POLICY INNOVATION LAB

…towards making policy leaders

Training Course

INNOVATING PUBLIC POLICY: USE OF EVIDENCE (InnoPolE)

NEPAL ADMINISTRATIVE STAFF COLLEGE
GOVERNANCE AND DEVELOPMENT MANAGEMENT LEARNING GROUP
CENTER FOR DEVELOPMENT POLICY AND MANAGEMENT
JAWALAKHEL, LALITPUR
NEPAL

INTRODUCTION

Public policy is long practiced but evolving discipline for the public sector. With the advancement in data science, the demand for using evidence in public decisions is increasing. Public policies are criticized for being rhetoric, subjective and arbitrary wills of the policymakers. This shortfall encourages searching avenues to apply innovative approaches in policymaking. Policies are designed around the policy theories, where use of evidence provides bases to build persuasive proposals. Policymaking in Nepal is portrayed as an assumption-based, top-down and normative framework. The major challenge to the policy process is to use an evidence-based rationality approach, which allows the decision makers to consider multiple perspectives, be informed with evidence and choose a better alternative. As a result, policies do not reflect the social needs, they are not implemented effectively and they do not deliver the intended results.

Although policy decisions are political functions, the role of bureaucrats is instrumental to provide technical explanations on the policy proposals, allowing the decision makers for a rational decision. In many cases, the bureaucrats influence or dominate the policy decisions. Therefore, it is necessary to orient the government officials on the broader framework of policymaking. Nepal Administrative Staff College (NASC), a premier national institution for public sector capacity building, and Policy Research Institute (PRI), a government policy think tank, have jointly designed the seven-day training course entitled "Innovating Public Policy: Use of Evidence (InnoPoLE)". The training course builds on the concept of the 'Policy Innovation Lab (PIL)', a concept central to which is to bring innovation in policy-making through engagement, research and iterations.

This course will adopt 4Cs framework- context, competencies, contents and conveyance as shown in the figure. The 'context' is considered as the inputs for the policy process. It may have several elements. This course considers policy environment, knowledge and competency of policymakers, availability of evidence and motivation for evidence informed policy making (EIPM) as contextual factors. The 'competencies' include knowledge, skills and ability of policy makers. The course considers critical thinking, research and analysis, and writing and persuading abilities and understanding of policy science as the required competencies for EIPM. The 'contents' are the key components of the course that contribute to developing competencies. The 'conveyance'
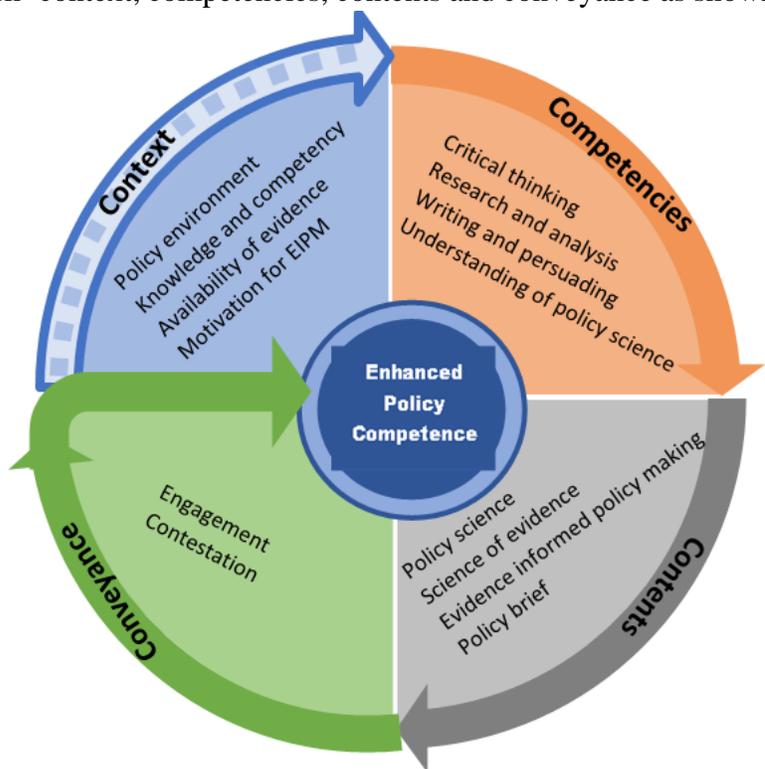
is the methodological approach used for delivering the course. The course provides opportunities for engagement and contestation for the participants. These building blocks together will 'enhance policy competence' of participants.

LEARNING OBJECTIVES

The course, in general, intends to enhance the competences of the mid-level government officials for applying innovative approaches in policy making through the use of scientific evidence.

- Appreciate and apply the systematic approach to policy making
- Apprehend and apply evidence in policymaking
- Prepare policy briefs to communicate and persuade policy decisions

COURSE STRUCTURE

Modules	Description
Module 1: Science of public policy (Day 1)	This module provides an overview on policy philosophies, policy cycle in policymaking, systematic approach to policy design, theory of change in policy process, and significance of the sources of knowledge in policymaking.
Module 2: Science of evidence (Day 2)	This module deals with the science of evidence including the sources, relevancy and application. It further equips the participants to delve deeper into the evidence, synthesize and draw meaning in relation to the policy problems.
Module 3: EIPM- Framing policy problems (Day 3)	This module engages the participants to identify and diagnose the policy problem and integrate evidence into framing the policy problems by collecting, reviewing, evaluating and synthesizing evidence.
Module 4: EIPM- Designing solutions (Day 4)	This module prepares the participants to identify appropriate solutions of the problems through the use of evidence, and it informs the participants of the significance of policy structure, tools and sources of policy implementation.
Module 5: Persuading policy proposal through policy brief (Day 5, 6, & 7)	This module equips participants to prepare an evidence-based policy brief to persuade the senior executives on the policy proposal.

TARGET PARTICIPANTS

A cohort of twenty-five mid-level officers (Class II Officers) from government agencies who have significant roles in policymaking or providing technical support for policy decisions with a:

- Good computer literacy
- Ability to use basic statistical calculation
- Writing skills

TRAINING DURATION

The training will be of 35 credit hours spread over seven days, with two days assigned for policy brief preparation.

TRAINING AND MENTORING MODALITY

- Training will adopt the model of enhancing engagement *(learning by doing)* for designing policy.
- Will be based on case studies, simulated exercises, expert interaction, contestation and assignments.
- The course will be delivered by a group of experts having both academic and practical knowledge of public policy. Participants shall undergo pre-test prior to joining the course and post-test at the end of the course.

Nepal Administrative Staff College, NASC

The Nepal Administrative Staff College (NASC) was established in 1982 under the Nepal Administrative Staff College Act 1982 with the following objectives:

Training: Build capacity of public sector employees in the areas of management, governance, administration, public policy, development management and other priority areas as defined by the Government and public institutions in an innovative and problem-solving approach;

Research: Conduct research on the functional areas of NASC and that are of priority to the Government, provide policy and reform inputs to the Government, make the training programme evidence-based and apply innovative approaches in the capacity building; and

Organization Development Interventions: Carryout organization development interventions to improve the performance of public sector organizations.

Centre for Development Policy and Management (CDPM)

The Centre for Development Policy and Management under Governance and Development Management Learning Group of NASC is committed to provide professional and institutional services to the public and non-state sectors on social and economic development policies, public policy process and overall policy management.

Policy Research Institute (PRI)

The Policy Research Institute (PRI) is a think tank of the Government of Nepal formed according to the Policy Research Institute Development Board (formation) Order 2018 (2075) by exercising the power conferred by Article 3 of the Development Board Act 1956.Article 51 of the Constitution of Nepal outlines 'Policies of the State' and Article 54 provisions a parliamentary committee to monitor and evaluate the progressive implementation of these policies. The objectives of the PRI are to review public policies, programmes and strategies through rigorous research and analysis and provide policy recommendations to the Government of Nepal, to carry out studies on the issues around diverse public sectors, and to serve as an interface of knowledge and policy formulation in the spirit of Article 51 of the Constitution of Nepal.

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