

PUBLIC SERVICE TRAINING IN NEPAL :  
THE ROLE OF THE NEPAL  
ADMINISTRATIVE STFF COLLEGE

G. B. N. Pradhan  
Executive Director  
Nepal Administrative College  
Nepal

1. BACKGROUND

Nepal is a landlocked country about two-fifths the size of Japan. It rises from a height of 500 feet above sea-level on its southern plain border with India to 29,002 feet (Everest) on its northern Himalayan border with China. Its 15 million people inhabit an area that is unparalleled in its spectacular beauty. It is estimated that as many as forty different languages are spoken in the hundreds of mountain villages that remain, even today, relatively difficult of access.

Yet the country has a long established national identity going back to 1768 when many independent small kingdoms were welded into a single nation state. The Kathmandu Valley has a recorded history dating back to at least 750 BC when it possessed a code of civil rights and practices that would be considered sophisticated even by modern standards, including for example clearly defined divorce laws, that protected the rights of both men and women.

The country, though predominantly inhabited by Hindus, has a very substantial Buddhist community, as one might expect in the land in which Lord Buddha was born more than twenty five hundred years ago. About 3% of the population is Muslim and a few Christians and other religious faiths also can be found in Nepal. There is a remarkable measure of religious tolerance and harmony among the different religious groups, with different groups often visiting the same places of worship.

Until the early 1980s Nepal was virtually isolated from the world at large. In 1951, when the country was liberated from the autocratic rule of the Rana family by the collective efforts of the king and the people, a new democratic government emerged in Nepal bringing about a new political and administrative order which initiated a major economic development programme with the objective of modernising the country.

In fact before 1951, there was virtually no public service infrastructure. Communication and transport was either by foot or by horseride. There were less than 10,000 children attending school. Literacy was less than 5%. Health services were almost non-existent.

The extremely difficult terrain resulted in a largely fragmented population, consisting of many relatively isolated communities. The more productive parts of the country in the plains were infested with malaria. Today, some thirty years later, Nepal has more than 5,800 kilometers of road, about half of which is paved; the Royal Nepal Airlines Corporation, apart from its international schedules, links together 42 airfields scattered throughout the country; there is a National Telecommunications Corporation operating a national (and international) telephone and telegraph service; Radio Nepal broadcasts a number of programmes addressed to national and international listeners; television has been introduced; over half primary-age children attend school, and about fifty thousand students attend the national university; the national literacy rate has reached about 24%; agricultural production has been intensified; health services and drinking water facilities have been expanded; the country's greatest resources, water and power, have been increasingly tapped. Malaria and Smallpox have both been almost eradicated.

Apart from constitutional and other important bodies a full range of ministries, departments and offices both at the centre and in the districts, has been established and there are now actively engaged in developing and delivering a wide range of public services throughout the country.

Clearly these changes represent a remarkable advance in a mere 30-year period of a nation. However, some basic problems remain. In particular, those associated with terrain, population growth, immigration, deforestation and soil-erosion prevent very rapid progress being made in the delivery of adequate public services to the rural areas. Improvements are still needed especially in the provision of education and health services, safe drinking water, irrigation, food and agricultural services. More trained and capable managers and technical staff are still needed in the civil service and public enterprises and better incentives are required to encourage top quality professionals to work in the rural areas.

Even with the dramatic increase in air and road networks, many villages can still only be reached by a walk of several days over rough terrain and this makes the spread of public services inevitably difficult and uneven. The country is still heavily dependent on foreign aid and the effort to mobilise internal resources has not been that impressive. There is a growing concern for the preservation of forests and the maintenance of the ecological balance. Development in Nepal faces many constraints and challenges. Nevertheless, the country is committed a continuing programme of social and economic development

under the dynamic leadership of His Majesty King Birendra Bir Bikram Shah Dev.

The country has already seen six periodic plans and is currently implementing its Seventh Plan, which focusses on development from below rather than development from above and directs its efforts towards raising the standard of living of the rural population which forms the majority in Nepal.

A major recent government initiative, aimed at increasing the involvement of rural development representatives in the government's decision-making processes, and thereby hopefully improving and extending public services to rural areas has been the passing of a Decentralization Act. The rationale underlying this policy initiative is summarised in the Seventh Plan as follows:

"Excessive concentration at the centre of the economic decision-making process and activities inhibits the enthusiasm, skill and capacity of the economic units and limits the development potential of the economy"

Phased implementation of the Act began in 1985/86 with increased responsibility and authority being devolved to village, town and district Panchayats. The whole decentralization process will take time, energy and careful management, building a new set of institution soundly from the bottom up.

For administrative purposes Nepal is divided into 75 districts, each containing a number of villages. The districts are grouped into 14 zones and 5 development regions. The basic administrative unit is the district which is the level at which the field offices of the central ministries are found. Hence the district is the key link in the total administrative network.

The ministries and other government agencies employ a total of over 80,000 civil servants. These are divided into three broad groups, the gazetted officers group which numbers around 7,500, the non-gazetted officers group which is over 50,000 and the peons/messengers group which comes to about 22,000 in all. The gazetted and non-gazetted officer groups are subdivided into a series of classes. Civil servants are further subdivided into administrative and technical. Details are given in Table I.

Along with the civil servants described above there are about 35,000 public servants employed in 59 enterprises. These employees are divided into different grades and classes which correspond closely to those used in the civil service. The overall employment pattern in various sectors is given in Table II.

The public enterprise sector in Nepal is unusually large and includes

a number of undertakings which would usually be found in the private sector of the economy. The reasons for including them in the public sector are partly the lack of private capital and partly the desire of the Government to establish, as quickly as possible, a range of industries appropriate to Nepal's economy, as part of the national development programme. The Government's stated intention is to bring about privatisation of some of these public enterprises as soon as possible.

It is often said that in many aspects the overall performance of the public enterprises has been disappointing and the Government in its Seventh Five Year Plan has announced the introduction of a number of measures designed to reduce bureaucratic interference and to increase managerial accountability and competence.

Clearly the training of such large numbers in both the civil service and the public enterprises is a formidable undertaking and requires careful co-ordination and management at national level, as well as considerable effort at ministerial and corporation level.

## 2. PUBLIC SERVICE TRAINING

### (a) Civil Service Training:

The history of Civil Service training in Nepal dates back to the early 1950's when ad hoc training programmes began to be conducted on village development, cottage industries and survey work. In 1955-56 His Majesty's Government created an O & M Division which provided O & M and TWI training to some civil servants. In 1962 when His Majesty's Government created the Department of Public Administration, replacing the former Public Administrative Board, administrative training was first started for newly-recruited gazetted Class III officers; also typewriting and shorthand training was given to typists and records management, office procedures and rules, to non-gazetted staff.

As Nepal's development programme progressed, new administrative functions were introduced. New ministries and departments of government were established and new training needs became evident. Realising the importance of training in producing capable manpower to perform the growing development functions more effectively, His Majesty's Government created a Central Training Department in 1967 which conducted the first Chief District Officer's residential training course and other courses for gazetted Class III officers. A proposal to establish an Institute of Public Administration in Nepal was put forward but unfortunately the institute did not materialise. Later, the principal responsibility for delivering a training service to government employees was carried out by three institutions.

These were:

(a) The Training Wing of what is now the Ministry of General Administration (MGA).

(b) The six Panchayat Training Centres under the Ministry of Panchayat and Local Development.

(c) The Centre for Economic Development and Administration (CEDA) which became, and remains today, part of Tribhuvan University.

The broad division of responsibility among these three was that the Panchayat Training Centres concentrated on civil servants and Panchas (Political Cadre) directly associated with the workings of the village and district panchayats; the MGA Training Wing trained the junior gazetted officers and all of the non-gazetted officers, while CEDA's training programme was aimed at the middle managers and administrators of the civil service.

Today there are many centres charged with conducting training programmes for different sectors of government. Examples of training programmes are listed in Annex I. His Majesty's Government recognized at an early stage the need for training new entrants to the civil service, to acquaint them not only with the rules, regulations and procedures, which they would be required to observe and implement, but also to direct their attention to the task of setting standards of performance and levels of integrity that would command the confidence and respect of the whole of the Nepalese society. The Government recognizes that there remains a pressing need for a continuing programme of public service reform, an important element of which is the effective training of all grades of civil servants. In-service training for mid-career officers has also been a long-standing feature of Nepalese civil service training, but it is only in recent years that an attempt has been made to set such training within a framework of personnel management and career development. The provision of training in the form of colloquia and seminars on a regular basis for the most senior levels of staff is a recent innovation.

An interesting feature of Nepal's civil service training development was the appearance of what is now known as the Woman's Training Institute, its first title being the Home Science Training Centre. Since then, special attention has been given to the specific training needs of woman employees.

However, in spite of the increasing attention paid to public service training over the years and the growing financial input from government, it is reported that as recently as 1982 less than 50% of civil servants had received any job-related training. More importantly, the quality of training was very uneven and training facilities in terms of both

accommodation and equipment were, and in most cases still are, quite inadequate. In general, training quality, and the level of training facilities are not improving as rapidly as is needed to help bring about the change in public service performance at the rate the Government intends to achieve. In both these respects, that is the quality of the training itself and facilities, NASC, a high level autonomous training and research institution, is expected to set new standards and generate new confidence in the training operation in Nepal.

(b) Public Enterprise Training:

The training services available to the employees of public enterprises in Nepal can be broadly categorised by subject areas i.e. managerial and administrative training and training on sectoral specialization (technical). The former focuses on different managerial functional areas and is designed for the management cadre i.e. junior (level 6 & 7) middle (level 8 & 9) and senior (level 10, 11 and 12) managers. There are, altogether, five training institutions in this category (Table III). The programmes of the Legal Services Training Centre are focused on the administration of legal matters. The Public Service Commission's programmes concentrate on personnel rules and regulations concerning public enterprises. The remaining three institutions provide training on general management and administration and sometimes on functional subjects such as finance, marketing and production. Almost all management and administrative training is for the officer levels. Supervisors, clerical staff and office assistants who constitute approximately 40% of the manpower strength do not yet receive adequate training.

the sectoral specialization training programmes are undertaken by the institutions given in Table IV. These centres conduct training in very specialized subjects to suit specific sectoral needs.

No training unit has yet been established to provide in-service training for skilled blue-collar workers. Some of the larger public enterprises such as R.N.A.C., N.T.C. and the Provident Fund provide 'in house' training but many of the smaller enterprises (which constitute a majority) have neither the resources to initiate in-house training nor are they able to send their employees on appropriate training programme. The government recognises that training is an integral part of the total human resource management programme for the public enterprises. Employees are among the most valuable resources, with the potential to have a major positive impact on the performance of the enterprises, and the role of personnel management in helping to create an environment in which staff can give of their best is of paramount importance.

As yet in the public enterprises there is no strong linkage between

career development plans and the training of personnel. Similarly, there is no linkage between training and performance appraisal. There are also serious omission in the content of public enterprise programmes; there is an urgent need for the development of training inputs that will help management and other employees drastically to improve the financial performance of the enterprises.

At present a review is being conducted by the Ministry of General Administration into public service training with special emphasis being given to how best to co-ordinate the work of the various training centres. In addition a number of the large public enterprises are paying increasing attention to the need to upgrade the management and supervisory skills of their staff. These developments, allied to a growing awareness of the need to drastically overhaul personnel management practices could play a crucial role in improving the performance of this vitally important part of the public services.

### 3. THE NEPAL ADMINISTRATIVE STAFF COLLEGE

As the various civil service and public enterprise training centres settled down to direct their training efforts towards the special needs of the different sectors and agencies within the public services, it became increasingly clear that there was a need for a central national-level training institution which would complement, and work closely with, the existing network of training institutions but which, instead of looking at a particular area or group, would offer a range of training services which would apply across the whole spectrum of the public services of Nepal.

In June, 1981, His Majesty the King announced in His Address to the 32nd Session of the Rastriya Panchayat that, as part of the introduction of a new administrative reform programme, a new high-level training institute would also be established.

In July of the following year the Nepal Administrative Staff College (NASC) was established and in September of that year the first training course began. For the first three years the college, situated in temporary accommodation, ran a total of thirtyeight programmes, ranging from 3-month courses in Basic Administration for new entrants (Class III officers) to the civil service, to colloquia and seminars, lasting a few days, on subjects of special interest to the most senior public servants.

During the first three years a programme of renovation and extension was being carried out on an old palace dating back to the Rana period and built in 1888. The palace and its spacious grounds were donated to the College by His Majesty's Government. Work was completed in early

1985 and in July the College transferred from its temporary base to begin operations from the site that will be its permanent home.

However, the present buildings are only part of what will eventually be a complex capable of taking about 500 students at any one time. The present accommodation comprises four large lecture rooms, each capable of seating 30 participants, a number of medium-sized syndicate rooms, a small library, an attractive spacious conference room, canteen facilities and office accommodation for staff. The College also possesses a range of modern equipment which includes video, a micro-computer, a wide range of audio-visual aids, facilities that allow, among other things, the making of tape-slides, an electronic typewriter, and an offset litho printer.

A second phase of the building programme is about to begin and this will lead, over the next four years or so, to a college roughly five times its present size in terms of physical facilities. In this second phase, there will be twelve lecture rooms with en-suite syndicate rooms capable of accommodating up to 300 gazetted (officer level) participants, and residential accommodation consisting of single study-bedrooms for up to 120 students. For the non-gazetted staff, 10 lecture rooms will be provided and there will be residential accommodation for 80 students. There will be ample office space, a library capacity of some 20,000 volumes, an auditorium with a seating capacity of 300 people, a kitchen and dining rooms, printing facilities, workshops and stores.

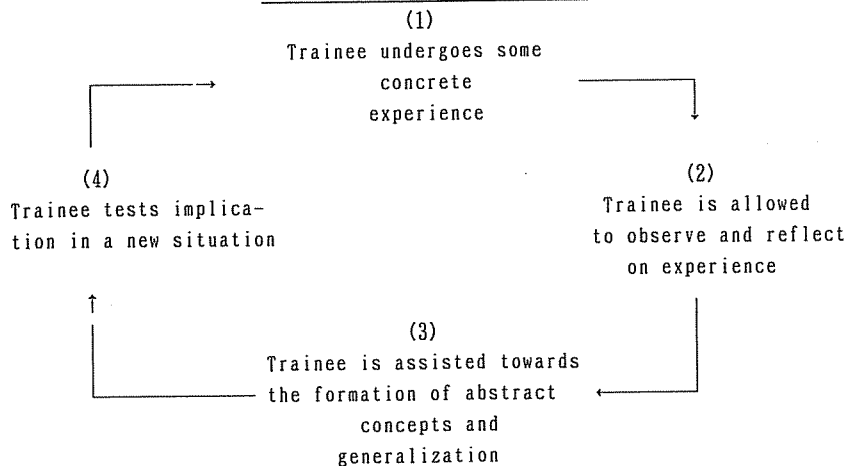
From its inception, the college has placed itself in the mainstream of modern training practices. A wide variety of methods are being employed including role-playing, syndicates, field studies, practical exercises based on real life situations, video feedback to participants, case studies and simulation exercises, as well as lecture-cum-discussions where this appears to be the most appropriate approach. NASC also intends to produce its own short management training video films in the Nepali language and using Nepalese settings. But variety has not been an objective in itself; rather the training method is chosen to suit the content and objectives of each session. Underpinning the overall training design has been the desire to match the learning process as closely as possible the working experiences of the participants and there is a deliberate strategy of drawing extensively on the working examples supplied by the participants in trying to advance their knowledge, help develop managerial skills and, perhaps most importantly, cause a deliberate re-appraisal of attitudes and beliefs.

One learning model that is being tried quite frequently takes the form of a cycle which begins with some actual experience which the



participant undergoes, moves on to a stage of reflection on , and assessment of, the experience, continues with the construction of some conceptual framework that allows the experience to be interpreted within a wider theoretical context and concludes by allowing the participants to experiment with the outcome in a practical situation. This cycle can be briefly represented as follows:

Experiential learning model



Another common theme which is built into most NASC training is that of self-development. Interest in this subject arose in the first year of operation, when many of the teaching staff reported finding a remarkably well-defined response among participants. This can be summed up in the phrase "what we are learning is exciting and useful but it cannot be applied in the context of the "Nepalese public services." While continuing to challenge this view, the College hit upon the idea of responding at the level of the individual. The response may be summarised as, "never mind trying to improve the entire system at once, at least you have a good measure of control over your own behaviour; you can improve and develop yourself and contribute whatever you personally can to bring about the efficiency in the system."

The programme of self-development that has emerged focuses on the development needs of individual course participants against the background of the relative ineffectiveness of general attempts at structural reform strategies aimed at administrative improvement. A series of self-development activities encourage course members to identify personal strengths and weaknesses, design ways of improving themselves and actively follow these through.

The self-development inputs tie-in closely with the experiential cycle referred to above, and individuals are encouraged to continue repeating the cycle not only during the course but also when they return to their place of work. Self-development is presented as a continuing life-long process. The response of participants to the self-development modules has been extremely positive and although it is too early to carry out a full evaluation, subsequent reports from ex-participants suggest that the approach is widely regarded as being of substantial value in their work situation.

A summary of the objectives and basic policies laid down for NASC in the Act which established it is given in Annex II. It is important to note that the College's role is not confined to running training courses, it is also required to advise generally on measures needed to improve public performance, to conduct research and to provide a consultancy service. This service is seen by the College's senior staff as offering an important means of ensuring the continued autonomy of NASC, by providing it with an income and preventing it from becoming totally dependent on the financial support of Government. There is considerable evidence to suggest that Administrative Staff Colleges, which become totally absorbed into the governments administration system, quickly lose the reforming zeal that is so important if real changes are to be made. The consultancy role and the research programme also help to keep the training programme in touch with the realities of the workplace.

#### 4. General Observations and Future Issues:

In singling out training for special study as this article has done, there is always the risk of viewing it out of context. Training is, of course, not an activity that can be carried out in isolation. It must be an integral part of the larger operation that it serves, whether this be an office, an institution, a company, or as in the case of NASC, a national administrative process. It follows, therefore, that the principal responsibility for ensuring that appropriate training is provided lies, not merely with those undertaking the training (in fact they have a subordinate responsibility), but mainly with those responsible for the direction and management of the total enterprise. It also follows that training by itself can have little impact if it is not part and parcel of a wider concern with efficient performance. In particular, there should be a close relationship between the training function and that of personnel management and administrative reform. Enlightened management practices, must be encouraged and rewarded, if staff trained in them are to have any real chance of converting their knowledge and skill into practice.

Training staff have an important role to play in helping participants on training courses to solve the 're-entry' problem that so many face when they return to the workplace. To begin with the trainers can prepare the participant, before he completes the training course, for the resistance to change that he will meet on return. Then trainers can also encourage all senior managers to keep in close touch with their staff during the first few months after attending a training course. And finally, training centres can arrange for regular re-union meetings of former participants so that re-entry experiences can be shared, strategies worked out, and resolve to apply the results of training, kept firm.

A vigorous effort must be made to ensure that the design and content of training programmes takes fully into account the social, psychological and cultural environment and this requires the continuing development of a research programme capable of generating appropriate training materials and providing real insights into the operating milieu and practices of the public services. As far as NASC is concerned a soundly based consultancy role will also help to promote effective course design and to enhance course content as well as providing a basis of substantial financial independence to the training institution.

However, although it is imperative to ensure that the College's training effort is basically aimed at the genuine needs of the Nepalese Public Service, it is also important to guard against the danger of the College becoming isolated from the international network of national training institutions. It is only by keeping in close touch with sister institutions throughout the world that the College will be able to measure its development against the performance of others and, in time, to achieve a standard that will allow NASC justifiably to be described as a centre of excellence.

Within Nepal, NASC must begin to address the long term and very formidable problem of distance learning. Not all public servants will be able to be trained in the capital and indeed many would argue that it would be inappropriate to attempt to do so. Some kinds of training are best carried either in or close to the workplace and bearing in mind the very different circumstances of public servants working in remote areas compared with those working in the Kathmandu valley, there is a strong case to be made for NASC trainers taking the training programmes to the trainee and discovering at first hand just how relevant it is. A number of alternatives to solving the distance learning problem are already being explored. Mobile training groups are already used by the Training Wing of the Ministry of General

Administration and this is certainly one method to consider. Regional satellite outstations of NASC are another possibility. Unfortunately because of the different terrain and the limited availability of technology, some of the most popular methods used in other countries (television, video cassettes and postal tuition) are not at present realistic alternatives.

There are certainly no shortage of challenges facing NASC, and indeed all those responsible for training the public servants of Nepal, helping them to extend their knowledge, develop managerial and professional skills and review attitudes in order to push ahead faster and further with the Nepals continuing programme of national development.

Table I  
Administrative and Technical Personnel by Grade Classification

Level	Non- Technical	%	Technical	%
1. Gazetted Speciall Class	38	0.1	1	-
2. Gazetted First Class	180	3.5	265	0.9
3. Gazetted Second Class	832	1.6	811	2.7
4. Gazetted Third Class	2,219	4.3	3,180	10.7
5. Non-Gazetted First Class	5,235	10.2	7,900	26.5
6. Typist	1,922	3.7	8,332	28.0
7. Non-Gazetted Second Class	12,737	24.7	5,124	17.2
8. Non-Gazetted Third Class	4,758	9.2	3,223	10.8
9. Non-Gazetted Fourth Class	2,107	4.1	-	-
10. Driver	-	-	922	3.1
11. Peon	21,428	41.6	-	-
Total:	51,456	100.0	29,758	100.0

Source: "Basic Information on Development Administration Training in Nepal" MAN, December 1984.

Table II  
Employment Patterns in Public Enterprise

Nature of PE	<u>Shravan End, 2036 (1979)</u>	
	Number	Percentage Share of Total
Manufacturing Industries	6,947	29.33
Hydro- Electricity	2,962	9.01
Transportation, Construction	5,143	15.64
Trade	3,363	10.23
Financial Institutions	10,727	32.62
Social	1,043	3.17
TOTAL	32,805	100.00

SOURCE: CCC, Ministry of Finance, reported in CEDA study,  
July, 1983.

Table III  
Managerial and Administrative Training Centres

Institution	Field of Specialization	Target Group
1. Nepal Administrative Staff College (NASC)	Public Administration & Management	Senior middle managers and new entrants to PEs.
2. Public Service Commission (PSC)	Personnel Management	Personnel Officers
3. Legal Services Training Centre	Legal Administration	Legal Officers of PEs.
4. Industrial Service Centre	Supervisory and Management Skills	Senior middle and junior manager and clerical staff
5. Management Association of Nepal	Management	Senior & middle level managers

Table IV  
Public Enterprise Sectoral Training Centres

Training Centre		Students per annum
1. Agricultural Credit Training Institute (ACTI)	Agricultural Development Bank	200
2. Agriculture Projects Services Centre (APROSC)	Nepal Rastra Bank	180
3. Agriculture Development Bank Training Centre (ADBTC)	Agriculture Development Bank	150
4. Bankers Training Centre (BTC)	Nepal Rastra Bank	300
5. Cooperative Training Centre (CTC)	Department of Agriculture	500
6. Employees Provident Fund Karmachari Sanchaya Kosh (KSK)	(KSK)	150
7. Extension Training Centres (5 Regional Centres)	Department of Agriculture	3,000
8. RNAC Training Division	Royal Nepal Airlines Corporation (RNAC)	260
9. Telecommunication Training Centre (TTC)	Nepal Telecommunication Corporation (NTC)	400



Examples of Training Programmes of Some Training Institutes

Training Wing of the Ministry of General Administration

- In-service Training for Gazetted Officers (This training will be conducted by NASC from next year.)
- Assistant Training Programme
- Typing Training
- Under Secretary Training Programme.

Panchayat Development Training Institutes

- Local Development Officers Training Programme
- Planning and Administration Officers' Training
- Village Panchayat Secretaries.
- Sub-Overseers' Training
- Training Newly-appointed Accountants of District Panchayat

Revenue Administration Training Centre

- Introductory Training for Class III Officers.
- Training for Tax Officers
- Training for Excise Officers
- Training for Customs Officers
- Training for Land Revenue Officers
- Training for Accountants
- Introductory Training for Non-gazetted Civil Servants
- Tax Inspectors' Training
- Training for Assistant Level Staff of Excise Administration
- Training for Assistant Level Staff of Land Revenue Administration
- Training for Assistant Level Staff of the Customs Administration

Forestry and Soil Conservation Training

- Map Reproduction Course
- Introductory Training for Forest Officers
- Introductory Training for Community Forest Assistant Officers & Rangers
- Training in Community Forestry
- Training in the Management of Community Forestry
- Introductory Training for Soil Conservation Assistants & Rangers

- Introductory Training for District Forest Controllers.

#### Co-operative Training Centre

- Pre-service Training for Cooperative Officers
- Cooperative Inspector, Auditors, Pre-service Training
- In-service Training for Cooperative Inspectors and Auditors
- Training for Assistant Cooperative Auditors
- Pre-service Training for Assistant Cooperative Inspectors
- Small Farmers' Cooperative Management Training
- Training for Cooperative Managers and Salesmen

#### Judicial Service Training Centre

- Pre-service Training for Gazetted Class III Officers.
- In-service Training for Gazetted Class III Officers
- In-service Training for Gazetted Class II Officers
- Non-Gazetted Training
- Assistant Level Staff Working under Home Ministry

#### Postal Service Training Centre

- Preliminary Level Training
- Supervisory Level Training
- Money Order and Saving Bank Training

#### Hotel Management & Tourism Promotion Training Centre

- Training on Travel Agencies
- Tourist Guide Training
- House-Keeping Training
- Waiters' Training
- Food and Beverage Training
- Front Officer Training
- Food Preparation Training
- Trecking/Cook Training

#### Civil Aviation Training Centre

- Air Traffic Controllers (ATC)
- In-service ATC Training
- Communication Officers' Training

- In-service Training for Communication Officers
- Technical Officers' Training (Pre-service)
- Technical Officers Training (Refresher)
- Fire Fighting (Pre-service)
- Pilot Orientation Training

## Annex II

### SUMMARY OF NASC'S OBJECTIVES AND BASIC POLICIES

The Nepal Administrative Staff College (NASC) founded on July 16, 1982, is an autonomous, national level, institution concerned with improving efficiency in the civil service and public enterprises through a programme of training, seminars, research, consultancy, information services and policy suggestions. Its objectives are:

- To provide necessary training for the employees of His Majesty's Government and Public Enterprises.
- To identify measures for enhancing the capability of HMG administration and Public Enterprise management in order to extend support to the country's development programmes;
- To conduct problem-oriented research and provide consultancy and information services with a view to preparing training materials and making training more useful.

Basic policies guiding the activities of NASC are:

- To make the training programme an integral part of the personnel administration and development programmes of HMG and Public Enterprises;
- To intergrate the training with career development

NASC has a Governing Council which is the supreme authority for formulating general policies. It is headed by the Minister of State for General Administration and meets at least twice a year. An Executive Committee under the Executive Director oversees the implementation of policy and reports back to the Governing Council.