

**METHODS OF PROCUREMENT IN OVERSEAS TRAINING:
FINDING A COST EFFECTIVE WAY TO IMPLEMENT
OVERSEAS TRAINING**

By

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A Thesis Submitted to the Department of BRAC Institute of Governance and
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of
Masters in Procurement and Supply Management

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DECLARATION

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

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APPROVAL

METHODS OF PROCUREMENT IN OVERSEAS TRAINING: FINDING A COST EFFECTIVE WAY TO IMPLEMENT OVERSEAS TRAINING

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of Summer, 2023 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of 'Masters in Procurement and Supply Management' on [-----].

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ETHICS STATEMENT

I, undersigned Hereby, certifying that the comparative study Titled “Methods of procurement in overseas training: Finding a cost effective way to implement overseas training” is my own work and have not been awarded any other degree or diploma using this study. This study is done in order to facilitate overseas training implementation in Secondary Education Projects under Directorate of Secondary and Higher Education (DSHE) in a cost effective way. To make the study effectively secondary data has been taken from three development projects under DSHE viz, TQI-SEP, TQI-II and SESIP, which acknowledge hereunder accordingly. To make to study fruitful literature review made, quotations, reference are collected and used in this study paper also properly acknowledged. The comparative study is made based on the data as provided from the projects. The data analysis is made without any bias and finally the result is published for betterment of the Secondary Education and ultimately for the greater interest of Bangladesh.

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ABSTRACT

Education and training are crucial for human resource development. Bangladesh Government has undertaken various initiatives to enhance secondary level education also investing significant funds for overseas training in this respect. This study purpose is to measure a suitable way to implement overseas training in a cost effective way and presents a cost benefit analysis to demonstrate the effectiveness of the suggested approach.

Traditionally, projects are relied on consultancy firms to manage overseas training as guided by Development Project Profile (DPP), which proves costly, complex, time-consuming, and often having low training impact. The paper advocates an alternative approach, wherein the Project Director collaborates with an individual consultant or an experienced Project official will implement overseas training, utilizing existing Project logistics. This direct approach of training implementation promises simplicity, efficiency and greater impact at a lower cost. The way of cost effectiveness analysis is made based on three real-life projects data, comparing overseas training cost between consultancy firm-managed and Project Director-managed approaches. The latter one shows a cost advantage of up to 300% in some cases. The study recommends implementing overseas training directly by the Project Director with the help of an individual consultant or an experienced project official is comparatively cost effective way of overseas training implementation. Besides, determination of right training content, right person selection for right training with required minimum qualification, phase wise training implementation will increase the impact of overseas training.

Key words: Cost Effectiveness; Development Project; DSHE; Overseas Training (OST); Consulting firm; Individual Consultant.

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TABLE OF CONTENTS

Table of Contents	Page
Declaration	ii
Approval	iii
Ethics Statement	iv
Abstract	v
Acknowledgement	vi
Table of Contents	vii
List of Acronyms	ix
1. Chapter 1 Introduction	1
1.1 Background of the Study	1
1.2 Problem Statement	2
1.3 Objectives of the Study	3
1.3.1 General Objectives	3
1.3.2 Specific Object	5
1.4 Significance of the Study	6
1.5 Scope of the Study	6
1.6 Organization of the Study	7
2. Chapter 2 Literature Review	8
2.1 Stakeholders Identification	10
2.2 Stakeholder Mapping and Their Impact (Power-Interest) Analysis	10
2.3 SWOT Analysis	11
2.4 Sustainability Analysis	12
2.4.1 3p (Profit, People, Planet) Analysis	13
2.4.2 Risk Level Analysis and Way for Mitigation	14
3. Chapter 3 Methodology	15
4. Chapter 4 Comparative Cost Analysis and Findings	17
4.1 Cost of Training in ‘Teaching Quality Improvement in Secondary Education Project (TQI-SEP)’ with Deployment of a Consultancy Firm	17
4.2 Cost of Training in ‘Teaching Quality Improvement-II (TQI-II) in Secondary Education Project’ with Deployment of an Individual Consultant	18

4.3	Cost of Training in ‘Secondary Education Sector Investment Project SESIP’ with Deployment of a Consultancy Firm	19
4.4	Cost Analysis and Comparison	19
5	Chapter 5 Towards cost-effective overseas training for DSHE	22
5.1	Activities Need for Increasing Training Impact	22
5.2	Phase Wise Training Implementation	23
5.3	Training Implementation Process	23
5.4	Monitoring and Accountability	24
5.5	Implementation Action plan and Gantt Chart	26
5.5.1	Action Plan for TNI, Training Content & Participants’ Selection Part	26
5.5.2	Action Plan for Training Implementation Part	28
5.5.3	Budget Requirement and Resourcing	29
6.	Chapter 6 Conclusion	32
	References	33
	Appendix A	35
	Appendix B	39
	Appendix C	42
	Appendix D	51

LIST OF ACRONYMS

BMTTI	Bangladesh Madrasah Teachers Training Institute
CEA	Cost-effectiveness Analysis
CPD	Committee for Development Policy
DPP	Development Project Portfolio
DSHE	Directorate of Secondary and Higher Education
EoI	Expression of Interest
GDP	Gross Domestic Product
GNI	Gross National Income
H	High
HSTTI	Higher Secondary Teachers Training Institute
IER	Institute of Education research
L	Low
M	Medium
MCA	Multi Criteria Analysis
MoE	Ministry of Education
M&E	Monitoring & Evaluation
NAEM	National Academy for Educational Management
OST	Overseas Training
OSTM	Overseas Training Management
PCR	Project Completion Report
PD	Project Director

P&D	Planning & Development
RDPP	Revised Development Portfolio
SDG	Sustainable Development Goal
SESIP	Secondary Education Sector investment Project
SHED	Secondary and Higher Education Division
TNI	Training Need Identification
ToR	Terms of References
TQI-SEP	Teaching Quality Improvement in Secondary Education Project
TQI-II	Teaching Quality Improvement-II (TQI-2) in Secondary Education Project
TTC	Teachers Training College
UN	United Nations

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The Committee for Development Policy (CPD) of United Nations (UN) recommended to promote Bangladesh as a developing country (DC) from the least developed country (LDC) as Bangladesh has met all the three eligibility criteria for graduation involving: per capita gross national income (GNI), human assets and economic vulnerability to external shocks, for the second time (Bhattacharya, 2021). Out of the three, 'human assets' is the important indicator that has significant force behind another two indicators. Teachers' professional development through proper training is a key force to develop human resource. In Bangladesh teachers usually join in education profession after completion their academic degrees. To ensure sustainable teaching-learning, teachers have to acquire specific skills in specific area and need to achieve specialization so that they may provide knowledge, understanding and cognitive perspectives to their students. Teachers training locally and internationally (Overseas Training) has significant impact on develop teacher's capability and increase delivery performance. Here in overseas training means; the training that is usually conduct outside the country under international universities or training institution using their venues, trainers and other resources. Bangladeshi teachers are send there to participate in the training to learn new idea, technics in the area of teaching learning.

To ensure sustainable learning for the students as well as to prepare them as world class citizen right training for the right person at the right time in a cost effectiveness manner is very much essential. To achieve sustainable development Goal by 2041, Bangladesh government has taken different initiatives to increase teacher training nationally and internationally. In Bangladesh 60.94% of secondary teachers were trained in 2019, according to the World Bank collection of development indicators (Bank, 2021)

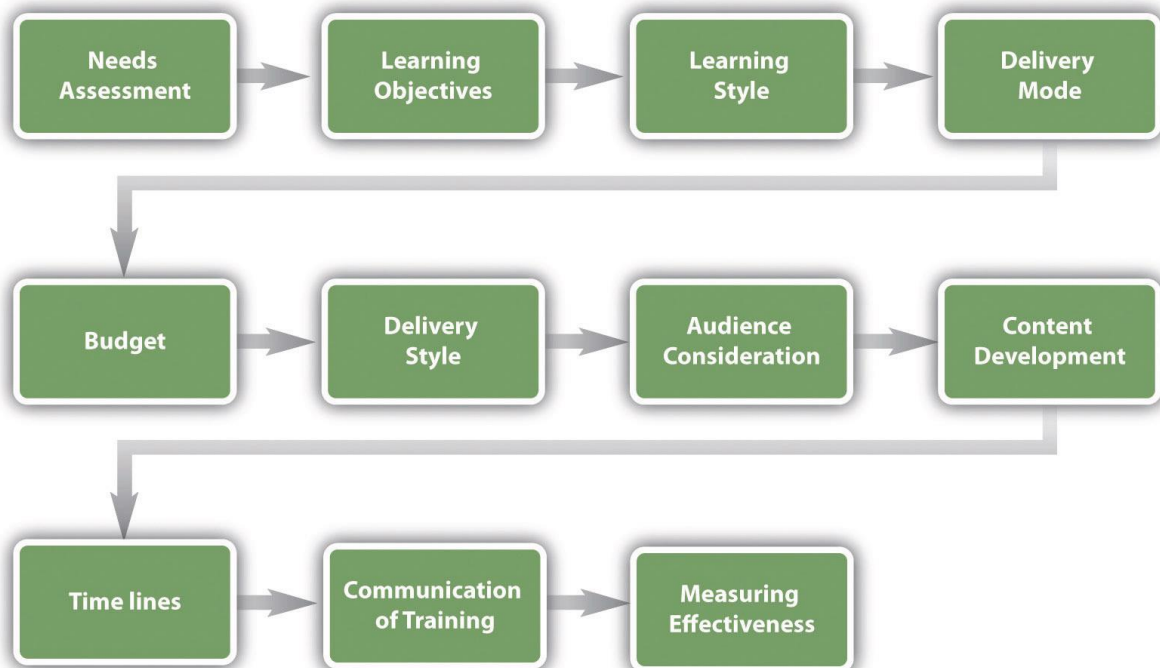
There are 14 Teachers Training College (TTC), 05 Higher Secondary Teachers Training Institutes (HSTTI), National Academy for Educational Management (NAEM), Institute of Education Research (IER), Bangladesh Madrasah Teachers Training Institute (BMTTI) and some other government and non-government institutes exist to support Secondary teachers training (Local training) at national level in Bangladesh (Nazneen Akhter, 2016). Local trainings are enhancing the capacity of secondary teachers in the area of class room management, subject based competence, pedagogical aspects, Head Teachers administrative capacity building, Integrating ICT in Education, Inclusive training etc. The teachers' educators, education administrators, class room teachers of different secondary schools participate in international training (overseas training) to align with global trend in education, development, innovation etc. Some teachers increase their capability attending international training virtually and some others physically participate international training other than native country. Here, the overseas training focused on international training, which usually conduct outside the country with the presence of Bangladeshi teachers physically abroad. Overseas training is an important element of teacher development, which helps the nations to align with the world knowledge and build world class citizen. Implementation of overseas training in a cost effective way – (i) can minimize the training implementation cost (ii) create opportunity for more teachers' participation in international training (ii) ensure value for money as well. At present maximum development projects (financed by development partners) under DSHE, implement their overseas/international training through deployment of a consulting firm as per project document direction. This arrangement increases overall training implementation cost from different arena: comparative higher training cost, remuneration for number of consultants, separate support staffs, separate allocation for logistic support/ purchase of equipment etc. The proposed study objective is to recommend an alternative way to implement overseas training in sophisticated way which will increase training effectiveness, cost effectiveness, smooth implementation, and reduce cost of training implementation finally increase overall training outcome and impact.

1.2 The Problem Statement

It is said “a problem perfectly determined or well formulated is a problem half solved”. From the sentence, we can realize the importance of defining the real problem. Moreover, it is also important and difficult to know the causes, perspective and dimensions of the problem. The stakeholders including beneficiary, contributor, power players, observers etc. are also very

important consideration for any issue or problem. Problem analysis helps to learn in detail about the problem. The analysis of the problem from multiple perspectives helps to achieve best problem definition, its cause at different levels, effects and finding possible options for solution.

In review of development partners funded Project documents under DSHE, it was seen that overseas training usually conducted following two procurement methods, which one is conducted through deployment a consultancy firm under the existing project management and another is directly manage by the Project Director with the help of an individual consultant and existing project officers, which depends on the Project documents guideline. Maximum project documents have very little or no indication on training content or the participant’s selection procedures training implementation procedure, which are the key components for effective overseas training implementation with increased training impact. University of Minnesota of Libraries given a frame work on important training contents in its publication ‘Human Resource Management’ as under follows (MINNEAPOLIS, 2016):



As per above frame work eleven (11) numbers of dimensions need to consider in advance while developing a training plan. Out of the above 11 important dimensions for training, herein my paper advocates for need assessment, audience consideration, content development, budget, communication of training and overall implementation procedure in order to implement overseas training in a cost effective way under DSHE. In absence of clear indication for

overseas training implementation procedure in the project DPP, some cases smaller work has been performing utilizing large resource and large work may be performing with lower resource allocation. Right candidates for right training may not possible all time in absence of candidate selection principle in the project DPP. To communicate and understand the training foreign language (English) is essential precondition and needed to select participants with minimum English language understanding capability for increasing effectiveness of overseas training. Absence of above consideration implementation of overseas training may cause of wasting valuable resource especially valuable foreign currency with achieving lower training impact. Implementation of overseas training through procuring service from an individual consultant is comparatively low time consuming, quick and easy communicable and ultimately cost effective in comparison with the implementation of overseas training through procuring a consultancy firm. In this context data related to overseas training implementation has been taken from three real life projects and analyzed. The comparative statement for ‘cost of training with consultancy firm’ and ‘cost of training with individual consultant’ are presented below in appendix A, B & C and analyzed.

1.3 Objectives of the Study

1.3.1 General Objectives

‘Education’ the back bone of the nation is developing by the quality teachers. All most all the development Projects funded by development partners under DSHE allocate fund for implementation of overseas training implementation having little indication in the Development Project Profile (DPP) regards to training implementation procedure, cause of resource wastage, low training impact, high training cost. The general objective of this study is search the opportunity to minimizing overseas training implementation cost, increase return on investment, ensuring positive training impact through high quality of training and to managing cost efficiency. Through achieving cost efficiency Projects under DSHE will able to train more number of teachers within the same budget in the secondary schools enable the country ensure quality education, which will contribute in teachers’ development which will ultimately contribute in achieving the Sustainable Development Goal 4.4 “By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship” (United Nations Educational, 2017). The general objective of this study is to analysis alternative ways

of overseas training implementation and to recommend best alternative way for overseas training implementation in respect to achieving cost efficiency in greater sense and value for money.

1.3.2 Specific Objective

To manage overseas training, most development projects recruit a consultancy firm as per project document, which requires long time in consultancy firm recruitment, (in comparison to individual consultant deployment) complex recruitment system, number of consultants' remuneration, logistics cost etc. Managing overseas training through deployment of an individual consultant can be considered as the cost effective, less time consuming, single consultant remuneration, minimum logistics, low training cost etc. Besides, modality development for participant selection process will improve training receiving and implementation capacity of participants, reduce time for participant' selection and ultimately increase cost effectiveness from different side, also create opportunity for more teachers training within the existing budget... However, the aim of this study is to analysis overseas training implementation related data in different projects under DSHE to check the overall resource allocation in different projects and make a comparative analysis of training implementation cost, training implementation procedure in order to recommend best alternative procedure in training implementation.

The specific objectives of this study are given here under:

1. To analysis the overseas training management procedure in different development projects under DSHE using development partners fund.
2. Identify the challenges of cost effectiveness in overseas training implementation in secondary education project under development budget.
3. Find and recommend a suitable way of procurement in respect to implementation of overseas training in a cost effective way.

1.4 Significance of the Study

Bangladesh does not have too much resource, yet the country aspires to make quick progress. With this target ahead Bangladesh needs to ensure cost effectiveness in all sectors. In education, especially in overseas teachers' training it is even truer. Better training for teachers will have

impact on education and it will eventually affect all development sector of the country. Moreover, education is the basic right of citizen. **The constitution of the People 's Republic of Bangladesh (Part-II, Article-17, a)** describes- “establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law” (Khan, 2015).

Part-II, Article-17, b describes - “relating to education to the needs of society and producing properly trained and motivated citizens to serve those needs; (Khan, 2015). SDG 4 (Quality Education) is composed of 7 outcome targets and 3 means of implementation. SDG ‘4.4 relevant skills for decent work’ (Un definition: ‘By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship’) (United Nations Educational, 2017). SDG Goal- 8- ‘Decent work and Economic growth’: has a target- ‘By 2020, substantially reduce the proportion of youth not in employment, education or training’ (United Nations Educational, 2017), which is directly indicated the necessity of education or training.

Education is a precondition towards fulfilling constitutional obligation and achieve SDG goal quality. In reality “Education is the back bone of the nation, in that sense ‘high quality teacher is the back bone of education”. Education, knowledge, training and skills are the four preconditions to develop human assets and GNI.

1.5 Scope of the Study

‘Directorate of Secondary and Higher education (DSHE), under SHED, MoE implemented some development projects for enhancing teaching-learning facility to increase quality of teaching under secondary education. Some projects are fully funded by Government of Bangladesh (GoB) and some are being implemented in collaboration with development partners in the form of Loan and grants. Herein the study, only covers the project those are implemented by the development fund, especially highlighted the area of implementation cost respect to overseas training implementation. A project viz. TQI-SEP (2005-2012) and a follow up project of TQI-SEP viz. (TQI-II) was implemented from July 2012 to December 2018 using ADB fund with a provision for overseas training implementation. Overseas training implemented in TQI-SEP (2005-2012) using a consultancy firm and the follow up project TQI-II’s (2012-2018) overseas training implemented by the Project Director with deployment of an individual consultant. As the two projects implemented overseas training in two different

procedures and it given me an opportunity (as an officer of that two projects) to make a comparative analysis among the two procedures of overseas training implementation and apparently seems that implementation of overseas training through deploying an individual consultant comparatively cost effective, easy manageable, smooth and quick communication able in comparison with implementation through a consultancy firm. As a part of my Masters in Procurement and Supply Management (MPSM), I get the chance to make short study on ‘Finding a cost effective way in Overseas Training Management’.

1.6 Organization of the Study

The Objective of the comparative study is to find a suitable way to implement overseas training in development projects under Secondary and Higher Education (DSHE) in a cost effective way. The whole study is divided into six (6 Chapters). Chapter one is introductory part of the study which includes, background of the study, problem statement research objective including general and specific objective, significance of the study, scope of the study and organization of the study. Chapter two, the literature review part studied some literature of the other researchers to justify their findings and recommendations in respect to teachers' training, especially overseas training. This part also tried to identify direct or indirect stakeholders regards to implementation of overseas training, their roles and responsibilities, sustainability and risk level analysis and recommended the way of mitigation. Chapter three described the methodology of the study. The qualitative (Stakeholder analysis, Risk level analysis, sustainability analysis) and quantitative methods are used as the research methodology. Chapter four is most important chapter which presented the cost analysis of individual project, cost comparison and summarize the result as well. Chapter five recommended the best way for implementation of overseas training in cost effective way. Besides, this chapter also recommended few of post training activities needed for increasing training impact like as: phase of training implementation, training implementation process, monitoring and accountability mechanism, implementation action plan and Gantt chart for different steps of training implementation etc. and chapter six for conclusion. The study also included three appendixes for overseas training cost of three projects under DSHE implemented overseas training using different procedure.

CHAPTER 2

LITERATURE REVIEW

Teachers training is an integral part of quality education and ultimately precondition of sustainable development. Japan is one of the developed country in the world, “**One third of teacher time is spent of staff training** (HAWKINS, 1986). In context to this reality Bangladesh is far behind. Implementation of overseas training implementation in a cost effective way can facilitate more teachers training in locally and internationally (overseas training). “Civil service training, especially overseas training, has been considered most significant requirement to increase the performance of Bangladesh civil service” (Mohammad Ali Haider, 2021). From this quote we may understand the necessity of overseas training in respect to the increasing performance of civil service and other professional as well. Proper management of overseas training in different stage like as; Identifying training need, proper participants’ selection, suitable training institute selection, action oriented implementation plan can enhance training impact as well. Managing long term overseas training/learning like as B-Ed, M-Ed, Ph.D etc. and other professional courses may open the door for Bangladeshi learners/professionals further by managing scholarship by their own. Many Bangladeshi students/professionals completed or continuing their Ph.D./ M.S/Post-doctoral etc. through arranging scholarship by their own, who went from Bangladesh as a student of B.Ed/bachelor/Masters or Ph.D degree. A Bangladesh student Farhad, Dhaka told, “I have enrolled in Electrical Engineering Diploma course. I am now receiving stipend to continue my course. I will be able to find better employment and support my aged parents” (Bhuiyan, 2014).

A research paper published by BRAC University, Bangladesh title “Effects of BRAC Training on Secondary School Teacher Trainers” identified the problem of secondary education in Bangladesh both Administrative and Academic. The major problem with this sector are: (i) Inadequacy of resource and their ineffective use (ii) Quality of education (iii) Governance and management of education (iv) Access and equity (Rokiba, 2014). According to this research paper Secondary education of Bangladesh is facing inadequacy of resource and their ineffective use, moreover quality education and management of education also identified as major

problem. In this study, emphasis is given on ‘Implementation of training in cost effective way and the complete training management procedure’

As per BRAC research paper- “Teachers training helps teachers in achieving following objectives:

- Develop teachers teaching quality
- Create positive attitude towards students
- Ensure smooth functioning of large class room
- Built capacity in managing techniques and technology
- Increase teachers’ confidence
- Inspire teachers making a congenial environment of English/ foreign language
- Help in introducing teachers’ communicative language teaching approach
- Make teachers professional (Rokiba, 2014).

Teachers training helps building teachers capacity in different areas. In fact, teachers are called as freshman or inexperienced without training.

Overseas training helps teachers to align with the world change and trend in education, which is very much essential to ensure sustainable economic development of any nation. Regarding the necessity of overseas training - an Assessing the impact on training in abroad by ‘Michigan State University (MSU)’ remarked that learning abroad involves many possible learning areas and outcomes, which are

- a) Facilitate students’ intellectual growth
- b) Contribute to students’ professional development
- c) Accelerate students’ personal growth
- d) Develop students’ skill for relating to culturally different to others
- e) Enhance students’ self-awareness and understanding of their own culture
- f) Contribute to internationalization of the students’ home department, College, or University (Ingraham, 2015)

From the above literature review we may easily understand the necessity of quality teachers, teachers training especially overseas training and importance of quality training management in a cost effective way. Stakeholders are the important considerable in respect to the increase impact of any activities. In fact, every stage of overseas training management and implementation is influenced by different stakeholders. In order to implement overseas training

in a cost effective way, we should carefully identify the related stakeholders and their power and interest, their role training implementation. Otherwise there may raise difficulty in selection of right participants for training, training implementation, which may also cause of resource losing and wastage of time. “The participation of the regional representatives of stakeholders, students and personnel in a strategy process can be seen as more important than the final strategic plan. In knowledge-intensive work, the stakeholders and experts can commit themselves to the strategic plan more easily if they are able to contribute to its development” (Kettunen, 2014). In the same Article it is mentioned that “Participation of staff, students and external stakeholders in quality assurance” (Kettunen, 2014). Hereunder stakeholders in related to ‘implementation of overseas training’ are identified and their power and interest in presented in the matrix.

2.1 Stakeholders Identification

The Implementation of overseas training in cost effective way and to increase the impact of overseas training either it may be implemented by ‘the Project Director with the help of an individual consultant or experienced project official’ or by ‘the consultancy firm’ have direct and indirect implication on different stakeholders including students, parents, teachers, education administrators, industry, scholars and vast area of the society will be indirectly effected, and the society in a whole. In respect to implementation of overseas training, some stakeholders are too much powerful having power to influence on the decision and some have low or no power to influence on the decision respect. On the other hand, some stakeholders have high interest and some low or no interest respect to implementation of overseas training. The Stakeholders based on high power and no or low power are presented in Appendix-D.

2.2 Stakeholder Mapping and Their Impact (Power-Interest) Analysis

Stakeholder Management is very important skill in implementation of any project or works. Before starting implementation of any project, we should carefully analysis stake holders based on their power and interest. If we able to properly address stakeholders properly, it will be helpful in project implementation. Aubrey L Mendelow’s power/interest matrix (Stakeholder Analysis for Strategic Planning & Implementation’ in Strategic Planning and Management Handbook 1985) (book, Strategic supply chain management, 2012) is perhaps the best known

specialist tool of stakeholder mapping.. Hereunder the stakeholders are categories based on their power and interest- presented by Mendelows Power-Interest matrix:

Power-Interest matrix

		Power	
		Low	High
Interest	High	<p><u>(High-Low)</u></p> <p>Students/School/NAEM/Teachers /TTC/HSTTI/IER/NTRCA/ BISE/ OTMC/ OTMCF/TIO</p>	<p><u>(High-High)</u></p> <p>HT/SMC/USEO/DEO/DPs/ PMU/DSHE/MM/PIC/PMC/PSC/OTSC /MoE/Hope/PEC/TEC/PD/PO</p>
	Low	<p><u>(Low-Low)</u></p> <p>EED/ BANBEIS/ NCTB/EMIS</p>	<p><u>(Low-High)</u></p> <p>MoF/PC/IMED/FAPAD/Media/MOFA /DIP</p>

We should carefully consider their role, power, interest etc. properly while the period of implementation overseas training in a cost effective way.

2.3 SWOT Analysis

Strengths, weakness, Opportunities, and threats (SWOT) Analysis is a technique of corporate appraisal, used to assess the internal resources of an organization (or function or project) to cope with and/or capitalize on factors in the external environment in which it operates. (book, Strategic supply chain management, 2012) (book, Strategic supply chain management, 2012). To increase the positive impact of Implementation of the overseas training in a cost effective way, we should check the strengthen and short coming of the implementation of overseas training. Hereunder SWOT analysis is made in order to check the internal and external factors those have impact on the study option:

Title: “Methods of procurement in overseas training: Finding a cost effective way to implement overseas training”

<p style="text-align: center;"><u>Strength</u></p> <ul style="list-style-type: none"> • Cost saving • Easy Management • Close and effective Communication • Controlling efficiency • Time saving 	<p style="text-align: center;"><u>Opportunities</u></p> <ul style="list-style-type: none"> • More capable trainee’s selection • Creation training opportunity for more teachers • Effective training • Quick implication of decision/Close relationship • Flexibility in decision making • On time training implementation • Time value of money
<p style="text-align: center;"><u>Weakness</u></p> <ul style="list-style-type: none"> • Low Capable manpower • Project officials work load will increase • Low number of manpower(Project) • Short project period • Autocratic decision/Imbalance decision • PD/Project Officials Transfer 	<p style="text-align: center;"><u>Threat</u></p> <ul style="list-style-type: none"> • Political Interference • Bureaucratic obstacle • Finding right TNI • Imperfect participants section procedure • Transfer of PD or Project Officials

During implementation of overseas training through Project Director with the help of an individual consultant or experienced project official above Strength-Weakness and Opportunity-Threat may arise and needed to carefully consider in order to smooth implementation of overseas training in the cost effective way.

2.4 Sustainability Analysis

Sustainability analysis is a key factor in respect to any comparison or development activities or project implementation, without which, it will not bring fruitful result in the long run. “Business needs to address its economic, Social and environment challenges holistically, and to understand how they can combine as positive forces in creating a better world” (Fisk, 2010). The comparative analysis in respect to implementation of overseas training in cost effective

way will have to consider sustainability suitability in context of environment, landfill other area of sustainability. Hereunder sustainability analysis is made between the alternatives.

2.4.1 3p (Profit, People, Planet) Analysis

The study is made in order to find out a way to implement overseas training in a cost effective way. Beside the cost effective we should check the 3p analysis in order to ensure greater suitability of the cost effective way of overseas training implementation. The impact of the proposed study option on 3p's are discussed hereunder:

Profit: Herein the two way of overseas training implementation, which one is implementation through a consultancy firm and the another one is to implementation by the project director with the help of an individual consultant or by the experienced project director. Implementation by the consultancy firm will require to deploy a firm with a number of consultants, which requires more cost for the remuneration for number of consultants, logistic cost, office space and other related cost. The another way of implementation of overseas training will require only one consultant, hence reduced the cost for remuneration, logistic cost and other related cost. In terms of profit implementation of overseas training through deployment of an individual consultant will increase the profit through reducing cost of training implementation. Moreover, training implementation through an individual consultant will established direct communication with the training institute will reduce training cost in comparison with the alternative method of training implementation.

People: Training implementation through an individual consultant will reduce implementation cost and training management cost, hence more number of teachers will get chance to take part in overseas training. More students will get opportunity in learning from the trained teachers', ultimately society will b which will increased the impact of education and finally the society will be benefited in a whole. In context of sustainability issue implementation of overseas training through an individual consultant is suitable. Another method will require high training cost, consultant cost, management cost will reduce the number of participants in overseas training.

Planet: Implementation of overseas training through project director with the help of an individual consultant will use existing office logistic or may require minimum additional equipment, hence it will help in reduce carbon emission, land fill etc. In this context the proposed method of overseas training implementation by project director with the help of an

individual consultant also a sustainable way for training implementation. Alternative way of overseas training implementation will require more equipment also increase the carbon emission and land fill.

2.4.2 Risk Level Analysis and Way for Mitigation

To ensure smooth implementation of overseas training in a cost effective way, it needs to analyze the risk level and chalk out a way for mitigation proactively, which will increase the impact of training. This analysis and proactive plan for mitigation will help to ensure optimum and effective use of resource. Christine G. Springer in his publication of ‘Strategic management of three critical levels of risk’ quoted that ‘Organizations face many different types of risk but often they can be categorized into three types based upon their predictability, controllability and management. Perhaps, most important to consider is the magnitude of the risk’s consequences to the organization and the community served. For that reason, it is important for public managers to be aware of three levels of risk and how to manage them. Level 1, the lowest category, encompasses routine operational and compliance risks. Level 2, the middle category, represents strategy risks. Level 3 represents unknown, unknown risks’ (Springer, 2009). Hereunder, the risk level in respect to overseas training implementation is analyzed and categorized in three different risk level i.e ‘L’- for Low, ‘M’- for Medium and ‘H’- for High level of risk. Besides mitigation plan also provided:

Risks	Risk Level	Mitigation
<ul style="list-style-type: none"> • Budgetary allocation for individual consultant • Project Director’s expertise and transfer • Section of right participants for training • Selection of right training institute 	<p>L-1 (Low)</p> <p>L-2 (M)</p> <p>L-1 (Low)</p> <p>L-3</p> <p>(unknown risks-H)</p>	<ul style="list-style-type: none"> • Budget need can meet from OST budget of projects • Deployment of PD with requisite qualification and experience. The authority may ensure deploy PD for whole Project period • Pre-development of participants’ selection criteria will help in select the right participants • Institute selection criteria will have to determine after proper exercise and based on institutions expertise, reputation and world ranking.

CHAPTER 3

METHODOLOGY

To improve the quality of secondary education Directorate of Secondary and Higher Education implements different development projects some are using GoB fund and some are in collaboration with the development partners. Almost all the projects implement with the development have a component for implementation of overseas training to align the country's education with the international knowledge, recent change and invention, strategy etc. During implementation of overseas training in TQI-SEP project implemented from 2005-2012, overseas training implemented deploying a consultancy firm. During project implementation it was observed that the deployment consultancy firms takes a long time having with complexity in coordination between the Project-Consultancy firm and training implementing institutions in the overseas. Moreover, it consumes too much time in communication among the project, consultancy firm and the overseas training which is related to time value of money as well as negative impact on timely project implementation, On the other hand. The follow up project of TQI-II was implemented during 2012-2018 with the allocation of overseas training implementation, which is implemented by the Project Director with the help of an individual consultant. In Comparison of the two project respect to implementation of overseas training motivated me to make a comparative analysis between the two procedure of overseas training implementation. To make the comparative analysis between the two procedures secondary has been collected from a few of development projects under 'Directorate of Secondary and Higher Education' which either completed or ongoing. Literature review is made in order to find importance of training particularly overseas training, significance of overseas training and different aspects in related to cost effectiveness and impact on training on the education and learning and profession as well. The study is made using qualitative (Stakeholder analysis, Risk level analysis, sustainability analysis) and quantitative methods. The stake holders who have directly or indirectly minimum stake to the overseas training implementation procedure is identified and mentioned in the study paper. Identified stakeholders are categorized based on their roles and responsibilities and presented in the Mendelows power-interest matrix, which

to be consider during training implementation. Moreover, the comparative analysis considered sustainability issues along with the financial cost analysis. Along with the few publications, the constitution of the People's Republic of Bangladesh, Education policy-2010 other literatures is studied to search basic principles of education and the necessity of the training, especially overseas training.

A review of project documents is made in order to find to training implementation modality, project scope, cost of training, development partner's contribution etc. Overseas training implementation method of three projects and their cost is analyzed. Out of three projects, two are implemented almost same time and training implemented in similar countries. Although cost analyzed for three projects but comparison made specially within two projects cost and training implementation procedure. Beside cost analysis, sustainability analysis, risk level during training implementation and way of mitigation also recommended. SWOT analysis also made for recommended procedure for implementation of overseas training through project director with the help of an individual consultant. Recommended procedure's sustainability impact also analyzed using 3P i.e Profit, people and planet. A tentative action plan with implementation process and budgetary requirement is recommended in the literature review part of the study paper for implementation of overseas training in the recommended procedure. To ensure sustainable implementation and increase impact a monitoring-mentoring option and evaluation mechanism also recommended in literature review part of the study.

CHAPTER 4

COMPARATIVE COST ANALYSIS AND FINDINGS

4.1 Cost of Training in ‘Teaching Quality Improvement in Secondary Education Project (TQI-SEP)’ with Deployment of a Consultancy Firm

Teaching quality Improvement in Secondary Education Project (TQI-SEP) implemented from 2005 to 2012 (Usually known as TQI-1 Project). The overseas training was implemented within 2009-2012 duration and total 503 teachers and teachers’ educators was participated in overseas training during the time-frame, total cost incurred for overseas training was USD 44,76,764.00 (forty-four lakhs seventy-six thousand seven hundred sixty-four) excluding air ticket, per-diem and consultancy firm cost ((TQI-SEP), 2012). Out of total 503 trainees 459 attended in short training and study tours for a duration within 4-8 weeks. Total cost incurred USD 29,67,840.00 (twenty-nine lakhs sixty-seven thousand eight hundred forty) for short courses. The average unit cost for short term training was $(2967840/459) = \text{USD } 6466.00$ (approx.) (six thousand four hundred sixty-six) only/per trainee for training cost except airfare, per diem and other related cost. The cost of training implementation seems higher in comparison with two projects but no comparison directly made as the training was implemented in 2011-2012 calendar year.

The duration of long courses was from 52-104 weeks and total cost incurred USD 15,08,924.00 (fifteen lakhs eight thousand nine hundred twenty-four) for long courses. The trainings were conducted in Australia, Canada, New Zealand, Malaysia and Philippines. The detail training cost with countries are given in appendix – ‘A’. The details analysis of the long courses is not made as other two projects conducted only short course and there was no provision for long courses training.

4.2 Cost of Training in ‘Teaching Quality Improvement-II (TQI-II) in Secondary Education Project’ with Deployment of an Individual Consultant

Teaching quality Improvement-II in Secondary education Project (TQI-2) was the **2nd phase of TQI-SEP (known as TQI-2 Project)** a completely separate project from TQI-1. The project was implemented from July 2012 to December 2018. Overseas training was implemented with the lesson-learning from TQI-SEP Project. Total 366 persons attended in overseas training during the project period. All the training were short courses up to 4-8 weeks. Total cost of training incurred USD 940778.00 ((TQI-II), 2020). The unit (person) cost incurred for training $(940778/366) = \text{USD } 2570.00$ (approx.) (two thousand five hundred seventy)/trainee except airfare, per diem and other related cost. Herein some courses duration was 4 weeks, some were 6 weeks, 4 weeks and 10 days, 5 days etc. As different training conducted with different duration, day wise cost is suitable for comparison, which is also presented hereafter. In this project (TQI-II), the training was conducted in New Zealand, Australia, Philippines, Thailand and Malaysia. The average country wise per day training cost is given hereunder in the table:

Sl. No.	Particulars	Average Daily training cost (BDT.)
1.	Average Per day Training cost in Philippines	180,442.95
2.	Average per day Leadership Training cost in Philippines	174,021.57
3.	Average per day Training cost in Thailand	187,135.71
4.	Average Per day Training cost in New Zealand (Leadership/HT /Project Planning Training/ Accreditation etc.)	103,725.79
5.	Average Per day Training cost in Australia	357,709.51

Under this project, the training was implemented with the help of an individual consultant. The detail information and cost of trainings are given in appendix – ‘B’.

4.3 Cost of Training in ‘Secondary Education Sector Investment Project (SESIP)’ with Deployment of a Consultancy Firm

Secondary Education Sector Investment Project (SESIP) is another important project for development of secondary education sector under DSHE. The project implementation is ongoing. Overseas training implementation is started in 2018, due to Covid-19 the implementation process of overseas training is interrupted as a force majeure but a significant portion of training is completed and data presented herein. The data with completed total 78 batches different subject based training viz. science, Head Teachers capacity building and ICT. Total cost of 78 batches were BDT. 3341.53 lakh ((SESIP), 2020). The day wise training cost with this project are presented hereafter:

Sl. No.	Particulars	Average Per day Training Cost (BDT.)
1.	Average per day Science training cost in Thailand	289,330.23
2.	Average Per day HT/ Leadership Training cost in Thailand	405,242.37
3.	Average per day HT training cost in New Zealand	409,289.27
4.	Average per day ICT training cost in New Zealand	301,831.30
5.	Average per day ICT training cost in Philippines	343,063.14

All the 78 batches trainings were conducted within the years 2018 and 2019 and the training was implemented deploying a consultancy firm. The detail training cost of 78 batches are enclosed in appendix – ‘C’.

4.4 Cost Analysis and Comparison

Three different development projects overseas training implemented in different countries. The training was implemented in different modes with consultancy firm and with individual consultant. Out of the three, one project’s overseas training was conducted in 2011-2012 and related data are presented in appendix-A, which training cost seems comparatively higher in comparison with other two projects. Another two projects viz. TQI-II and SESIP projects overseas training were implemented almost same time (2016-2019), similar countries and same

type of training. The individual project discussion made here above in point 4.2 and 4.3 respectively. The detailed cost of overseas training for the both projects are given in appendix B & C respectively. That's why, the cost comparison of overseas training made between those two projects, which one (TQI-II, appendix- B) is conducted by the Project Director directly with the help of an individual consultant and the next one (SESIP, appendix – C) is conducted by a consultancy firm. Hereunder comparative summary of per day training implementation cost between two modes in two projects are given in short:

Sl. No.	Type of training	Country (Both Projects)	Average Cost /BDT./Day		Comments
			Implemented by PD with Individual consultant (TQI-II)	Implemented by Consultancy Firm (SESIP)	
	Subject Based Training: Science	Thailand	187135.71	289,330.23	154.61% higher than PD implementation
	Leadership/HT Training	Philippines/ Thailand	174,021.57	405,242.37	232.87 % higher than PD implementation
	Leadership/HT /Project Planning Training/ Accreditation etc.	New Zealand	129371.80	409,289.27	<u>316.37 %</u> higher than PD implementation
	Subject based Training: ICT and Others	New Zealand	75,789.96	301,831.30	398.24 % higher than PD implementation
	Science/ICT Training	Philippines	193,285.71	343,063.14	177.49 % higher than PD implementation

• Cost breakdown are given in appendix 'B' & 'C'.

Above table is clearly indicating that overseas training implemented by the consultancy firm incur too much higher cost (**154.61% to 398.24% higher**) than of implementation by the

Project Director with the help of an individual consultant. Beyond the above higher cost, deployment of consultancy firm for overseas training management is costly for following reason:

- a) Deployment of consultancy firm needs additional budget for procurement cost, consultants' remuneration, Management cost, coordination cost etc. under consultancy firm. Which is comparatively much higher than of deployment of an individual consultant cost.
- b) Deployment of consultancy firm is complex method under PPA-2006 and PPR-2008, but individual consultant deployment is comparatively simple.
- c) Deployment of a consultancy firm comparatively more time consuming as it requires to maintain minimum time schedule for each steps as per PPA-2006 and PPR-2008 in comparison of deployment of individual consultant, which is also related to the time value of money.
- d) Deployment of a consultancy firm requires more time; hence it reduce training implementation time within the specified project duration.
- e) There may create communication gap risk among the Project, Consultancy Firm and the Training institution as there is no direct communication between the Project and the training implementation institutes and always need to communicate through the consultancy firm.
- f) The overall management of constancy firm is complex but management of individual consultant or project official is simple.

Above analysis and data suggest that 'implementation of overseas training through project director with the help of an individual consultant' will be the cost effective way in comparison with the 'implement through deployment of a consultancy firm'.

CHAPTER 5

TOWARDS COST-EFFECTIVE OVERSEAS TRAINING FOR DSHE

Education is the Back bone of the nation but the secondary education is the critical success factor for sustainable higher education. Implementation of overseas training in a cost effective way can increase productivity in secondary education through ensuring proper methodology of training management as recommended above, determining TNI, management efficiency, ensuring accountability and sustainability. In order to ensure value for money for the valuable foreign currency and to increase impact of overseas training following recommendations may be considered:

5.1 Activities Need for Increasing Training Impact

To implement overseas training in a cost effective way, some activities, plan, criteria need to define/perform carefully with consultation with the education experts, which are given hereunder:

- Need based training program arrangement
- Determination of training content
- Develop and approve of Participants selection procedure at the beginning.
- Determine age limit for the participants to ensure training outcome.
- Trainee selection procedure need to finalize at the beginning to avoid complicity during participants' nomination or selection.
- Participants English language understanding capacity test while the period of participants' selection.
- Implementation of training by project director with the help of an individual consultant, which help in reducing training cost and training implementation cost, also establish direction communication and minimize time span.

5.2 Phase Wise Training Implementation

Overseas training may be implemented in different phase as described hereunder:

- (i) 1st phase/Stage of training may conduct in domestic country to enhance language proficiency or check the capability of participants in understanding foreign language. During this phase, selected participants may be given primary idea on training content, training outcome etc., so that participants can prepare themselves for receiving training in the overseas country.
- (ii) 2nd phase/stage of the training may conduct at the overseas country for those, who have successfully completed 1st phase of training at the home country. In this foreign currency may be used.
- (iii) 3rd stage may conduct again at the home country in respective participant working institution/office for implementation their learning while after returning from the overseas training.
- (iv) 4th stage of the training may be conducted after some time of training implementation. In the 3rd phase of training the participants may face some short coming or difficulties while the period of implementation of the learning. Their difficulties may be resolved by the trainee among themselves with the help of the experts played role as the resource person. This period may be treated as feedback period.

5.3 Training Implementation Process

To implement overseas training in a cost effective way, DSHE should setup a formal Committee (OST TNI and Modality Committee) under the guidance of MoE in combination of experienced members from planning and development wing of DSHE, Project personnel, experienced professional, teachers representative, representatives from teachers trainers, teachers administrators etc. to identify training need, participant's selection modality, determine implementation stage, training implementation and feedback for different types of training. The committees' terms of reference must be approved by the MoE before starting of the training implementation. The committee's terms of reference (ToR) may contain following items:

- 1) The committee will review national and international papers, Articles, magazine, publication, Industry report to find modern world trend of knowledge, expertise, area of learning, industry trend, industry requirement etc. They may spend minimum time for reading different articles, paper, books with required reference and documents.
- 2) The committee may arrange workshop, seminars, webinars, discussion meeting with different level of stake holders including chamber members, industry owners, head-teachers, subject teachers, civil society, media, and professional experts etc. to gather information on country's required knowledge and expertise, skills in the teaching-learning area.
- 3) The committee review past overseas training programs documents of development projects under DSHE, if possible, they may exchange view with the trainees who participated in overseas training under those projects to know their shortcoming or recommendation. They may analysis past training contents, participant's reports, learning implementation status, idea sharing with past participants etc. Finally, they will identify training need and submit their report with recommendation for training content for different training.
- 4) Upon finalization the training need area with detail content and place before the Secretary SHED, MoE or to the authorized body for approval.
- 5) The committee continue updates the training needs time to time place before the sectary for approval.
- 6) The committee or Planning and development wing DSHE or MoE will conduct bi-annual research on this area.
- 7) The project authority/Planning and development wing of DSHE/MoE will take necessary measure to incorporate updated training content in the project DPP/RDPP. The project authority may place the content before the PSC for any revision/adjustment or customization.

5.4 Monitoring and Accountability

All the projects and programs are currently coordinated by the Planning and development wing of DSHE. The Monitoring and evaluation wing of DSHE has mandate to monitoring and evaluation all education institute under DSHE throughout the country. Monitoring and

evaluation wing can check and evaluate post training activities/training implementation status through following ways:

- a) Monitoring wing may develop a pre and post evaluation check list for monitoring overseas training participants in consultation with development project and OST-TNI modality committee. Monitoring and Evaluation wing can collect data from the participants using developed check list. Using pre and post training collected data they can easily find the implementation status and gap in training implementation. In this stage they can play role as the mentor of OST-TNI committee in respect to updating training content.
- b) In case of phase wise training implementation, after successfully completion of one stage of training may be evaluated by monitoring and evaluation wing (MEW). Based on recommendation of the MEW, a participant may be participated in the next stage of overseas training. In the final stage, a participants training award/certificate/part of per diem may be distributed subject to respective implementation status.
- c) Monitoring and evaluation wing in collaboration with Planning & Development wing of DSHE may conduct a bi-annual research to find out the impact of the overseas training in education institutes. The research finding may contribute in updating OST-TN, modality, revised implementation procedure and accountability mechanism.
- d) DSHE may take written commitment from the selected participants at the beginning of the training regarding implementation of the training learning upon completion of overseas training.
- e) DSHE may facilitate group commitment from overseas training group for implementation of overseas learning in their working field or arrangement of in-house training to share their learning among other teachers/colleagues of the school/institute/office. The discussion and knowledge sharing will increase training impact and enhance continuous learning, finally increase the training impact as a whole.
- f) The trainees who completed long term overseas training should be posted in teachers training college or any kind of training institute for a minimum period while after the training completion, so that they may contribute more. There should have a centralize policy of MoE for appointment and posting for those who have completed long term overseas training.

5.5 Implementation Action Plan and Gantt Chart

To implement overseas training in a cost effective way there should have an action plan and recommended time frame for implementation. The guided time frame will helpful in timely implementation of overseas training. Hereunder attached a tentative implementation action plan for guidance. The implementation action plan is divided into two parts (a) TNI and Training Content Part (b) Training Implementation Part is given hereunder:

5.5.1 Action Plan for TNI, Training Content & Participants' Selection Part

Implementation of overseas training is comparatively costly and by means of valuable foreign currency. Training need identification i.e. what type of training needed for our secondary education, relevance of the recommended training respect to our curriculum and local context etc is very much important for increasing training impact. Besides training content should be determined based on participants' capacity, considering local and global context and trend of global knowledge. On the other hand, right participants with the right capacity for the right training at the right time must be considered during the period of participants' selection. It was observed while the period of project implementation that right participants were not always selected for the right training with required capability. As a result, the participants sometimes were not cable understanding foreign language (English) or not having minimum basic knowledge of training topic also some other limitations, which is possible to avoid through selection of right participants. Hereunder recommended an action plan for determination of training need identification, preparation of training content and participants' section procedure, which may be performed at the preliminary stage of project implementation or some part may be performed before project initiation and part of DPP.

Sl. no.	Particulars	Responsibility	Time Frame	Comments
1	ToR Preparation for TNI Committee	DSHE	2 weeks	
2	ToR Approval	SHED/MoE	1 Weeks	

3	Formation of Committee for TNI	SHED/MOE	2 weeks	
4	Review of Articles, Project documents	TNI Committee	4 weeks and continuous process	This three steps work may continue simultaneously
5	Arrangement of Seminar meeting and Workshops	TNI Committee	1 in each quarter and continuous	
6	Finalization of TNI and Training Contents and Participants selection Modality	TNI Committee	6 weeks	
7	Approval of TNI and Training Content	SHED/MOE	2 Weeks	
8	TNI & Participants selection procedure incorporation in DPP	P&D wing, DSHE/Project	During DPP preparation (no additional time require)	

Once, the TNI, participants' selection procedure finalized, it will be needed to update time to time, which will simple and need comparatively short time.

5.5.2. Action Plan for Training Implementation Part

Project is a temporary endeavor for a certain time to perform specified activity/ activities as described in the Development Project Portfolio (DPP). Performance of designated activities in time can ensure project progress also possible to increase training impact from different arena. Implementation of overseas training implementation action plan is provided hereunder:

Sl. No.	Particulars	Responsibility	Time	Comments
1	Invitation for EoI (for Individual consultant deployment including time)	PD	4 weeks	
2	EoI Evaluation	PD	1 week	
3	Consultants Evaluation report Approval	Hope	1 weeks	
4	NoA and Contract signing	PD	1 Weeks	
5	ToR and EoI Preparation for Training institutions	Consultant	1 week	Some of these steps work can continue simultaneously as different training and participants selection may implement step by step
6	EOI Invitation	PD	2-4 Weeks	
7	EOI Receive and Evaluation (for training institution)	Consultant and Committee	2 Weeks	
8	EoI Approval	Hope/MoE	1 week	
9	Contract Signing	PD	1 week	
10	Participants Selection and start training Implementation	PD	4/6 weeks	
	Total		20 Weeks	

Above training implementation action plan presented hereunder in the Gantt chart

Gantt chart for training implementation action plan

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Invitation EOI for consultant	Blue	Blue	Blue	Blue																		
EoI Evaluation					Blue																	
Evaluation report approval						Blue																
Contract Sign.							Blue															
ToR & EoI prep. for train. Ins.								Blue														
EoI invitation									Blue	Blue	Blue	Blue										
Training ins. EOI Evaluation													Blue									
Evolution report approval														Blue								
Contract Sign.															Blue							
Parti. Section & Implementation								Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Purple	Purple	Purple	Purple	Purple	Purple	Purple

- ins- Institution; Parti-Participants

Here above the participant’s selection and implementation shown in two colors (Yellow and Blue). Yellow color started from 8 weeks of training implementation plan, which indicating that participants’ selection procedure can start after deployment of a consultant or even before that. The purple is color is for starting training implementation.

5.5.3 Budget Requirement and Resourcing

Resource allocation is the vital portion of any activities not only for the overseas training. Usually overseas training cost is allocated in the respective project document under development budget of the government. There may require a small budget for performing few activities in respect to pre-training implementation part as described here above in ‘Chapter-5’, respect to OST-TNI Committees activities, performing some meeting-seminar, webinar etc.

The formed committee will work within the existing office setup using existed logistic support of govt. So, there is need not to allocate any fund for any capital expenditure but needed to expense some revenue expenditure annually as describes hereunder:

Proposed Annual Budget

Sl. No.	Particulars	Amount (Lakh BDT.)	Source of fund
a) OST TNI and Modality Committee			
1.	Past documents collection and review (L/S)	4.00	The cost may share by the development projects/program from their overseas training fund allocations (saving) that are implementing under DSHE.
1.	Collection of Articles, Magazine, books, publications and Paper etc.	2.00	
2.	Annual 6 no. of seminar/workshop/webinars'(3.00*6)	18.00	
3.	Discussion meeting of Committee (6 no 6*0.50) (10 to 15 members meeting)	3.00	
4.	Emergency logistics support including stationeries (L/S) and Miscellaneous	3.00	
	Sub Total	30.00	
b) Budget for Monitoring and Accountability			
	Meeting setting for development pre-post training check list	1.00	The cost may be meet from existing budget of M&E and Project
	Conducting Bi-annual survey	150.00	Revenue budget of govt.
	Conducting in house training	0	The school should arrange in-house training at their own cost
	Sub total	151.00	
	Total	181.00	

The required budget as mentioned above is minimum requirement and tentative amount, which may meet from existing Project allocation. Moreover, the Project may arrange different workshop/Seminar/ Meeting/ webinar at their own budget under the guidance of DSHE/MoE. DSHE may arrange such kind of program from their existing revenue budget. The collected articles, magazine, reports, recommendation, all development project profile may preserve in a specified corner of DSHE for future reference.

CHAPTER 6

CONCLUSION

To develop secondary education sector govt. has taken so many initiative including infrastructure development, providing ICT equipment in the schools, Teachers' training local and international, Localization of international digital contents, introducing participatory class room management system etc. and many others endeavors. To speed up and develop sustainable education system govt. also taken many development projects beside revenue set-up. Development partners funded maximum projects has a cost component for overseas training to align the national teaching learning with the developed world learning. Major cost in related to overseas training are expended for training venue cost, per diem cost, training materials cost, which most of the cost occur outside the country and through valuable foreign currency. In context of a developing country like as Bangladesh proper use of foreign currency in an effective way is very much important to enhance sustainable development of the country. Here above made detail analysis on different aspects of overseas training management method also made comparative analysis between two methods of overseas training implementation. Detail analysis and comparison indicated that overseas training implementation directly project director with the help of an individual consultant can save significant amount of foreign currency, which may be utilized for more number of trainees training. Moreover, proper TNI can increase the training impact as well. The overseas training implementation in different stage can also contribute a lot on the training impact and proper utilization of valuable foreign currency. The Cost effectiveness in overseas training management will have final impact on the quality of national education, development of human resource and the positive impact on GDP will help in achieving sustainable development goal with in 2041.

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APPENDICES

Appendix-A

Teaching Quality Improvement in Secondary Education Project

Project duration: year 2005-2012

Overseas training implementation period: year 2009-2012

Statement of Overseas training cost

Course	Country	No. of Participants	Total Cost (USD)
Science Education	Australia	20	185,700.00
Science Education	Australia	20	185,140.00
Science Education	Australia	26	332,012.00
Inclusive Education	Australia	14	225,090.00
Total	0	80	927,942.00
Course	Country	No. of Participants	Total Cost (USD)
Language Education	Canada	20	389,160.00
Mathematics	Canada	19	
Language Education	Canada	18	182,340.00
Mathematics	Canada	18	182,440.00
School Leadership	Canada	18	152,350.00
School Leadership	Canada	17	152,350.00
School Leadership	Canada	18	152,350.00

School Leadership	Canada	14	152,350.00
Total		142	1,363,340.00
Course	Country	No. of Participants	Total Cost (USD)
Inclusive Education	England	11	86,925.00
Teachers Registration and Accreditation	UK and Canada	6	61,500.00
Total		17	148,425.00
Course	Country	No. of Participants	Total Cost (USD)
Mathematics Education	Malaysia	23	194,991.00
Social Science	Malaysia	20	134,030.00
Social Science	Malaysia	20	131,190.00
Business Education	Malaysia	20	134,030.00
Inclusive Education	Malaysia	17	146,880.00
Total		100	741,121.00
Course	Country	No. of Participants	Total Cost (USD)
School Leadership	New Zealand	20	147,318.00

Theory and Practise of Secondary Education	New Zealand	22	284,361.00
Theory and Practise of Secondary Education	New Zealand	20	178,020.00
Theory and Practise of Secondary Education	New Zealand	19	173,800.00
Total	0	81	783,499.00
Course			
Course	Country	No. of Participants	Total Cost (USD)
In-Service Teacher Education	Philippines	20	138,840.00
In-Service Teacher Education	Philippines	19	136,200.00
Total	0	39	275,040.00
Total of Short Courses		459	4,239,367.00
<u>B) Long Courses:</u>			
Course	Country	No. of Participants	Total Cost (USD)
52 weeks M.ED	Australia	6	252,880.00
52 weeks M.ED	Malaysia	12	237,002.00
104 weeks M.ED	New Zealand	14	1,017,417.00

52 weeks M.ED	Philippines	12	232,406.00
Total of long Courses		44	1,739,705.00
Grand Total		503	5,979,072

Source: PCR./report, TQI-SEP (2012)

Teaching Quality Improvement-II in Secondary Education Project
Project Duration 2012-2018

Statement of Overseas Training Cost						
Sl.	COURSE	University and Country	Days	No. of Trainees	Total Cost (USD)	Per Day tr. cost in BDT.
1.	Education Leadership of DEO/USEO	De La Salle University, Philippines	14	25	29,711.00	174,021.57
2.	Leadership for HT and Senior School Administration	De La Salle University, Philippines	14	25	29,711.00	174,021.57
3	Teacher Core subject Strengthening : Science	Saameo Innotech, Philippines	14	25	33,000.00	193,285.71
Average Per day cost of Leadership Training						174021.57
Average Per day cost of Training cost in Philippines						180,442.95
4.	Teacher Core Subject Strengthening- English	ICDC, Kasetsart University, Thailand	14	25	31,950.00	187,135.71
5.	Teacher Core Subject Strengthening- Mathematics	ICDC, Kasetsart University, Thailand	14	25	31,950.00	187,135.71

6	Capacity Building of Head Teachers and Principals	ICDC, Kasetsart University, Thailand	14	25	31,950.00	187,135.71
7	Teacher Core Subject Strengthening-ICT	ICDC, Kasetsart University, Thailand	14	25	31,950.00	187,135.71
8	Education Management Capacity Building	ICDC, Kasetsart University, Thailand	14	25	31,950.00	187,135.71
Average per day training cost in Thailand						187135.71
9	Quality Assurance of Teacher Quality Development System	University of Canterbury, New Zealand	14	15	28,917.00	169,371.00
10	Improvement of Twinning Partnership	University of Canterbury, New Zealand	14	15	29,689.00	173,892.71
11	Strengthening Teacher Accreditation	University of Canterbury, New Zealand	56	14	51,780.00	75,820.71
12	Strengthening Teacher Accreditation	University of Canterbury, New Zealand	10	3	18,594.00	152,470.80
13	Core Subject Strengthening: Math.	University of Canterbury, New Zealand	56	10	51,759.00	75,789.96

14	Core Subject Strengthening: Science	University of Canterbury, New Zealand	56	10	51,759.00	75,789.96
15	Project Planning and Management	University of Massey, New Zealand	28	5	63,500.00	185,964.29
	Average per day training cost in New Zealand					103,725.79
16	Education Policy and Planning	University of Technology, Sydney, Australia	28	30	144,628.00	423,553.43
17	Capacity Strengthening of DSHE	Queensland University of Technology, Australia	14	50	172,000.00	1,007,428.57
18	Teacher Core Subject Strengthening- English	University of Technology, Sydney, Australia	56	10	75,980.00	111,256.43
	Average per day training cost in Australia					357,709.51
	Total			362	940,778.00	

- 1 USD = BDT. 82.00 (Converted in BDT for better comparison as SESIP maintain cost in BDT.)
- Source; PCR./Report, TQI-II Project (2019)

Secondary Education Sector Investment Project (SESIP)

Statement of overseas training Cost

Sl.	Course	Institute and Country	Days	Trainees no.	Total Cost	Per Day cost in BDT.
1	Training of Science Teachers	Kasetsart University, Thailand	15	26	3,278,812.50	218,587.50
2	Training of Science Teachers	Kasetsart University, Thailand	15	23	3,618,000.00	241,200.00
3	Training of Science Teachers	Kasetsart University, Thailand	15	24	3,618,000.00	241,200.00
4	Training of Science Teachers	Kasetsart University, Thailand	15	25	5,653,125.00	376,875.00
5	Training of Science Teachers	Kasetsart University, Thailand	15	26	5,667,570.00	377,838.00
6	Training of Science Teachers	Kasetsart University, Thailand	15	22	3,627,244.80	241,816.32
7	Training of Science Teachers	Kasetsart University, Thailand	15	25	3,627,244.80	241,816.32

8	Training of Science Teachers	Kasetsart University, Thailand	15	24	3,631,392.00	242,092.80
9	Training of Science Teachers	Kasetsart University, Thailand	15	28	5,690,250.00	379,350.00
10	Training of Science Teachers	Kasetsart University, Thailand	15	26	5,690,250.00	379,350.00
11	Training of Science Teachers	Kasetsart University, Thailand	15	28	3,303,477.00	220,231.80
12	Training of Science Teachers	Kasetsart University, Thailand	15	24	3,303,477.00	220,231.80
13	Training of Science Teachers	Kasetsart University, Thailand	15	30	3,311,307.00	220,753.80
14	Training of Science Teachers	Kasetsart University, Thailand	15	30	5,709,150.00	380,610.00
15	Training of Science Teachers	Kasetsart University, Thailand	15	27	3,311,307.00	220,753.80
16	Training of Science Teachers	Kasetsart University, Thailand	15	29	5,709,150.00	380,610.00

17	Training of Science Teachers	Kasetsart University, Thailand	15	34	3,311,698.50	220,779.90
18	Training of Science Teachers	Kasetsart University, Thailand	15	32	5,709,825.00	380,655.00
19	Training of Science Teachers	Kasetsart University, Thailand	15	34	3,317,962.50	221,197.50
20	Training of Science Teachers	Kasetsart University, Thailand	15	33	5,709,825.00	380,655.00
Average per day Science training cost in Thailand						289,330.23
21	Training of HT Teachers	Kasetsart University, Thailand	9	26	4,088,070.00	454,230.00
22	Training of HT Teachers	Kasetsart University, Thailand	9	27	4,642,400.00	515,822.22
23	Training of HT Teachers	Kasetsart University, Thailand	9	27	3,077,662.50	341,962.50
24	Training of HT Teachers	Kasetsart University, Thailand	9	23	2,959,530.00	328,836.67
25	Training of HT Teachers	Kasetsart University, Thailand	9	27	3,085,384.50	342,820.50

26	Training of HT Teachers	Kasetsart University, Thailand	9	20	3,085,384.50	342,820.50
27	Training of HT Teachers	Kasetsart University, Thailand	9	27	4,654,048.00	517,116.44
28	Training of HT Teachers	Kasetsart University, Thailand	9	25	6,140,691.00	682,299.00
29	Training of HT Teachers	Kasetsart University, Thailand	9	26	2,966,955.60	329,661.73
30	Training of HT Teachers	Kasetsart University, Thailand	9	26	2,966,955.60	329,661.73
31	Training of HT Teachers	Kasetsart University, Thailand	9	22	3,109,218.75	345,468.75
32	Training of HT Teachers	Kasetsart University, Thailand	9	27	2,989,875.00	332,208.33
Average per day HT training cost in Thailand						405,242.37
33	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	27	4,690,000.00	521,111.11
34	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	19	3,109,218.00	345,468.67

35	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	26	4,701,984.00	522,442.67
36	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	26	2,997,514.80	333,057.20
37	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	23	2,997,514.80	333,057.20
38	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	20	2,997,514.80	333,057.20
39	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	26	2,997,514.80	333,057.20
40	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	27	2,997,514.80	333,057.20
41	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	26	4,720,800.00	524,533.33
42	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	27	4,720,800.00	524,533.33
43	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	26	3,012,366.00	334,707.33

44	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	31	3,012,366.00	334,707.33
45	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	25	3,025,575.00	336,175.00
46	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	25	3,025,575.00	336,175.00
47	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	21	4,757,200.00	28,577.78
48	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	22	4,757,200.00	528,577.78
49	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	25	3,027,003.00	336,333.67
50	Training of HT Teachers	Manukau Institute of Technology, New Zealand	9	23	4,757,200.00	528,577.78
Average per day HT training cost in New Zealand						409,289.27
51	Training of ICT Teachers	Manukau Institute of Technology, New Zealand	15	26	5,029,024.00	335,268.27
52	Training of ICT Teachers	Manukau Institute of Technology, New Zealand	15	26	4,039,048.80	269,269.92

53	Training of ICT Teachers	Manukau Institute of Technology, New Zealand	15	25	3,723,238.40	248,215.89
54	Training of ICT Teachers	Manukau Institute of Technology, New Zealand	15	27	3,752,000.00	250,133.33
55	Training of ICT Teachers	Manukau Institute of Technology, New Zealand	15	24	4,070,250.00	271,350.00
56	Training of ICT Teachers	Manukau Institute of Technology, New Zealand	15	27	6,566,000.00	437,733.33
57	Training of ICT Teachers	Manukau Institute of Technology, New Zealand	15	27	4,070,250.00	271,350.00
58	Training of ICT Teachers	Manukau Institute of Technology, New Zealand	15	25	6,624,800.00	441,653.33
59	Training of ICT Teachers	Manukau Institute of Technology, New Zealand	15	24	3,761,587.00	250,772.47
60	Training of ICT Teachers	Manukau Institute of Technology, New Zealand	15	26	4,080,650.00	272,043.33
61	Training of ICT Teachers	Manukau Institute of Technology, New Zealand	15	25	4,085,316.00	272,354.40
Average per day ICT training cost in New Zealand						301,831.30

62	Training of ICT Teachers	Seameo Innotech, Philippines	15	23	4,085,316.00	272,354.40
63	Training of ICT Teachers	Seameo Innotech, Philippines	15	28	3,780,224.00	252,014.93
64	Training of ICT Teachers	Seameo Innotech, Philippines	15	24	6,615,392.00	441,026.13
65	Training of ICT Teachers	Seameo Innotech, Philippines	15	26	6,615,392.00	441,026.13
66	Training of ICT Teachers	Seameo Innotech, Philippines	15	28	3,777,224.00	251,814.93
67	Training of ICT Teachers	Seameo Innotech, Philippines	15	25	6,631,072.00	442,071.47
68	Training of ICT Teachers	Seameo Innotech, Philippines	15	29	3,789,184.00	252,612.27
69	Training of ICT Teachers	Seameo Innotech, Philippines	15	17	6,631,072.00	442,071.47
70	Training of ICT Teachers	Seameo Innotech, Philippines	15	26	3,789,184.00	252,612.27
71	Training of ICT Teachers	Seameo Innotech, Philippines	15	27	3,796,800.00	253,120.00
72	Training of ICT Teachers	Seameo Innotech, Philippines	15	28	3,789,632.00	252,642.13
73	Training of ICT Teachers	Seameo Innotech, Philippines	15	22	6,631,856.00	442,123.73
74	Training of ICT Teachers	Seameo Innotech, Philippines	15	27	3,796,800.00	253,120.00

75	Training of ICT Teachers	Seameo Innotech, Philippines	15	25	6,647,536.00	443,169.07
76	Training of ICT Teachers	Seameo Innotech, Philippines	15	26	6,660,080.00	444,005.33
77	Training of ICT Teachers	Seameo Innotech, Philippines	15	25	3,796,800.00	253,120.00
78	Training of ICT Teachers	University Malaysia Sarawak, Malaysia	15	27	6,647,536.00	443,169.07
Average per day ICT training cost in Philippines					343,063.14	
Grand Total training cost for 78 Batches				2013	334,153,368.75	

Source: Official report, SESIP (2020)

List of Stakeholders

<u>Stakeholders with High Power having power to influence</u>	
HT	Head Teachers
SMC	School Managing Committee
USEO	Upazila Secondary Education Officer
DEO	District Education Officer
DPs	Development Partners
PMU	Project Management Unit
DSHE	Directorate of Secondary and Higher Education
MM	Mission Members (Annual review/ Mid Term Review Mission)
PIC	Project Implementation Committee
PMC	Project Monitoring Committee
PSC	Project Steering Committee
OTSC	Overseas Training Selection Committee
MoE	Ministry of Education
Hope	Head of Procuring Entity
PEC	Proposal Evaluation Committee
TEC	Technical Evaluation Committee
PD	Project Director
PO	Project Officers
MoF	Ministry of Finance
PC	Planning Commission
IMED	Implementation Monitoring and Evaluation Division
FAPAD	Foreign Aided Project Audit Department

Media	Media
MOFA	Ministry of Foreign Affairs
DIP	Department of Immigration and Passport
<u>Stakeholders with low Power having no power to influence</u>	
Students	Secondary Schools Students
Schools	Secondary Schools
NAEM	National Academy for Educational Management
Teachers	Secondary Schools Teachers
TTC	Teachers Training College
HSTTI	Higher Secondary Teachers Training Institutes
IER	Institute of Education Research
NTRCA	National teachers Registration and Certification Authority
BISE	Board of Intermediate and Secondary Education
OTMC	Overseas Training Management Committee
OTMCF	Overseas Training Management Consultancy Firm
TIO	Training Implementation Organization/Institute/University
EED	Education Engineering Department
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
NCTB	National Curriculum Textbook Board
EMIS	Education Management Information System