

# Need of Common Education Structure & Multiple Thinking: Ensuring Compulsory Education and Effective Service Delivery

Hotel Shangri-La, Lazimpat, Kathmandu

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**One-Day Workshop**

Organised by:



**Association of Political Science Students**  
**राजनीतिशास्त्र विद्यार्थी संघ (APSS)**  
Kathmandu, NEPAL



**Government of Nepal**  
**Ministry of Education**  
**Department of Education**

## Workshop Background

Emerging social, economic, and political arenas of Nepal have contributed to the change in people's perceptions and have raised their aspirations for better education. Equally, the global and regional contexts and trends have also triggered the process of change in education. To reflect these trends, the Government of Nepal has initiated and implemented number of important programmes such as Education for All (EFA), Secondary Education Support Programme (SESP) and the School Sector Reform Plan (SSRP).

Despite the fact that the Government has already implemented and placed emphasis on the readiness for the system to embark

on the different reform programmes and initiatives, lack of well-justified education-

politics dialogue midst the frequent political set-backs and the being-extended socio-economic transition, growing political instability, losing intra-political party consensus and finally lack of well-informed discussions among/with the political parties in building common education system and effective education service delivery model, it has already been urgent to consolidate the political consensus and promising commitments into the Government's existing plan and programmes to immediately initiate necessary actions for reforming the related existing policies and programmes, acts, laws and bylaws.

In the context of ongoing debate of state-restructure and setting up new political system in the country, and wide arrays of political views on new education structure that are decisive, important and relevant to immediately initiate a policy and programmes towards ensuring guaranteed education service delivery and compulsory education system, political parties' views and positions needs to be adequately discussed between and among the political parties, other relevant stakeholders and

beneficiaries to reach on a common concept and to make Government's existing plan and programmes more effective with full of accountability.

To achieve these goals the Association of Political Science Students (APSS) and the Ministry of Education (MoE) will jointly organise a one-day workshop with the centrally-active influential and potential political leaders, Members of Constituent Assembly, experts, senior policy makers, media and civil society members.



## Key findings:

- There is a clear division on the idea of power devolution in education sector among political parties and government administrators, and level of government's financial responsibility and accountability to ensure free and compulsory education stills remains contentious issues of today's date amid the debate of state-restructure process of Nepal. This has posed an urgent constructive discussion among political parties and other key stakeholders to defining education federalism in Nepal in a realistic model.
- It has been learned from many countries' experiences, results of extensive empirical research and development experts now have identified poor people's inability to hold the State accountable for its policy making as the main source of this services failure.
- In the context when many experts and concerned stakeholders blame education sector being of highly politicized and being run with the wish-list of few political leaders, lack of

constructive politics in education around political parties, education sector has been shadowed among other governmental issues.

- In the context of Federal Governance System, there are six major aspects in education that cannot be fully devolved to the local governments. In other words, these six components in education require all party debate and a consensus at the national level. For Example:
  - 1) National Education Policy – Free and Compulsory Education, access to education from ECD to tertiary level, technical and vocational education, language of instruction, private and public education, etc.
  - 2) National Norms and Standards – school quality, teacher quality, learning outcomes
  - 3) National Curriculum Framework – introducing the nation and nationality
  - 4) Examination and Certification – accreditation of education within the nation and internationally
  - 5) Financing in Education – share of the central and local government
  - 6) Accountability Mechanisms – who is accountable to whom, why and how?
- It should be consciously noted that nature of free and compulsory education is determined following particular country's social, political and economic context.
- It is learnt that the free and compulsory education is directly connected with the country's economic, political and social commitments. Where these commitments and determinations have been instigated, the free and compulsory education can be implemented even if this is not mentioned in the constitution or any other laws/policy. Only mentioning these in the constitution or any other laws or policy can't work if there is not strong will and determination.
- It has been learned that if the government itself is not able to hold the complete responsibility to implement the free and compulsory education, the related policies and programmes can't be effective down to top.
- Political parties of Nepal have not yet come up with their definition of free and compulsory education. The free and compulsory education needs to be the basis for education foundation of the country, but political parties have made this only populist slogan.
- The main problem of Nepal's education sector is that there lacks the demand-based long term education strategy and poor determination to existing policies and programmes. For this situation to happen, there are number of reasons behind like, change in policy with change in government and with the intention of donor agencies, weak education administration and lacking political determination.

## Workshop Goal & Objectives

The goal of the workshop was to seek common consensus with promising feedbacks of political leaders (particularly CA members) and profound experts to facilitate and support the process to effective and improved service delivery in education, and compulsory education system in Nepal with full of accountability and responsibility in service delivery. This goal of the workshop was best achieved through following two objectives:

- To consolidate the multiple thinking of relevant stakeholders, particularly of political parties with different political background and ideologies, on ensuring effective service delivery and compulsory education system in Nepal.
- To draw wide array of attention of academia, media, political leaderships, experts, policy makers, civil society, CA members and other relevant stakeholders on ensuring the effective service delivery and compulsory education system.

## Summary Process

The APSS and the MoE studied and analysed existing Government policy, programmes and plans, and relevant data, literature and previous works to prepare two full working papers separately on the education service delivery and compulsory education, with the assistance from two noted experts in the similar field.. These papers helped the workshop participants get facilitated on the main workshop objectives and issues.



While preparing the working papers special focus was be given to the possible roles and responsibilities of political leaders, particularly of the Members of the Constituent Assembly on perfectly ensuring the improved service delivery model and implementing the provision of compulsory education (ECED) at management, M & E and funding level, along with the assessment of the current policies, practices, trends, programmes, reform plans and available resources.

### **One-day workshop in Kathmandu:**

The APSS and the MoE jointly organised a one-day workshop with the centrally-active influential and potential political leaders, CA members with leading roles, experts, senior policy

makers, media and civil society members. The two working papers and separate short presentations were presented during the various sessions of the workshops.

Before the workshop was taken place, a well-structured workshop agenda with inauguration session, introductory session, presentation sessions, group discussion sessions and concluding/ceremony session was prepared by a joint meeting of senior officials of the APSS and the MoE.

This one-day workshop systematically consolidated the multiple thinking of relevant stakeholders, particularly of political parties with different political background and ideologies, on ensuring effective service delivery and compulsory education system in Nepal, by drawing wide array of attention of academia, media, political leaderships, experts, policy makers, civil society, CA members and other relevant stakeholders on ensuring the effective service delivery and compulsory education system.

#### **Workshop-report development and dissemination:**

After successfully completion of the one-day workshop, the MoE and the APSS is jointly drafting workshop report with narrative summary, key findings & recommendations and analysis of quest and consequences of series of workshop sessions and media coverage. The report is also to include the general assessment of the situation before and after the workshop.

## **Summary Report**

### **Inauguration session**

#### **Mr. Bibas Waiba, APSS Secretary:**

I would like to welcome all of you at today's special workshop, namely honourable Members of the Constituent Assembly, leaders from various political parties, APSS President Rajendra Prasain, Education Secretary of the Government Mr. Shankar Prasad Pandey, profound education experts from various universities, Director General of Education Department Dr. Lava Deo Awasthi, Director Mr. Dilli Ram Rimal and rest of senior officer of the Government including fellow leaders from civil society institutions and media representatives.

Though the free and compulsory education system for which each student has rights, has been already prevailed in various developing and developed country, our

country Nepal has just started this provision, we have initiated some works so far. However many of things are still only in word not in action. Everybody should own this responsibility. I think this has been realised that many sectors and various issues need to be linked to each other when we talk for compulsory and effective service delivery. However, most weighted roles should go into the policy makers and political leaderships' responsibility. In this context how we can improve the current condition of providing compulsory education and service delivery is the main topic for today's workshop. I hope all of you will concentrate on the focussed topic and key objectives of the workshop, and contribute to synthesize our understanding

and ideas to more be thoughtful for the country's education and add some thinking

on it.

**Mr. Rajendra Prasain, APSS President:**

As being among the organising team, I must say some words for making clearer the workshop focused goal and objectives along with the current context which is heading all of us to some contentious issues of education of our time. We can find in our ancient documents and scripts about the then education system prevailed in our society (mainly eastern society). Our philosophical realisations have already institutionalised a structured education service delivery; however we need to understand and accept the global trends and developing technologies and common tastes. Effective service delivery and easy access to a well-accepted education content and curriculum are an immediate necessity while many negative feedbacks and dissatisfaction from intellectual corners and beneficiaries are coming at front through media and public forums. Among many issues the most-expressed issues are risen-up unaccountability within entire education management system from top to down, and less-market oriented education being provided. Fake schools and students have been usual in mass media on one side, and the other hand, school classes have to be run under tree or on the playground instead of proper classrooms and thousands of students are not getting their textbooks in time. Many students after their school graduation are not being accepted for further higher education in abroad by prominent universities. They have been often found very less qualified for today's competing market. Further these issues have been under-estimated and shadowed among other political issues. We youths are now dreaming a society where everything is

treated equally, and competency will be the main basis for contributing the nation for its prosperity. We need a good education system and equal education to all citizens leading to constructing a well-just society which our generations will be proud to their elders and predecessors. We are aware that many political leaders and policy makers agree with us on aspirations and inspirations, but these issues have been remained unaddressed because of the dominance of special interest in government. We say it 'injustice'. Political parties are making only populist programme, not realistic and practical, and government seems less policy-driven, why? We think we are not ready for providing a constructive education recipe to a newly-born kid. Laying on these realities, we planned to invite all of you to participate in this workshop, and give your promising thoughts and inspirations to ensuring effective service delivery and compulsory education in Nepal. During your discussion all of you distinguished guests and honourable members of the Constituent Assembly are requested to consider the working papers to be presented here today so that the outcome would be action-oriented and worthwhile as well. This workshop is being organised in the context that promising new young leaders are emerging midst the ongoing democratic transformation process, and they are seriously contributing current constitution drafting process. The organising team expects special concrete ideas for immediate initiatives from among those who are now attending this workshop.

**Mr. Shankar Prasad Pandey, Secretary for Ministry of Education:**

We can't be proud to the education sector in Nepal there is no point of confinement. In many occasions the Government of Nepal has many experiments, we have experiences. Maybe due to this too much experiment, we have been confused somewhere and it has been very challenging issues to the Government. While the Interim Constitution of Nepal has pledged education as a moral right, and education, health has been defined fundamental right. However, how to use this right and what process and mechanisms the government is to formulate has been the most important issues for us now. We all today's attendees are those individuals who have responsibility. As having worked currently at the Government's Education Ministry and being a vigilant citizen I am consciously thinking what type of education the next generation will be getting and how this we will be adopting, how these measures contribute our country's overall development. To think more on this constructively has been very urgent. Sometimes I feel we have fewer accomplishments than we talk on this, and gone through narrowly. Due to this thinking has meant only for thinking. However if we don't have dreams, are not getting into insights, we will not be able to draw our plans and define the ways. And hence this workshop is very meaningful and has urgency as well. I feel we have some biasness and discrimination with some parts of the country with regard to providing

“Education has been less important than earning money by selling *Yarchagumba* in Jumla.

education and ensuring compulsory education, I think we should make legal provision to guarantee compulsory education. When I went to *Jumla* district, parents were sending their children to collect *Yarchagumba* (Caterpillar fungus) than to schools. Education has been less important than earning money from selling *Yarchagumba* in *Jumla*. If we forget or neglect this kind of situation while doing education service delivery, our education thinking will be left behind. There are budgetary constraints and local people of education management are demanding many technological things for better education service delivery. So far mechanisms are prevailed under the Ministry; the local Resource Centre could be best mechanism to ensure best service delivery. Through these Resource Centers we can take education to all villages and each *Goreto* (beaten track). We are blaming to each other but doing little things. We name this situation political transition, but we are still in academic transition. However our country is in politically transformation process. In federal system, education and health will be conducted by the federal government, it is better. We should keep all these things in mind. As I am looking after the Education Ministry, I request all of you that our ministerial team is open to accept any suggestions and thoughts, inspiration from you to change or update the existing policies and programmes.

## Presentation session

### A. DELIVERY OF EDUCATIONAL SERVICES IN NEPAL

- Dr. Vishnu Karki, freelance education expert  
(For full paper, please see the attachments)

#### **Way forward recommended by the paper author:**

##### ***Roles of local Bodies/Governments***

Education sector in Nepal has now increasingly becoming impossible to manage from the centralized systems. It is more so in the context of evolving new socio-political order also. Education by its very nature is a local subject – its need is to the individual, to the family and the community in the first place. Therefore, the entity best suited to plan, implement and manage educational programs and activities are those that are locally based. Hence, enhancing roles and responsibility of local bodies in education development is most urgent now.



##### ***Developing accountability mechanisms***

Every individuals and institutions working in the education sector must be made responsible for specific task with clearly articulated results and time frame. These institutions and individuals be made accountable to a designated body for their performance. The accountability mechanism should be designed at each level from the ministry to the school for their specific tasks and responsibilities.

##### ***Information System***

Information systems needs to be made locally based and their capacity is enhanced so as to be able to utilize information in their own planning and development works first. Utilization at the source is the key to reliable information. As of now, local source has little or no practice in using the information that they produce.

##### ***Partnership for Education Development***

Private and public, public and public, and private and private partnerships are some of the highly debated agenda in education development arena. These debates have been, however, good for making documents and concept papers. MOE and DOE is heavily engaged in the policy making, planning, implementation, and monitoring functions in the education sector. Since MOE/DOE is all in all education sectors there is an apparent conflict of interest which has also developed distrust to non-governmental bodies.

Time has come to breaking this ice and building the trust to different stakeholders for the implementation of education development program and activities. MOE and DOE should focus

more on policy and program development whereas local bodies and non-state actors should be brought forward for implementation of educational programs in the country.

## **B. FREE AND COMPULSORY EDUCATION IN NEPAL**

- Dr. Sushan Acharya, Tribhuvan University
- Mr. Mahesh Upadhyaya, Kathmandu University

### **Way forward recommended by the paper authors:**

#### For political party:

- Political parties should make the meaning of “F.C.E (नि.अ.शि)” unambiguous which is included in their respective political party’s manifestos.
- Political party should concentrate their head not only to be engaged centrally in government making, but also free compulsory education service delivery which is individually concerned to citizens.
- Political party should have common understanding on minimum essential things, and have operational outline followed by that understanding.
- Political party should not include those provisions and articles which are not realistic and practical with the implementation view making the constitution unsuccessful prior to be implemented. Political parties should develop capacity to practically implement the free and compulsory education system.

#### For the Government of Nepal:

- The Government should conduct and facilitate the public dialogue on the free and compulsory education from top to down.
- The Government itself must be clear on what is the meaning behind the “free & compulsory education”, and to what extent of free education?
- The Government should make publicly open and hold open discussion on the free and compulsory education.
- It would be effective if the local management body will implement and ensure the free and compulsory education at local level. So what roles practically the local bodies will be playing? The Government should hold discussion on it and reach on a understanding with those institutions which are directly related to local bodies.
- The Government should support active local bodies and help passive of them to be activated.
- To make the monitoring efficient, the Government should strengthen its administrative capacity.



- The Government should define the “free secondary education (नि.मा.शि.)” as claimed by the various government policies and programmes. What level, or school class or age group is to be included? It is not clear. The Government should make it understandable.
- Is the Government ready to commence the “free and compulsory education (नि.मा.शि.)”, or not? Clear-cut answer should be there while defining it because “free and compulsory education” comes with social, economic and legal liabilities.

## **Group discussion & Presentation session**

### **Summary group presentation by the Members of the Constituent Assembly:**

#### **GROUP A**

##### **Free & compulsory education:**

- The Government should initiate model free & compulsory education along with other basic needs (food, clothe, home) prioritising children on the basis of defined classes of their backwardness.
- Primary education should be defined from grade 1 to 8, by transforming prevailing model of education into a skill building model.
- The quality education is the education that is full of increasing productivity, using in daily life, employment-oriented and entrepreneurship building while the curriculum should be centred to mobilising available local resources.
- The curriculum and content which promotes discrimination among people should be immediately removed, and such an environment should be created or promoted that honours self-respect among/within children. The appointment process of teacher should keep this in mind.
- Mother languages should also be there with the free and compulsory education.

##### **Education service delivery:**

- The Government should take full responsibility to initiate model free and compulsory education for those who have been prioritised on the basis of their backwardness. In this process roles & responsibilities of local bodies should be clear-cut defined.
- The Government should initiate special awareness raising measures at local level focussed to particularly disadvantaged and marginalised communities to ensure service delivery of education.
- To ensure quality education highly-trained teachers should be managed with adequate other activity capacity and the physical infrastructure needs to be well equipped.

- In federal structure, federating state should manage all policy formulation of education; however at university level policy should be conducted by the federal government.

#### **Name of the CA Member of the group A**

1. Honourable Bishnu Maya BK
2. Honourable Sita Boudel
3. Honourable Bimala Nepali
4. Honourable Satya Pahadi
5. Honourable Man Sing Rajbanshi

#### **GROUP B**

##### **Role of government agencies:**

- The government should support various non-governmental organisations and people technically to build education policies of the country.
- Government's role is to design programmes based on the formulated policies, and to implement effectively.
- Lacking budget should be increased in education sector; government has responsibilities to fulfil this requirement. The government could build relation with external and internal donor agencies with roles of coordination and agreement.
- The government must be in close contact with law makers and other related practitioners while drafting the any education related bills.
- The government should ensure effective monitoring and evaluation.
- The Government should support active local bodies and help passive of them to be activated.

##### **Education policies:**

- There should be compulsory education at primary level and completely free education at secondary level.
- The government must ensure practical education based professional and scientific methodologies.

#### **Name of the CA Member of the group B**

1. Honourable Dolma Tamang
2. Honourable Minakshi Jha
3. Honourable Akkal Singh Tamang
4. Honourable Shakuntala Lepcha

#### **GROUP C**



- Political parties have the end responsibilities to have strong will-power, determination and commitment to improving and managing the defect and disparity around education sector seen down to top.
- The statehood has the complete responsibility to the assurance of education, and for its adequate management the local bodies should share equal responsibilities.
- The schools run by private sectors should be thoroughly inspected, monitored and controlled by the government while the public and community schools needs to be re-worked out to ensuring their effectiveness.
- There should be free education (any types) till secondary level, and should be compulsory at primary level.

#### **Name of the CA Member of the group C**

1. Honourable Atmaram Sah
2. Honourable Sharada Devi Kumal
3. Honourable Jay Ram Yadav

#### **GROUP D**

##### **Free education:**

- Ownership: There are numbers of oral commitments, but no determination to transform them into action. For example, there is provision of scholarship, but it is not impacting and it has not been meant for them for whom it has been intended. This is because of realised ownership. Many issues and circumstances could be link up with building ownership.
- Technical education: The education system should be concentrate to increasing employability of the beneficiaries. So technical education should be promoted, which finally should be decreasing the unemployment rate. If a student passes the 12 grade, he/she should be capable to apply for a particular job.
- Monitoring: Issue of ownership is connected with the effective monitoring. Monitoring is very low and ineffective. Monitoring should be conducted by the local groups/bodies concerned to ensuring quality and accountability.
- “We don’t need free university education. Government should have determined policy practice in education.”

##### **Service delivery:**

- Physical infrastructure & education materials: Government is only focusing teacher appointment, not other required materials and physical infrastructure. This situation goes continuously always.

- Transparency: School management committee is not so far transparent with financial matter and other matter of school governance. They should be monitored at local and central level.

**Name of group members:**

1. Rudra Pageni - Reporter, The Himalayan Times
2. Surya Prasad Pande - Reporter, Annapoorna Post
3. Suman Panta - Ujjyalo FM Network
4. Ramesh Mandel - Nepal Samacharpatra
5. Ram Chandra Acharya - Regional member of Nepali Congress, Sindhuli
6. Sanjeev Suryabanshi - Student, Sunkoshi Campus
7. Sagar Suryabanshi - Student, Sunkoshi Campus
8. Manish Jha - Member, Terai-Madhesh Student Front

## Conclusion

Building common political consensus to initiate better service delivery in education and ensure the free and compulsory education arrangement should be the immediate next step which Nepalese political parties and government should go with. Young members of political parties and those promising young leaders inside the Constituent Assembly have clearly mentioned that they want locally-owned and locally-managed education system with an insight understanding of local ethnicity and resources. An indigenous education plan and genius management which recognize students', country's demand and individual dignity only can boost country's economic and social development. The special attendees and active participants of the workshop have shown their commitments to realise and adopt modern technology and global taste in developing Nepal's re-defined education strategy seriously holding the ongoing country's political transformation debates.

Though Government of Nepal has initiated some important reform plans in Nepal's education sector, some critical concerns which need an argent response from the political parties and the government with full accountability, are concerns of roles and power of local bodies in ECED implementation, how fund could be managed at local, to whom the final responsibility rests on, what the realistic meaning of free education in Nepal, accountability to fully ensuring compulsory education, definition of quality (in terms of?), coordination and collaboration with private sectors, mainstreaming the drop-outs, examination system etc. if we fail to consider these concerns in our up-coming discussions within political parties, government and the beneficiaries, we will fail to stimulate and harness the potentials of many generations. This failure will lead us to a dark society and collapsing Nepalese identity finally.

**Thank You.**

## **APPENDIX: Presented working papers**

### **Delivery of Educational Services in Nepal**

- Dr. Vishnu Karki, freelance education expert

#### **Introduction**

When it comes to service delivery, basic services such as health, education, water, etc comes apparently into our minds. It is particularly because these services exclusively fall under government's responsibility. The primary concern to the government is to reaching its population with these services. The dilemma, however, begins when the government consistently fails to reach the population in need of these basic services. Most developing countries, and more specifically Nepal, is suffering from this dilemma since long.

In the education sector, 40 years of intensive investment in Nepal has but left a particular section of children still out-of-school and a high number of its population illiterate. This could be a rather pessimistic overview for some who sees the number of schools and students as the indicators of achievement. But, for those who see quality, equity and equality in education as the measure of its success, this overview might shed some light on the shortcomings in the service delivery to the marginalized, differently abled, and socially and economically alienated populations in the society. In Africa, results of extensive empirical research and development experts now have identified poor people's inability to hold the State accountable for its policy making as the main source of this services failure.

The current paper is an attempt to highlight on the concept of service delivery, mechanisms, current status and apparent challenges in educational delivery in the context of emerging socio-political order in the country. In the context when many experts and concerned stakeholders blame education sector being of highly politicized, the premise of this presentation is that there's lack of politics in education.

#### **Educational Services**

In view of the type of educational services being offered in Nepal, it can be grouped under three major traits such as, Administrative services, Pedagogical services, and Technical services.

**Administrative services:** Most importantly includes laws, regulations and policies that provide the norms and guiding principles for the delivery of educational services. Based on these norms and guidelines, state actors are supposed to make sure that the services are rendered to its citizen. Likewise, administrative services also include making provisions of basic physical infrastructure such as the school building, playground, toilet and drinking water facilities, etc.

Similarly, educational facilities such as the provision of adequate and qualified teachers, library and books, lab, and the provisions of extracurricular materials are also part of the administrative functions. Financing, account keeping, and auditing is also included under the administrative function. These are often called as non-core or peripheral functions as they are mainly the enabling functions to ensuring teaching and learning to happen in the classroom.

***Pedagogical services:*** These services are most directly related with the teaching and learning activities in classrooms. Most important pedagogical functions includes, use of appropriate instructional strategies, application of a variety of appropriate evaluation techniques, selection, development and use of instructional materials and tools, remedial support to students, and so forth. This is the core education function.

***Technical Services:*** These services are crucial to ensuring the delivery of quality services. These services include capacity building of teachers through training and orientation, supervision of classroom activities, research, and developmental works, development of curricular materials, and examination and certification, etc.

### **Service Delivery Mechanisms**

It is necessary to understand that there are two systems working in parallel to ensure delivery of educational services reaching to the populations in need. The first is government system that includes MOE, DOE, DEO, and RC. The second is community led system which includes SMC, VEC, and the DEC. While there are designated employees in place at each level of the government system, members of the community represent the community system.

In both these systems, school works as an organization in which teachers are the main actors and the rest of the mechanisms work in ensuring enabling environments for teaching and learning to take place. Both the government and community mechanisms have specific roles and functions to perform.

#### ***Government system***

The Ministry of Education (MOE) is the principal authority of education development in the country. It has several line agencies and constituent bodies supporting to carryout different roles and functions throughout the country. Ideally, and in principle, MOE should focus on policy functions whereas the line agencies and constituent bodies should take charge in specific areas of services such as curriculum development, teacher training, and examination and certification.

*The Department of Education (DOE)* should in principle translate government policies into action through program support such as ensuring enabling conditions, infrastructure, educational materials, through program design and delivery of support annually.

*District Education Office (DEO)* – is expected to focus more on the technical aspects and to ensuring pedagogical discourse to happen in all schools

*Resource Center* – is expected to work as an extended technical arm of the DEO and be equipped with resources needed to the schools and communities for delivering quality educational services in the respective cluster of schools.

### ***Community system***

School Management Committee – is more like the managing body of school's day to day operations including planning for school improvement, resource mobilization, school and teacher management, and maintaining harmony among teachers, students and the parents.

*Village Education Committee/ Municipal Education Committee (VEC/MEC)* – A committee formed to develop and enforce education development plan for the entire VDC/MEC

*District Education Committee (DEC)* – As with the VEC/MEC; DEC is formed to develop and enforce education development for the entire district.

In the context of Federal Governance System, there are six major aspects in education that cannot be fully devolved to the local governments. In other words, these six components in education require all party debate and a consensus at the national level. For Example:

- 7) National Education Policy – Free and Compulsory Education, access to education from ECD to tertiary level, technical and vocational education, language of instruction, private and public education, etc.
- 8) National Norms and Standards – school quality, teacher quality, learning outcomes
- 9) National Curriculum Framework – introducing the nation and nationality
- 10) Examination and Certification – accreditation of education within the nation and internationally
- 11) Financing in Education – share of the central and local government
- 12) Accountability Mechanisms – who is accountable to whom, why and how?

Apart from these, and within the national frameworks, educational functions can and should be devolved to the local bodies or the governments. Most administrative (including planning, implementation and management) functions such as the provision of schools and learning centres in the community, provision of school teachers and instructors, provision of physical and educational resources to schools and learning centres can be bestowed on the local bodies.

### **Major challenges**

#### ***Predominant Administrative Functions***

Ministry of Education once claimed it to be a technical ministry. Ironically, the entire Government machinery in education sector from the Resource Center to the Ministry are exclusively immersed into administrative functions. More specifically, the District Education Offices' 99% time is spent on non-core functions such as teacher's account keeping, construction related works and examination. The time that is most crucial for the delivery of quality education in schools such as supervision and monitoring, and working as technical backstop is almost none. The need therefore is the shift from its administrative priorities to the core and technical services delivery.

### ***Lack of Community Mobilization***

In principle there are provisions of community based systems such as the SMC, VEC/MEC and the DEC. However, their roles and functions are extremely limited or are almost defunct. For example, in many schools SMCs prepare SIPs but there's no mechanism to evaluate or to endorse it. The plan is prepared just to fulfill one of the requirements for the release of funds. The funds are already determined by the central authorities. VEC/MEC and DEC, on the other hand only exist in the paper and has virtually no roles in planning, budgeting and implementation and monitoring of education development programs.

### ***Resource Center***

Ironically, most resource centres do not even qualify to carry the name as resource center. More importantly, however, over the years their roles and functions have gradually been replaced by administrative and clerical works. The primary role of supervision and technical backstop has long been disappeared from RC's roster. Equally important is the question about RC's accountability. Being located at the school and in the community, RCs should have been accountable to the schools and to the community but they tend to report to the DEO.

### ***Accountability Mechanism***

There is serious lack of accountability mechanisms – who is accountable to whom, for what reasons, and how to make them accountable are some of the big questions that requires immediate provisions. In the absence of accountability mechanism no one can be made responsible and hold accountable for wrong doings.

### ***Education Information System***

The irony is that we do not know exactly how many children are there that the state should take the responsibility for their education. Even worse is the fact that we have no records of how many teachers have been employed and how many schools are in operation in the country. Amidst these confusions, any planning and development works that we claim to bring a change in education sector is not more than a futile exercise. At the crux of this problem are centralized information system and the lack of mechanisms to its verification. The current policies such as the per capita funding, Rahat teachers, and scholarships to the great extent are also associated with manipulated reporting on education information.

### **Reflections for the future**

#### ***Roles of local Bodies/Governments***

Education sector in Nepal has now increasingly becoming impossible to manage from the centralized systems. It is more so in the context of evolving new socio-political order also. Education by its very nature is a local subject – its need is to the individual, to the family and the community in the first place. Therefore, the entity best suited to plan, implement and manage educational programs and activities are those that are locally based. Hence, enhancing roles and responsibility of local bodies in education development is most urgent now.

#### ***Developing accountability mechanisms***

Every individuals and institutions working in the education sector must be made responsible for specific task with clearly articulated results and time frame. These institutions and individuals be made accountable to a designated body for their performance. The accountability mechanism should be designed at each level from the ministry to the school for their specific tasks and responsibilities.

### ***Information System***

Information systems needs to be made locally based and their capacity is enhanced so as to be able to utilize information in their own planning and development works first. Utilization at the source is the key to reliable information. As of now, local source has little or no practice in using the information that they produce.

### ***Partnership for Education Development***

Private and public, public and public, and private and private partnerships are some of the highly debated agenda in education development arena. These debates have been, however, good for making documents and concept papers. MOE and DOE is heavily engaged in the policy making, planning, implementation, and monitoring functions in the education sector. Since MOE/DOE is all in all education sectors there is an apparent conflict of interest which has also developed distrust to non-governmental bodies.

Time has come to breaking this ice and building the trust to different stakeholders for the implementation of education development program and activities. MOE and DOE should focus more on policy and program development whereas local bodies and non-state actors should be brought forward for implementation of educational programs in the country.

## **Free and Compulsory Education in Nepal**

- Dr. Sushan Acharya, Tribhuvan University
- Mr. Mahesh Upadhyaya, Kathmandu University

## **नेपालमा निशुल्क तथा अनिवार्य शिक्षा**

*सुसन आचार्य*  
*शिक्षा शास्त्र अध्ययन संस्थान, त्रिभुवन विश्वविद्यालय*  
*महेशनाथ पराजुली*  
*स्कूल अफ एजुकेशन, काठमाडौं विश्वविद्यालय*  
जनवरी २०११

नेपाली अनुभव

नेपालमा निशुल्क तथा अनिवार्य शिक्षा (नि.अ.शि.) सम्बन्धी अवधारणाको विकासलाई विभिन्न कानूनी दस्तावेज, परियोजनाहरू तथा शिक्षा सम्बन्धी अन्य दस्तावेजहरूको परिप्रेक्ष्यमा हेरिनु पर्छ । तर राजनैतिक निर्णयहरूलाई पन्छाएर यी दस्तावेजहरूलाई मात्र आधार बनाएर निशुल्क तथा अनिवार्य शिक्षाको विकासलाई हेर्न मिल्दैन । तसर्थ यो अवधारणाको विकासमा प्राविधिक तथा राजनैतिक दुवै खाले निर्णय एवं चासोहरूका योगदान देखिन्छ ।

वि.स. १९९६ सालको शिक्षाको इतिहासको केही गरीब बालबालिकालाई पढ्ने अवसर दिलाउनका लागि पूरै वा आंशिकरूपमा शुल्क मिनाहा गर्ने प्रस्तावदेखि शुरू भएको निशुल्क एवं अनिवार्य शिक्षाको अवधारणा वि.स. २००४ को संवैधानिक ऐनमा अनिवार्य शिक्षा अधिकारकै रूपमा लेखियो । तर यो संवैधानिक ऐन कहिल्यै कार्यान्वयनमा आएन । तत्पश्चात वि.स. २०१३ सालको शैक्षिक विकास सम्बन्धी पहिलो योजनाले सर्वव्यापि (Universal) प्राथमिक विद्यालयको प्रस्ताव ल्यायो ।

वि.स. २०१९ को शिक्षा ऐनमा फेरि केही जिल्लामा निशुल्क तथा अनिवार्य शिक्षा लागू गर्ने प्रावधान समावेश गरियो । यो प्रावधान लागू गरिने क्षेत्रका अभिभावकहरूले अनिवार्यरूपमा आफ्ना छोरा छोरी प्राथमिक विद्यालयमा पठाउनु पर्ने भनिएको थियो । छानिएका जिल्लाका केही ठाउँहरूमा लागू गरिएको यो कार्यक्रमको आर्थिक व्यवस्थापनमा साभेदारीको सोच प्रयोग गरिएको थियो । निशुल्क तथा अनिवार्य शिक्षा लागू गरिएका ठाउँहरूका स्थानिय निकायहरूले ७५% र केन्द्रीय सरकारले २५% खर्च बेहोर्ने व्यवस्था गरिएको थियो । खर्च जुटाउनका लागि स्थानिय निकायहरूलाई कर उठाउन वा करको दायरा बढाउने अधिकार दिइएको थियो । यसरी शुरुवात भइसकेको तर सफलता नपाएको निशुल्क शिक्षा वि.स. २०३२ सालमा फेरि लागू गरियो । तर यसपटक स्थानिय निकायसँग साभेदारी गरिएन तथा विद्यालयलाई शुल्क उठाउन पनि दिइएन । बढेको आर्थिक भार थग्न विद्यालयहरूले विभिन्न शिर्षक अन्तर्गत शुल्क उठाउन थाले जुन अहिले सम्म पनि कायमै छ । यद्यपि यसरी शुरू गरिएको निशुल्क शिक्षाले विभिन्न रूपमा विद्यार्थीलाई राहत दियो । जस्तै निशुल्क पाठ्यपुस्तक, निशुल्क पोशाक, आर्थिक सहयोग, इत्यादि । वि.स. २०३६/३७ मा प्राथमिक शिक्षाको तह कक्षा ३ बाट बढाएर कक्षा ५ पुऱ्याइए पछि कक्षा ५ सम्मै निशुल्क भयो जस अन्तर्गत निशुल्क पाठ्यपुस्तकको पनि व्यवस्था थियो । वि.स. २०६५ मा कक्षा १-८ लाई आधारभूत शिक्षाको रूपमा व्यख्या गरी यस तहलाई समेत निशुल्क बनाइएको छ र निशुल्क पाठ्यपुस्तक समेत उपलब्ध गराइन्छ । साथै दलित तथा अन्य विपन्न जात जातिका बालबालिकाहरू र कर्णाली क्षेत्रका बालबालिकाहरूलाई कक्षा १२ सम्मै शुल्क मिनाहा र निशुल्क पाठ्यपुस्तक दिने प्रावधान छ ।

माथि उल्लेखित प्रयासहरूलाई नेपालको अन्तरीम संविधान २०६३ को प्रावधानले पनि समर्थन गर्दछ । त्यस्तै शिक्षा ऐन २०२८ को सातौं संशोधनमा पनि निशुल्क शिक्षाको प्रावधान थपियो । विभिन्न विकास योजनाहरूले पनि कुनै न कुनै रूपमा निशुल्क तथा अनिवार्य शिक्षाको प्रस्तावना अघि सारिरहेको भेटिन्छ । जस्तै तेश्रो, चौथो, सातौं, आठौं, नवौं, दशौं र एघारौं तीन बर्षीय अन्तरीम विकास योजनाहरूले कुनै न कुनै रूपमा यस प्रावधान प्रति प्रतिबद्धता जाहेर गर्दै आइरहेका छन् ।

### अन्तर्राष्ट्रिय अनुभव

केही देशहरूका निशुल्क तथा अनिवार्य शिक्षाका अनुभवबारे खोजी गर्दा तत्सम्बन्धी विभिन्न ढाँचाहरू भेटिए । अर्थात् आफ्नो देशको सामाजिक र आर्थिक एवं राजनैतिक परिवेश अनुशार निशुल्क तथा अनिवार्य शिक्षाको स्वरूप निर्धारण गरिंदो रहेछ भन्ने देखियो । त्यस्ता केही अफ्रिकी तथा एशियाली देशहरूका निशुल्क तथा अनिवार्य शिक्षाका स्वरूपहरूलाई संक्षिप्त रूपमा तल प्रस्तुत गरिएको छ ।

धेरै वर्षसम्मको आन्तरिक द्वन्द्वबाट स्वतन्त्र भएको दक्षिण अफ्रिकाको संविधानले आधारभूत शिक्षाको अधिकार सुनिश्चित गरेको छ (विल अफ राइट्स, परिच्छेद २, प्रावधान २९) । दक्षिण अफ्रिकी विद्यालय ऐन सन् १९९६ ले ७ वर्षदेखि १५ वर्षसम्म अर्थात् कक्षा १ देखि ९ सम्मको शिक्षा अनिवार्य गराएको छ । दक्षिण अफ्रिकामा १ वर्षको पूर्व प्राथमिक तह समेत गरेर विद्यालय शिक्षा १३ वर्षको हुन्छ । दक्षिण अफ्रिकाको संविधानले निशुल्क शिक्षाबारे प्रष्टसंग केही पनि बोलेको छैन । तर शिक्षामा सबैको पहुँच सुनिश्चित गर्न स्वतन्त्र शैक्षिक संस्थाहरूलाई पनि सरकारी अनुदान दिने प्रावधान छ । यस अन्तर्गत दुई प्रकारका कार्यक्रम लागू गरिएको पाइन्छ । एक, शैक्षिक संस्थाहरूले सरकारबाट पूरै अनुदान पाउने ताकि विद्यार्थीहरूबाट कुनै पनि शिर्षक अन्तर्गत शुल्क नलिइयोस् । अति गरिबी भएको क्षेत्रका करीब ४०% विद्यालयहरूमा यो कार्यक्रम लागू भएको छ । दुई, विद्यालय पौष्टिक आहार, जस अन्तर्गत अति गरिबी भएका शहरी तथा गाउँ क्षेत्रका प्राथमिक विद्यालयहरूमा पौष्टिक आहार वितरण गरिन्छ ।

अर्को अफ्रिकी देश इथियोपियाको संविधानले निशुल्क र अनिवार्य शिक्षालाई अधिकारको रूपमा स्थापित गरेको छैन तर व्यवहारमा सबै बालबालिकाको शिक्षा पाउने अधिकारलाई सुनिश्चित गरिएको छ । इथियोपियाको संविधान सन् १९९४ को राष्ट्रिय नीति, सिद्धान्त तथा उद्देश्य (धारा ८५) मा राज्यको स्रोतले भ्याएसम्म सबै इथियोपियनहरूलाई शिक्षामा पहुँच दिने नीतिगत लक्ष्य राखिएको छ । केन्द्रीय सरकारले शिक्षाका नीति तथा योजना निर्माण र लागू गर्न स्रोत विनियोजन गर्नु पर्ने प्रावधान छ ।

दक्षिण एशियाली मुलुक बंगलादेशमा निशुल्क तथा अनिवार्य शिक्षालाई संविधान (सन् १९७८) को राज्यको नीतिगत मौलिक सिद्धान्त अन्तर्गत समावेश गरिएको छ । प्राथमिक शिक्षा ऐन (सन् १९९०) ले ७ देखि १० वर्ष उमेर अर्थात् कक्षा १ देखि ५ सम्मलाई सरकारले कुनै निश्चित क्षेत्रमा निश्चित समयबद्धता लागि अनिवार्य गर्न सक्ने गरेको छ । यसरी अनिवार्य शिक्षा लागू गरिएका ठाउँहरूमा अभिभावकहरूले बालबालिकालाई विद्यालय जान रोक लाग्ने खालका काममा लगाउन पाउँदैनन् । कुनै मान्य कारण विना नै छोराछोरीलाई विद्यालयमा भर्ना गरिएन भने अभिभावकलाई २०० टाका जरिवाना गर्ने प्रावधान पनि छ । तर कानूनले सर्वप्रथम सरकारलाई देशव्यापी रूपमा निशुल्क शिक्षा सर्वसुलभ बनाउने तथा अपत्यक्ष शैक्षिक खर्च बेहोर्न नसकी कानूनी प्रावधान पूरा गर्न नसक्ने आमा/बाबुलाई सहयोग गर्नुपर्ने जिम्मेवारी समेत दिएको छ जुन सरकारले अझै गर्न सकेको छैन । तसर्थ सरकारले समेत आफ्नो कानूनी दायित्व पूरा गर्न नसकेको अवस्थामा आमा/बाबुलाई मात्र कानून लागू गर्ने सवाल नै रहेन ।

भारतमा पनि संविधानको सन् २००२ को संशोधनमा ६ देखि १४ वर्ष उमेर समुहका बालबालिका लागि अर्थात् कक्षा १ देखि ८ सम्मलाई निशुल्क तथा अनिवार्य बनाइयो । र उक्त तहको शिक्षालाई मौलिक अधिकार भित्र समावेश गरियो । संविधानको उपरोक्त प्रावधानलाई लागू गर्न निशुल्क तथा अनिवार्य शिक्षाको अधिकार सम्बन्धी शिक्षा ऐन सन् २००९ ल्याइयो । निशुल्क तथा अनिवार्य शिक्षा लागू गर्नकालागि आर्थिक स्रोतको भार केन्द्रीय र राज्य सञ्चारको साभेदारीबाट बेहोर्ने प्रावधान ऐनमै उल्लेख गरिएको छ । अनिवार्य शिक्षाको अधिकार सुनिश्चित गर्ने संदर्भमा शिक्षा ऐन (सन् २००९) ले विद्यालयहरूलाई प्रवेश परीक्षा लिने, जन्मदर्ता अनिवार्य गर्ने, जस्ता प्रचलित अभ्यासहरू गर्न निषेध गर्दछ । अर्थात् ६ देखि १४ वर्ष उमेर समुहका कुनै पनि बालबालिकालाई कुनै पनि बहाना वा कारण देखाइ विद्यालय प्रवेशमा रोक लगाउन पाइदैन ।

श्रीलंकालाई सर्वसुलभ शिक्षा विकासको दृष्टिले दक्षिण एशियामै नमुनाको रूपमा लिइन्छ । धेरै लामो शैक्षिक विकासको इतिहास बोकेको यो देशमा सन् १९३९ मै ५ देखि १४ वर्ष उमेर समुहका निम्ति अनिवार्य शिक्षाको नीति लागू गरिएको थियो । श्रीलंकाको नयाँ संविधान (सन् १९७८) मा समेत निशुल्क तथा अनिवार्य शिक्षालाई समावेश गरियो ।

## प्रमुख पाठ:

निशुल्क तथा अनिवार्य शिक्षा सम्बन्धी राष्ट्रिय तथा अन्तर्राष्ट्रिय अनुभवले हामीलाई केही प्रमुख पाठ पढाएका छन् । ती हुन्:

- निशुल्क तथा अनिवार्य शिक्षा राष्ट्रको राजनैतिक, सामाजिक एवं आर्थिक प्रतिबद्धतासँग गाँसिएको हुँदो रहेछ । जहाँ यी प्रतिबद्धताहरू छन् त्यहाँ संविधान वा अन्यत्र नलेखिए पनि यी कुराहरू लागू गर्न सकिँदा रहेछन् । तर जहाँ यस्ता प्रतिबद्धता छैन त्यहाँ संविधान, ऐन कानून तथा अन्य सरकारी दस्तावेजमा लेखिए पनि त्यसले काम गर्दो रहेनछ ।
- सरकारले आफैँ निशुल्क तथा अनिवार्य शिक्षाको जिम्मेवारी बहन गर्न नसक्नुजेलसम्म तल्लो तहमा तत्सम्बन्धी नीति तथा कार्यक्रम लागू नै हुँदैन ।

## नेपालमा निशुल्क तथा अनिवार्य शिक्षाका मुद्दाहरू

- अस्पष्ट परीभाषा – निशुल्क तथा अनिवार्य शिक्षाले के जनाउँछ, भन्नेबारे समान अवधारणाको विकास हुन सकेको छैन ।
- आर्थिकस्रोतको अव्यवस्था – निशुल्क तथा अनिवार्य शिक्षाका सम्बन्धमा भएका प्रयासहरूलाई निरन्तरता दिने स्रोतको अव्यवस्थाका कारण पनि यिनका बारेमा अन्यौल कायम रहेको हो ।
- राजनीतिक तहमा अन्यौल – राजनैतिक पार्टीहरूले निशुल्क तथा अनिवार्य शिक्षाका बारे प्रकृया सहितको प्रष्ट धारणा व्यक्त गर्न सकेका छैनन् । वास्तवमा नेपालमा निशुल्क तथा अनिवार्य शिक्षाको अवधारणा देशमा शैक्षिक विकासका निम्ति आधारभूमि हुनुपर्नेमा सत्तामा टिकिरहन वा जानका लागि प्रयोग गरिने राजनीतिक नारा जस्तो भएको छ ।
- दीर्घकालिन शैक्षिक योजना र सोप्रति प्रतिबद्धताको अभाव – शिक्षा क्षेत्रको नेपालको एक प्रमुख समस्या भनेको राष्ट्रको मागमा आधारित दीर्घकालिन शैक्षिक योजनाको अभाव तथा सो प्रति प्रतिबद्धताको कमी हो । यसो हुनुमा राजनीतिक प्रतिबद्धताको कमी, कमजोर प्रशासन (खास गरी शिक्षा प्रशासन), शुरू गरिएका योजना एवं प्रयासहरू सत्ता परिवर्तन र दात्री निकायको इच्छा परिवर्तनसँगै परिवर्तन हुने चलन, आदि कुराहरू जिम्मेवार छन् ।

यी सबै कारणहरूले गर्दा निशुल्क तथा अनिवार्य शिक्षा नेपालमा सफल हुन नसकेको हो । निशुल्क तथा अनिवार्य शिक्षामध्येको अनिवार्य शिक्षा त पूरै असफल कार्यक्रम हो ।

## अबको बाटो

### राजनैतिक दल

- आ-आफ्नो घोषणापत्रमा नि.आ.शि. भन्नाले के बुझ्ने? प्रष्टसँग लेखिनु पर्‍यो,
- न्यूनतम पक्षहरूमा राष्ट्रिय तहमा सहमती तत् अनुशासको स्पष्ट कार्यान्वयन खाका सहितको प्रतिबद्धता
- केन्द्रिय सरकार बनाउनमा मात्र नलागी नि.आ.शि. जस्तो जनताको व्यक्तिगत जीवनमा असरपर्ने विकासका काममा लागिपर्ने ।

- अन्य देशका अनुभवले देखाएअनुसार गर्न नसकिने कुरालाई संबिधानमा लेखेर सुरुमै संबिधानलाई असफल बनाउने कि क्रमशः व्यवहारीक पक्षहरु बलियो बनाउँदै जाने र नि.आ.शि.लाई व्यवहारमा गरेर देखाउने? यो प्रश्न माथि विचार गर्ने ।

#### सरकारको तह

- नि.मा.शि. बारे स्थानिय तहदेखी केन्द्रसम्म सार्वजनिक बहस गराउने,
- बहसको आधारमा नि.आ.शि. ले के के जनाउँछ भन्ने बारे सरकार आफू प्रष्ट हुने,
- न्यूनतम पक्षहरु के के हुन् सार्वजनिक रुपमै जानकारी गराउने,
- स्थानिय निकायले नै आ आफ्ना क्षेत्रहरुमा अनिवार्य शिक्षा लागु गर्नु पर्ने हो तसर्थ उनीहरुको भूमिका के हुने ? स्थानिय निकायसंग प्रत्यक्ष संबन्ध राख्ने संस्थासंग यसबारे छलफल र निक्क्योल गर्ने,
- सकृय स्थानिय निकायलाई सहयोग गर्ने र निस्कृयलाई सकृय गराउन मद्दत गर्ने,
- अनुगमन प्रभावकारी बनाउन प्रशासकिय क्षमतामा सुधार गर्ने,
- नि.मा.शि. भित्र कुन कुन कक्षा वा तह वा उमेर समुह पर्छन् ? स्पष्ट पार्ने,

नि.मा.शि.लागु गर्न तयार हो कि होइन ? परिभाषा प्रष्ट गर्दा यो प्रश्नको उत्तर पनि राख्नु पर्ने हुन्छ । किनकी नि.आ.शि. संग सामाजिक, आर्थिक, कानूनी दायित्वहरु गाँसिएर आउँछन् ।

**APPENDIX: Agenda**

**Need of Common Education Structure & Multiple Thinking:  
Ensuring Compulsory Education and Effective Service Delivery**

Hotel Shangri-La, Lazimpat, Kathmandu

Tuesday 25<sup>th</sup> January 2011

**One-Day Workshop**

**Organised by:**



**Association of Political Science Students**  
राजनीतिशास्त्र विद्यार्थी संघ (APSS)



**Government of Nepal**  
**Ministry of Education**  
**Department of Education**

**Agenda**

8:30 – 9:00 AM Participants' arrival & registration, followed by breakfast and tea/coffee

**Inauguration session (9:00 AM – 9:20 AM)**

Introduction & welcome, by the APSS

Inauguration by the Chief Guest

Introduction & workshop objectives highlights, by the Ministry of Education

Special speech by the Chief Guest

**Plenary session (9:20 AM – 12:30 PM)**

Presentation on the current activities, progress and situation of the Government by the senior authority of the Ministry of Education

Working paper presentation on compulsory education and education service delivery by: (40 Min)

Dr. Sushan Acharya and Dr. Vishnu Karki

(Handouts of both of presenter's presentation will be distributed to all attendees)

Group discussion: (30 Min)

- Four discussion groups of CA members and political leaders from different political parties.

Presentation by the group coordinator (30 Min)

Group discussion:

- Four discussion groups of CA members and political leaders from different political parties.

Presentation by the group coordinator

Presentation on the group summary finding and reflection, by Prof. Dr. Bidya Nath

	Koirala (20 Min)
<b>Closing ceremony (12:30 PM – 1:30 PM)</b>	
	Special remark by the representatives from Development Partners
	Special speech by the senior political leaders <ul style="list-style-type: none"> <li>- Mr. Agni Sapkota, UCPN (Maoist)</li> <li>- Mr. Arjun Prasad Joshi, Nepali Congress</li> <li>- Other Members of the Constituent Assembly</li> </ul>
	Concluding remarks by the authority of the Ministry of Education
	Thanking to the attendees, by the APSS President, Mr. Rajendra Prasain
<b>1:30 PM onwards</b>	Lunch
<b>Thank You.</b>	

## APPENDIX: Participant listing

### CA Member & political leaders

1. Mr. Pradeep Gyawali, CPN (UML)
2. Mr. Shakti Bahadur Basnet, UCPN (Maoist)
3. Mr. Arjun Prasad Joshi, Nepali Congress
4. Mr. Ishwor Dayal Mishra, TMD
5. Mr. Jay Prakash Gupta, TMDP
6. Mr. Satya Pahadi, UCPN (Maoist)
7. Ms. Onsari Pun, UCPN (Maoist)
8. Ms. Jwala Kumari Sah, UCPN (Maoist)
9. Mr. Chandra Bahadur Thapa Sagar, UCPN (Maoist)
10. Mr. Akkal Bahadur Thing, UCPN (Maoist)
11. Ms. Sita Boudel, UCPN (Maoist)
12. Ms. Laxmi Pariyar, Nepali Congress
13. Ms. Minakshi Jhaa, Nepali Congress
14. Mr. Amritlal Rajbanshi, Nepali Congress
15. Mr. Maha Nepali, Nepali Congress
16. Mr. Badri Pandey, Nepali Congress
17. Ms. Bimala Nepali, Nepali Congress
18. Ms. Shakuntala Lepcha, CPN (UML)
19. Ms. Shanti Pakhrin, CPN (UML)
20. Ms. Dolma Tamang, CPN (UML)
21. Ms. Sharada Kumal, CPN (UML)
22. Ms. Dolma Tamang, CPN (UML)
23. Mr. Mansingh Rajbanshi, CPN (UML)
24. Mr. Bishnu Maya BK, CPN (UML)
25. Mr. Pradhumna Prasad Chaudhari, CPN (UML)
26. Mr. Jay Ram Yadav, MJF
27. Mr. Atmaram Shah, MJF
28. Ms. Surita Sah, MJF
29. Mr. Pramod Gupta, MJF (Democratic)
30. Mr. Bhim Raj Rajbanshi, MJF (Democratic)
31. Nilam Barma, MJF (Democratic)

### Guest from Ministry and Government

1. Secretary Mr Shankar Prasad Pandey, Ministry of Education
2. Joint Secretary Mr Janardan Nepal, Ministry of Education
3. Joint Secretary Mr Mahashram Sharma, Ministry of Education
4. Joint Secretary Mr Diwakar Dhungel, Ministry of Education
5. Director General Mr Lava Deo Awasthi, Department of Education
6. Director Mr Khaga Raj Baral, Department of Education
7. Director Mr Dilli Ram Rimal, Department of Education
8. Director Mr Hari Basyal, Department of Education
9. Under Secretary Dr Lekha Nath Poudel, Ministry of Education
10. Under Secretary Mr Hari Prasad Lamsal, Ministry of Education
11. Deputy Director Mr Hari Prasad Panthi, Department of Education
12. Deputy Director Mr Balaram Timalina, Department of Education
13. Deputy Director Mr Deepak Sharma, Department of Education
14. Under Secretary Mr Krishna Prasad Dhungana, Department of Education

15. Program Director Mr Sanjaya Khanal  
National Planning Commission
16. Under Secretary Mr Iswor Aryal  
Ministry of Finance
17. Mr Bodh Raj Niroula Joint Secretary  
Ministry of Finance

18. Mr Atma Raj Pandey Joint Secretary  
National Planning Commission
19. Dr Bhoj Raj Kafle Under Secretary  
Ministry of Education

### **Experts**

1. Dr. Vishnu Karki
2. Dr. Sushan Acharya, Tribhuvan University
3. Dr. Mahesh Nath Parajuli, Kathmandu University

### **From the Association of Political Science Students (APSS)**

1. Mr. Rajendra Prasain, President, APSS
2. Mr. Nagendra Prasad Niraula, Legal Advisor, APSS
3. Ms. Bindu Ban, General Secretary, APSS
4. Mr. Bibas Waiba, Secretary, APSS
5. Mr. Ankur Raj Panta, Treasurer, APSS
6. Mr. Bibas Waiba, Secretary, APSS
7. Mr. Ajay Kumar Thakur, Research Associate
8. Mr. Manish Kumar Mishra, Research Associate
9. Mr. Sambedan Koirala, Research Consultant
10. Other APSS members and volunteers