Conduct research and organize seminars, symposium, workshops and similar other measures to increase people's awareness on right to information and to disseminate the results obtained from the research ;
- Provide technical and other support to the authorities with the aim to ensure the right to information;
- Establish a web-portal for Bangladesh to ensure the right to information;
- Oversee the systems set up under any other law on right to information.

Officers and Employees of the Information Commission: Section 23

The Information Commission shall have a Secretary. In order to carry out its functions in an effective manner, the Commission shall also appoint as many officers and employees as may be necessary with approval from the government in respect of the organizational framework. The salaries, allowances and terms of employment of the Secretary and other officers and employees will be decided by the Government. Moreover, the Government on request from the Information Commission may depute its officers and employees with the Commission.

Information Commission's Annual Report: Section 30

- 1) The Information Commission shall submit an annual report to the President on the previous year's activities by 31 March each year.
- 2) Each report shall contain the following details:
 - Number of information requests received by each authority;
 - Number of decisions refusing requests for information to the applicants and description of the provisions in the Act under which these decisions were made;

- The number of appeals filed against the decisions of the Responsible Officers and the results of these appeals;
 - Particulars of any disciplinary actions taken by the authorities against their officers;
 - The amount of money collected by each authority;
 - Description of the various activities undertaken by the authorities;
 - Proposals for reform received from different authorities relating to ensuring right to information of citizens;
 - Number of complaints received by the Information Commission;
 - Description of the actions taken by the Information Commission in dealing with the complaints received;
 - Number of officers penalized by the Information Commission and the descriptions of such punishments;
 - The total amount of penalties imposed and the amount recovered by the Information Commission;
 - The instructions and regulations issued by the Information Commission;
 - The accounts of income and expenditure of the Information Commission;
 - Any other related information which the Information Commission considers necessary to be included in the report;
 - Recommendations made to the concerned authority to take measures in case it is noticed that a particular authority is not following the provisions of the Act.
- 3) The President after receiving the report shall place it before the National Parliament;
- 4) The Information Commission shall publish and publicize the annual report through the mass media and the website;
- 5) Every authority shall provide the necessary documents and other related assistance to the Information Commission as needed in preparing this report.

Penalty Provisions: Section 27

While deciding on a complaint, or if the Information Commissioner believes that for any reason given below, any Responsible Officer will be liable for fine of 50 Taka per day up to a maximum of 5,000/- Taka for –

- i) Refusing to accept an application or appeal without any reasonable cause;
- ii) Not furnishing information or not taking a decision on this matter within the time specified;
- iii) Malafidely denying the request for information or appeal;
- iv) Instead of giving the information requested, giving incorrect, incomplete or misleading or distorted information and ;
- v) Obstructing furnishing of information in any manner.

The Information Commission has the power to impose this penalty from the date of the abovementioned actions till the date the information is provided. However, the Information Commission shall give the Responsible Officer a reasonable opportunity of being heard before the penalty is imposed on him. In addition to the penalty, if the Information

Commission is satisfied that the Responsible Officer creates impediments in providing information, it may recommend the concerned authority to take departmental action against such misconduct and request the authority to keep the commission informed about the actions taken.

In case of failure to recover the penalty or compensation from the Responsible Officer, then that amount can be recovered through such procedures as are applicable for recovery of land revenue in accordance with the provisions of the Public Demands Recovery Act, 1913.

Application of Limitation Act of 1908: Section 28

In case of appeals or complaints filed under this Act, the provisions of the Limitation Act, 1908 will be as far as possible be applicable.

Rules and Regulations Making Power: Section 33, 34

The Government in consultation with the Information Commission will frame the rules and notify in the official gazette. In case of the regulations, the Information Commission with prior approval of the Government will frame them and notify in the official gazette.

Power to Deal with removal of ambiguity: Section 35

If any ambiguity arises in implementing any provisions in the Act, then the Government through a notification in the official gazette and subject to consistency with the provisions in the Act shall remove such ambiguity.

Publication of a translated English version: Section 36

A translated English version of the Act will be made and in case of any conflict between the Bengali and English versions, the former shall prevail.

Repeal: Section 37

The Right to Information Ordinance 2008 is repealed. However, in spite of it being repealed all proceedings and systems accepted under the Ordinance will continue under the Act.

Resource Speakers List

Sl. No.	Name	Designation	Working place	Mobile Number
1	Mr. Md. Arfe Elahi	Manager-IT	A2i, PMO	01718-482426
2	Mohammad Kamrul Hasan	DD (Outreach & Communications)	Governance Innovation Unit, PMO	01817-571838
3	Mr. Md. Lutfur Rahman (DS)	Domain Specialist (SPS)	A2i, PMO	01711-314476
4	Mr. Manik Mahmud	Capacity Development Specialist	A2i, PMO	01731-928297
5	Mr. Mir Nurul Alam	Director-Training	NATA, Gazipur	01755-507728
6	Mr. Md. Mizanur Rahman (DS)	Domain Specialist (Innovation Training)	A2i, PMO	01712-123230
7	Mohammad Kamrul Hasan	DD (Outreach & Communications)	Governance Innovation Unit, PMO	01817-571838
8	Munshi Mohammad Hedayet Ullah	Director(Admin)	NATA, Gazipur	01711-193834
9	Dr. Shah Mohammad Sanaul Hoque	Director-Capacity Development	A2i, PMO	01720-038610
10	Dr. Md. Sayedur Rahman	DD (Admin & Support Service)	NATA, Gazipur	01552-495564

Appendix-II

List of Faculty Members

Sl No.	Name	Designation	Phone	e-mail
1	Dr.Mohammad Math hurul Haque	Director General	0249263298, 01714688233	dgnata14 @gmail.com
2	Munshi Mohammad Hedayet Ullah	Director (Administration)	01755507728 029294227	hedayetullah_59 @yahoo.com
3	Mir Nurul Alam	Director (Training)	0249294227, 01711193834	mirnurulalam.dae @gmail.com
4	Dr. Md. Abu Sayeed Miah	Deputy Director (Plant Pathology)	01712024623	sayeedplp @gmail.com
5	Dr. Md. Ataur Rahman Howlader	Deputy Director (Soil Science)	0249263143, 01814301360	ataurdae87 @gmail.com
6	Dr. Md. Shariful Islam	Deputy Director (Agronomy)	01743051115	mshariful60@yahoo.com
7	Dr. Md. Delwar Hossain Mazumder	Deputy Director (Agril. Ext. and Rural Eco.)	01552426576 01815597304	dhossain1960 @yahoo.com
8	Ranjit Kumar Pal	Deputy Director (Agril. Machinery and Water Management)	01818600706	ranjitrkpbdae@gmail.com
9	Muhammad Emdadul Haque Ph.D	Deputy Director (Genetics and Plant Breeding)	01715373207	emdadde@gmail.com
10	Md. Mahmud Hasan	Deputy Director (Horticulture)	01817066613	mahamudhassandae@gmail.com
11	Md. Jamal Uddin	Deputy Director (Entomology)	01718214607	jamaluddin6257@yahoo.com
12	Anowara Akhter	Deputy Director (Environment and Agroforestry)	01918023360	anowaraakhter@yahoo.com
13	Mahmudul Hassan	Project Director Strengthening of NATA project	01715101818	hasandae@yahoo.com
14	Dr.Md. Akhlas Uddin	Deputy Director (Planning and publication)	01716257354	akhlas.uddin@yahoo.com
15	Dr. Md. Mayen Uddin	Deputy Director (Food Technology)	01711969688 01674174510	mayen.dae85@yahoo.com
16	Dr. Md. Sayedur Rahman	Deputy Director (Administration and Support Service)	01552495564	sayedur.63@gmail.com
17	Dr. Arabinda Kumar roy	Senior Assistant Director (Genetics and Plant Breeding)	01720638405	arabinda_kroy@yahoo.com
18	Dr. Md. Abdul Mazed	Senior Assistant Director (Horticulture Crop Pest)	01814849190	mazed13th.dae@gmail.com
19	Dr. Mohammad Golam Mostafa	Senior Assistant Director (Environment and Agroforestry)	01712803348	kbdmostafa@gmail.com
20	Khabirun Nahar	Senior Assistant Director (Pulse and Oil Crops)	01733995286	naharkhabirun@yahoo.com
21	S.M. Kaisar Shikder	Senior Assistant Director	01715111487	sarashi1999

Sl No.	Name	Designation	Phone	e-mail
		(Agriculture extension)		@gmail.com
22	Mst. Mushfiqua Hasneen Chowdhury	Senior Assistant Director (Soil Physics)	01716972977	mushfiqua21@yahoo.com
23	Abul Kalam Azad	Senior Assistant Director (Farm machinery)	01940652412	azadipm@gmail.com
24	Nilufar Yasmin	Senior Assistant Director (Soil Chemistry and Microbiology)	01711789565	nilufar_cerdi@yahoo.com
25	Jharna Begum	Senior Assistant Director (Field Crop Pest)	01716227489	Jharna.dae20@yahoo.com
26	A.K.M.Amdadul Hoque	Senior Assistant Director (Horticulture Crop Disease)	01720364979	amdadhoque74@gmail.com
27	Md.Eskandar Hossian	Senior Assistant Director (Vegetables and Spices)	01938615225	eskandarhossain@yahoo.com
28	Nilufa Akter	Senior Assistant Director (Food technology)	01719174775	nilufaa@yahoo.com
29	Md.Tahajul Islam	Senior Assistant Director (Cereal and cash crop)	01717287940	tahazul@yahoo.com
30	Ferdowsi Easmin	Senior Assistant Director (Biotechnology)	01670068201	Shekha13@gmail.com
31	Nadira Khanam	Senior Assistant Director (Fruits and Flowers)	01778066360	nadira_khanam81@yahoo.com
32	Mst.Irin Parvin	Senior Assistant Director (Field crop diseases)	01727249448	irin.dae28@gmail.com
33	Most.Nurnahar	Publication Officer	01721672804	nrsdae2011@gmail.com