



## *Proceedings of the second NPI Global Youth Policy Dialogue.*

15th March 2023 (Hosted by Nepal Policy Institute)

### **A. Introduction**

On 15th March 2023, Nepal Policy Institute (NPI) hosted its second NPI Global Youth Policy Dialogue session on the topic of “Education Policies and Programs for Inclusion in Nepal”. The intent of the dialogue series is:

- a. To raise awareness among youth about the current state of education policies and programs in Nepal, and their impact on marginalized communities.
- b. To provide a platform for young people to share their experiences and perspectives on the challenges faced by marginalized communities in accessing education in Nepal, and to identify potential solutions.
- c. To engage policymakers and other stakeholders in a dialogue with youth to generate recommendations and strategies for the development and implementation of inclusive education policies and programs in Nepal. This could include discussions on issues such as teacher training, curriculum development, infrastructure improvement, and community engagement.

### **B. Context**

The Engagement Manager of NPI, Pratigya Bashyal, started moderation of the session by way of a brief background to the event. She addressed the basic introduction of the Speakers of the session

- Dr. Hari Lamsal (Joint Secretary, Ministry of Education, science and technology, Government of Nepal)
- Shailendra Jha (Associate Education expert, City Planning Commission, Kathmandu Metropolitan City )
- Sneha Shakya ( Student- Gender and Development Studies, Asian Institute of Technology AIT, Thailand)
- Sanjib Sah ( Administrative Officer Birgunj Metropolitan City)

All these speakers were asked various questions on policies adopted by Nepal on education and programs in the country for inclusivity and the role Nepali Diaspora can play in improving education of Nepal

The primary motto of the NPI Global Youth Policy Dialogue were:

- a. To know about the education policies of Nepal.
- b. To know about the implementation part of these policies at the local level.
- c. To know the role Nepali Diaspora can play in improving education of Nepal.

### **C. On Education Policies and Programs for Inclusion.**

The speakers focused on The Constitution of Nepal, which was adopted in 2015 and several key provisions related to education policies in the country. Some of the notable provisions they discussed are given below:

- a. **Right to Education:** The constitution guarantees the right to education as a fundamental right of every citizen. It states that every citizen has the right to access free basic education up to the secondary level.
- b. **Inclusive Education:** The constitution emphasizes the need for inclusive education that ensures access to education for all, including marginalized and disadvantaged communities, persons with disabilities, and people living in remote areas.
- c. **Education as a Priority:** The constitution recognizes education as a key priority area for national development and emphasizes the need for investment in education to improve the overall quality of life in Nepal.
- d. **Decentralization of Education:** The constitution supports the decentralization of education, which involves devolving the responsibility for education to local governments and communities to ensure greater participation in decision-making processes.
- e. **Promotion of Indigenous Languages:** The constitution recognizes the importance of promoting indigenous languages and supports the development of policies and programs to preserve and promote them.

Dr. Hari Lamsal moreover focused on how these provisions in the constitution provide a framework for education policies and programs in Nepal, with a focus on ensuring access to quality education for all, promoting inclusive education, and decentralizing decision-making processes to improve education outcomes.

### **D. Challenges in implementing Education Policies in Nepal.**

Mr. Sanjib Sah who is working at Birgunj Metropolitan City and Shailendra Jha representing City Planning Commission, Kathmandu Metropolitan city explained the local and practical outlook of these policies brought by the government. Some of the major Challenges seen are:

- a. **Funding:** Despite education being a priority area for national development, Nepal still faces challenges in mobilizing adequate resources to finance education policies and programs. As a result, there is a significant funding gap, which affects the quality of education and access to education, especially for marginalized communities.

- b. Infrastructure: Nepal's education system is still underdeveloped, and the infrastructure is inadequate, especially in remote areas. The lack of adequate classrooms, libraries, and other facilities makes it difficult to provide quality education.
- c. Teacher Quality: The quality of teachers is a significant challenge in Nepal. There is a shortage of qualified and trained teachers, especially in remote areas, which impacts the quality of education provided.
- d. Inequality: Despite the constitutional provisions for inclusive education, there are still significant inequalities in access to education, especially for marginalized communities, persons with disabilities, and people living in remote areas.

The panelist focused on how these challenges pose significant obstacles to implementing education policies outlined in the Constitution of Nepal, and addressing them will require a coordinated effort from the government, private sector, and civil society organizations.

#### **E. On the Role NPI can play.**

During the dialogue, the NPI Engagement Manager, Pratigya Bashyal, asked the panelist on the critical role of think tanks like NPI in promoting education policies and programs that ensure inclusivity in Nepal. Panelist suggested that NPI could:

- a. Conduct research and analysis on education policies and programs in Nepal, highlighting the challenges and opportunities for improving the education system.
- b. Organize regular dialogue sessions to bring stakeholders from various sectors together to discuss education policies and programs and identify potential solutions.
- c. Develop recommendations and strategies for improving education policies and programs based on evidence and stakeholder input.
- d. Advocate for adopting and implementing inclusive education policies and programs by engaging with policymakers and other stakeholders.

#### **Conclusion:**

The second NPI Global Youth Policy Dialogue on Education Policies and Programs for Inclusion in Nepal provided a platform for young people to share their experiences and perspectives on the challenges marginalized communities face in accessing education in Nepal. The dialogue highlighted the constitutional provisions related to education policies in Nepal, the challenges in implementing them, and the role that think tanks like NPI can play in promoting education policies and programs that ensure inclusivity in Nepal.



The panelists emphasized the need for a coordinated effort from the government, private sector, and civil society organizations to address the funding, infrastructure, teacher quality, and inequality challenges in Nepal's education system. The panelist also stressed on the crucial role that think tanks like NPI can play in conducting research, organizing dialogues, developing recommendations, and advocating for the adoption and implementation of inclusive education policies and programs.

Overall, the dialogue was a step towards generating recommendations and strategies for developing and implementing inclusive education policies and programs in Nepal, which could help ensure access to quality education for all, promote inclusive education, and improve the overall quality of life in Nepal.