



Nepal Administrative Staff College

STRATEGIC PLAN

2079/80-2083/84

Framework of the Strategic Plan

CORE VALUES

Integrity, Innovation, Team Spirit ...

VISION

Center of Excellence in Learning and Development

CORE VALUES

... Responsibility, Respect

MISSION

Developing Leaders Who Will Take Initiative and Make a Difference in Public Service

Strategic Fronts

Expanding Quality Learning Opportunities across all Spheres of Government and PEs

Enhancing Individual Competencies and Institutional Capacity of NASC

Engaging Internal Faculties, Staffs External Expert/ Institutions

Strategic Objectives

1. Contribute to 'Training for All' Policy of the Government of Nepal
2. Build capacity for strengthening federal system
3. Improve quality of training programs
4. Facilitate for evidence informed decision making in public sector
5. Extend capacity building of Public Enterprises
6. Ensure learning transfer to workplace

1. Develop professional capacity of staff continuously
2. Sharpen research, consulting and case teaching skills of faculties
3. Promote learning sharing and innovation
4. Ensure robust learning management system
5. Ensure seamless services in office operations
6. Promote result orientation and specialization at work
7. Align structure with key strategic imperatives
8. Enhance effectiveness in physical resources and logistics management
9. Develop state-of-art residential infrastructure at Namobuddha, Kavre
10. Ensure quality foods in canteen/cafeteria

1. Enhance Quality of Life at NASC
2. Promote joint efforts to add value in capacity building
3. Raise synergy in capacity building using market strength
4. Promote brand image of NASC in the digital era

Monitoring and Review

Level	Involvement and Expectation
Governing Council	Annual review of the Strategic Plan and Annual Business Plan
Executive Committee	Quarterly review of performance against Strategic Plan; Quarterly review of the Annual Business Plan
Executive Director and SMC/TCRC	Monthly review of performance against Annual Business Plan; Monthly review of Departmental business plans
Department Heads and Center Chiefs	Monthly review of progress against individual job plans; Monthly review of individual team members' job plans
Faculty and Staff	Monthly review of progress against individual job plans; Involvement in developing and review of Strategic and Annual Plans

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Introduction

Nepal Administrative Staff College (NASC) is an autonomous national level premier training institution established in 2039 Ashwin 3 (27 September 1982) under the Nepal Administrative Staff College Act, 2039. The Act has entrusted us with the mandates to:

- Provide training for the employees of Government of Nepal and public enterprises;
- Identify measures for enhancing the capability of administration of Government of Nepal and management of public enterprises to contribute towards development programmes of the country.
- Undertake problem-oriented research, consulting and information services program for preparing training materials and making training more useful.

Marching toward the four decades of establishment, NASC has gained maturity in terms of institutional development and value addition in capacity building of the public sector through various training programs, research and consulting services as specific mandates aforementioned. NASC has practiced strategic planning formally in its operation over two and half decades and has been able to set a benchmark of excellence in capacity building of the public sector both in terms of quality and quantity by equipping itself with highly qualified, well-trained and skillful graduates from reputed universities.

Following the course of five-year Strategic Plan (2072/73-76/77), we have continuously improved quality of the training programs to ensure learning transfer of trainees to their work. We have also scaled up action research that are supportive for policy reforms initiatives of the governments. Further, programs have focused in institutional development and service innovation in federal as well as subnational governments and public organizations through management and research consulting services. For the purpose, we have continuously upgraded our learning facilities and developed competency of staff.

In the foundation laid and footprints created by the preceding strategic plan, the new strategic journey will pave the integrated avenues to sustain excellence over the next five years in capacity building efforts with continuously enhancing quality of programs through innovative approaches in learning. In this connection, NASC has analyzed strategic context with review of past performance and contextual information, internal as well as external consultation in the form of Focused Group Discussion using Strength, Weakness, Opportunity and Threats (SWOT) framework. Based on the analysis, strategic issues have been identified and strategies are designed to address those issues with detailed action plan for implementation.

Achievements of Strategic Plan (2072/73-76/77)

The preceding strategic plan (2072/73-76/77) formally envisioned NASC as Center of Excellence in developing managerial competencies and organizational capabilities of public sector to provide quality service to the people. The plan was formulated in balanced scorecard approach with four strategic fronts- serving learners and clients, improving service processes, learning and growth and managing finance resources. It formed the basis for all the annual planning and translated into activities of the annual business plan accordingly. The plan was successfully implemented with the holistic achievement of 82.6 percent in five years.

Innovation in Learning Design and Delivery

Training is the major service domain of NASC. We developed competency framework of civil service and aligned all capacity building programs accordingly making them core competency based. Basic Administration Training (BAT) was institutionalized as six-month residential program with innovative learning approaches including Internship, Know Your Country, Extra and Cocurricular Activities along with modular learning components of managerial, administrative, language and computer skills. Similarly, modular design with innovative components like Engaging with Local Governments (ELG), Connecting to Community (C2C), Service Improvement Planning (SIP) have enriched Professional Course on Management and Development (PCMD) for the Section Officers and Advanced Course on Management and Development (ACMD) for Under Secretaries as standard core competency-based courses.

Senior Executive Development Program (SEDP) for the Joint Secretaries envisions the participants as transformational leader and designed learning modules accordingly to enable them to deliver public commitment effectively. Action learning assignments including Change Intervention Plan (CIP), Integrity Building Plan (IBP), Service Reform Plan (SRP), Strategic Planning of selected public organization and Policy Capstone Project have added value to need based real life learning experience to the Joint Secretaries of Government of Nepal.

Specific competency based short courses in the area of public policy, managerial excellence, governance, public procurement, managing projects, gender equality and social inclusion etc. have been designed and delivered significantly to build capacity of public officers in concerned thematic areas. As a learning organization, we continuously and critically review and realign learning components to meet the changing learning needs of officers. Recognizing the need of capacity development at all levels and roles, we have institutionalized the orientation and pre-placement training for Under Secretaries and Joint Secretaries. These all programs have tried to enhance professional competencies and inculcate serving values in the mindset of civil servants

from the initial stage of induction to the senior executive level continuously. In five-year, period, more than 11,000 officers were trained in more than 500 training programs.

Extension of Research Studies and Management Consulting

Research and consulting services have focused to generate policy suggestions to the government of Nepal and support institutional reform of public organizations. Research and consulting skills of faculties is sharpened through rigorous engagement in such projects and has also contributed in knowledge sharing in training programs. Involvement in restructuring of federal ministries, regular policy suggestions to annual policy and programs of the Government of Nepal, Organization and Management Survey of Provincial Governments and leading public institutions like Nepal Rastra Bank, Rastriya Banijya Bank, Nepal Telecom, Radio Nepal and Nepal Television, Strategic planning of Public Service Commission, National Information Commission are few to name as our valuable service to institutional reform of public sector. Quantitative achievement graph shows 46 research projects and 40 consulting projects in the last five-years.

In the research and publications front, significant efforts were made during these years. Nepal National Governance Survey 2017-18 created a landmark in the history of public governance as baseline survey in governance of the Country to identify changing aspirations and reflections of citizens about public services- design, delivery, satisfaction and suggestions in the dawn of federal system as per new constitution of Nepal. Besides regular publications of journal and research papers, publication of Handbook of Federal Governance System in Nepal, knowledge products in intergovernmental fiscal relation, institutional capacity assessment of subnational governments remained major milestones, baseline survey of quality of public service, GESI/GRB Survey, among others.

Center for Federalism Studies was established as a functional unit dedicated to create wider forum and contribute in knowledge economy of federalism through research, training, sharing learning experiences and expanding knowledge base in the area of federalism. A separate web portal 'Federalism Knowledge Base' is in operation as online knowledge repository and sharing platform. Similarly, we created and continued a regional policy research forum- Conference in Public Policy and Governance in South Asia- with joint efforts of management development institutions in South Asia to exchange learning and practices of capacity building institutions, policy makers and public organizations in South Asia.

Renovation of Infrastructure and Systems Upgradation

The strategic plan also focused on facility improvements, upgradation and renovations to create effective learning environment. Audio visual equipped classrooms, computer lab, renovation of hostel, construction of football ground, fitness center and renovation of existing sports facilities added value in training programs. Installation of solar panel and battery backup provided

intermittent power supply for office and training operations. Human Resource Information System, Inventory Management System, Library Management Information System have been developed and continuously upgraded. E-attendance system was introduced for the training participants as well as employees. NASC has consistently improved in its internet capacity and security, and its database management system. In the difficult situation created by COVID-19 Pandemic, classrooms have been equipped with IT enabled virtual learning platform to continue capacity building programs in alternative modality, add value in customized form of learning and create based for enriched e-learning in the future. We have now leverage of providing training to large number of participants through virtual platform. Resource Center is equipped with more than 1500 contemporary books and publications with the objective of expanding opportunity to readers and learners.

In the physical infrastructure front, reconstruction of earthquake-damaged main building of NASC- Sampada Sadan is in finishing stage. The building is constructed with original archaeological outlook and modern learning facilities within. As the existing physical space and facility is becoming insufficient, NASC took initiative to extend residential infrastructure out of Kathmandu valley. In this process, location was identified in Namobuddha, Kavre for developing residential infrastructure. National Planning Commission has considered it as Priority Project. Upon approval of Ministry of Forests and Environment, Detailed Project Report (DPR) and Environment Impact Assessment (EIA) of the project along with master plan has been completed. However, pre-construction works took longer than stipulated period. We have MoU with Department of Urban Development and Building Construction for needful facilitation in the process and developing infrastructure. Land acquisition process is expected to complete within current fiscal year from the Government of Nepal.

Sharpening the Saw: Development of Staff Competencies

As nature of the institution demands, staff development has always been a priority of NASC to enhance their capacity in designing and delivering quality programs. In-land and international level training and development opportunities were promoted in the period. However, opportunities could not be created as expected in academic excellence programs for faculties like Master's and PhD. Faculties have also been provided with the opportunities for paper presentation in national and international conferences. NASC implemented a Performance Based Incentive System to boost up the motivation and performance of its staff.

These achievements are outcome of shared commitments, dedication, and relentless contribution of leadership and every staff member since its establishment. Similarly, collaboration with the development partners like the World Bank, Asian Development Bank, UNDP, UKAID, AusAID, WHO, JICA, Governance Facility, The Asia Foundation and several others has been instrumental to develop the capacity of public sector and institutional learning and

growth of NASC. Despite of significant overall achievement of the strategic plan, few major initiatives remained underachieved in the five-year plan period. They include effective utilization and operationalization of MoU with partner institutions, staff welfare programs like medical insurance facility. Launching academic program remained incomplete and no significant progress could be made in this strategic front. These will be carryover to the new strategic plan.

Strategic Context

Public service has been facing unprecedented challenges in the course of delivering high-quality, cost-effective service to public as per their changing needs, attracting and retaining talent workforce and fostering ethical work culture to contribute in building a resilient, sustainable and prosperous society. In other words, creating high performance culture is the major quest of public service organizations which, is attributed to ability of those organizations in continuously enhancing individual competencies and institutional capacities as a learning organization.

Nepal entered into the new era of governance with the promulgation of the new constitution in 2015. Transformation from unitary system to federalism is not only a change in structural regime but also alteration in the relationship among state actors and people and reshaping national culture in order to fulfill their aspirations for sustainable peace, good governance, development and prosperity of the nation. The core premise of federalization includes making government more efficient and receptive to the demands of people. Basic philosophy of the federal constitution lies on the fact that public accountability, both vertical and horizontal, is enriched at all tiers in the devolved structure of governance. At all tiers, this aspiration is articulated through public policy and implementation mechanism established at bureaucratic level. Since the country has opted to bring government at the doorstep of people, role of civil service has become more instrumental, yet challenging in the changed context.

The Constitution of Nepal has underscored 'competent, corruption free, accountable, transparent and participative' public administration as the foundation for promoting welfare state. Similarly, 15th Five Year Plan (2019/20- 23/24) has considered democracy and governance as one of the major pillars to contribute the national vision of 'Prosperous Nepal, Happy Nepali'. The Plan aims to develop ethical, competent and dynamic leadership at all levels, and accelerate administrative and governance reforms to enhance public trust and participation by making public administration citizen centric, transparent, accountable, ethical, techno-friendly, service oriented, equitable and professionally competent. It further emphasizes enhancing result orientation and responsiveness among civil servants. On the other hand, Reports of Administrative Reform Commissions starting from Butch Commission in 2009 till the date have consistently emphasized the capacity building of public administration as strategic priority of the government and concerned capacity building institutions.

The Civil Servants National Training Policy, 2071 and recently formulated 10-year Strategic Plan of the Ministry of Federal Affairs and General Administration have emphasized to make training programs need based, support reforms of government and properly align with performance and career goals effectively at all levels. NASC has been entrusted with leading role in this process. These structural reforms have recognized capacity building as the next key imperative in public administration to make public services predictable, reliable and accessible to all citizens ensuring quality and effectiveness in service delivery and development efforts.

Nepal has witnessed various challenges to deliver development results over the decades. One of the major dimensions is the spending capacity of the governments, especially in capital expenditure. Economic Survey 2020/21 shows that the average capital expenditure of seven provincial governments in nine-month period of the fiscal year stood at 22.5 percent. The federal government's capital expenditure is not much better than the performance of the provincial governments. Aggregate capital expenditure in ten months period of current fiscal year is only 32 percent. On the other hand, there are severe gaps in defining standards, designing and delivery of public services. For example, thousands of people are in waiting lists to get their driving license printed, similar number waiting for practical test and it takes couple of months to one year for completing licensing process. In both the scenarios, the reasons are attributed to inadequate competent human resource and leadership at all levels affecting their confidence and commitment to take initiatives, assume risks and drive innovation, among others. This situation calls for strategic focus on building managerial as well as technical competencies of service providers to enable them to take swift and sound decision.

The world faced unprecedented COVID-19 pandemic since December 2019, probably the noxious global health emergency of the new millennium. This pandemic claimed and severely affected lives of millions of people around the globe and has still been threat to the countries to build resilience through immunization of their citizens adequately. This pandemic has manifested both the challenges and opportunities in all spheres of public governance. The challenges are related to protecting the fundamental rights of the citizens, delivering public commitments, continuing the development activities and economic recovery. The opportunities lie in redesigning business processes of public institutions, service innovation and governance reforms to meet changing aspirations of citizens through the intensive use of information technology.

In this broader context of growing needs to develop pool of competent public servants and bring innovation in public service and governance of the country, capacity-building organizations have now been compelled to inculcate strategic thinking and innovative ideas in devising appropriate learning framework and formulate long-term strategies to fulfil needs of learner community. In this light, we need to think about, make habit and prepare ourselves in reframing our capacity building approaches to meet expanded capacity development needs of the governments at all level and public institutions at large. In this process, we have internalized that capacity building

as tripartite effort of the capacity building institutions, learners and their work organizations to create effective learning environment. Among them, role of the capacity building institutions is immense as they lead the learning processes and create learning environment. Therefore, we need to focus on exploring learning needs properly, promoting design thinking and aligning properly with learning resources and leveraging technology as the core enablers in all these processes. For this, there is probably no other way than preparing ourselves, developing competencies and taking the lead to build capacity of the public sector in the true spirit of the Constitution of Nepal and the new era of global development.

Strategic Analysis

The strategic context discussed in prior section creates ground to analyze internal and external environmental factors to identify strategic issues for NASC. We use Strength, Weakness, Opportunity and Threats (SWOT) framework for strategic analysis. The analysis is aligned with review of institutional performance of NASC in broader Key Result Areas (KRAs) of capacity building and back-office function. Strengths, Weaknesses, Opportunities and Threats/Challenges identified from analysis is presented below:

STRENGTHS: TRAINING

1. Competency framework of civil service is defined and major training programs of NASC- induction, in-service and executive development- are designed accordingly. Programs are contributing to core competency learning needs of the public organizations and employees. Such programs are periodically reviewed and redesigned as per changing learning needs of the respective organizations and participants.
2. Training programs have been standardized systematically into applicable learning modules and approaches founded on the gravity and significance of the areas for attaining the essential competencies of service providers. Learning opportunities have also been expanded through induction or role re-orientation programs across all levels (e.g., Leadership development program for newly appointed Joint Secretaries/Under Secretaries) and service groups including law, foreign and parliament service.
3. The courses are structured meticulously to embed value driven approaches to propagate aptitudes of value commitment and spirituality for effective and efficient service delivery.
4. Learning is reinvigorated through an amalgam of balanced theoretical and practical approaches to help capture the essence of the relevant areas through rational, analytical and experiential learning techniques. Know Your Country (KYC), Internship, Engaging with Local

Government (ELG), Connecting to Community (C2C), Action Learning are some major practical learning approaches introduced for officials working in various levels.

5. Team spirit is stimulated in training by instilling co-facilitation techniques within and among internal and external resource persons to enhance learning and development together and to enrich the learning experience of participants.
6. The trainee officers are encouraged to incline towards strategic and design thinking focus by engaging them effectively in the process through various exercises including service improvement planning, strategic planning and policy formulation projects.
7. In collaboration with Asian Development Bank and World Bank, NASC has successfully been designing and delivering training to the project officials having specific competency needs in the areas of procurement management and project management. It has enhanced trust of such valued institutions toward NASC with proven track record of excellence in capacity building.
8. Experience of COVID-19 pandemic situation successfully translated into innovation in capacity building of NASC. A leap in technological advancement has been realized in training through the establishment and implementation of online platform (Google Meet and Zoom) as a base for e-learning.

STRENGTHS: RESEARCH

1. Research culture is fostered over years with regular researches in the areas of governance, administration, policy, management, and development are carried out as policy/action research for reviewing practices of public sector and generate solutions to public problems.
2. Research function has clear mandate for enhancing knowledge base and research capacity of NASC with strong institutional mechanism- dedicated Department, Center and Research Committee, as well as legislative frameworks including research guidelines.
3. Research has created major avenues of professional development of faculties and staffs because of established research culture within NASC. Annually, more than 60% of the faculties are involved in conducting research on a regular basis in areas of public administration, management, public policy and governance, development management.
4. Faculties are regularly publishing research papers, articles in reputed international peer reviewed journals contributing toward expanding knowledge base globally and dissemination of research findings and knowledge in the knowledge community.

5. Collaboration with international universities and research institutions (e.g., Georgia State University, Yale University) has enhanced institutional confidence in conducting joint research and strengthening research capacity of NASC. Similarly, engaging national and international experts in concerned thematic areas has also helped to enhance learning horizon of faculties in the area of research.
6. Sharing of research findings in delivering training sessions has added value in training programs promoting authenticity of knowledge sharing and evidence-based learning.
7. NASC Discussion Series, an internal knowledge sharing platform in NASC has created wider opportunities among faculties to disseminate research findings and knowledge sharing. This has also been a platform to share NASC efforts and professional achievements among stakeholders and learners' community.
8. Resource Center/Library is strengthened as primary research infrastructure to promote study and research environment. Similarly, access to reputed journals is ensured through online subscriptions.
9. Provisions for administrative and financial support for faculties in conducting and disseminating research findings in international and national forums has encouraged faculties to conduct research and publish papers.
10. NASC as a member of regional and international professional associations like AMDISA and EROPA has fostered exchanging research-based learning in the areas of management development, administration, public policy and governance and representing NASC in international learning community.
11. Successful conduction of large-scale surveys like Nepal National Governance Survey-2017/18, Federalism Capacity Needs Assessment (FCNA), PLGSP Baseline Survey have enhanced credibility of NASC among government agencies and development partners with proven institutional competency of NASC in the area of research.
12. Establishment of Center for Federalism Studies (CFS), a dedicated functional unit to cater the changing needs of study, research and capacity building programs, has expanded avenues of capacity building to support three levels of government in effective implementation of federal system in Nepal.

STRENGTHS: CONSULTING

1. Mandated with the NASC Act 2038 and guided with a mission of "... providing unique learning opportunities to individual and organizations through ..., consulting services"; NASC has established consulting as a core domain of its services. For the last four decades, NASC has continuously been providing professional consulting services to meet client's changing needs and aspirations.
2. A dedicated functional unit- Center for Marketing and Consulting Services within Research and Consulting Services Department- is coordinating consulting efforts of NASC. Similarly, Consulting Services Guidelines has provided operational framework and standards in delivering consulting services making consulting teams and clients clear about expectations and service conditions.
3. Accomplishing more than fifty management and research consulting projects during the last five years (FY 2072/73- 2077/78); NASC has significantly scaled up its consulting services in terms of both quality and quantity. It has set a benchmark in consulting services by continuously improving and expanding consulting services mainly to federal and provincial governments and public organizations.
4. Consulting has provided opportunity understanding public organizations and broaden learning horizon of faculties in the areas including organization and management survey, management audits, strategic planning, human resource management, baseline survey and capacity needs assessment.
5. Team engagement, mentoring from senior officials and learning from peers have helped in the evolution of novel and innovative ideas during the consulting assignment. The practice of senior officials leading the consulting team and providing mentorship has increased the consulting competency of enthusiastic young talents and side by side has established a learning culture and expanded knowledge resources.
6. Inviting and engaging experts from the market who are well-known for their professionalism in their respective fields for particular consulting assignments has helped in co-creation of knowledge. Such experts from market and NASC officials are involved in one platform to work together and recommend ideas which is enhancing the collaborative development of new concepts, solutions, products and services.
7. Consulting has contributed in generating internal revenues and has been a source of additional incentive (performance based) for staffs as strong means of employee motivation and engagement.

STRENGTHS: MANAGEMENT SERVICE

1. NASC has a pool of qualified human resource with diverse background of expertise in the areas of Management, Public Administration, Development Studies, Economics, Public Policies and Governance, among others. Provision of competency-based recruitment of staff with sound academic achievement (at least first division in concerned graduation level) has enhanced contribution potential of the staffs in NASC's deliverables. Further, recruitment has been made regular to ensure timely availability of staff in concerned functions.
2. NASC is enjoying functional autonomy effectively as mandated by NASC Act, 2039. Further, regulations and guidelines have contributed for sound corporate governance of the College. Growing trust of the Government and learner community has always encouraged the College to continuously set higher standards in its services and deliver accordingly.
3. Current organization structure with thematic Learning Groups and Centers in the areas of Management and Development domain has functional autonomy to design and deliver capacity building programs, conduct research and provide consulting services independently and jointly. Similarly, dedicated function as Management Service Department has been facilitating resource management function of NASC.
4. Performance Based Incentive System (PBIS) is in place with measurable performance indicators. This has positively motivated to the staff to exert high level of efforts in delivering training and consulting services.
5. NASC has been receiving grants from Government of Nepal to meet its current as well as capital expenditure. This stable source of fund provides leverage to the College in operational efficiency as well as continuous learning and growth of the institution.
6. Having advantage of prime location in Jawalakhel Lalitpur, the College has capacity of accommodating 500 participants at once in training programs as day scholars. Similarly, hostel of 150 participants capacity, auditorium of 300 persons capacity, canteen and cafeteria, sports infrastructure (futsal, basketball, volleyball, badminton, table tennis, Jim) and green and natural environment in 72 *ropanies* of land has added value in learning environment of NASC.
7. Sampada Sadan, the main building of NASC having age-old archeological value, was damaged by the earthquake in 2015. Reconstruction of the building with the same archeological outlook and modern state-of-the-art facilities will serve as enhanced learning facility.
8. Management Information Systems including Human Resource Information System, Accounting System, Inventory Management System, Library Management Information

System have facilitated smooth operation of back-office functions of NASC. There is strong team dedicated to continuously support and facilitate smooth functioning of these systems including core training management platforms and Learning Management System (Google Classroom, Document Management System).

9. Management service function is crucial since it creates lifeline for any organization. With this notion, NASC has practiced assigning faculties additional responsibility of administrative functions with a view to gain cross functional learning experience, support career administrative staff, sharing workloads, and contribute in overall operational efficiency of the College.
10. Learning culture is promoted through various forums including regular weekly TCRC meeting, faculty meetings, NASC Discussion Series, 'sharpening the razor' programs, team/co-facilitation in training programs providing faculties opportunities to share ideas, learn from each other, generate common understanding and resolve problems.

WEAKNESSES: TRAINING

1. Programs are primarily focused on meeting career requirements of civil servants and less emphasis is assumed in catering to the changing institutional needs of governments and public organizations which increases the gap in the delivery of required KSA of the trainee officials in their service context.
2. Continuously increased number of the training programs and overlapping schedules of training, research and consulting activities have adversely affected the preparation of faculties for the training, innovation in learning design and quality of delivery.
3. Faculties are overwhelmed with predetermined as well as impromptu tasks of training, research and consulting thus reducing the conceptualization of new programs for public organizations in specific competency areas as per their demands. This is also associated with poor program planning.
4. There is no utilization of assignments undertaken by the trainees in guidance of faculties in other capacity building programs as learning resource. Policy capstone projects, strategic plans of public organization, other action learning projects, service improvement plans etc. are not utilized as a learning resource for the participants of other training programs and even for the faculties of NASC. Still, there is no internalization that they are great sources for NASC faculties through which they broaden horizon about public sector and its dynamics.
5. Although NASC follows regular monitoring and evaluation for understanding the effectiveness and relevancy of the sessions and methodologies executed in trainings,

frequent dissatisfaction is being expressed by both faculties and participants citing inappropriateness and seriousness in the M&E methods for gaining essence of the programs.

6. Though the staff development is regarded as priority agenda, absence of Continuous Professional development Plan (CDP) and specialized or dedicated team for managing development affairs, limited self-initiatives of faculties/staff and supervisory coaching/mentoring have been impeding to enrich KSA of faculties in respective areas. Thematic Department and Centers are unable to make their own operation plan and leverage in innovative approaches in training. In addition, the use of digital learning platform is not utilized as self-paced learning modules.

WEAKNESSES: RESEARCH

1. Quality of research is not significantly improved over the years despite of institutional efforts, continued involvement of faculties in research work and growth in number of research works. Further, as faculties conduct research broadly in their own area of interests, research need of the government agencies and public organizations are not properly addressed as to provide policy inputs or solution to organizational problems. Research is not aligned to explore and design innovative approaches of learning.
2. Primary objective of research function at NASC is to generate knowledge that add value in capacity building programs. However, no significant efforts have been observed to develop case studies for promoting case-based learning approaches in training programs. Departure is not made from limited sharing of research findings as reference for validating the training sessions to enabling participants to improve their decisions, actions and behavior through adopting case study methods. Use of case study method in training programs is insignificant.
3. Motivation of faculties for conducting research in team is affected by free-riding culture and dependency syndrome. Similarly, senior faculties are not involved in research works as expected. As a result, promising faculties have not got opportunities of guidance and learning. Further, no dedicated guidance and supervision is ensured for the faculties involved in research activities.
4. Two- or three-days' workshop in a year has not been sufficient to support the faculties as per their specific learning requirements in preparing research proposal, adopting research methods, data analysis and drawing inference from the study. There is no mechanism to assess research competencies and aptitude of faculties and design research skills development programs accordingly.

5. Research has not decisive role in career development of faculties because of its minimal weight in performance appraisal system of NASC. In this relation, faculties may see no or less incentive in conducting research resulting in reluctance or non-performance in research domain of the faculties.
6. Research activities are regarded as the residual function in relation to planning and execution amidst continuous engagement in regular training programs with overlapping training schedules. Further, no specified time slot is provisioned in annual calendar for research engagement as regular official duty of faculties.
7. Access to reputed journals is limited. Licensed data analysis software and plagiarism check software are not in place. This has affected the quality of studies in acceptable standards and benchmarks. Further, engagement of national experts has not been effective in relation to their time commitment and quality of guidance to research faculties.
8. Academic Program was established as one additional KRA of NASC in last five-year strategic plan with a separate Unit in organization structure. Preliminary works including feasibility study were conducted at that time. However, no significant efforts have been made toward this strategic front in relation to design and delivery in a planned framework.

WEAKNESSES: CONSULTING

1. Demand for the consulting services is not predictable as NASC has not adopted proactive marketing strategy for consulting services. As a result, planning for such assignment is poor with no concrete HR engagement plan and specified time slot in annual calendar. In this situation, because of multiple engagement of faculties in training, research, consulting as well as managerial responsibilities simultaneously, consulting projects get less priority, delayed and quality is suffered significantly. Number of cost extensions is evident in almost every consulting project.
2. The consulting team is, obviously, responsible to deliver quality output in consulting assignment as per requirement of client organization within the scope of agreed terms and conditions. However, as part of reactive strategy in consulting, quality of output is not reviewed and learning is not shared internally to enhance wider learning and growing standards. The dedicated department/center for managing consulting services is limited to coordinating function- establishing contact with clients and negotiation.
3. The consulting team is composed considering expertise, prior experience and providing equal opportunity for all. However, there is no practice of soliciting interest of faculties, assess their contributing potential and assign in the project of best fit accordingly. As a result, 'social

loading' is significantly observed in consultation process. Further, involvement of same person in multiple projects has affected the quality and timely delivery of the consulting assignment.

4. No specific training is provisioned for the faculties involved in consulting activities that has limited ability of faculties in dealing with client organizations, understanding/diagnosing their improvement needs and generating innovative solutions.
5. There is no formal access and visibility of the outputs of consulting projects undertaken by different consulting teams. There is no such institutional repository to collect, preserve and disseminate such outputs internally which provides opportunity of learning among faculties and broaden understanding of the consulting history and culture of NASC.

WEAKNESSES: MANAGEMENT SERVICE

1. There is no long-term human resource planning. In the absence of HR Plan along with Continuous Professional Development Plan (CPD) of staff, staff are bound to think and plan for their career ahead and professional development themselves. This has also raised concerns among employees about criteria for distributing opportunities of capacity building. Further, current scope of Administrative Unit is not aligned properly with the role of staff development function.
2. Nature of our profession requires higher degree of academic excellence beyond minimum eligibility along with core professional competencies to contribute in training, research and consulting fronts effectively and excel in the competitive world. However, number of faculties having higher academic degree beyond minimum eligibility (i.e., Master's Degree) is insignificant. Only four faculties have MPhil and only three faculties have PhD out of 45 faculty members.
3. Vertical career growth has limitations in any organization. This generally depends on system of career progression and performance competitiveness of concerned employees. Few bottlenecks are observed in career progression of officials, especially in administrative service group and few in training and research group. Many of them are in the same positions for more than a decade. In this situation, this stagnation has contributed to deteriorating morale and motivation among these staff ultimately affecting overall performance and productivity of NASC.
4. In the five years of establishment, no development opportunity has been created through utilization of Staff Development Fund (SDF). On an average, less than 25 percent of the allocated annual budget is spent for staff development (training and workshops). On the

other hand, allocated budget is insignificant to invest fully in higher academic degree (i.e., PhD) programs for faculties.

5. It takes years to develop a professional trainer, excel in his/her domain of expertise and contribute to the broader mission of NASC. In this light, there is tendency of considering staff turnover as an obvious phenomenon and no retention strategies are in place to avoid and reduce costs of potential turnover.
6. Engagement in logistic coordination and other managerial responsibilities has adversely affected the quality time of the core faculties in putting efforts in academic excellence in their area of specialization and bring innovation in learning. Further, this has resulted in underutilization of specific competency and academic potential of staff at the cost of general coordination skills.
7. Integrated Learning Management System (LMS) is not in place. As a result, discrete information systems create information sourcing, processing and dissemination in mixed approach using manual systems as well in different stages of training programs. Similarly, Core Business Solution (CBS) is not developed and back-office systems are not fully automated allowing single enrolment processing and full fledged online service. ICT interventions are ad-hoc resulting in inefficient investment in system design without adequate considerations of potential integration and upgradation to the next system/level.
8. Planning and execution of annual procurement including construction, repair and maintenance works have problems of time overruns, discrepancies in quality of work and ultimately budget underutilization mainly because of low level of technical skills of staffs involved, proactiveness in the process and timely monitoring of milestones and results.
9. As per nature and capacity of the office buildings, where open office system is not feasible, there are not adequate rooms for faculties as single accommodation. Hence, staff are inconveniently adjusted with twin sharing basis in a single room. This has also created problems in resource sharing. Though the physical facility standards for staff is defined, deviations are observed in enforcement and need-based distribution of office resources.
10. Features of inclusive workplace has missing links though the modern infrastructure is in place for capacity building programs, including absence of washrooms for differently abled people in main buildings, child care facility and provision of sanitary pads in female restrooms.
11. Residential infrastructure (hostel) is not sufficient in relation to the large groups (more than 150) of Basic Administration Training (BAT). As a result, participants are accommodated in shift basis for 30 days standard of residential duration for each group. This has delimited the

scope of residential learning activities and quality of residential programs in essence. In this relation, prospective residential infrastructure extension project at Namobuddha, Kavre has been strategic priority of the College. However, preliminary groundwork including DPR, EIA and land acquisition process could not be completed as planned.

12. Hostel and sports facilities have no utilization for couple of years. Even when the residential programs are in place, occupancy and utilization is for only four months a year. No plan is in place to utilize such facilities strategically.
13. Though the natural environment is distinctly visible asset of NASC creating comparative advantage in learning, it has not been properly maintained and developed in relation to beautification and gardening, cleanliness of overall premises- all nooks and corners- with Total Quality Management (TQM) approach.

OPPORTUNITIES: TRAINING

1. Expansion of learning opportunities to government and public officials is possible through best utilization of online platforms for e-learning, self-paced learning and interactive forums contributing towards 'training for all' policy of the government.
2. Blended learning opportunity can be grasped as a step further towards revolutionizing learning by incorporating classroom learning sessions with virtual components. NASC can stand as a pioneer leading institution to introduce this approach which would also encourage participation of officials in training programs from all three tiers of the government.
3. Conceptualization, design and delivery of focused training programs on various areas are crucial for the employees and elected representatives working at the subnational level. This would increase our scope of capacity building and also enrich knowledge base.
4. Backstopping of other capacity building institutions helps to maintain our hold in the areas catered in the past and also an opportunity to open up new avenues in the competition.
5. The provincial and local level governments are in the phase of developing standard training institutions in their respective regions to cater to the KSA gaps of the officials. Thus, NASC can utilize its strength to develop the skills of the prospective trainers by providing trainers development programs. This backstopping role would also help in marketing the capacity of NASC in all levels of government.
6. As an integral part of the NASC mandate, we have huge potential to cater the need of capacity building programs for Public Enterprises (PEs) in the areas including developing managerial and leadership competencies, organization development and corporate governance. Similarly, providing training to the officials working in corporate sector to fulfill their expected

KSA demands in specific areas of competence would generate brand upsurge within corporate sector and also contribute in expansion of learning opportunities.

7. Efforts towards cooperation and collaboration with recognized institutions in Nepal and abroad to qualify the existing training programs for accreditation would act as additional incentive to the trainee officials thus, rising value of programs.
8. The transformation of governance system in Nepal has increased demands for specific programs by governments to facilitate effective implementation of federalism. NASC can tactically utilize this opportunity by designing and delivering programs that address various challenges and opportunities of federalism.

OPPORTUNITIES: RESEARCH

1. As the country has implemented federal system of governance, there are new avenues of research including inter-governmental relations, fiscal federalism, development planning and coordination, project management, service design and delivery along with regular managerial and governance problems in three tiers of government. In that sense, market demand for research activities is increasing.
2. As a think tank of government, NASC has wider space for providing research-based policy input to the government of Nepal in leadership and managerial excellence, governance reforms and service innovation, among others. NASC may develop itself as 'Innovation Lab' of public governance that creates avenues for innovative policy and practices in the areas of governance, policy, management, administration, Evidence-based policymaking. Since public policy making needs to be evidence- informed, there is growing demand for research in generating evidences in the process of framing problems and designing policies accordingly.
3. As the youngest federal country of the world, Nepal has many stories to share including its own peculiar journey toward federalism and reflections from implementation within the broader constitutional framework and institutional arrangements. In this connection, as leading capacity building institution of the governments, there is possibility of transforming NASC into a premier policy research institute in South Asia.
4. There is huge potential of institutional collaboration with national and international universities, research and think tank institutions for conducting joint research and sharing knowledge through research studies. In addition, data-driven public/scholarly discourse could be accelerated at national as well as subnational level in the areas of governance, administration, management, and development for national prosperity.

OPPORTUNITIES: CONSULTING

1. Local governments are entrusted with constitutional mandates of making policies to provide essential services at local levels. They also need to align their planning process with broader planning framework of federal government and ensure congruence with national plans and priorities. In this relation, NASC has ample opportunities to support local governments in preparing periodic plans, policies and practical measures of service process improvements, besides training programs.
2. There is huge potential of training consulting for NASC in public and corporate sector. In this connection, public corporates have strategically emphasized capacity building of their staffs and provisioned budget (e.g., certain percentage of operating expenses for training and development). NASC has competency to design and deliver specific need-based programs for these organizations also leveraging our range of learning modules with customization as per their needs.
3. Public Enterprises (PEs) have crucial role in national economy. In recent years, needs and initiatives of institutional reforms and strengthening corporate governance has been evident and become strategic priority of the government as well. In this process, NASC, as a center of administrative excellence, has apparent strategic fronts to contribute in the Organizational Development Interventions (ODI) of PEs in the changed context.
4. Relationship with the stakeholders and development partners is strengthened in these years through training, research and management consulting works. This has created further avenues for NASC to expand consulting services in collaboration with development partners. The policy of G2G in procuring consulting services up to certain amount has become competitive advantage for NASC to offer and widen the horizon of consulting services.
5. Effective practice of federal system depends on structural adjustments, baseline studies for formulating policies, building capacity of service providers and institutions at all levels. In this context, there are fairly ample opportunities for NASC in the area of consulting at subnational level as well. There are also specific requirements of consulting studies in different aspects of federalism implementation. With this realization, NASC has already moved forward through establishing Center for Federalism Studies to cater these avenues.

OPPORTUNITIES: MANAGEMENT SERVICE

1. There are various capacity building programs available in E-learning platforms by reputed universities and training institutions globally. As our experience from the COVID-19 pandemic situation also suggests, staff may enroll in such thematic e-learning programs to augment

their professional skills at their convenience saving time, costs and adding value to entire learning process.

2. In essence, our profession in itself, creates a 'Learning Lab' for faculties and staff for broadening their learning horizon and professional growth through training, research and consulting services. As the avenues for conducting research and providing consulting services are expanded in both the federal and sub-national level, unique opportunities of learning for the faculties will also increase in the days to come. In addition, utilization of diverse faculty pool will contribute to increase our revenue base as well.
3. Use of information technology to develop and upgrade virtual learning platform and develop e-learning base for NASC. Upgradation of learning infrastructure will foster innovation in design of capacity building programs.
4. NASC has been providing its unused properties on rental for conducting capacity building programs and related events by other institutions for short term and some properties as office accommodations. NASC has been earning around Rs. Seven million per year from rental services, sufficient to cover maintenance costs of those facilities. Though this is not the core and institutional priority of NASC, as the best utilization of physical facilities and secondary source of income, the rental demands will continuously grow in future.
5. Residential infrastructure proposed at Namobuddha, Kavre will create avenues for effective delivery of residential programmes through state-of-the-art learning facilities, contribute in institutional growth and image building of NASC.

THREATS: TRAINING

1. Training business of NASC is largely based on legal provisions in Civil Service Act, which has created incentive and mandatory requirements for civil servants to join training for career development. Hence, this has been a major driving force for the officers to enroll in in-service training and executive development programs. In this relation, NASC is highly dependent in confined domain of federal civil service with basic approach of supporting individual career of civil servants. Any revisions in such incentive mechanisms may affect comparative advantage of NASC adversely. In addition, various training institutions in the public and private sector have emerged in the changing context of federal system and acting as competitive players in the market curtailing our monopoly in capacity building.
2. We successfully conducted our regular training programs through virtual mode of interaction in online learning platforms like Google Meet and Zoom. Effectiveness of such online modality depends on readiness, maturity and opportunities of the learner community in e-learning platforms. As our experience of two years in this modality, we have challenges to design e-

learning modules and ensure quality participation and overall effectiveness of the training programs considering technical limitations of distance learning mode in virtual platform.

THREATS: RESEARCH

1. There is growing pressure to sharpen and develop globally competitive research capacity for addressing the changing demands of government of Nepal and create authentic knowledge base with existing talent pool. Meeting regional and global standards of research and publications is challenging.
2. Since training covers around 80% of business, NASC has an obvious identity or brand image of a training institution. In the context where research domain constitutes only around 10%, maintaining the image of a credible policy research institution is difficult due to degree of institutional priority and limited research capacity of the faculties. In addition, emergence of policy research institutions within government machinery may include message of our institutional recognition as training institute rather than a research institution dedicated to provide policy inputs to the government of Nepal.

THREATS: CONSULTING

1. Individual as well as institutional market players are increasing as the consulting business is growing at subnational level along with existing market of federal level government agencies and public organizations. This growing competition may affect our pricing and negotiation strengths.
2. Meeting organizational development needs of public sector in real sense is critical. This demands research based innovative solutions that could be implemented effectively and bring transformation as expected. Limited capacity of NASC gradually developed with 'learning by doing' approach may not be sufficient to understand the complexities and dynamics of organizations in the digital age, design solutions and maintain globally accepted quality standards.

THREATS: MANAGEMENT SERVICE

1. Maintaining pace with technological advancement in the digital age of learning and bringing innovation accordingly focusing on changing learning requirements of target market.
2. Sourcing of funds and timely completion of developing residential infrastructure proposed at Namobuddha, Kavre is challenging in relation to the ambitious specifications of state-of-the-art learning facilities, availability of professional engineers and contractors in the market and our public procurement experiences creating bottlenecks in the process.
3. Exclusive dependency in grant system of government funding sources may not sustain in the long run, meet our long-term liabilities and strategic requirements including investment in

residential infrastructure. Further, with crisis situations like COVID, there is a threat of budgetary haircut in the government grants. Hence, longer term sourcing alternatives and deployment of financial resources is pertinent.

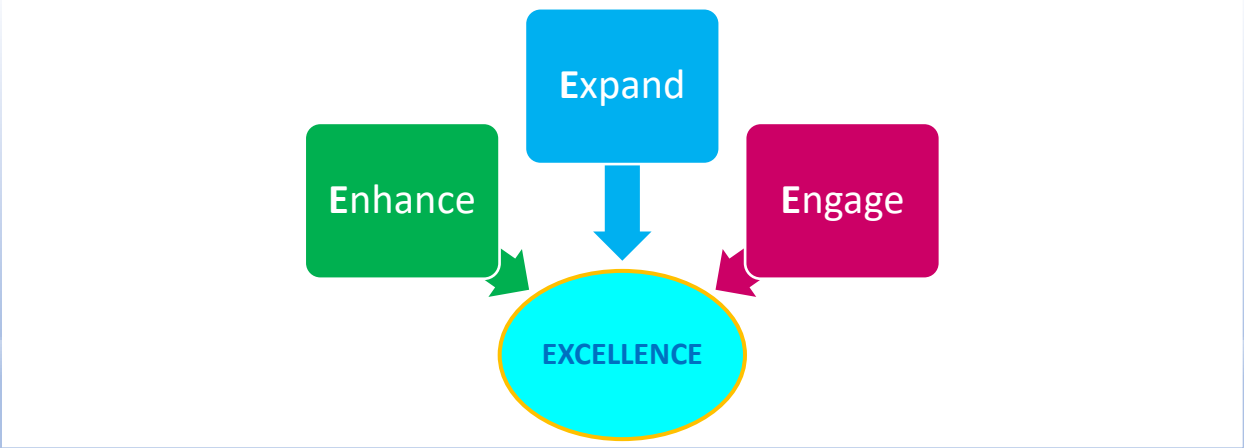
Strategic Issues

Strategic issues are fundamental policy questions that affect NASC's mission, mandate as well as major structural and cultural aspects, resources and overall performance. As output of the strategic analysis in SWOT framework detailed as aforementioned, following major issues of NASC have been identified that need to be addressed strategically in the forthcoming strategic plan period. They include:

1. How to address the learning needs of public administration in the federal system of governance?
2. How to bring innovation in and enhance quality of training in the digital age of learning?
3. How to strengthen research and consulting services for improving training effectiveness and solving problems of public organizations?
4. How to enhance competencies and commitments of faculties and staffs in the dynamic era of public sector capacity building?
5. How to ensure sustainable source of funds along with government grants to meet operational short-term requirements and longer-term development needs of the College?
6. How to develop state-of-the-art infrastructure (as proposed in Namobuddha, Kavre) to fulfill the need of residential programs in large numbers?

Strategic Direction (Goals)

As a leading institution having glorious track records, our collective aspiration is being a 'Center of Excellence' in developing individual competencies and organizational capabilities of public sector. Strategic plan of previous period set footprint in achieving this vision taking NASC forward to a newer height. As our strategic analysis identified the pertinent issues in this journey, we have to adopt design thinking accordingly to serve changing capacity building needs of our learner community. For the purpose, there is no option of continuously build our own capacity in the 'learning always and all ways' modality and engage people around us constructively in the process. Following framework suggest the strategic direction we need to take in the next strategic cycle.



1. **Expanding** quality learning opportunities across all spheres of governments and public organizations to meet their capacity development needs in the changed context
2. **Enhancing** individual competencies and institutional capacity of NASC to continuously grow as a learning organization
3. **Engaging** faculties, staffs and external experts/institutions effectively in the journey of learning and innovation

Strategic Framework






The strategic framework of NASC provides ground for coherent ideas and consistent decisions at all levels to achieve institutional vision, mission and goals through practical strategic initiatives. It also reflects what our values are and how they support to drive strategy implementation. The framework aims to ensure proper alignment among resources, strategies and performance with specified targets of achievements, responsibilities and critical success factors in perspective.

VISION
Center of Excellence in Learning and Development

MISSION
Develop leaders who will take initiatives and make a difference in public service

VALUES

In pursuing our mission, we have adopted five fundamental values as guiding principles that will be reflected in our every decision, action and behavior.

Values	What this means for us
 Integrity	We live up to the spirit as well as the letters of our commitments- be honest, accountable, consistent, transparent and responsible in all our actions, decisions and behaviors.
 Innovation	We provide unique learning experience to our service recipients and continuously strive to improve the standards of professional excellence through creative and techno-savvy approaches. We always seek and respect new ideas, put them into practice and learn from our mistakes and successes.
 Team Spirit	We know that our best work is not produced by individuals but by working as a team and supporting each other every day. We celebrate and embrace our diversity- cultures, races, ethnicities, genders, sexual orientations, ages, abilities, perspectives and ways of thinking- in learning and growing together.
 Responsibility	We create, share and apply knowledge as a learning organization and held in trust for future generations. We always take initiatives to serve the best interest of our service recipients.
 Respect	We take pride in the work we do, strive to learn all aspects of our job and perform to the best of our ability. We treat learners, clients, visitors and employees with utmost respect and dignity and provide our services on a professional basis.

Strategic Initiatives

Strategies are basically the ways and means to persuade strategic direction or achieve broader strategic goals- Expanding, Enhancing and Engaging- of NASC as aforementioned in the next strategic cycle and address the identified strategic issues successfully. Structural as well as cultural interventions are designed as strategic initiatives to resolve strategic issues and lead the organization toward sustaining excellence in everything we do. The initiatives are outlined in the Strategic Action Plan- detailed strategic course of action for the next five years.

Strategic Action Plan

The strategic initiatives taken through this plan are coherently translated into annual business plan as 'cascading' approach. We ensure that all faculty and staff members are clear about the contribution they can make towards improving the quality of our programs and services outlined in the plan. The plan reflects our institutional priorities to achieve our mission; meet the expectations of our stakeholders, and deliver best within our means. Specific targets with timeframe, responsibility and resource alignment will create conducive environment for achieving desired results. Some flexibility is there for unforeseen events and take corrective course accordingly, however, it is expected that NASC will direct the use of all its resources and intelligence in pursuing objectives set out in this Plan. The plan is presented in Annex-I.

Implementation Framework

The Strategic Plan shows how we plan and organize ourselves to serve the learner community over the next five years. Hence, the plan will be communicated at all levels to generate common understanding, build commitment and take ownership for successful implementation. In the course, Learning Groups/Departments and Centers shall prepare detailed annual business plan based on this strategic plan and all the faculty and staff members will seek to properly align their daily duties and responsibilities with the mission and broader vision of NASC. We believe that we essentially cultivate knowledge through managing intelligence of our faculties and staff along with helping hands in this journey of learning and development. In this light, people will be our first priority and core strength of strategy implementation.

Proactive consultations will be made with the Government of Nepal for ensuring financial resources required for smooth implementation of the Plan. Besides, mobilization of revenue from consulting services will also support to fulfill the resource gaps. Culture of sharing and communication will be promoted to assess the progress and difficulties in the process of implementation of this plan. Use of information technology, social media platform and internal networks will add value in this process. We regard information as key resource for advancement.

We will make needful adjustments in organization structure and form cross functional teams to facilitate specific process or components of the Plan and support regular functional units with new ways of thinking and sharing workloads at tough times. Similarly, available physical resources will be utilized at the optimum level to create conducive working environment for staff members to think and act strategically. Making the strategy a reality, close coordination with Ministry of Federal Affairs and General Administration, Office of the Prime Minister and Councils of Ministers, Ministry of Finance and other related government agencies will be intensified for soliciting their active support and contributions in the process. Arrangements will be made for align incentives with performance and achievements for effective implementation.

Closing the Loop: Review and Learning

Implementation of the strategic initiatives is problematic when we do not close the loop- not establishing clear linkages in the process of planning to implementation and ensure continuous improvements from periodic review of the Plan and learning experience. Hence, role of leadership as key decision makers and all the members of NASC is crucial for effective implementation of the Strategic Plan with predefined planning and review framework to create upward spirals of achievements from strategy implementation.

Level	Involvement and Expectation
Governing Council	Annual review of the Strategic Plan and Annual Business Plan
Executive Committee	Quarterly review of performance against Strategic Plan Quarterly review of the Annual Business Plan
Executive Director, SMC/TCRC	Monthly review of performance against Annual Business Plan Monthly review of Departmental business plans
Department Heads and Center Chiefs	Monthly review of progress against individual job plans Monthly review of individual team members' job plans
Faculty and Staff	Monthly review of progress against individual job plans Involvement in developing and review of Strategic and Annual Plans

Nepal Administrative Staff College
Strategic Action Plan (2079/80 - 2083/84)

Strategic Goal #1: EXPAND Quality Learning Opportunities to all spheres of public governance											
S.N.	Objectives	Strategic initiatives	Measures	Targets					Responsibility	Resource Rs. '000'	Critical success factor
				2079/80	2080/81	2081/82	2082/83	2083/84			
1	Contribute to 'Training for All' Policy of the GoN	Conduct a survey for identifying pool of potential trainees of regular in-service training and executive development programmes organized for the officers of GoN	Survey Report	1	1	1	1	1	PSTD	1500	Ability to ensure support of MoFAGA and DoCPR
		Develop pool of NASC Certified Trainers (NCTs) in thematic areas of management and development to deliver standardized regular training programs in large number	No. of trainers	25	25	25	25	25	Thematic Centers of MLG, GDMLG	4000	Incentive structure for trainers
		Design blended and self-paced learning modules in regular programs with full utilization of the virtual platform	No. of training modules	1	2	2	3	3	Thematic Centers of MLG, GDMLG	7700	Competency and commitment of trainers in digitized learning framework
		Extend Role-reorientation Programs for the newly appointed officers at all levels and service groups with detailed learning needs assessment	No. of programs	4	4	4	4	4	PSTD, CIT	6000	Timing and batch size of recruitment
		Intensify Training of Trainers (ToT) for public sector training institutions and public organizations	No. of programs	3	5	7	10	10	MLG and GDMLG	10500	
2	Build capacity for strengthening federal system	Conduct learning needs assessment of elected representatives and public officials at federal and subnational level	LNA Report	1		1		1	PSTD, CFS	2100	Professional competency of the faculties

Strategic Goal #1: EXPAND Quality Learning Opportunities to all spheres of public governance

S.N.	Objectives	Strategic initiatives	Measures	Targets					Responsibility	Resource Rs. '000'	Critical success factor
				2079/80	2080/81	2081/82	2082/83	2083/84			
		Collaborate with provincial training institutions for conducting joint programs at federal and subnational level	No. of programs	2	4	4	4	4	MLG, GDMLG, CFS	9000	Ensuring alignment of interest
		Organize parliamentarian conclave at federal, provincial and local levels periodically	No. of programs	2	2	2	2	2	CFS	10000	Ensuring support of political parties
		Organize Leadership Development programs for elected representatives at subnational level	No. of programs	2	2	2	2	2	MLG, CFS	5000	
		Support training institutions at subnational level to design, set standards and deliver training programs	No. of programs	1	4	4	4	4	MLG, GDMLG, CFS	5100	
		Design support programs in planning processes, performance management system of province and local governments for service innovation and solving institutional problems	No. of programs	2	2	2	2	2	MLG, GDMLG, CFS	3000	Design thinking of faculties and time plan
		Develop cases of challenges and best practices of subnational governments and share to all levels of government	No. of cases		2	2	2	2	RCSD, CFS	1600	
		Organize workshops/discourse/dialogue with policy makers and executives of federal as well as SNGs (areas may include leadership, inter-government relationship, development coordination, fiscal management, urban planning and management, project management, policy/law making and harmonization etc.)	No. of programs	2	4	4	4	4	Thematic Centers of MLG, GDMLG	9000	Time plan

Strategic Goal #1: EXPAND Quality Learning Opportunities to all spheres of public governance

S.N.	Objectives	Strategic initiatives	Measures	Targets					Responsibility	Resource Rs. '000'	Critical success factor
				2079/80	2080/81	2081/82	2082/83	2083/84			
3	Improve quality of training programs	Promote Case method, Problem Driven Iterative Adaptation (PDIA) method, and project development method in training and executive development programmes	No. of cases/projects developed and employed	5	7	10	15	15	RCSD, Thematic Centers	5200	Commitment of faculties
		Promote activities or programmes where participants will lead learning activities and processes (e.g., management games, simulation exercises, organization visits, panel discussions, seminars and solving real life problems)	No. of programs	10	10	10	10	10	MLG, GDMLG, PSTD	2500	Design and monitoring of the activities
		Design and deliver short courses for international participants in contemporary issues of national/regional/global concerns	No. of programs	1	2	2	2	2	RCSD, Thematic Centers	9000	Integration in existing program framework
		Participants/Trainees Exchange Program with national/international training institutions abroad to foster cross learning in regular training modules or specific need-based training programs	No. programs	2	2	3	4	4	RCSD, PSTD, Thematic Centers	15000	Time schedule, alignment of learning design of the programs
		Attach academic incentives in learning through accreditation of training programs (e.g., BAT and SEDP) as Post Graduate Diploma for creating additional learning incentive and recognition	Accreditation		1		1		RCSD (APU)	2000	NASC persuasion and consistent policy of concerned University
4	Facilitate for evidence informed decision	Conduct periodic surveys in thematic areas including Governance, Service Delivery and leadership	No. of research projects	1		1		1	Cross Functional Teams, RCSD	7500	Faculty engagement plan

Strategic Goal #1: EXPAND Quality Learning Opportunities to all spheres of public governance

S.N.	Objectives	Strategic initiatives	Measures	Targets					Responsibility	Resource Rs. '000'	Critical success factor
				2079/80	2080/81	2081/82	2082/83	2083/84			
	making in public sector										
		Disseminate research findings and policy briefs to concerned government authorities to create impact of research works	No. of sharing	2	2	2	2	2	RCS D and Thematic Centers	2000	
		Employ 'Innovation Lab' approach through regular capacity building programs (especially SEDP) as well as specific standalone programs to model the policy discourses and management practices in thematic/sectoral areas of public governance	No. of discourses	2	2	4	4	4	Departments, CFS	8000	Policy research capacity
		Publish 'Policy Research Working Papers' with collection of Policy Capstone Projects of SEDP as policy research working paper contributing to government and knowledge economy	No. of volumes	1	1	1	1	1	GDMLG, Capstone Team	1000	Commitment of Faculties as policy research project
		Promote consulting for organization development, process improvements, training, preparing policies/manual etc. with annual consulting plan	No. of consulting projects	5	7	8	8	10	Thematic Centers of MLG, GDMLG	950	Faculty engagement plan
5	Extend capacity building of Public Enterprises	Identify learning needs pertaining to effective corporate governance and service excellence of Public Enterprises (PEs)	LNA Report	1	1	1	1	1	MLG and GDMLG	2500	

Strategic Goal #1: EXPAND Quality Learning Opportunities to all spheres of public governance

S.N.	Objectives	Strategic initiatives	Measures	Targets					Responsibility	Resource Rs. '000'	Critical success factor
				2079/80	2080/81	2081/82	2082/83	2083/84			
		Conduct training and Management Development Programs for PEs in specific competency areas as per identified learning needs	No. of programs	2	2	2	2	2	MLG, GDMLG	5000	
		Promote the discourses and dialogue exploring the issues faced by PEs and addressing those issues with innovative solution	No. of programs	2	3	4	4	4	MLG and GDMLG	5100	
		Develop cases of challenges faced by and successful practices and conduct action research with specific focus on PEs	No. of case studies	2	3	4	4	4	Thematic Centers of MLG, GDMLG	3400	Expert/faculty engagement plan
6	Ensure learning transfer to workplace	Carry out performance level evaluation of trainees after 3-6 months of completion of training in long courses	Evaluation reports	1	2	2	2	2	PMEC, and Departments, Centers	4500	Creating baseline for creating linkage of learning and performance
		Conduct effectiveness evaluation of training courses (ACMD/PCMD, SEDP and BAT) periodically (e.g., through collecting cases of change makers)	No. of assessment	1		1		1	PMEC and Departments, Centers	1500	Creating baseline for creating linkage of learning and performance
		Organize refresher courses and learning sharing events	No. of programs	1	2	2	2	2	Departments, Centers	900	
		Create alumni of learners in virtual platform and document/publish success stories in website	No. of stories	2	5	5	5	5	Thematic Centers, CKMIT	220	Encouraging learner participation

Strategic Goal #2: ENHANCE Individual Competencies and Institutional Capacity of NASC

S.N	Objectives	Strategic initiatives	Measures	Targets					Responsibility	Resource Rs. '000'	Critical success factor
				2079/80	2080/81	2081/82	2082/83	2083/84			
1	Develop professional capacity of staff continuously	Continuous Professional Development (CPD) of the faculties/staffs with employee profiling and identifying learning gaps at all levels	CPD Formulated	1	1	1	1	1	MSD and other Departments, Centers	1000	Alignment of plan with financial resources and HR rules
		Define mandatory learning hours for faculties and staffs and link the learning with performance evaluation, incentives and rewards; and career progression	Provisioned and linked with performance / career		1				MSD and other Departments	0	Faculty Engagement Plan
		Create opportunity for academic excellence programs (PhD, MPhil and Master's Degree) in reputed Universities	No. of programs	5	5	5	5	5	MSD and other Departments	25000	Scholarships for international level, academic pursuit of employees
		Organize Faculty Development Program (FDP) in modular basis with minimum of 30 days duration	No. of programs	1	1	1	1	1	MLG- CHRM, GDMLG, RCSD	5000	Faculty Engagement Plan
		Create Faculty Exchange Programs (FExP) and training at international organizations	No. of participants	4	4	4	4	4	MSD, RCSD	6000	Exploring opportunities and Engagement plan
		Executive Development Programs (EDP-F) for Senior Faculties periodically in concerned thematic areas to enhance their leadership competencies	No. of programs	2	2	2	2	2	MSD, MLG-CHRM, RCSD	10000	Exploring opportunities and Engagement plan
		Broaden understanding of faculties and staffs in functioning of governments and service delivery through	No. of programs	2	2	2	2	2	MSD, CFS	5000	Ensuring support of hosting agency

Strategic Goal #2: ENHANCE Individual Competencies and Institutional Capacity of NASC

S.N	Objectives	Strategic initiatives	Measures	Targets					Responsibility	Resource Rs. '000'	Critical success factor
				2079/80	2080/81	2081/82	2082/83	2083/84			
		research, internship and programs like ELG-F									
2	Sharpen research, consulting and case teaching skills of faculties	Introduce policy of one research paper per faculty per year as action research or case studies	No. of research works	10	10	15	15	20	RCSD, thematic centers	7000	Commitment of faculty/ Annual engagement plan
		Develop guidelines of writing and teaching cases in training programs	Guidelines developed	1					RCSD	50	
		Regular training/skill clinics in Case writing/teaching and research methodology for faculties	No. of programs	4	4	4	4	4	RCSD, thematic centers	2000	
		Provide incentives for writing cases and reward to the best case of the year	Provisioned in Research guidelines	1	1	1	1	1	RCSD, MSD	500	Establishing objective criteria
		Subscribe relevant case studies from international sources and employ in training programs	No. of cases	10	15	15	20	25	RCSD, Resource Center	4250	Exploring relevant cases for our context
		Publish journals, case banks, edited volumes and knowledge products in thematic areas of management, governance, federalism etc.	No. of publications	4	4	4	4	4	RCSD	10000	Commitment of faculty/ thematic centers
		Subscribe research data-base, publication, journal etc. to facilitate faculties in conducting research and use knowledge/skills in training programs	No. of subscription	2	4	6	8	8	RCSD, CKMIT	2800	Exploring relevant resource for our context
		Provide incentives to faculties for research paper publications	No. of publications	2	4	6	8	10	MSD, RCSD	3000	Quality of research paper

Strategic Goal #2: ENHANCE Individual Competencies and Institutional Capacity of NASC

S.N	Objectives	Strategic initiatives	Measures	Targets					Responsibility	Resource Rs. '000'	Critical success factor
				2079/80	2080/81	2081/82	2082/83	2083/84			
		in standard/peer reviewed/star rated international journals									
		Conduct consulting workshops for faculties through involve-engage-excel programs	No. of programs	2	2	2	2	2	RCSD	1000	
3	Promote learning sharing and innovation	Continuous improvements in learning sharing avenues including 'NASC Discussion Series', 'Sharpen the Saw', 'Trainers Meet' and 'Read to Lead' programs	No. of programs/sharing	12	12	12	12	12	Thematic Centers/Departments	6000	Continuity, commitment and time planning
		Enrich and upgrade the Resource Center (Library) with 'Contents and Connections' to the digital community of knowledge centers around the globe	No. of initiatives	4	4	4	4	4	RCSD, MSD, Publication	10000	Embedding reading component in training design and faculty performance
		Promote NASC official social media sites (Facebook, twitter, YouTube) for livestreaming and sharing major events, programs and discourses	No. of sharing	2	4	6	8	10	CKMIT, Thematic Centers	750	Proactiveness of thematic centers/program teams
		Organize 'Knowledge Fair', 'Innovation Camps' and 'idea of the month' programmes to promote design thinking and bring innovation in learning	No. of fair/new ideas implemented	1	2	4	6	10	Thematic Centers, CKMIT	2300	Design thinking training, Faculty commitment and application of ideas
		Prepare short videos in thematic areas as learning resource for learning sessions at NASC and disseminate through NASC social media platforms	No. of videos	2	2	4	4	4	Departments, Thematic Centers	1600	Commitment of faculties

Strategic Goal #2: ENHANCE Individual Competencies and Institutional Capacity of NASC

S.N	Objectives	Strategic initiatives	Measures	Targets					Responsibility	Resource Rs. '000'	Critical success factor
				2079/80	2080/81	2081/82	2082/83	2083/84			
4	Ensure robust learning management system	Adopt the virtual learning platform like Coursera, Edx, Grovo to facilitate self-paced learning	Learning platform in place		1				CKMIT, Thematic Centers	2500	Technical competency of faculties
		Develop integrated Learning Management System (LMS) for training programs	LMS in place		1				CKMIT/MSD	2500	Commitment of faculties
		Train the faculties in digital content design and facilitation in online/self-paced training programs	No. of programs	2	4	4	4	4	CKMIT, Thematic Centers	1800	Faculty commitment
		Develop Smart Classrooms with state-of- art learning facilities to support both in-person and e-learning activities of training programs	No. of Smart classrooms	2	4	4	4	4	MSD, CKMIT	3600	Financial Resource
		Establish linkage of Learning Management System with Personnel Information System of the Government of Nepal	Link established- No. of reports		1				CKMIT, PSTD	500	Collaboration with <i>Nijamati Kitabkhana</i>
5	Ensure seamless services in office operations	Formulate 'Digital NASC Policy' with detailed framework of IT enabled learning and support systems at NASC	Policy formulated		1				CKMIT, MSD	100	
		Develop Enterprise Resource Planning (ERP) system to upgrade and integrate HRIS, IMS, LIMS and Accounts	Online operation in place		1				CKMIT, MSD	2500	Budget, Power backup, and capability of operational units
		Implement 'Digital Workplace' or 'Paperless Office' with electronic correspondence, document management system, e-mail systems, chat and intranet facilities	Electronic correspondence practiced			1			CKMIT, MSD	3500	User adaptability

Strategic Goal #2: ENHANCE Individual Competencies and Institutional Capacity of NASC

S.N	Objectives	Strategic initiatives	Measures	Targets					Responsibility	Resource Rs. '000'	Critical success factor
				2079/80	2080/81	2081/82	2082/83	2083/84			
		Update and upgrade NASC Website/web portal regularly	Web portal upgraded	1		1		1	CKMIT, Thematic Centers	4500	Proactiveness of faculties/thematic centers
		Develop digital documentary of NASC screening organizational profile- journey of capacity building and achievements	Documentary produced	1	1	1	1	1	CKMIT, MSD	2500	Capturing programs/events on real time basis
		Strengthen Knowledge Management Systems of NASC with IT enabled solutions and records management	Records properly maintained	1	1	1	1	1	Departments, Thematic Centers	1000	
6	Promote result orientation and specialization at work	Redesign performance management system with focus on specialized responsibilities of faculties/staff against Key Performance Indicators (KPIs) across the service domains- training, research, consulting and management service	New PMS in practice		1				MSD and other Departments	1000	Degree of objectivity of performance measurement
		Deploy interns or assistants on program contract basis for gaining support in coordination functions of regular training programs for the defined training duration	No. of persons	10	10	10	10	10	MSD, PSTD	2500	Orientation and monitoring of performance
		Transform faculty career as Professorial stream and admin career as Directorship to recognize professional specialization and add value as explicit career incentive	Provisioned in Employee Bylaws	1					MSD, Departments	0	
7	Align structure with key strategic imperatives	Ensure adequate size of faculty as well as administrative staff to align with business growth as per the strategic plan	Assessment Report	1					MSD	0	

Strategic Goal #2: ENHANCE Individual Competencies and Institutional Capacity of NASC

S.N	Objectives	Strategic initiatives	Measures	Targets					Responsibility	Resource Rs. '000'	Critical success factor
				2079/80	2080/81	2081/82	2082/83	2083/84			
		Create a separate function/department to design and deliver Executive Development Programs for senior executives of GoN and public organizations with innovative approaches to leadership development	Approved from Executive Committee	1					MSD	0	Innovative program design and delivery
		Strengthen Center for Federalism Studies with required resources and relationships	No. of new initiatives, programs	2	4	4	4	4	CFS, MSD	1800	Integration with other functions, faculty engagement plan
		Conduct institutional assessment of NASC from expert institutions to appraise its role in the changed context and generate insight of restructuring and reengineering required for sustaining excellence	Assessment Report			1			MSD	5000	Engaging relevant expert institution
8	Enhance effectiveness in physical resources and logistics management	Develop a master plan of managing physical facilities of NASC in an integrated and innovative approach	Master plan		1				MSD	1500	
		Adopt 'hospitality management approach' and outsource professional management firm/s for logistic management including classrooms, canteen, gardening and beautification, open spaces, sports facilities and residential facilities in an innovative way	Contract with Management firm	1	1	1	1	1	MSD	15000	Engaging experts/institutions having relevant professional experience

Strategic Goal #2: ENHANCE Individual Competencies and Institutional Capacity of NASC

S.N	Objectives	Strategic initiatives	Measures	Targets					Responsibility	Resource Rs. '000'	Critical success factor
				2079/80	2080/81	2081/82	2082/83	2083/84			
		Renovate existing residential physical facilities of hostel-Ananda Sadan and Prashant Sadan	Standard facilities in place	1					MSD	20000	Management oversight of renovation
		Optimum utilization of properties in leisure through rental services with Online booking system	Growth in rental revenue						MSD	500	Availability of professional consultant, monitoring of NASC
		Promote electric vehicles for NASC official use	No. of vehicle	1	1	1	1	1	MSD	32500	Convincing MoF about the need/rational e
		Install charging station for electric vehicles in NASC premise	Charging station	1		1			MSD	3000	Coordination with NEA
9	Develop state-of-art residential infrastructure at Namobuddha, Kavre	Acquire land from the Government of Nepal based on the completed DPR and EIA of the proposed infrastructure	Approval from GoN	1					MSD	5800	Coordination with DUDBC, Ministry of Forests, OPMCM
		Employ G2G approach to identify and involve development partners/international builders/contractors for residential infrastructure development	Facilities developed and operated	1	1				MSD	3000000	Ensuring sufficient funds and professionally competent consultants/c ontractors
10	Ensure quality foods in canteen/cafeteria	Expedite and monitor quality of foods periodically making service providers accountable all the time	Monitoring report	1	1	1	1	1	MSD	100	

Strategic Goal #3: ENGAGE Faculties/Staff and Stakeholders Effectively

S.N.	Objectives	Strategic Initiatives	Measures	Targets					Responsibility	Resource Rs. '000'	Critical success factors
				2079/80	2080/81	2081/82	2082/83	2083/84			
1	Enhance Quality of Life at NASC	Enforce staff facility (physical resources, logistics and fringe benefits) standards at all levels with needful revision/upgradation of standards	Facility standard in place	1					MSD	2500	Culture of resource sharing and rational use
		Provide medical insurance for employees and their family members	Provisioned in employees' rules		1				MSD	2500	Increased internal revenue base
		Award in different professional categories to recognize individual and team performance in related service front (e.g., best researcher/trainer/consultant/coordinator/manager of the year rather than best employee in broader sense)	Reward categories in practice		1				MSD	1000	Objective selection criteria
		Develop Child Care or Day Care Facility within NASC Premises to create conducive work environment for the breast-feeding mothers at work	Facility in place	1					MSD	2000	
		Develop gender inclusive facilities (e.g., rest rooms, sanitary pads, changing rooms and locker facility) usable by persons of all gender identities	Facility in place	1	1				MSD	1500	
		Organize 'Spiritual Intelligence Training' with practical approaches of yog, meditation, etc. for living spiritual life	No. of program	1	4	4	4	4	MLG, CHRM	1700	Practical design and continuity
		Organize cultural fest and retreat programs annually to celebrate success and plan for the new fiscal year	No. of events	1	1	1	1	1	MSD, Departments, Centers	500	Creative modality of programs
2	Promote joint efforts to add value in capacity building	Partnering with development partners for capacity building of public sector (e.g., UNDP, ADB, WB)	No. of collaboration	1	1	1	1	1	RCSD	200	Alignment of interest
		Organize programs as envisioned in MoU with national and international institutions in a planned way	No. of collaboration	2	2	2	2	2	RCSD, MSD	1000	

Strategic Goal #3: ENGAGE Faculties/Staff and Stakeholders Effectively

S.N.	Objectives	Strategic Initiatives	Measures	Targets					Responsibility	Resource Rs. '000'	Critical success factors
				2079/80	2080/81	2081/82	2082/83	2083/84			
		Collaborate with international universities/training institutions for joint research, surveys and other innovative programs	No. of collaboration	1	1	1	1	1	RCSD, MSD	200	Collaborative marketing ability, alignment of interest
		Leverage the regional network- AMDISA and EROPA to extend learning sharing and professional association as international outreach of NASC	No. of events	1	1	1	1	1	RCSD, Departments, Centers	200	Commitment of faculties in developing research papers
		Build strategic alliance with international forum of federations and related network to exchange learning and building capacity for effective functioning of federal system	No. of events	1	1	1	1	1	CFS, RCSD	1500	Aligning interests
		Create a learning network of capacity building institutions at subnational level	No. of events	1	1	1	1	1	CFS, MSD	500	Aligning interests
3	Raise synergy in capacity building using market strength	Develop and update profile of resource persons in concerned subject areas for effective and quality engagement using applications like Expert Locator System (ELS)	Profile published at NASC website		1				Departments, Thematic Centers	500	Engaging specific teams in the process
		Involve experts/visiting faculties of reputed University/training institutions at national and international level in training programs using virtual platform	No. of events	5	10	10	10	10	Departments, Thematic Centers	1000	Time schedule of the training sessions
		Involve elected representative in training programme at NASC as resource persons/ panelist/discussants intensely	No. of events	20	25	25	25	25	PSTD, Thematic Centers	600	

Strategic Goal #3: ENGAGE Faculties/Staff and Stakeholders Effectively

S.N.	Objectives	Strategic Initiatives	Measures	Targets					Responsibility	Resource Rs. '000'	Critical success factors
				2079/80	2080/81	2081/82	2082/83	2083/84			
		Employ practitioners/experts as mentors/facilitators in concerned thematic areas of capacity building programs (e.g., Case Study in BAT, ELG in PCMD, SIP in ACMD and Strategic Planning, Policy Management in SEDP) from the very beginning to add value in the learning process and ensure quality output	No. of events	20	20	20	20	20	Departments, Thematic Centers	500	Ensuring appropriate selection and building their commitment
		Commission experts (institutions) for specific research projects and consulting assignment as per need	No. of engagement						RCSD, Thematic Centers		Expert time commitment, engaging plan of team leaders
4	Promote brand image of NASC in the digital era	Formulate Institutional Communication Policy of NASC to guide internal and external communications	Policy formulated		1				MSD, CKMIT	100	Alignment with regulatory and operational framework
		Appoint Chief Communication Officer (CCO) for managing affairs of institutional communication, media relation and public relation	Appointed	1					MSD, CKMIT	3000	Specific ToR and management oversight
		Conduct 'Media Meet' periodically to share NASC initiatives and promote discourse in problems and possibilities of capacity building in public governance	No. of program	2	2	2	2	2	MSD and Departments	1000	Increasing innovative initiatives
		Get international standardization or quality management certification like ISO for capacity building programs of NASC	Certification completed				1		MSD, PSTD	500	Enhanced quality of capacity building programs at NASC