

**PERFORMANCE GAP ASSESSMENT
STUDY
OF**

**ALTERNATIVE ENERGY PROMOTION
CENTRE (AEPC)**

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We would like to express our sincere gratitude to Alternative Energy Promotion Centre (AEPC) for providing this opportunity to conduct performance gap study of AEPC staff. We hope that our report will provide guidelines to initiate capacity development strategy for AEPC in the future. Working with AEPC has been a great learning opportunity for us. We are very much impressed with the quality and commitment of AEPC staff who have been instrumental in promoting renewable energy in Nepal.

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LIST OF ABBREVIATIONS

ADB	: Asian Development Bank
ADs	: Assistant Directors
AEPC	: Alternative Energy Promotion Centre
AEPDB	: Alternative Energy Promotion Development Board
CBOs	: Community Based Organizations
CBS	: Central Bureau of Statistics
CSOs	: Civil Society Organizations
DDC	: District Development Committees
DFID	: Department for International Development
ED	: Executive Director
EU	: European Union
GESI	: Gender and Social Inclusion
GoN	: Government of Nepal
HRM	: Human Resource Management System
MoSTE	: Ministry of Science, Technology and Environment
NRREP	: National Rural and Renewable Energy Programme
NGOs	: Non Government Organizations
RE	: Renewable Energy
REPB	: Renewable Energy Promotion Board
RETs	: Renewable Energy Technologies
SOD	: Strategic and Organisation Development
TDC	: Training and Development Committee
UNCDF	: United Nations Capital Development Fund
UNDP	: United Nations Development Program
WECS	: Water and Energy Commission Secretariat

TABLE OF CONTENTS

I. BACKGROUND	1
II. FINDINGS	6
2.1 Institutional Gaps.....	6
2.2 Individual Performance Gaps.....	10
III. CAPACITY BUILDING STRATEGIES	13
3.1 Capacity Building Strategies at Institutional Level.....	13
3.2. Capacity Building Strategies at Individual Level.....	15
IV. RECOMMENDATIONS	19
Annex I	21
Annex II	42
Annex III	58
Annex IV	60
Annex V	66
Annex VI	68

I. BACKGROUND

1.1. ALTERNATIVE ENERGY PROMOTION CENTRE

Alternative Energy Promotion Centre (AEPC) was established by the Government of Nepal (GoN) on 3 November 1996 as a focal agency for the promotion and development of renewable energy technologies (RETs) in the country, by issuing a formation order of Alternative Energy Promotion Development Board (AEPDB) as per the Development Board Act 2013 B.S.

AEPC is currently under the Ministry of Science, Technology and Environment (MoSTE) and provides direct financial and technical assistance in terms of subsidy and capacity development for establishing and managing Renewable Energy (RE) systems at the community level. It has been implementing programs jointly with local governance bodies in partnership with the Civil Society Organizations (CSOs) particularly Non Government Organizations (NGOs), Community Based Organizations (CBOs) and user groups, private sector, financial institutions and research/academic institutions. These programs have been working towards technological innovation, standardization, maintaining RE systems at affordable cost, capacity development, integrating RE activities in planning, monitoring, networking, and optimal use of RETs for livelihood enhancement. As a leader of RE sector in the country, AEPC has demonstrated its ability to mobilize financial resources and deliver the services in expansion of RETs, benefiting the communities providing multiple avenues of livelihood options that often require improved energy access.

As a national level executing agency for renewable energy sector in Nepal, the mission of AEPC is to make renewable energy a mainstream resource by increasing its access to improve people's living conditions.

It has been actively promoting the use of these energy technologies through implementation of a number of programs and projects to meet the rural energy needs. As AEPC addresses an important need of the rural poor, it has been able to attract support from bilateral and multilateral Development Partners, including but not limited to ADB, Danida, DFID, EU, KfW/GiZ, SNV, UNDP, UNCDF, Norwegian Ministry of Foreign Affairs and the World Bank.

The major implementation strategy has been supporting the project interventions hosted by AEPC along the involvement of the private sector as well as the communities with support from each development partner. However, in recent years, there has been a consensus among GoN and major development partners for the need to evolve towards a more coherent and coordinated implementation modalities rather than fragmentation of projects which has not been effective in delivering the intended results.

1.2 NATIONAL RURAL AND RENEWABLE ENERGY PROGRAMME

National Rural and Renewable Energy Programme (NRREP) is a five year program (2012-2017) with the objective of improving the living standard, employment and productivity of rural women and men, as well as reducing dependency on traditional energy usages and attaining sustainable development through integrating the alternative energy with socio-economic activities. The implementation of NRREP began from 16 July 2012 supported by a number of development partners including Danida, Norway, Germany, UK, ADB, the World Bank, UNDP, UNCDF and SNV.

The single program modality which is a distinctive feature of NRREP implies that GoN/AEPC will commit to include all future programs and projects solely under NRREP with AEPC as the executing partner. This builds up on the best practices of the past renewable and rural energy programs and projects rather than consolidating the previous programs and projects.

The rationale behind the single modality is to avoid parallel implementation structures, while removing inefficiencies, duplication, lack of co-ordination, supply led projects and fragmentation of aid to the rural and renewable energy sector in Nepal.¹

With these recent developments in RE sector, GoN has felt the need for transforming AEPC into an institution with revised roles, responsibilities, and mandates. As a result, a Renewable Energy Promotion Board (REPB) bill has already been approved by the Government and it is expected to be submitted and approved by the new Parliament. It is anticipated that once the New Act is promulgated, AEPC will be renamed as REPB and it will have higher level of responsibilities, more functional autonomy and authority.

According to the draft REPB Bill, as the lead agency in the RE sector, AEPC will be mandated to undertake the following functions:

- Advise the GoN in formulating policy, strategy and plans;
- Operating within the policy framework defined by GoN, develop plans/programs/projects relating to RE, and mobilize resources for RE development and expansion;
- Expand the outreach of RE service programs to the village level involving the local bodies/governments;
- Establish network with national and international agencies engaged in RETs, and undertake research on RETs;
- Develop Management Information Systems and model (pilot) RET projects;
- Develop a conducive environment to attract private sector investments and extend necessary support to enhance effectiveness of GoN grants;
- Extend necessary support to relevant agencies for development, expansion and operations of RETs;
- Partner with relevant stakeholders and undertake their capacity building;
- Undertake initiatives to extend credits from banks and Financial Institutions as per GoN directives;

¹ Program Document, NRREP, 2012

- Involve Community Based Organizations (CBO) in the production of RE services;
- Undertake third party (independent) evaluation of projects, handover projects to local users or user committees and provide necessary training to them for maintenance;
- Establish quality standards and fix prices of RETs, and
- Work in areas relating to Carbon Trading.

1.3 RATIONALE

AEPC being the executing agency, the responsibility for day-to-day management is vested with the program managers, who are also the core senior staff of AEPC. The organizational structure of AEPC was designed and implemented prior to the implementation of NRREP and this is not aligned with the functional organizational structure that is currently being practiced while implementing sectoral programs. It has been reported that the current organizational model might not be able to sustain the strategic shift that AEPC has taken for the development, promotion and expansion of renewable energy in Nepal.²

With the aim of setting up a guiding framework for the institutional development of AEPC, a Strategic and Organisation Development (SOD) Plan has been developed in the context of a Renewable Energy Promotion Board (REPB) bill being approved by the Government. Once this bill is passed by the parliament, AEPC will be entrusted with a higher level of responsibilities, authority and more functional autonomy. Further, SOD will be the primary document for AEPC for implementing change process.

In order to make the working system efficient and meet the NRREP target, adept institutional and human resources are required. With the renewable energy sector constantly changing and developing, AEPC believes that facilitating the workforce's capacity would lead to effectual project implementation.

Furthermore, as NRREP is a five year program, one of the elements of the exit strategy is to internalise training that is required in the future capacity development in AEPC and other partner institutions, to consolidate all technologies at a workable and sustainable level including the established quality assurance procedures.³

Though NRREP has allocated budget for capacity development of AEPC staff, it has been reported that they have been participating in trainings and other activities without appropriate assessment of their capacity gaps. The investment made by AEPC/NRREP for developing the capabilities of staff is a positive effort; however such investments need to be evaluated in terms of value for money.

The study has assessed the performance gaps of AEPC staffs to understand the effectiveness of various efforts and to ensure that necessary capacity boosters are applied in a timely manner for effective project implementation. The gaps in performance were analyzed in relation to the terms of reference when staffs were appointed, their current responsibilities, as well as the existing capacity building activities they were part of.

² Strategic and Organization Development Plan 2012-2022, November, 2013, p 14

³ Program Document, NRREP, 2012, p11

1.4. PURPOSE OF THE STUDY

The main purpose of the study was to identify the performance gap of AEPC staff and to enhance their capacity by identifying appropriate trainings and other capacity needs and provide necessary recommendations to improve the capacity and knowledge gaps.

1.5. STUDY METHODOLOGY AND APPROACH

1.5.1 Methodology

The study was conducted among the core staffs at AEPC. There are two categories within this position, those in managerial positions leading the program and projects/major components of the commitments made by AEPC and those in technical positions engaged in core AEPC processes for quality assurance, development or innovation related to these tasks.⁴

Total of 21 AEPC staff, at either 4th or above the 4th level, including the Executive Director (ED) and six Assistant Directors (ADs) were part of the study. Staff below the 4th class level and contract staff working at AEPC were not included.

1.5.2 Approach

The study used qualitative research methods, focusing more on one-on-one approach with the staff.

The study was divided into three phases:

(I) Phase One: During phase one, preliminary meetings were organised with staffs of the AEPC and NRREP. Consultative meetings with Mr. Surya Kumar Sapkota, Assistant Director, Mr. Raju Laudari, Assistant Director, Mr. Rohit Bahadur Shrestha, National Advisor, NRREP, Mr. Bibek Raj Kandel, Program Officer, NRREP and Mr. Madan KC, Administrative Officer were arranged and feedbacks were incorporated while designing the study tools.

Further, the following documents were reviewed during phase one for the preparation of the inception report:

- Strategic and Organization Development Plan, 2012-2022,
- Annual Progress Report, National Rural and Renewable Energy Program, 2012-2013,
- Program Document, National Rural and Renewable Energy Program, 2012,
- Technical support component, national rural and renewable energy program, 2012-2013,
- Annual Progress Review of AEPC, 2012-2013,
- AEPC formation Order, 1996,
- Government of Nepal's Human Resource Policy, 2008-2009.

(II) Phase Two: Survey forms (See Annex IV) seeking information about the job and different requirements associated was distributed among the staff that were part of the study during this phase which included all senior management staff, Officers and support staff.

⁴ Strategic and Organization Development Plan, 2012-1022, November 2013, p. 20

This form also included a self appraisal section where the staff rated their past performance in terms of knowledge and skills required for the particular position.

The self administered forms helped in identifying the capacity gaps in the staff and to suggest training and development programs to counter these gaps individually as well as at organizational level.

(III) Phase Three: In the third phase of the study, the survey forms were reviewed and individual interviews were carried out with the staff. A guideline was developed to support this interview process (See Annex V). This guideline also supported in assessing the knowledge and sensitivity on cross-cutting issues of climate change, gender and social inclusion.

Further, the immediate supervisors were also asked to identify gaps in their staff's performance and recommend capacity building activities. This particular process was significant in that, the information collected from the supervisor was used to validate the information provided by the staff.

1.6. LIMITATIONS

The absence and/or lack of update of terms of reference for many of the staff at AEPC have been one of the most challenging aspects of this study. Assessing the performance gaps of staff by reviewing the terms of reference was one of the main activities. In such a scenario, it was challenging to determine the gaps in performance without analyzing the present and required competencies for the particular job.

Currently, AEPC has been implementing a transitional organizational structure which means that once the AEPB bill has been passed in the Parliament, AEPC will gradually move towards AEPC/REDB organizational structure⁵. It has been mentioned in the SOD that 'during the transition phase, AEPC will conduct a detailed functional analysis based on which the number of staff, strategies for standardization and details of what may be outsourced will be defined.'⁶ It is duly noted that a performance gap assessment of the staff would have been more appropriate and effective once the functional analysis was conducted.

⁵ Strategic and Organization Development Plan, 2012-1022, November 2013, p.7

⁶ Strategic and Organization Development Plan, 2012-1022, November 2013

II. FINDINGS

Based on the interactions with different AEPC staffs and review of documents, the findings have been divided into institutional and personal gaps. Although the objective of this assignment was to identify performance gaps of individual AEPC staff, so that their capacity could be enhanced by identifying appropriate trainings and other capacity needs. It was discovered during the study that, gaps at both institutional and individual levels were hindering the performance of the staff.

2.1 INSTITUTIONAL GAPS

During the consultation period, it was discovered that many of the existing institutional policies, structures, mechanisms and systems made direct and indirect impact on the performance of the staff. The institutional gaps have been further categorized as the following:

2.1.1 Policy Level

The single modality policy of AEPC has meant that the roles and responsibilities of the AEPC core staff have expanded. The core staff had very limited authority in projects implemented by AEPC before NRREP. Though this has changed under the single modality policy it has also created problems as with increased roles and responsibilities of the AEPC staff, benefits and facilities remain the same.

The existing organizational structure allows the core staff and program staff to work side by side. While the program staffs work under the AEPC assistant directors, who are also the program managers of different components, their terms of services are determined by NRREP policies. This in turn means that they have more facilities and benefits than the core staffs that are hired as per Government of Nepal's policy. The difference in the benefit package has had more of a psychological affect on the core staff leading to low motivation and envy, as increased work load and responsibility has not lead to increase in any benefits.

Although it's been 18 years since AEPC was established, it is noted that limited efforts have been undertaken to continually enhance professional management services in its operation and service delivery. Majority of the core staff interviewed either did not have a clear terms of reference or the existing ones had not been updated since they were appointed. Lack of clear human resource management has lead to ad hoc placement of staff without matching their competencies, and background with the requirement of the job. Similarly, there is no human resource development policy within AEPC. The current practices of sending staff on capacity building program is widely based on staff demanding it first with the management deciding on it based on their discretion rather than through a systematic process of assessing their capacity and need.

Further, the current performance evaluation system was found to be ritualistic and not effective to enhance the capacity of the staff. In the absence of clear terms of reference, it has been difficult for AEPC to introduce the performance management system. Recently, AEPC is introducing incentive based pay to staff but during the study it was found that that majority of staffs are sceptical about this.

The Strategic and Development Plan (SOD) 2012-2022 remains as the key and primary documentation for AEPC/REDB for implementing change management processes, however, delay in formalizing the document has highly affected the change management processes. It has been realised that this delay in formalizing the document was due to lack of political will of AEPC coupled with lack of systematic context and functional analysis and a transitional plan.

There is little flexibility for AEPC in terms of financial and functional autonomy as it operates under Development Committee Act. In most cases, AEPC follows GoNs' Financial Rules and Regulations, which may not be conducive for the operation of AEPC.

AEPC requires professional management to manage both its own staff and program staff. This requires changes in mandates, scopes, organizational autonomy in terms of resource generation and human resource policy which is not possible until the proposed Renewable Energy Promotion Board is established. Hence, current transition organization structure is not favourable for staff development and other organizational interventions programs.

Lack of communication strategy within AEPC has been detrimental to the entire work culture. Although communication should be an integral part of every component within AEPC, until last December, none of the components or senior staff had ownership of the communication division. The last AEPC newsletter published was in October, 2012.⁷

Centralized planning process of AEPC is also problematic as it fails to take into consideration of local needs. District Development Committees have robust planning process which provides real need of the communities. Coordinating and aligning AEPC's plan with the DDCs' planning target would enable AEPC to extend the access of clean energy to a much wider group of people. The yearly planning takes place in January and AEPC will have ample time to include DDCs' planning target in AEPC plan which has not been done so far.

2.1.2 Structure

The transitional organizational structure⁸ of AEPC highly affects the chain of command. Currently, a huge gap in hierarchy level between the Executive Director (ED; 12 Level) and Assistant Director (AD; 9 Level) exists. Since none of ADs are eligible to be promoted under the existing rules and regulations to 10 and 11 levels for next one year, and the position of Deputy Executive Director (Level 11) and Director (Level 10) remains vacant. In the absence of Deputy Executive Director and Directors, ED has been overloaded, as he has to supervise six ADs plus two other Acting Managers.

It was noted that existing coordination mechanism is not that effective. Because of this, ADs and even the acting managers report directly to the ED. For instance, the acting manager for Wind Energy, a 7th level officer, reports to the ED, while as the same person as an energy officer in the PEU component, reports to the component manager.

⁷[An electronic quarterly publication of alternative energy promotion centre - Volume 23](#)

⁸ Strategic and Organization Development Plan, 2012-1022, November 2013, p.30

Since all managers of AEPC are in the same level and report to ED, it appears that they are not keen on sharing information among different components and subcomponents, which sometimes lead to duplication and wastages of resources. This could be due to the lack of information sharing mechanism at the institution level.

To quote one Senior Manager, *“There is lack of harmony among managers and everyone is concerned about their own component. Sharing of information and joint planning has not been practiced in AEPC by component managers”*.

It was also noted that planning and decision making were centralised, as there was no delegation of authority to managers by the ED. As the decision making is maintained at the highest level, minor organizational activities such as even salary distribution is slightly affected. A senior staff in regards to centralised decision making remarked, *'although project based decision making is much faster, getting into the government's modality, slows down the pace'*.

Adjustment challenges were another key concern for many staffs. A Senior Manager said that most managers face adjustment problems when their roles are changed and are transferred to a component they have little expertise on. Although most of the staffs are prompt in adjusting into their new roles, they rely on learning by doing rather than a systematic transition.

Poor institutional memory is another key concern. Concerned program manager or senior staff retains majority of the information of specific component. Therefore, when he/she left the office, the information disappears with him.

Institutional memory is also linked with hierarchy and this makes transfer of knowledge difficult. For instance, in the Bio-mass energy component, there is a huge hierarchical gap as the officer working under the AD is of the 5th level. It becomes difficult for the AD to share and transfer knowledge and learning. There is no one to delegate work in the absence of the AD.

Furthermore, the existing structure is not conducive to upward mobility. There is no assurance of career progression and limits the growth opportunity for staff. The SOD has proposed a new organisational structure on the basis of a functional model and recommends only four divisions which means some of the current managers have to be accommodated within the same component. There is uncertainty and highly impacts their career development stalling their upward mobility.

2.1.3 System

One of the common institutional gaps mentioned by staffs at all level was the lack of sharing culture among staffs and also among components. Information sharing is very important for improving organizational efficiency but existing institutional mechanism to share information within AEPC is far from satisfactory. The most common practice to share information or learning is in informal manner among the staff. Further, the existing knowledge base is limited to technical information and journals which is inadequate. AEPC still has to rely on other institutions for data such as Water and Energy Commission Secretariat (WECS) and Central Bureau of Statistics (CBS).

This leads to another major gap identified within AEPC, lack of communication among the components as well as among staffs within a component. It was reported that there is a gap in information flow within a component and more so among different components.

During the study, it was noted that there was no proper system for document management and the existing one was done in a haphazard and centralised manner. Either one single person held the information/document or there was lack of communication about who actually held the information/document. A central documentation unit that documented information component wise has ceased to exist. The concept of knowledge management is still not internalised by AEPC.

As many of the staff mentioned, AEPC as an organisation is more output oriented than process. With focus more on the on-going programs and meeting physical targets, AEPC as an institution has taken a back seat. AEPC has strong technical expertise and orientation however, it lacks strong functional orientation.

Successful organizations promote teamwork for effective utilization of resources. But this is missing among the components of AEPC. Team building culture has not been assimilated in AEPC and the absence of such within component and across components has lead to several problems. First there is a clear communication gap among components. Second, lack of information sharing culture has lead to unhealthy competition among components to achieve the targets.

There is no system for ventilating any grievances for the staff and also the existing feedback mechanism is not that effective.

A support staff remarked that, *'there is lack of appreciative and participative culture and apathy towards non-technical person which leads to low morale'*.

2.1.4. Human Resource

One of the biggest gaps identified during the study was the absence of clear terms of reference. Terms of references were issued when staffs were hired but their roles have changed since and it has not been updated. As one of the support staff mentioned, *'I will have to do whatever is given to me as I don't have clear terms of reference'*.

Further the system of transferring staff to various components albeit their competency has created a mismatch between the actual requirement of the job and their competencies. Although most of the staffs seem to have learnt by doing the job, there is a clear lack of professional expertise within the components. For instance, there is no livelihood or entrepreneurship specialist in the Productive Energy Use Component or a GESI specialist in the Gender and Outreach subcomponent.

Low motivation among AEPC staff was noted during the consultation process. Several factors have contributed to low motivation. Lack of clear terms of reference to staff is one of the biggest factors followed by additional workload with little benefits. While assigning the job, needs of the organization were given priority compared to the level of competency of individuals. This has lead to a situation of learning by doing which could be a detrimental to institutional growth. Ad hoc transfer of the staff to other components and limited growth opportunity were also found to the contributing factors for low motivation. Another major

factor for low motivation and dissatisfaction among the AEPC core staff was the difference in salary and incentives between core staff and program staff.

Inner mixing among AEPC staff and program staff is a major issue to be addressed by senior management. Since AEPC staff and program staff are working for common goals to promote renewable energy in Nepal, their roles should be complementing one another. However, even with several instances of cordial relationship between the two, some dissatisfaction was noted among the staff. In comparison to the program staff, AEPC staff feels overloaded with work and also discriminated in terms of pay and other benefits impacting their performance.

Shift in the chain of command, for instance, assigning a 7th level officer the position of acting manager in the absence of staff at the 8th level impacts institutional balance and coordination.

Senior staff also mentioned that among many of the staff there is an absence of learning attitude. AEPC as an institution has limited training and development opportunities. Most of the staff interviewed mentioned that majority trainings they had attended were on their own initiation and effort.

2.2 INDIVIDUAL PERFORMANCE GAPS

Performance gap of the AEPC staffs have been further divided in the following. Individual performance gap and capacity building strategy for each staff has been attached in Annex I.

2.2.1. Senior Management

One of the major gaps identified among the senior management during the consultation process was their limited managerial competency.

As mentioned earlier majority of the managers have technical competency and knowledge however it was noted that they lacked up to date knowledge on recent developments on the technological field. This could be due to limited access to academic journal and research studies within AEPC and also limited time to be involved in research activities.

Another vital gap that was identified during the study was lack of exposure on monitoring and evaluation skills. One of the major responsibilities of manager is monitoring the activities of their component and lack of such trainings results in lack of competency on monitoring skills including knowledge and skills on how to measure outcome levels, how to quantify social cost and measure the impact of the interventions. There is also limited exposure on linkages between energy and economics.

Sound Financial Management, knowledge about Government's financial rules and regulations and good governance are other areas, which needs to be acquired by senior managers of AEPC. However, it has been observed that current manager's competency in these areas are lacking which have created several problems for the Finance Department.

Lack of coordination among the different components can be linked back to lack of collaborative culture among the senior managers. Although they all are dedicated to promote Renewable Energy in Nepal, team spirit is lacking and the culture of holding information

back is quite prevalent. This clearly reveals the need to provide exposure on team building, effective communication skills, positive attitude, and emotional intelligence for senior managers

2.2.2 Officer and Support Staff

The absence of a clear cut terms of reference for staff has lead to ambiguous roles and responsibilities. Currently, the staffs, especially the support staff, do what the supervisors ask them to do. AEPC is running with less number of staffs with huge mandates and higher targets to achieve. This compels senior managers to reallocate staff as situation demands and frequent changes in assignment create uncertainty and obviously impact the performance.

In addition, there is also a possibility that the assigned staffs lack technical skills in the newly assigned job. This leads to another major gap among the staff within AEPC. Lack of cross sectional knowledge of AEPC's functional areas is one major area of knowledge gaps. This gap refrain the staff from fully understanding the functional areas of AEPC and sometimes puts them in an awkward position while dealing with customers or community member when asked about another component apart from theirs. It is not necessary for each and every staff to have detailed technical information but it is highly important to at least have working knowledge of each component in AEPC.

A significant difference in attitude among highly educated officers and other officers was found regarding work. We noted that those who have obtained additional degree apart from basic qualifications are highly motivated and possess positive attitude than those with basic qualifications. This could be because of wide range of exposures, which instils positive attitude among staffs.

Although AEPC staff and program staff are working for the same cause, team culture is absent. This could be because of lack of exposure on team building and other management trainings, which will promote joint working.

In the absence of a systematic plan to provide exposure on cross cutting issues, majority of officer level staffs have limited exposure on cross cutting issues such as Environmental Governance, Public Private Partnership, Climate change and GESI.

Majority of staffs at the officer level have limited exposure on management skills, which is critical for effective performance. As of now, they have not received training on core management skills such as communication skills, report writing skills, presentation skills, public relations skills, time management, etc. Consultation reveals that most of them felt management skills development is their major learning needs to improve the performance. Although such skills are thought to be essential only for those wanting to be managers, these skills are also critical for officers whose job involves substantial interaction with other people. Moreover, as much as these skills are necessary for future success, it would have an impact on the performance now.

During the consultation process, it was noted that there was lack of pro activeness and drive for better performance which could be due to lack of motivation and working environment being conducive. As mentioned previously, lack of motivation was reported due to multitude

of reasons such as difference in benefits among core and program staff, lack of appreciative and participative culture, organizational gaps such as lack of sharing culture and so on.

III. CAPACITY BUILDING STRATEGIES

Based on the performance gap assessment, the capacity building strategies have been divided into two levels. The proposed strategies aim to enhance AEPC's capacities both at institutional and staff (individual) level. At the institutional level, filling these gaps would require establishment and strengthening of new and existing mechanisms while at an individual level, various capacity building activities will have to be introduced and implemented.

3.1 CAPACITY BUILDING STRATEGIES AT INSTITUTIONAL LEVEL

Capacity building strategy at the institutional level envisages five key outputs:

3.1.1. Reform the Human Resource Management System

Reform of human resource management system (HRM) is an important initiative to be implemented within AEPC. HRM will define and strengthen the roles and functions of the staffs in each component. It would be responsible for recruiting and selecting individuals, drafting their terms of reference, orientation, tracking attendance, performance evaluation and career path management.

Further, a core function of HRM is development, which entails capacity building activities such as trainings and exposure visits to improve individual, group or organizational effectiveness.

3.1.2. Introduce Grievance Management System within AEPC

This mechanism aims to address the weakness in grievance handling, towards improved feedback mechanisms while increasing service delivery, productivity and efficiency. It will also aim at improving the sense of belonging among the staffs as it provides them a linkage to communicate with the senior management about their grievances. Both formal and informal mechanisms can be introduced. Formal mechanisms would include feedback forms which could be kept confidential and informal mechanisms could be 'zero hour meetings', usually outside the office setting and office hours.

3.1.3. Introduce Results-Based Management (RBM) within AEPC

Introduction of result based management within AEPC would enable the organization to focus on achieving outcomes, implementing performance measurements, learning and adapting, as well as reporting performance.

AEPC should initiate its own internal strategic and work plan to come up with a cohesive organizational framework and strategy to promote, develop and expand the rural and renewable energy and also increase the access of energy to the general population. This will in turn allow the components to develop their own work plans and will allow the individual staff to align their own work plans to component results.

RBM would integrate strategy, staff, resources, processes and measurements so that decision making is improved, transparency enhanced and accountability ensured.

3.1.4. Strengthen the Research and Documentation System of AEPC by introducing Knowledge Management System

AEPC possesses a group of young, energetic, and competent human resource with significant exposures in the areas of RE sector and their knowledge base is very strong. However, as it was noted, lack of a knowledge management system has meant that much of the information and knowledge is held by an individual and not shared with the organization. Access to journals and academic articles are also limited. Further, very limited data, information and AEPC achievements have been documented systematically. Hence, introducing a Knowledge Management system would enhance and strengthen research and documentation system in AEPC.

The objective of knowledge management system is to also to consolidate and facilitate access to information and documents that are currently stored in different components within AEPC and other partner organisations. Further, its aim would be to identify critical knowledge areas (things) that will make an impact and capture and synthesize new learning's and ideas.

One of the components of Knowledge Management should be promotion of sharing culture among AEPC staff. There is a need to support an AEPC-wide orientation on knowledge sharing. Promotion of knowledge sharing culture relies on effective collaboration and communication spanning across the whole organisational structure. As part of the knowledge sharing, AEPC newsletter should be published regularly in both Nepali and English. Further, for in-house knowledge sharing strategies like regular face-to-face meetings with staffs from all components should be enforced. More importantly intra-component meetings should be organised so that cross-component information are shared.

Creation of common grounds through education, discussion, publications, teaming, and job rotation should also be effective strategies for knowledge sharing. Different forms of knowledge transfer activities such as fairs, expos, retreats, conferences, seminars can also be organised.

3.1.5. Develop Communications Strategy

The objective of the communications strategy will be three-fold:

- i) To enable AEPC to reach out to the wider population;
- ii) To develop a more streamlined communications procedure between AEPC and other line agencies and stakeholder which is vital for Public Private Partnership and;
- iii) To strengthen the internal communications system within AEPC.

3.1.6 Introduce Performance Management System for Effective Human Resource Management of AEPC

APEC should establish a performance management system which would be a stepping stone for the proposed organizational structure. A performance management system would help in identifying the strengths and weaknesses in the performance of staffs and this in turn would help them be more productive and effective. This will be possible after having clear cut terms of reference for each position.

3.1.7 Training and Development Committee

It has been noted that a Training and Development Committee (TDC) should be formed along with detailed Terms of Reference for it. This could be converted into a Human Resource Department after the promulgation of New Act of AEPC. Among others, TDC is expected to facilitate in identifying right candidate for domestic and international training, explore ways to share learning from training to AEPC staffs and also monitor how the competency gained from training have been utilized in the job context with periodic monitoring and also through the provision of post training support to the staff who have participated in the course.

3.1.8 Annual Team Building-Retreat Program

Organizational retreats could be a useful way to build team as well as share knowledge on the activities of different components within AEPC. This will greatly help to have broader understanding among staff on how they are contributing to overall mandates of the organization.

3.1.9 Conduct Detailed Functional Analysis of Each Component and Its Staff

A functional analysis of each component and its staff is highly recommended along with comprehensive Terms of Reference for each component and its staff. Strategic and Organization Development Plan (SOD) has outlined mandates and scope of AEPC, which is very relevant in the present context. Based on the SOD and draft bill of REPB (with the assumption that there will be little change in the content of draft and will passed soon as no controversial issues needs to be addressed), a detailed functional analysis of each proposed divisions is overdue. The outcome of this process will greatly facilitate the smooth running of the organization once the bill is approved by the parliament.

3.2. CAPACITY BUILDING STRATEGIES AT INDIVIDUAL LEVEL

At individual level, various learning and development needs have been identified which would enhance their capacity. An overview of different capacity building activities for the overall staff has been explored below, while individual learning and development needs have been outlined in Table 1. Further detailed information on the objectives, areas covered and institutions providing such trainings have been attached in Annex II and Annex III.

3.2.1 Strategic and Change Management

The objective of the strategic management training would be to enhance the capacity of the managers at planning, implementation and evaluation, involving long-term cross-functional decision making that will steer AEPC towards its long-term objectives. This training would be inevitable for the longevity of benefits for AEPC.

With AEPC's organizational structure being in a transitional phase, training on change management is highly suitable for professionals to implement and manage change at the organisation, their respective component and even at an individual level. The objective of the training would be to create work teams that are resilient in the face of time and be able to apply the right change management tactic at the right time.

Both Strategic management and change management trainings are recommended for Managers of each component.

3.2.2 Leadership Training

For AEPC to graduate from its present stage to a recognised Centre of Excellence promoting green economy, the professional and technical capacities of the current leadership at AEPC need to be enhanced with functional capacities to steer AEPC and the staff towards achieving the ultimate goal of excellence. With NRREP, new responsibilities have been added and there is diversity within the workforce. Leadership training would provide the managers with skills and knowledge about resolving conflict by managing different types of staff and ultimately developing a strong team.

3.2.3 Team Building Exercises

Currently at AEPC, there are four types of staff, AEPC core staff, AEPC contract staff, NRREP staff and NRREP contract staff. The workforce at AEPC is diverse and multigenerational with all components working towards the ultimate purpose of promoting, developing and expanding the rural and renewable energy while increasing the access to energy for the general population.

Effective communication and coordination are highly important factors in successful team work. The training will provide information and knowledge on importance of team building, barrier to effective teamwork and strategies to promote team work in the organization. Further, different types of team building exercises should be conducted both at formal and informal level.

3.2.4 Orientation and Trainings on Cross-Cutting Themes

One of the most essential capacity building activities reported by majority of the staff was trainings on different cross cutting themes. Training and orientation on Gender and Social Inclusion (GESI), climate change, public private partnership and environmental governance should be attended by all staff. It was noted that although staff were aware about issues such as GESI and climate change, the information and knowledge they had was limited. Further, it was mentioned that understanding the functionalities of the local bodies was of high importance as AEPC works in partnership with them. Trainings should cover both theoretical aspect as well as practical including best practices in the world.

3.2.5 Report Writing and Presentation Skill

The main objective of this training is to provide staffs with skills of drafting both internal and external reports. It would include tailoring the report content as per the specific needs of the audience as well as structuring the document for maximum impact. Further, training on effective presentation skills would be highly beneficial as most of the staffs are in constant communication with many line agencies and stakeholders.

3.2.6 Prepare Terms of Reference/Job Description for Each Position

This will assist in the performance evaluation of the staff and also contribute in identifying learning and development needs of the staff. Clearly defined job description could be an

important source of employee motivation as it provides staff a clear instruction on what is expected from him.

3.2.7 Technical Trainings

Although the technical staffs interviewed were highly competent, it was noted that providing trainings on certain aspects would add value to both the individual and the organisation.

It was noted that as wind energy component is fairly new in Nepal and with technology advancing so rapidly, trainings on wind energy data analysis would be beneficial. Further, technical staffs reported the need for trainings for trainers as they are involved in providing training outside AEPC for their respective components.

It was interesting to note that the linkage of entrepreneurship, renewable energy and economics was being explored within AEPC. Trainings, workshops and seminars on exploring new concepts of energy economics and entrepreneurship, best practices around the world should be organised and if such opportunities are available elsewhere, it should be sought after.

Table 1: Learning and Development Needs of AEPC Staff

	Strategic Management & Change Management	Leadership	Project Management	Resulting Based Monitoring & Evaluation	Team Building	Time / Stress Management	Communication /Public Relation Skills	Environment Governance	GESI	Climate Change	Office Management	Business Plan	Report Writing & Presentation Skill	Financial Management	Local Governance	Enterprise Development Training Program
Raju Laudari	✓	✓	✓	✓	✓	✓			✓					✓	✓	✓
Surya Sapkota	✓	✓	✓		✓			✓	✓						✓	
Sameer Thapa	✓	✓	✓	✓	✓		✓	✓	✓			✓		✓	✓	
Nawa Raj Dhakal	✓	✓	✓	✓	✓			✓	✓					✓	✓	
Ram Prasad Dhital	✓	✓		✓	✓	✓		✓	✓					✓	✓	
Rudra Khanal	✓	✓	✓	✓	✓			✓	✓				✓	✓	✓	
Prakash Aryal			✓	✓	✓	✓		✓	✓	✓		✓	✓		✓	✓
Parbata Bhatta Adhikari			✓	✓	✓	✓	✓		✓	✓			✓		✓	
Chandra Kishore Chaudhari									✓	✓						
Mukesh Ghimire				✓	✓	✓	✓		✓	✓		✓	✓			
Krishna Chandra Poudel					✓		✓		✓	✓		✓	✓			
Madan KC			✓		✓	✓	✓		✓	✓			✓			
Sharmila Shrestha					✓	✓			✓	✓	✓					
Sabita Aryal					✓				✓	✓	✓		✓			
Santosh Rai					✓		✓	✓	✓	✓	✓		✓			
Raman Kala Dhungel							✓		✓	✓	✓					
Ramesh Prasad Danai				✓	✓		✓	✓	✓	✓	✓					
Srijana Pandey									✓	✓	✓		✓			
Pushkar Shrestha									✓	✓	✓			✓		
Saroj Karki											✓		✓	✓		
Total	6	6	8	9	15	7	8	8	20	13	8	4	10	7	8	2

IV. RECOMMENDATIONS

The study recommends long term as well as short term strategies to enhance and build the capacity of AEPC and its staff. While long term strategies will need time and multiple interventions, short term strategies are achievable within a year and these are strategies that aim to reduce the gaps in the system rather than in the structure of AEPC. The following recommendations are based on the observation and findings during the consultation as well as from the recommendations provided by the staffs during the consultation.

4.1.1 Organizational Structure

A functional organizational design complementary to the new roles and responsibilities of AEPC envisioned by the Renewable Energy Promotion Board Bill should be the priority. This new structure will be a stepping stone to further AEPC towards the centre of excellence widening its mandate and legal status. SOD could be good background document for this purpose as it has correctly envisaged role of AEPC once the Act is in operation.

4.1.2 Semi- Autonomy by 2018

A strategy to make AEPC semi autonomous and self-sustaining institution by 2018 by introducing the concept of Semi-Independent centre should be formulated. The Director will run this Centre. This model has been successfully practiced at Nepal Administrative Staff College since 2006.

4.1.3 Alternative Fund Resources

Once AEPC becomes an autonomous organisation, regardless of its dependency on the GoN for funds, it should prepare new policies for revenue generation. This would help in establishing AEPC as a self sustaining organisation, reducing the dependency on other agencies.

4.1.4 Formulate Capacity Development Plan for RE Sector as a Whole Based on the Capacity Gap Assessment of RE Sector

It was noted that although this current study was necessary to identify performance gaps of AEPC, it is recommended that a wider capacity gap assessment of the whole of Renewable Energy sector be conducted. With the potential of RE already identified, a Capacity Development Plan for RE sector in Nepal is vital. As part of this plan, capacity gap assessment of all AEPC and NRREP staff, line agencies, private companies, NGOs and other development partners and so on should be conducted.

4.1.5 Appointment of an Interim Director

Currently the post of Assistant Executive Director and Director is vacant. Since all Assistant Directors have similar years of experience it may be difficult for the management to appoint one of them as Interim Director. To make the appointment procedure fair, Socio-Metric evaluation could be introduced in which all ADs will rank their colleagues as well as themselves.

The one who secures higher rank will be appointed as the Interim Director. It should be clear that this will be an interim arrangement and once they are eligible for promotion, all ADs including Interim Director will have to sit for competitive examination to get promotion. Appointment on Interim Director does not guarantee automatic promotion when there is vacancy. Once an Interim Director among Assistant Directors is appointed, Executive Director can delegate most of the internal management and focus more on external relations.

4.1.6 Revive Senior Management Team

Since AEPC has created a Senior Management Team comprising of Executive Director, component managers and national advisors in the past but it has not been as effective as expected. Therefore, there is a need to revisit the role and responsibilities of such arrangements. Based on implementation experiences so far, the current team should be converted into Senior Management Team. Terms of Reference of the team should be drafted and also a staff can be appointed to follow up on the decisions made by the team. The decisions and information should also be disseminated to all AEPC Staff. Also, the component advisor should be included in the meeting as required.

4.1.7 Provide Training Programs to AEPC Staff (See Table and Annex II and III)

4.1.8 Review Existing Incentive System of AEPC

The existing incentive system for AEPC staff needs to be reviewed so the difference between the incentive package between AEPC Staff and Program Staff will be minimized.

Annex I

Individual Gaps and Capacity Building Strategies

Annex II

List of Training Programs for AEPC Staff

Based On

Performance Gap Assessment

1) Strategic Management

Overview

This course aims to introduce the concept of Strategic Management. It covers the key concepts and theories in the field and how they can be applied to real organizational context. The course covers planning, implementing and evaluation long-term cross-functional decisions that will steer an organization towards its long-term objectives.

Objectives

- To build the ability to formulate a vision, goal and tactics and implement as a leader
- To be able to respond on a changing environment
- To get acquainted with different types of techniques for strategic management

Contents

- Concepts and importance of Strategic Management for AEPC
- Sources of competitive advantage
- Situational Analysis
- Strategic positioning and competition
- Building capabilities: Incentives and coordination
- Dynamics of outsourcing (team and sponsor structure)
- Entrepreneurial strategy
- Innovation and strategy

Target Group: Senior and Middle Manager of AEPC

Duration: 3 days

2) Change Management

Overview

Since AEPC has gone through major changes in its organizational structure in the recent past and it is expected that more change is likely to happen once the new Act is promulgated. In this context, senior managers of AEPC need to equip themselves with knowledge and competencies of change management. A change is required to grow, restructure, launch products, alter processes or do anything else necessary to remain competitive. The changes management course should include reshaping organizational culture, overcoming politics and mobilizing individuals and teams to compete initiatives.

Objectives

- To apply change management principles to drive performance based on corporate policy
- To create and deliver a detailed change
- To study baseline current performance and identify key areas for improvement
- To embed sustainable change across an organization
- To deliver cost reduction and service delivery improvements
- To anticipate change and prepare the wider organization for what lies ahead

Contents

- Apply the right change management tactic at the right time
- Create work teams that are resilient in the face of change
- Leverage negotiation skills to overcome obstacle and gain support for initiatives
- Designing the organizational structure in the way that elevates performance levels.

Target Group: Senior Manager and Manager of AEPC

Duration: 3 days

3) Leadership Management

Overview

This course will assist Senior Managers of AEPC to learn the concepts, application, practice and strategy involved in becoming a highly effective leader. As organizational expectations continue to increase with heavy workloads, fewer staff, increased complexity and reduced resources, the course will explain how leadership behaviors can increase organization and employee performance change. Leaders are responsible both to the organization and to the people in the organization.

Objectives

- To learn concrete skills to improve ability to lead teams and achieve business goals
- To work with multigenerational workforce
- To resolve conflict by managing talent and developing team
- To lead by addressing diversity and cultural dilemmas

Contents

- To develop and strengthen understanding of leadership qualities
- To develop and build self-confidence
- To improve self-assessment mechanism, critical thinking.
- To develop methods and strategies for team building

4) Time/Stress Management

Overview

This course aims to help you to gain better time and management skills so that you can have tackled many of the problems you face. The participant should be made competent to cope with pressure better, win back control of your workload, improve your working relationships, and live a happier, more relaxed life. The course aims to help to cope with work overload, work successfully with powerful people, reduce co-worker and team stress, manage performance stress and build defenses against stress.

Objectives

- To overcome work overload and bring back joy into life
- Taking the stress out of working relationships
- To develop a positive and self overcoming outlook

Contents

- Analysis on overall organizational context
- Examining the real causes of time/stress management problem
- Method of prioritizing choices and responsibilities
- Identifying stress reactions and coping mechanisms and stress management techniques
- Ways to refuse demands appropriately
- Knowledge on when and how to relinquish control

Target Group: Senior, Middle and Junior Officer

Duration: 2 days

5) Communication Skills/PR Management

Overview

The course aims to enhance communication skills of the participants so that they can effectively contribute to the overall performance of the organization. The course deals with communication preferences of the participants and others and also contributes to identify non-verbal and Para verbal communication and the barriers for the effective communication.

Objectives

- To refine the interpersonal and presentation communication skills as requirement of AEPC
- To perform long lasting impressions using appropriate communication styles

Contents

- Getting to know yourself- (communication preferences, communication tendencies)
- Understanding other's choice- (communication preferences, communication tendencies)
- Considering approaches and developing strategies
- An overview of common barriers (language, cultural, different time and place)
- Study of Para verbal communication
- Study of Non-Verbal Communication (body language, interpreting gestures)
- Way of Speaking (S.T.A.R as Speaking, Task, Action and Research)
- Active listening skills
- Way of asking questions
- Appreciative Inquiry
- Mastering the art of conversation

Target Group: Managers and Junior Managers of AEPC

Duration: 3 days

6) Results Based Monitoring and Evaluation

Overview

Results Based Monitoring and Evaluation (RBME) is gaining prominence in development management in recent years. RBME is a tool to assess the program objective at outcome, output and process level. This course aims to equip participants on conceptual as well application aspects of RBME. The participants will be exposed on how to design and implement RBME in the context of Renewable Energy Sector. The participants will have practical knowledge and skills in conducting Results Based Monitoring and Evaluation at different stages of the program.

Objective:

- To enhance knowledge on concept and importance of Results Based Monitoring and Evaluation
- To equip skills on how to design and implement RBME
- To develop skills in undertaking RBME
- To enhance capacity to collect, analyze and use data to make decisions/ Judgments
- To gain knowledge on web-based monitoring of the program activities

Contents

- A basic introduction to the Monitoring and Evaluation Framework
- Essentials of Monitoring and Evaluation: Indicators and Outcome Monitoring
- Program planning and design and data analysis methods
- Essential of outcome monitoring and outcome evaluation design

Target Group: Senior and Middle level Managers

Duration: 5 Days

7) Enterprise Development Training Program (EDTP)

Overview

Enterprise development is one of the aspects of Productive Energy Use Component of AEPC. Since majority of staff of AEPC are from different background, they do not have any expertise on Enterprise Development. Therefore there is clear need for Enterprise Development competency of AEPC staff. The proposed training course will provide theoretical knowledge and some core skills for enterprise development for the participants.

Objective

- To provide knowledge and competences required to successfully start up the business
- To develop a range of specific entrepreneurial skills to identify possible business opportunities

Contents

- Basic understanding of business
- Legal requirements for setting up business
- Basic Management skills to start business
- Basic accounting skills
- Key Entrepreneurial skills

Target Group: Senior Officers and Officer of AEPC

Duration: 3 days

8) Local Governance Training

Overview

The course aims to provide exposure on role and functions of local governance and ways to work in partnership with them for effective delivery of services. Since AEPC is working with DDC in all districts of Nepal, it is extremely important for them to have in-depth knowledge on how local body operates in Nepal and how to work in partnership with them.

Objectives

- To enhance knowledge on functioning of local governance in Nepal under Local Self Governance Act 1997
- To gain understanding on the characteristics of good local governance
- To develop competency on how to work effectively with local governance
- To develop coordinating and partnership skills to collaborate with local bodies and NGOs working in renewable energy in Nepal

Contents

- Concepts and importance of local governance
- Evolution of local governance in Nepal
- Major challenges in working with local governance in Nepal
- Measure to promote partnership between Local Bodies and AEPC
- Challenges to work with NGOs and Civil Society
- Strategy to work with NGOs and civil Society in Nepal

Target Group: Senior Managers and Officer of AEPC

9) Report Writing and Presentation Skills Course

Overview

The course aims to develop report writing skills of the participant so that they can produce comprehensive report in short span of time.

Objectives

- To enhance knowledge on the qualities of a good report
- To develop key report writing skills
- To develop key presentation skills

Contents

- Planning your report
- Structuring your report
- Writing style and language
- Design and layout
- Effective presentation skills

Target participants: Middle and Junior Manager of AEPC

Duration: 3 days

10) Gender and Social Inclusion Training

Overview

The training aims to sensitize all staff of AEPC on importance of GESI in its program. It also provides knowledge on GoN policies on Gender and Social Inclusion over the years. It will explain how, AEPC program can be make GESI friendly.

Objectives

The training aims to develop common understanding on gender and social inclusion and then enhance their implementation capacity of gender and social inclusion related policies and programs. The specific objectives are:

- To make the staffs of AEPC able to tell about the concept of gender equality and social inclusion;
- To sensitize the participants towards the problems and issues of women and excluded groups;
- To make the staffs of AEPC able to explain the government policies and program related to gender mainstreaming and social inclusion;
- To make the staffs of AEPC capable enough to carry out problem analysis and the Empowerment, Gender mainstreaming and Social Inclusion Approach.

Contents:

- Basic Concept on Gender Issues and Social Exclusion
- Outline of Gender Issues and Social Exclusion in Nepal
- Problem Analysis of Gender Issues and Social Exclusion
- Gender Mainstreaming and Social Inclusion
- Government Policy and Initiatives on Gender Mainstreaming and Social Inclusion in Nepal

Target Group: All Staff of AEPC

Duration: 2 days

11) Procurement Training

Overview

The course aims to equip participants with procurement rules and regulations of Government of Nepal and also with the international procurement management practices. The training will also provide conceptual knowledge on contract types, their objectives and legal implications.

Objectives

The aim of this course is to provide staffs with:

- A clear understanding of the principles of effective public procurement and generic procurement process
- The capability to plan, implement and evaluate a sourcing process appropriate to the value/risk of the goods/service being procured.
- Knowledge of what rules and procedures govern government public procurement – and why they exist

Contents

- Concept and importance of effective procurement policy
- Public procurement Act of Government of Nepal
- Creating and utilizing database of suppliers
- International standard on public procurement
- Contracting and negotiation skills

Target Group: Program Managers and Finance Officer

Duration: 3 days

12) Training of Trainers

Overview

The course aims to enhance key training design and implementation skills of AEPC staff so that they can pass on relevant technical skills to private sector, local bodies, NGOs and local communities.

Objectives

- To enhance knowledge on systematic approach to training cycle management
- To develop training design skills including competency mapping and training need analysis
- To enhance facilitation skills for the effective delivery of the course contents
- To gain knowledge and skills on training monitoring and evaluation

Contents

- Introduction to Training Cycle
- Adult Learning Principles
- Training Need Analysis
- Curriculum Design
- Training Methodology
- Facilitation Skills
- Manage Group Dynamics Effectively
- Evaluate Training
- Preparation and Use of Instructional Aids

Target Group: Officer Level Technical Staff

Duration: 7 days

13) Financial Management Course

Overview

The course aims to equip participants with basic financial management and also acquaint with financial management process of Government of Nepal. The course deals with basic financial management tools such as capital budgeting, capital decision, management accounting and internal control and audit. The participant will also explore on financial management software to maintain account in transparent manner. They will also provided exposure on financial regulation and requirements of Government of Nepal.

Objectives

- Concepts and principle of financial management
- Introduction to tools of financial management
- International standards on financial management
- Overview of financial management software
- Government of Nepal rules and regulations on financial management

Contents

- Concept and importance of financial
- Tools for financial management
- Introduction to international standards on financial management
- Basic information of financial management software
- Introduction to financial rules and regulations of Government of Nepal

Target Group: Program Managers and Finance Officer

Duration: 3 days

14) Effective Team Building

Overview

Effective organizational performance on AEPC depends on teamwork of all components, which is a major challenge so far. The purpose of this course is to assist team culture in AEPC, which promotes better flow of communication among several components.

Objectives

The primary objective of this course is to ensure proper flow of communication among components of AEPC and also build trust among each component. The participants will equip with knowledge on importance of team building, barrier to effective teamwork and strategies to promote team work in the organization.

Course Contents

- Importance of team work
- Barriers to effective team work
- Learning to work as a team
- Communicate effectively
- Create trust amongst team members
- Recognize individual strengths, styles and skills
- Encourage sharing of ideas
- Allow for differences

Target Group: All staff of AEPC

Duration: 2 days

15) Project Management

Overview

The course focuses on improving project management skills of senior managers of AEPC by providing hands on experiences on Project management.

Objectives

The course aims to enhance skills to

- Manage and deliver successful projects for stakeholder satisfaction
- Apply best practices to plan a project using a proven five-step process
- Estimate and schedule task work, duration and costs with confidence
- Implement risk management techniques and mitigation strategies
- Lead a project team and monitor project progress through successful execution

Contents

- Introduction to project cycle
- Project Appraisal
- Project Implementation
- Project Management with special emphasis on
 - Agreeing on clear project goals and measurable deliverables
 - Scoping a project and estimating task duration and work
 - Determining task dependencies and calculating the schedule
 - Developing risk management strategies and contingency plans
 - Producing the baseline implementation plan
 - Managing changes and reporting progress

Target Group: Program Managers and Senior Officers of AEPC

Duration: 5 days

Annex III
List of Service Providers

Leadership Training/ Communication Skills/ Team Building

Service Provider: Training Nepal
Address: Baneshwor, Kathmandu
Contact: 014240390
Email: info@trainingnepal.com
www.trainingnepal.com/leadership-training

Service Provider: Self Leadership International Singapore
www.selfleadership.com.sg/

Service Provider: Nepal Administrative Staff College
Address: Jawalakhel, Kathmandu
Phone: 522160
www.nasc.org.np

Service Provider: Foundation for Development Management
Address: JDA Complex, Bagdurbar
Phone: 4263944
E-mail: info@fdm.com.np
www.fdm.com.np

Strategic Management

Service Provider: Haines Centre for Strategic Management
<http://www.csm-asia.com/csm/workshops>

Environmental Governance

Service Provider: United Nations Environment Programme
<http://www.unep.org/environmentalgovernance/>

Service Provider: Nepal Administrative Staff College (NASC)
Address: Jawalakhel, Kathmandu
Phone: 522160
www.nasc.org.np

Financial Management

Service Provider: Organization Development Concepts (Topic: Finance for Non Financers)
Location: Singapore
Source: <http://www.hrmasia.com/training-courses/finance-for-non-finance-managers/391/>

Stress Management/ Change Management

Service Training Provider: Grey Carpet Improving Employee Performance

Location: New Delhi India

Source: www.greycarpet.com/change-management

Service Provider: Nepal Administrative Staff College (NASC)

Address: Jawalakhel, Kathmandu

Phone: 522160

www.nasc.org.np

Local Governance Training

Service Provider: Local Development Training Academy (LDTA)

Source: <http://www.ldta.org.np/>

Report Writing Training

Service Provider: ELD

Address: Jawalakhel, Kathmandu

Source: www.eld.org.np

Service Provider: Kathmandu Training Centre

Source: <http://www.kathmandutrainingcenter.org/>

Training for Trainers (ToT)

Service Provider: Action Aid Global Platform Nepal

Source: <http://www.globalplatforms.org/nepal/training-trainers>

Results Based Monitoring and Evaluation

Service Provider: MDF Training & Consultancy

Source: <http://www.mdf.nl/course/rbm/#.U5IQRPmSySo>

Service Provider: Nepal Administrative Staff College

Address: Jawalakhel, Kathmandu

Phone: 522160

Gender and Social Inclusion Training

Service Provider: Search Nepal

Source: <http://searchnepal.org/>

Service Provider: Nepal Administrative Staff College

Address: Jawalakhel, Kathmandu

Phone: 522160

Project Management/ Monitoring and Evaluation

Service Provider: AIT Extension

Address: AIT Thailand

Source: <http://www.extension.ait.ac.th/>

Annex IV
Performance Gap Assessment Template

PERSONAL INFORMATION

Name:

Position/Department:

Service year:

Education:

DUTIES AND RESPONSIBILITIES

State your understanding of your main duties and responsibilities:

Rate yourself based on your past performance

* Applicable or not applicable

** Key to rating: 1: Poor 2: Improvable 3: Good 4: Good 5: Excellent

Competence	Relevant to job*	Rating**		Competence	Relevant to job*	Rating**
Self Motivation				Public relations		
Drive for result				Coordination		

Planning and organizing				Influencing/advocacy		
Decision-making				Teamwork/building		
Documentation Management				Liason/networking		
Initiative				Managing People		
Managing projects/assignment				Communication		
Problem solving/conflict management				Timely delivery		
Knowledge about Organization financial and other policies				Stress/time management		
Contingency planning				Report writing		
Positive attitude				Presentation skill		
Leadership				Others (please specify)		

Technical/Functional Competency	Rating**		Technical/Functional Competency	Rating**
i.			iii.	
ii.			iv.	

Major activity covered: State minimum of 6 major activities undertaken within past two years

- i)**
- ii)**
- iii)**
- iv)**
- v)**
- vi)**

List three major problems that has affected your job performance

- i)**
- ii)**
- iii)**

List three learning and development needs to enhance your performance

- i)**
- ii)**
- iii)**

List all trainings you have received after joining AEPC

Annex V
Performance Gap Assessment Checklist

- How you consider your last two years of performance as outlined in your performance target?
- What is the key factors contributing/hindering achievements of the performance goals?
- Do you think you have necessary knowledge and skills (competencies) to perform your current job? If not, what are the areas that need to be covered to improve your performance?
- What kind of competencies (knowledge and skills) do you require in next five years, once AEPC is fully working as autonomous Centre of Excellence?
- In addition to individual targeted program, what could be done at the institutional level to improve your performance?
- What is your opinion on existing capacity building initiative of AEPC for its staff? Do you have any suggestion to improve the existing capacity building initiative of AEPC?
- Are you aware of cross cutting issues for RE programs? Do you see need for more exposure on cross cutting issues of RE. If yes, what are those areas and how you would like to improve your competencies?
- Do you think AEPC current system allow for sharing of knowledge on various components of RE? If no, what could be done to institutionalize the sharing of knowledge and skills among several components of RE?
- Do you see any need to improve current performance management system of AEPC? Please elaborate how it can be made more functional?

ANNEX VI

List of Staff Met for

Conducting Performance Gap Assessment

S.N.	Name	Job title/position
1.	Dr. Govinda Pokhrel	Executive Director
2.	Mr. Surya Kumar Sapkota	Assistant Director
3.	Mr. Rudra Prasad Khanal	Assistant Director
4.	Mr. Nawa Raj Dhakal	Assistant Director
5.	Mr. Raju Laudari	Assistant Director
6.	Mr. Ram Prasad Dhital	Assistant Director
7.	Mr. Sameer Thapa	Assistant Director
8.	Mr. Prakash Aryal	Mechanical Engineer
9.	Ms. Parbata Bhatta Adhikari	Planning Officer
10.	Mr. Chandra Kishor Chaudhari	Account Officer
11.	Ms. Resha Piya	Senior Energy Officer
12.	Mr. Jagdish Koju	Senior Engineer
13.	Mr. Mukesh Ghimire	Energy Officer
14.	Mr. Krishna Chandra Poudel	Information and communication Officer
15.	Mr. Madhan KC	Administrative Officer
16.	Ms. Sarmila Shrestha	Computer Officer
17.	Ms. Sabita Aryal	Administrative Officer
18.	Mr. Santosh Rai	Quality Control Officer
19.	Ms. Raman Kala Dhungel	Administrative Assistant
20.	Mr. Ramesh Prasad Danai	Administrative Assistant
21.	Ms. Srijana Pandey	Administrative Assistant
22.	Mr. Pushkar Shrestha	Administrative Assistant
23.	Mr. Saroj Karki	Technical Assistant
24.	Mr. Bibek Raj Kandel	Program Officer, NRREP
25.	Mr. Rohit Bahadur Shrestha	National Advisor, NRREP