

**Indreni Foodland and Banquet New Baneshwor,
Kathmandu
July 7, 2018**

ROLE OF NEPALESE UNIVERSITIES IN
ADDRESSING THE ISSUES OF
SUSTAINABLE DEVELOPMENT GOAL
NUMBER 4 (QUALITY EDUCATION) &
NUMBER 5 (GENDER EQUALITY)

Workshop Report



(August, 2018)

Prepared By:
Danida Alumni Network in Nepal

Executive Summary

Danida Alumni Network in Nepal in support of Danida Alumni Network, a global alumni of Danida Fellowship Center, Denmark under Danish Ministry of Foreign Affairs, Denmark has hosted one day workshop on ‘Role of Nepalese Universities in addressing the Issues of Sustainable Development Goal Number 4 (Quality Education) & Number 5 (Gender Equality) on July 7, 2018 Saturday in Kathmandu, Nepal. The purpose of this workshop was to hold an interactive discussion where Nepalese Universities and other stakeholders could discuss the current position of Nepalese Universities in contributing for the issues of quality education and gender equality, its challenges and possible ways out to address the issues of quality education and gender equality. Participants have discussed upon the Importance of looking at the role of universities and other stakeholders including Ministry of Education, development partners working in field of education and gender equality and Diplomatic agency (Royal Danish Consulate Office in Kathmandu, Nepal) to address the quality education and gender equality initiative guided by Sustainable Development Goal 2030.

This report contains background information that was presented to participants, summarizes workshop discussions and catalogs potential adaptation options and next steps that were identified by workshop participants. This report can be used to help direct utility of the possible efforts that can be made to address the issues of Quality Education and Gender Equality through the discussion of various stakeholders of education and gender sectors.

We, Danida Alumni Network Members in Nepal would like to express our gratitude to Danish Ministry of Foreign Affairs, Danida Fellowship Center and Royal Danish Consulate office in Nepal for providing us such a great opportunity. Further, we would like to express our gratefulness to all the Key Note speakers, Experts and Participants for their valuable knowledge, time and participation to ensure the success of this program.

Gopal Prasad Acharya

Member, Danida Alumni Network Members in Nepal

Workshop Overview

Background and Objectives

Issues like poverty reduction, equality, access and ensuring quality life for the citizen of a Nation is being a dominant phenomenon of each and every Nation. For many nations, it has been a political buzz word. However, all the sectors of SDGs desire a common platform to address the goals of sustainable development. And we hope education can be the basic and utmost factor for this. Realizing the importance of higher education in achieving SDGs, particularly goal 4 (quality education) and 5 (gender equality) in Nepal, Danida Alumni Network members in Nepal has organized the one day's Workshop (in Discussion Panel model) on "Role of Nepalese Universities in Addressing Issues in Sustainable Development Goals 4 (Quality Education) and 5 (Gender Equality) .

DANIDA ALUMNI NETWORK IN NEPAL is a recently established network of ALUMNI in Nepal. The main aim of this network is to bring all alumni in one platform to contribute for the social goals, exchange of knowledge and ideas, and to bridge between institutions in Nepal and Denmark. This was the very first initiative from Nepalese Danida Alumni Network members. This program was funded by DANIDA under Ministry of Foreign Affairs, Denmark as an activity grant for Danida Alumni Members all around the globe.

On July 7, 2018 Saturday, stakeholders gathered to participate in the one day workshop program on "Role of Nepalese Universities in Addressing the issues of Sustainable Development Goals number 4 (Quality Education) and 5 (Gender Equality). The program held in Indreni Foodland and Banquet, New Baneshwor, Kathmandu Nepal. The workshop program has been attained with fruitful discussion upon the issues among various stakeholders. . As the workshop program was focused on the role of Nepalese universities, key stakeholders were Ministry of Education, Kathmandu University, Consulate authority of Danish Embassy in Nepal, UNDP (United Nation Development Program, Nepal) as a development partner working in field of Education and Gender issues, Faculties and students of university and higher education and Danida Alumni Members in Nepal. Throughout the workshop, the presentations and discussions taken place were specifically on the topic.

The aim and objectives of the workshop program:

Main aim of this workshop program is to uncover the agendas of Nepalese Universities, Government Stakeholders and Diplomatic agencies in addressing issues of Quality Education and Gender Equality under SDGs. The specific objectives of this workshop are as follows:

- Interact and exchange experience and knowledge related to SDGs 4 (Quality Education) and 5 (Gender Equality)
 - Identify bottlenecks in achieving SDGs 4 and 5
 - Explore the prospects on achieving SDGs 4 and 5
 - Develop a common perspective and oversight on SDGs 4 and 5
 - Disseminate knowledge and ideas
 - Aware and motivate stakeholders related to SDGs
 - Understand the perspectives of government, academic, development, diplomatic partners from Nepal and Denmark

Activities

In order to achieve the objectives of this workshop, following activities has been conducted.

- Presentation from experts on different themes related to SDGs 4 and 5.
- Discussion among participants to uncover the systematic issues on achieving SDGs 4 and 5.
- Collection and Compilation of feedbacks, presentations, suggestions from the participants.
- Publish and distribute workshop report among key stakeholders.

Detail of the Presentations:

Representative from Kathmandu University (Dean, School of Education)

- Role of Kathmandu University in addressing issue of Quality Education in Nepalese context

- Initiatives, Issues, challenges and opportunities for KU in addressing the gender equality issues?
- Importance of bilateral academic exchange in addressing the quality education and gender equality issues in Nepal.

Ministry of Education (Joint Secretary)

- Policies, plan and action by the ministry of education in addressing the issues of Quality education and Gender equality in educational sector.
- Initiatives, challenges and opportunities for and with ministry of education in addressing SDGs goal of quality education and gender equality through education.
- How does the ministry of education see as an opportunity in adding value on the sustainable development global discussion through Denmark Nepal academic and research exchange program.

Embassy of Denmark in Nepal (Honorary Consular)

- How does Danish government see the benefit of Danish Nepal Bilateral relation in addressing quality education and gender equality issues posed by SDG 2030.
- Why DANIDA activity grant is important for developing countries like Nepal
- Initiatives, issues, challenges and opportunities of bilateral development collaboration in between Nepal and Denmark.

Representative from UNDP (United Nation Development Program in Nepal (Senior Advisor, Gender Equality and Social Inclusion (GESI) Program)

- What is the current Scenario of Gender Equality Practices in Nepalese Context.
- What are the steps taken places by Government and Development partners in Gender issues in Nepal.
- How Universities are important stakeholder in addressing the issues of Gender Equality.

- What should be the position of Universities in addressing the gender issues in Nepalese context.

Presentation from Experts:

Prof. Jyoti Upadhaya, PhD (Kathmandu University, Department of Statistics.

Prof. Bim Prasad Shrestha, PhD

**Vice Chancellor's Office of External Affairs and Global Engagement at
Kathmandu University**

Workshop Materials

- **Workshop Materials:** PowerPoint Presentation, Stationary materials (Newsprint Papers, pen and Diary)
- **Program Schedule :** Program Schedule is included in Appendix A
- **Participant List:** A list of all workshop participants is included in Appendix B.
- **Workshop Presentation and Handouts:** The presentations and handouts used in the workshop are included in Appendix C.
- **Budgeting:** Detail of budgeting and the allocated budget are included in Appendix D.

Achievement of the program

Workshop has been useful to identify systematic issues in achieving SDGs 4 and 5. Presentations from experts representing different institutions has shared their insights on quality education and gender equality in the context of Nepal. A common perspective of SDGs has been developed among participants. This workshop has brought key actors from government, civil society, development and diplomatic partners in one platform and also help in quality interactions, discussions. This has also been a chance for DANIDA Alumni in Nepal to come together and work for social goals. Danida Alumni Network in Nepal including all the participants have provided positive feedback on the program and the discussion took place on that day. The thrust for other program in near future has been a courageous remarks for us, as the program organizer.

Appendix A: Program Schedule

Venue: Indreni Food Land and Banquet, New Baneshwor, Kathmandu

Date : Saturday, 7th July 2018

Time	Activity	Remarks
10:00AM -10:25AM	Tea/Coffee/Registration	Volunteers
10:25 AM -10:45 AM	Introduction and and Charing Session	MC
10:45 AM -11:00 AM	Welcome by the Danida Alumni , Highlighting the objectives of the Workshop	Nabin Joshi/ Gopal Acharya
Key Note Speaking Sessions		
11:00 AM- 11:10 AM	Presentation from Delegate of Department of Education (DOE), GON	Hari Lamsal, PHD
11:10 AM-11:15 AM	Question and Answer Session	
11:15 AM-11:25 AM	Refreshment Break	
11:25 AM-11:35 AM	Presentation from the Delegate of Kathmandu University	Prof. Mahesh Nath Parajuli
11:35 AM-11:40 AM	Question and Answer Session	
11:40 AM-11:50 AM	Presentation from Danish Ambasssador/ Honorary Consular ,Danish Embassy to Nepal	Hon.Mr. Hari Dharel
11:50 AM- 11:55 AM	Question and Answer Session	
11:55 AM- 12:05 PM	Refreshment Activity	
12:05 PM- 12:15PM	Presentation from the Delegate of Kathmandu University	Jyoti U. Devkota, PhD. Professor of Statistics

12:15 PM- 12:20 PM	Question and Answer Session	
12:20 PM- 12:30 PM	Presentation from Delegate from International Relation Expert from KU	Prof. Bim Prasad Shrestha, PhD
12:30 PM- 12:35 PM	Question and Answer Session	
12:35 PM- 1:00 PM	Lunch Break	
1:15 PM- 1:30 PM	Question and Answer Session	Run by an expert
1:30 PM-1:35 PM	Closing Remarks	By Alumni Member
1:35 PM-1:40 PM	Token of Love Distribution for Delegates	By Alumni Members

Appendix B: Participant List

Indreni Food Land and Banquet, New Baneshwor, Nepal
Funded by : Danida Fellowship Center, Danish Ministry of Foreign Affairs

7th July
2018

Organised by : Danida Alumni Network Nepal.

S. No	Name	Institution	Designation	Email ID	Cell No	Signature
1	Basu Dev Joshi	KUKL-PID	Waste water Engineer	bashudevjoshi12@gmail.com	98 67 94 07 79	
2	Kamal Nepal	A.A	Teacher	kamalnepal36@gmail.com	98 41 36 84 47	
3	Tika Ram Pokhrel	KUSOED	Asst. Prof	trp@kusoed.edu.np	98 51 15 76 50	
4	Hari Pd. Lamsal	MoEST	Joint Secretary	hlamsal@gmail.com	98 51 11 54 02	
	Prof. Mahesh Nath Parajuli	Kathmandu University, School of Education	Dean	-		
5	Sumitra Paudel	University of Copenhagen	Danida Alumni	wtd683@ku.edu.np	98 49 67 01 40	
6	Binda Magar	UNDP	GESI Prog Specialist	binda.magar@undp.ns	98 51 13 76 46	
7	Jyoti Upadhaya	KU	Professor	drjdevkota@ku.edu.edu.np	98 41 53 98 45	
8	Hari Dharel	Royal Danish Consulate	Honorary Consul	haridharel@gmail.com	98 51 03 94 80	

9	Ram Chandra Sharma	WFP	Finance Officer	ram.sharma@wfp.org	98 48 45 11 99	
10	Devendra Kunwar	Freelancer	Researcher	devendrakunwar44@gmail.com	98 40 40 47 60	
11	Rekha Bhatta	RCEC (NRCS)	Med. Logistic Officer	bhattarekha@gmail.com	98 51 26 02 33	
12	Arun Sharma	Freelancer	Faculty/Research	arundahal999@gmail.com	98 18 10 63 53	
13	Prasuna Maskey	Freelancer	Environment Engineer	prasuna.msk@gmail.com	98 41 68 69 11	
14	Usha Gurung	KU		unikusha@gmail.com	98 43 89 27 82	
15	Vijay Chaudhary	KU	Mechanical Engineer	vijaychaudhary1150@gmail.com	98 60 65 61 27	
16	Subhadra Maharjan	Unique College	MBS		98 40 02 30 92	
17	Susma Chitrakar	Unique College	MBS		98 41 17 74 65	
18	Roshani Dhaugoda	Unique College	MBS		98 08 29 31 00	
19	Rajani Joshi Shrestha	Bhaktapur Municipality	Architect	rajany2@gmail.com	98 51 17 77 44	
20	Saroj Shrestha	KU	Architect	saroj@ku.edu.np	98 51 16 81 68	
21	Bijay Thapa	KU	PHD	thapabijay88@gmail.com	98 51 00 20 06	
22	Dipendra Raj	Unique College		drkhatri@gmail.com	98 51 06 38 48	
23	Tej Shrestha	CCRC	Pr. Icharge	sta_tej@yahoo.com	98 51 14 40 37	
24	Lokesh Sapkota	Abhyantra Consulting	Director	lokesh.sapkota@gmail.com	98 41 55 04 25	

25	Ramji Acharya	Regent School	A. Teacher	acharyaramg45@gmail.com	98 57 63 19 20	
26	Neeranjan	NIRAS	CD/Rp		98 49 36 18 98	
27	Ujan Shrestha	Unique College	Admin staff	collegeunique@gmail.com	98 41 04 13 42	
28	Hari Maya Sharma	Aarhus University	Danida Alumni	hmsharmal1971@gmail.com	98 46 06 86 45	
29	Rajesh Pandey	KU	Mechanical Engineer	rajeshpandey.email@gmail.com	98 41 50 21 24	
30	Nabin k Shrestha	MIT Soln	Engineer	nabinshrestha.85@gmail.com	98 41 27 50 86	
31	Bijay K.C	Green Decisions, KU	Engineer	bijungkc@gmail.com	98 56 06 73 28	
32	Nabin Chandra Joshi	Danida Alumni Network Nepal	Danida Alumni	hgi497@alumni.ku.dk	98 65 74 18 97	
33	Gopal Acharya	Danida Alumni Network Nepal	Danida Alumni	gopal13@live.com	98 61 76 31 00	
34	Sushil Joshi	Nidan Hospital	Physician		98 68 45 60 47	
35	Richa Rimal	Freelancer	Engineer	richa.rimal@gmail.com		
36	Sushma Bhatta	Freelancer	Photographer		98 43 36 73 99	

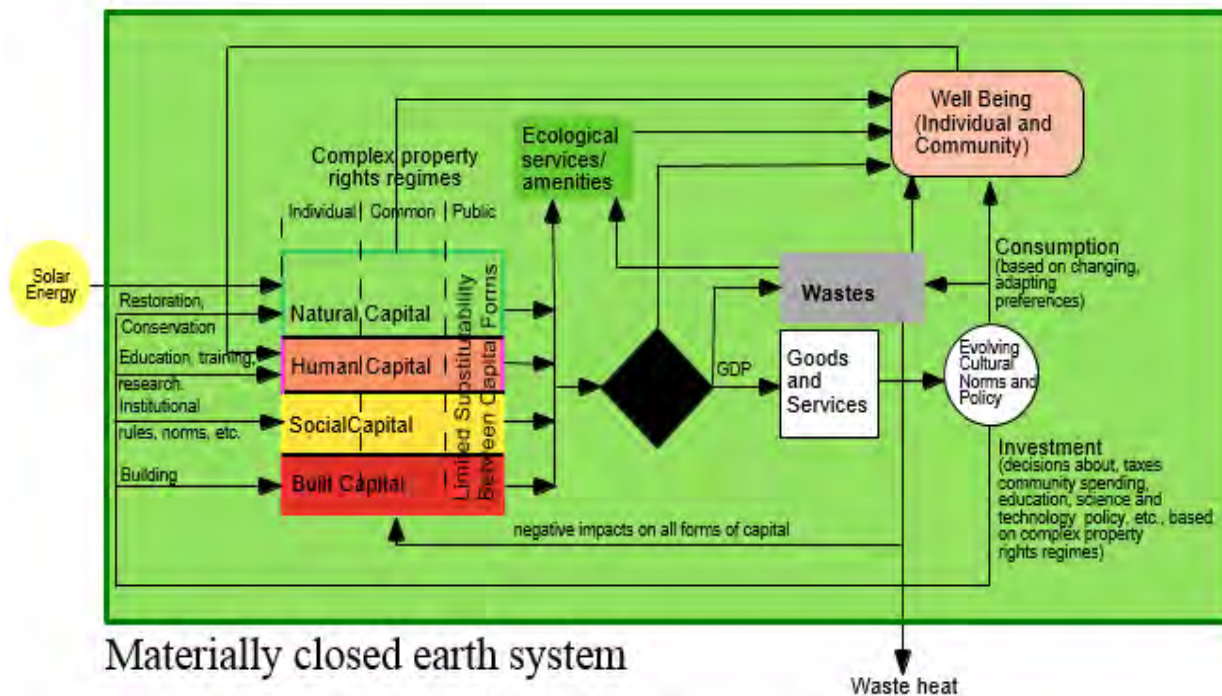
Appendix C: Workshop Presentation and Handouts

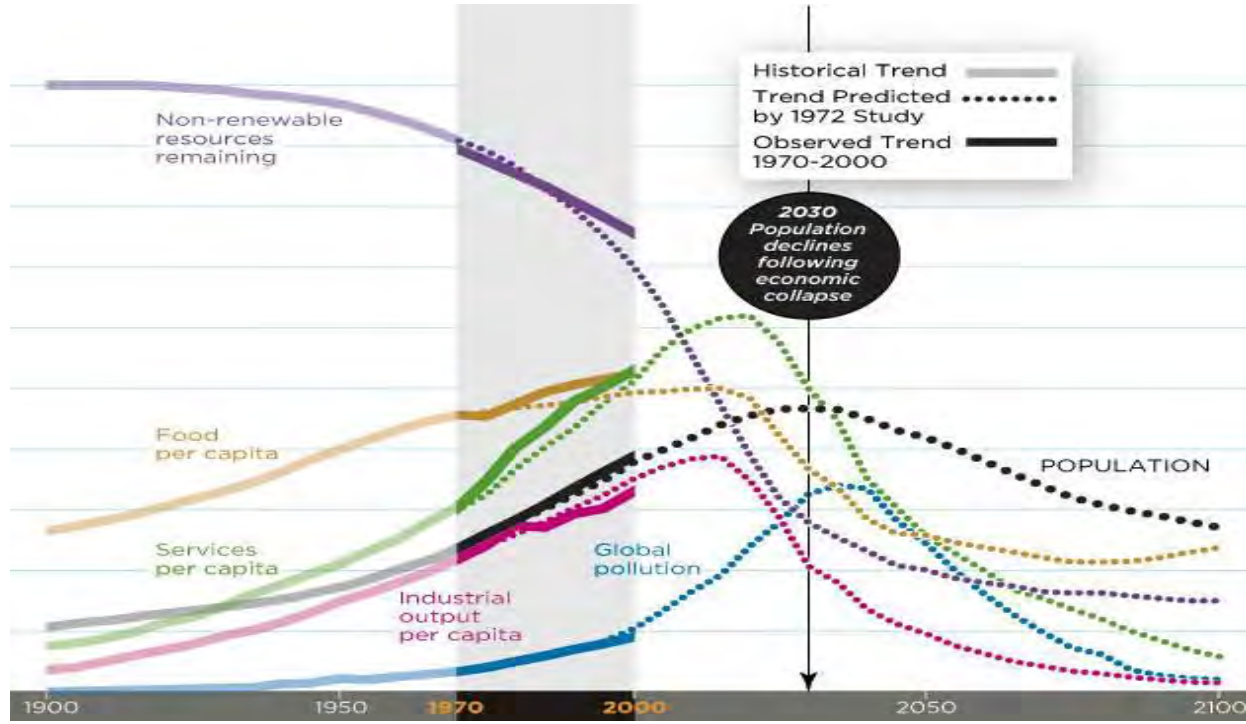
Hands Out Provided by Hari Lamsal, PhD (Ministry of Education)

दिगो विकास लक्ष्य हासिल गर्नमा उच्च शिक्षा प्रदायक निकायहरुको भूमिका

विद्यमान अवस्था

“Full World” Vision of the Whole System





Source: Prof. Enrico Giovannini, University of Rome "Tor Vergata"

दिगो विकास लक्ष्य

सबैका लागि शिक्षा र सहश्राब्दि विकास लक्ष्यको समयावधि सन् २०१५ मा सकिए पछि विश्व समुदायले दिगो विकास लक्ष्य (Sustainable Development Goals- SDGs) को मार्गदिशा तय गर्‍यो। संयुक्त राष्ट्र संघको महासभाले सन् २०१५ को सेप्टेम्बरमा ट्रान्सफरमिङ् आओर वर्ल्ड द २०३० एजेन्डा फर सस्टेनएबल डेभलपमेन्ट (Transforming our world: the 2030 Agenda for Sustainable Development) भन्ने नयाँ विकासका कार्यसुची (डेभलेपमेन्ट एजेन्डा) पारित गर्‍यो, जसलाई न्यू ग्लोबल डेभलेपमेन्ट एजेन्डा (New Global Development Agenda) भनिएको छ। सन् २०१५ मै सकिएका सबैका लागि शिक्षा र सहश्राब्दि विकास लक्ष्यले हासिल गरेका राम्रा कार्य, पुरा गर्न बाँकी मुद्दा र नयाँ परिवेशमा थप भएका मुद्दासहितका एजेन्डाहरुलाई दिगो विकास लक्ष्यले निरन्तरता दिएको छ। यसर्थ दिगो विकास लक्ष्य केही मात्रामा हिजोका कार्यक्रमको निरन्तरता पनि हो, नयाँ मुद्दालाई सम्बोधन गर्ने नयाँ परिवेश अनुकूलको कार्यक्रम पनि हो। यसले विश्वका सबै मुलुकहरुलाई सन् २०३० सम्मका लागि विकासका एजेण्डालाई प्राथमिकता प्रदान गर्नका लागि आधार प्रदान गरेको छ। नेपालजस्तो कम विकसित मुलुकका लागि त यो विकासको एकमात्र मार्गचित्र पनि हो किनकी मुलुकको विकास प्राथमिकता यसको कार्यहाँचामा आधारित भएर गरिएको हुन्छ।

विगतमा सबैका लागि शिक्षाले शिक्षाका मात्र र सहश्राब्दि विकास लक्ष्यले शिक्षा सहित विकासका अन्य एजेन्डाहरु बोकेका थिए तर दिगो विकास लक्ष्यले मानिस (मानविय पक्ष), पृथ्वी (ग्रह), सम्वृद्धि, शान्ति र साभेदारीतालाई मुल केन्द्रमा राखी विकासका सबै एजेन्डा आफूमा समाहित गरेको छ। विकासलाई एकिकृत दृष्टिकोणबाट हेनुपर्छ भन्ने मान्यताअनुरूप दिगो विकास लक्ष्यले जम्मा १७ ओटा लक्ष्यहरु (Goals) तय गरेको छ र यसअन्तर्गत १६९ ओटा लक्ष्याङ्कहरु (Targets) रहेका छन्। यी लक्ष्य र लक्ष्याङ्कहरु हासिल गर्नका लागि १५ वर्षको अवधि अर्थात सन् २०३० सम्मको समयावधि कितान

गरिएको छ । लक्ष्याङ्कको प्रकृतिअनुसार यिनीहरुलाई मुख्य (Core) र कार्यान्वयनका माध्यम (Means of Implementation) मा वर्गीकरण गरिएको छ । जसमा १२६ ओटालाई मुख्य र बाँकी ४३ ओटा कार्यान्वयनका माध्यममा राखिएको छ । हरेक लक्ष्य अन्तर्गत रहेका मुख्य लक्ष्याङ्क र कार्यान्वयनका माध्यमहरु जसलाई कोष्ठकमा उल्लेख गरिएको छ, देहाय बमोजिम रहेका छन् :

लक्ष्य नं.	लक्ष्याङ्क	लक्ष्य नं.	लक्ष्याङ्क
१	७ (५+२)	१०	१० (७+३)
२	८ (५+३)	११	१० (७+३)
३	१३ (९+४)	१२	११ (८+३)
४	१० (७+३)	१३	५ (३+२)
५	९ (६+३)	१४	१० (७+३)
६	८ (६+२)	१५	१२ (९+३)
७	५ (३+२)	१६	१२ (१०+२)
८	१२ (१०+२)	१७	१९ (१९+०)
९	८ (५+३)	जम्मा	१६९ (१२६+४३)

Goal 1	End poverty in all its forms everywhere
Goal 2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Goal 3	Ensure healthy lives and promote well-being for all at all ages
Goal 4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Goal 5	Achieve gender equality and empower all women and girls
Goal 6	Ensure availability and sustainable management of water and sanitation for all
Goal 7	Ensure access to affordable, reliable, sustainable and modern energy for all
Goal 8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Goal 9	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
Goal 10	Reduce inequality within and among countries
Goal 11	Make cities and human settlements inclusive, safe, resilient and sustainable
Goal 12	Ensure sustainable consumption and production patterns
Goal 13	Take urgent action to combat climate change and its impacts*
Goal 14	Conserve and sustainably use the oceans, seas and marine resources for sustainable development
Goal 15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
Goal 16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Goal 17	Strengthen the means of implementation and revitalize the global partnership for sustainable development

दिगो विकास लक्ष्य र शिक्षा

माथी नै उल्लेख गरिसकियो कि दिगो विकासका १७ ओटा लक्ष्यहरूमध्ये चौथो लक्ष्य शिक्षासँग सम्बन्धित छ । शिक्षाका जति पनि उपक्षेत्रहरू छन्, ती सबैलाई यहि लक्ष्यअन्तर्गत समावेश गर्न खोजिएको छ । दिगो विकासको यही चौथो शिक्षाको लक्ष्यअन्तर्गत १० ओटा लक्ष्याङ्क (७ ओटा मुख्य र ३ ओटा कार्यान्वयनका माध्यमहरू) र ४३ ओटा सूचकहरू कायम गरिएका छन् । साराँसमा भन्नुपर्दा शिक्षाका सातओटा मुख्य लक्ष्याङ्कहरूमा पहिलो लक्ष्य प्राथमिक र माध्यमिक तहको शिक्षा, दोश्रो बालविकास कार्यक्रम, तेस्रो प्राविधिक, व्यावसायिक, उच्च र प्रौढ शिक्षा, चौथो कामका लागि सीप, पाँचौँ समन्यायिक, छैठौँ साक्षरता र संख्या, एवम् सातौँ दिगो विकास र ग्लोबल नागरिकसँग सम्बन्धित छन् । यसैगरी बाँकी तीनओटा कार्यान्वयनका माध्यम लक्ष्याङ्कहरूमा पहिलो शैक्षिक सुविधा र सिकाइ वातावरण, दोश्रो छात्रवृत्ति र तेस्रोमा शिक्षक रहेका छन् ।

दिगो विकास लक्ष्यमा उच्च शिक्षा प्रदायक निकायहरूको भूमिका

माथि नै उल्लेख गरिसकियो दिगो विकास लक्ष्यको चौथो लक्ष्य शिक्षासँग सम्बन्धित छ । तर सुक्ष्म रूपमा विश्लेषण गर्ने हो भने शिक्षाले दिगो विकासका १७ वटै लक्ष्य हासिल गर्नमा परोक्ष अपरोक्षरूपमा प्रभाव पार्न सक्ने देखिन्छ । शिक्षाको प्रमुख उद्देश्य मध्ये एक उद्देश्य साक्षर नागरिक उत्पादन गर्नु हो । चेतनाको स्तर उच्च भएका, समालोचनात्मक चेत भएका, जीवन जगत र वातावरण प्रति उच्च चेतना

भएका नागरिक बनाउनु हो । यस्तो चेतनाको स्तर जति जति उच्च स्तरको हुन्छ त्यति मात्रा जीव, जगत, वातावरण एवम् स्रोत साधनको प्रयोग र उपयोगमा मानिस थप विवेकशिल बन्न सक्छ, स्रोत प्रयोगमा मितव्यायी बन्न सक्छ । यसरी शिक्षा आफैँ दिगो विकास लक्ष्य प्राप्तिको एक प्रमुख साधनको रूपमा रहेको देखिन्छ, यो आफैँमा एक महत्वपूर्ण औजार हो, इन्जिन हो । उच्च शिक्षा प्रदायक निकायहरूको काम भनेको व्यक्तिमा उच्च स्तरको चेत, सोच, ज्ञान, सीप, क्षमता विकास गर्नु हो । भनाइको मतलब व्यक्तिलाई आवश्यक एवम् उच्चस्तरको सोचबाट सुसज्जित गर्नु हो । यसरी शिक्षाबाट नै दिगो विकासका लक्ष्य तथा उद्देश्य प्राप्तिका सहजता हुने देखिन्छ ।

दिगो विकासको लक्ष्य आफैँमा बहुआयामिक छ । व्यापक छ । यसका लक्ष्य तथा उद्देश्य हासिल गर्नका लागि विगतमा गरिएका भन्दा थप नया नया उपायहरूको पहिचान गरी तीनलाई कार्यान्वयनमा ल्याउनु पर्ने देखिन्छ । यस्ता नया उपायहरूको पहिचान बृहत अध्ययन तथा अनुसन्धानबाट मात्र सम्भव हुने देखिन्छ । यस्तो अनुसन्धान सम्बन्धी कामहरू उच्च शिक्षा प्रदायक निकायहरूबाट मात्र सम्भव छ । तसर्थ उच्च शिक्षा प्रदायक निकायहरूले दिगो विकास लक्ष्यसँग सम्बन्धित विषयमा अनुसन्धान गरेर नयाँ उपाय पहिचान गर्नका लागि योगदान दिन सक्छन् ।

विश्व विद्यालयहरू आफैँ समाजमा उच्च सम्मानित निकायका रूपमा रहेका हुन्छन् । यीनले विशिष्ट पहिचान र हैसियत बनाएका हुन्छन् । यसमा कार्यरत प्राध्यापक समाजमा ज्ञान प्रदान गर्न सक्ने विज्ञहरूको समूह हो । वास्तविकतामा आधारित भइ आफ्ना धारणा राख्न सक्ने समूह हो । यस्ता निकाय र व्यक्तिले समाजलाई दिशा निर्देश गर्न सक्ने हैसियत राख्छन् । समाजलाई रूपान्तरण गर्नमा भूमिका निर्वाह गर्न सक्छन् । दिगो विकासका लागि के चाहिन्छ र के आवश्यक छ भनेर निस्पक्ष रूपमा आवाज राख्न सक्ने यस्ता निकाय र व्यक्तिबाट सरकारका कार्यलाई निर्देशित गर्नुका साथै नागरिकलाई थप सचेत बनाउन सक्छन् ।

उच्च शिक्षा प्रदायक निकायहरूले दिगो विकास हासिल गर्नका लागि उपयोगी हुने आवश्यक ज्ञान, सीप, समस्या समाधानका उपायहरू, तथ्यमा आधारित उपायहरू र प्रवर्तनात्मक कार्यहरू सुझावको रूपमा दिन सक्छन् । एकातर्फ यस्ता निकायहरूले विद्यार्थीहरूलाई विद्यमान अवस्था, दिगो विकास लक्ष्य, यसको प्रभाव र असरका बारेमा अध्ययन गराएर सचेत नागरिक उत्पादन गर्नमा सहयो गर्न सक्छन् भने अर्कोतिर आफैँ पनि विभिन्न अध्ययन अनुसन्धानमा सरिक भएर सकृय भूमिका निर्वाह गर्न सक्छन् । सरकारी निकायसँग साभेदारिता, समन्वय र सहकार्य गर्न सक्छन् ।

उच्च शिक्षा प्रदायक निकायहरूको अर्को विशेषता भनेको क्रिटिकल मास तयार गर्नु हो जसले समालोचनात्मक टिप्पणी, प्रश्न एवम् चासो व्यक्त गरेर स्रोत र साधनको प्रयोगमा संलग्न व्यक्ति, निकाय एवम् पदाधिकारीलाई सचेत बनाउन सक्छन् । अनावश्यक कार्यमा खबरदारी गरेर स्रोत र साधनको समुचित प्रयोगमा सहयोग गर्न सक्छन् । सरकारी निकाय वा पदाधिकारीलाई थप जवाफदेही बनाउन सक्छन् । कमजोर र निमुखाको पक्षमा बहस र पैरवी गर्न सक्छन् । यी सबै कार्यबाट समावेशी विकासको अवधारणा व्यवहारिरूपमै कार्यान्वयनमा आउन सक्छ । सुशासनमा सुधार आउन सक्छ । जनतको जीवनस्तरमा सुधार आउन सक्छ ।

SDSN Australia/Pacific (2017) ले दिगो विकास लक्ष्य हासिल गर्नमा विश्वविद्यालयहरूको भूमिका देहायका तस्वीरले व्याख्या गरेका छन् :

Figure 1: The case for university engagement in the SDGs

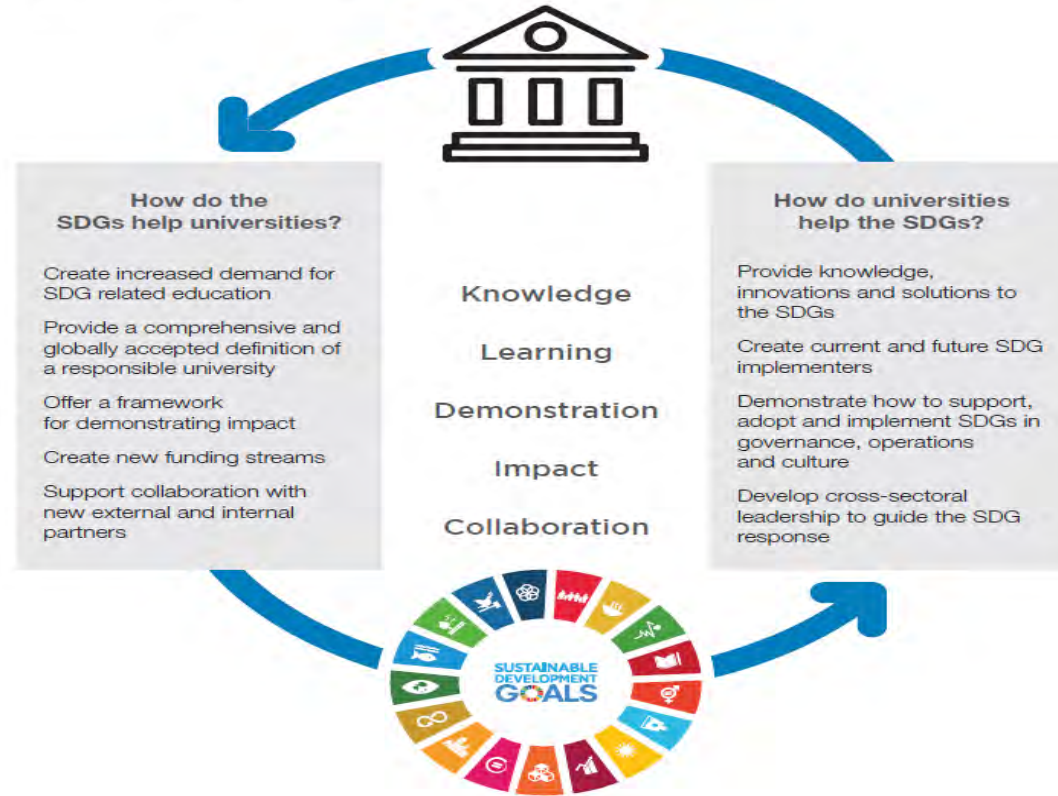


Figure 2: An overview of university contributions to the SDGs.



अन्तराष्ट्रिय अभ्यास र अनुभव

विश्व विद्यालयहरूको अन्तराष्ट्रिय संगठन (The International Association of University- IAU) विश्वका ६५० उच्च शिक्षा प्रदायहरूको संस्थाहरूको साभा संस्था हो, जसमा १३० मुलुकका संस्था आवद्ध छन् । यसले सन् २०१६ मा दिगो विकासका लक्ष्य हासिल गर्ने विषयमा विश्वविद्यालयहरूको भूमिकाका सम्बन्धमा एक सर्वेक्षण गरेको थियो जसमा १२० ओटा उच्च शिक्षा प्रदायक संस्थाहरूले भाग लिएका थिए । उक्त सर्वेले देखाए अनुसार ७८ प्रतिशत उत्तरदाताहरू दिगो विकास लक्ष्यसँग परिचित भएको देखिन्छ भने दिगो विकासका लागि शिक्षा महत्वपूर्ण छ भन्ने विषयमा जम्मा ७४ प्रतिशत उत्तरदाताहरू परिचित भएको पाइयो । सर्वेवाट हासिल गरिएका अन्य नतिजाहरू देहाय बमोजिम रहेको देखियो :

- दिगो विकास लक्ष्यसँग वातावरणिय मुद्दा प्रमुख रूपमा रहेको भन्नेमा ८४ प्रतिशत उत्तरदाता रहेका थिए भने दिगो विकास लक्ष्य हासिल गर्नमा समाजको भूमिका छ भन्नेमा ६८ प्रतिशत उत्तरदाता सहमत देखिए । यसैगरी दिगो विकास लक्ष्य हासिल गर्नमा सांस्कृतिक पक्षको भूमिका छ भन्नेमा ६० प्रतिशत उत्तरदाता रहेको देखिन्छ ।
- ४५ प्रतिशत उत्तरदाताले उच्च शिक्षा प्रदायक निकायहरूले संस्थागत रूपमा नै दिगो विकास लक्ष्यलाई आफ्का उद्देश्य, नीति तथा कार्यक्रम समावेश गरेको छ भनेका छन् भने ३४ प्रतिशत उत्तरदातालाई यसलाई योजनामा समावेशमा गरिएको छ भनेका छन् । यसैगरी ३८ प्रतिशत उत्तरदाताले विश्वविद्यालयका उद्देश्य, नीति तथा कार्यक्रममा दिगो विकास लक्ष्यलाई समावेश गर्ने काम भइरहेको छ भनेका छन् ।

SDSN Australia/Pacific (2017) ले दिगो विकास लक्ष्य र विश्वविद्यालयका कार्यका सम्बन्धमा देहाय बमोजिम उल्लेख गरेका छ :

The SDGs cover a wide range of complex social, economic, and environmental challenges and addressing them will require transformations in how societies and economies function and how we interact with our planet. Education, research, innovation and leadership will be essential in helping society address these challenges. Universities, with their broad remit around the creation and dissemination of knowledge and their unique position within society, have a critical role to play in the achievement of the SDGs. Arguably none of the SDGs will be achieved without this sector.

उच्च शिक्षा प्रदायक संस्थाहरूले गर्न सक्ने कार्यहरू

- दिगो विकास लक्ष्यसम्बन्ध समान बुझाइ विकास गर्ने ।
- दिगो विकासमा संलग्न पक्ष एवम् निकायको आन्तरिक क्षमता सुदृढ गर्ने र अपनत्वको भावना विकास गर्ने त्यसलाई थप सुदृढ बनाउने ।
- आफसँगै भएका सबल र दुर्बल पक्षहरूको पहिचान गर्ने, प्राथमिकता एकिन गर्ने, अवसर र चुनौति समेतको एकिन गर्ने ।
- दिगो विकास सँग सम्बन्धित विषय क्षेत्रमा अध्ययन अनुसन्धान गर्ने ।
- विश्व विद्यालय स्वयमका विभिन्न नीति कार्यक्रम आदिमा दिगो विकास लक्ष्य र यस सँग जोडिएका पक्षहरूलाई एकिकृत गर्ने । अनुगमन मुल्याङ्कनमा जोड दिने ।
- एबिसी (ABC) रणनीति अवलम्बन गर्ने ।
 - Advising & Advocating
 - Building Synergies & Networking
 - Communicating & Convening

उच्च शिक्षा प्रदायक निकायहरूले कसरी काम गर्न सक्छन् त ?

- यस्ता संस्थाहरूलाई परिवर्तित सन्दर्भमा अझ बढि सक्षम र प्रतिस्पर्धी बनाउन आफ्ना संरचनालाई रुपान्तरण गर्नु आवश्यक छ । संस्थाहरू बलिया र सक्षम भएमा यस शताब्दि र अबका दिनका चुनौति समधान गर्न सक्ने नेतृत्व र जनशक्ति उत्पादन हुन सक्छन् ।
- उच्च शिक्षा प्रदायकहरूको दिर्घकालीन सोच, उद्देश्य, रणनीति कार्यनीति तथा कार्यक्रमहरूमा दिगो विकास लक्ष्यलाई समाहीकरण गर्नुपर्छ । आफ्ना कार्यक्रमसँग मिलाएर लैजानु पर्छ ।
- उच्च शिक्षा प्रदायकहरूले अझ बढि सक्रिय भुमिका निर्वाह गर्नुपर्दछ, सक्रिय रुपमा वकालत गर्न सक्नुपर्छ ।
- उच्च शिक्षा प्रदायकहरू वास्तवमा Think tank बन्न सक्नु पर्छ ।

Think tanks and academic institutions

- The achievement of the SDGs is dependent on national governments taking ownership and establishing policies, plans, and programs. The political reality of each country—which includes economic policies and systems, development agendas, social norms, social policies, political systems, and ideologies—will have a bearing on the achievement of the targets at a local level and therefore on the attainment of the SDG targets globally.
- Think tanks and academic institutions are poised to play a key role in political decisions that aim to tackle inequalities, shape healthy living and working environments, and ensure universal coverage at both a national and global level. This means not only analyzing and assessing progress towards the goals, but also acting as knowledge brokers between sectors and stakeholders to enable greater dialogue between the general public, decision makers, and wider society.

- While the term “think tanks and academic institutions” covers a spectrum of organizations, these are usually acknowledged to be concerned with the creation and communication of policy relevant knowledge, often facilitating public dialogue and contributing to greater transparency of the policy process. Their recent proliferation in health has also been noted. While think tanks overall are seen as contributing to accountability and pluralistic debate in society it is important to keep in mind potential conflicts of interest, especially where there has been industry funding.
- The convening role of think tanks and academic institutions is important both nationally and supra-nationally. They can bring together global policy actors with national level implementers and those most affected by global policies. Globally, enabling the exchange of experiences in relation to different policy, technical, and institutional options is a critical role for think tanks and academic institutions.

Source: <https://www.bmj.com/content/358/bmj.j3519>. Retrieved in 22 Asar 2075

- विश्वविद्यालयका पाठ्यक्रममा दिगो विकास लक्ष्यलाई समाहित गर्नुपर्दछ ।
- उच्च शिक्षा प्रदायक निकायहरूको बीचमा सन्जाल स्थापना गरी एक आपसमा सहकार्य गर्नुपर्दछ । सहयोग आदान प्रदान गर्नुपर्छ ।

The Role of academia in achieving SDGs

- With the adoption of the SDGs, the global development and environmental governance agenda will enter a new era. The SDGs have the ambitious goal to guide a sustainable development of the planet, embracing its economic, social and environmental dimensions in a balanced way to spearhead societies towards a sustainable and equitable future.
- Science is crucial in achieving sustainable development. The academic and education community will have a major role in the implementation of the SDGs. Science provides the basis for new and sustainable approaches, solutions and technologies to meet the challenges of sustainable development.
- The academic community has an important role to play in the implementation of the SDGs. The scientific community has already provided significant contributions to the setting meaningful and feasible goals, supported by scientific evidence, during the consultations processes leading to the formal negotiations on the SDGs.

Source: http://www.un.org/waterforlifedecade/waterandsustainabledevelopment2015/stakeholders_academia.shtml. Retrieved in 2075 Asar 22)

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दिगो विकास लक्ष्य र लक्ष्य नं. ४ र ५

दिगो विकास लक्ष्य नं. ४ : समावेशी समन्यायिक गुणस्तरीय शिक्षाका सुनिश्चितता गर्ने र जीवपर्यन्त सिकाइका अवसरको प्रवर्द्धन गर्ने (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) - पैसाले पैसा तान्दछ भनेजस्तै शिक्षाले शिक्षाको विकास गर्नमा सकारात्मक भूमिका निर्वाह गर्दछ । शिक्षाबाट External effect र Trickle-down effect को रूपमा शिक्षालाई विकास गर्न सहयोग पुग्छ ।

लक्ष्य नं. ५ : लैङ्गिक समानता प्राप्त गर्ने तथा महिला एवम् छात्राहरुलाई सशक्तिकरण गर्ने (Achieve gender equality and empower all women and girls) - शिक्षाबाट साक्षरता बढाउन, कुनै पनि कार्यक्रममा सहभागी हुने क्षमता बढाउन, जीवनमा अवसर खोजी सक्ने बनाउन र आफूलाई लागेका विषयहरुमा प्रष्टसंग बोल्न सक्ने क्षमता प्राप्त हुन्छ । शिक्षाले नै महिला पुरुषको बीचमा रहेको विभेदका बारेमा महिलालाई बहस गर्न सक्ने बनाउँछ, पुरुषलाई थप संवेदनशिल बनाउन सहयोग गर्छ । यी कार्यबाट विभेद हटाउन सहयोग पुग्छ । छात्रा तथा केटीहरुको विद्यालय भर्नादर बढाउन सकेमा माथीका विषयहरुमा थप सकारात्मक उपलब्धि हासिल गर्न सकिन्छ । शिक्षाबाट आयआर्जनमा सुधार आउने हुनाले महिलाहरुलाई थप आत्म निर्भर बन्नमा पनि सहयोग पुग्दछ ।



Empowered lives.
Resilient nations.

Initiatives, Challenges, Opportunities and Issues in SDG

Goal 5: Gender Equality

Background

- In September 2015, 193 Member States of the United Nations adopted the 2030 Agenda for Sustainable Development.
 - Total 17 Goals, 169 targets, 234 indicators
- 2030 Agenda tackles a broad range of global challenges, aiming to:
 - a. Eradicate poverty,
 - b. Reduce multiple and intersecting inequalities,
 - c. Address climate change,
 - d. Reducing gender inequality
 - e. End conflict and
 - f. Sustain peace
- The SDGs build on the MDGs and covers a wide range of rights-based sustainable development issues.
- Also an urgent call to shift the world into a more sustainable path.

- SDGs are **unique** as it covers all issues that affects us all.
- The 2030 Agenda promises **to put an end** to barriers that prevent women and girls from realizing their full potential.
- They are ambitious in making sure **no one is left behind**.

Framework for Implementing SDGs

- Identification of priorities
- 2. Intervention of policy instruments
- 3. Investment of resources
- 4. Institutional readiness

- 5. Implementation of SDGs

Clustering of SDGs at national level

Basic mark of civilization (1,2,6,7)	Exercise of human capabilities and agency (3,4)	Higher human aspiration (5,10,16)	Means for sustained progress (8,9, 11, 12)	Threats to future prosperity (13, 14 and
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Sustainable Development Goals

Gender Equality cross-cuts

Commitment to GE is : PROMINENT, COMPREHENSIVE AND CROSS-CUTTING

5

GENDER
EQUALITY



*Empowered lives.
Resilient nations.*

Achieve Gender Equality and Empower all Women and Girls

Targets: 9

Indicators: 34 (with additional national indicators)

5.1 End all forms of discrimination against all women and girls everywhere

1. Wage equality for similar work

2. Gender inequality index

3. Gender empowerment measure

husbands can legally prevent their wives from working (18 countries); daughters and sons do not have equal inheritance rights (39 countries) and 49 countries lacks laws protecting women from domestic violence.

Right work guaranteed by Constitution, 2015

Daughters and sons have equal inheritance right

Nepal has already adopted the Domestic Violence (Crime and Punishment) Act

5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

- Lifetime physical and/or sexual violence
- Children age 1-14 yrs who experienced psychological aggression or physical punishment during the last one month
- Women aged 15-49yrs who experienced physical/sexual violence
 - Women and girls trafficked (in no).

Globally, 19% of women and girls aged 15 to 49 have experienced physical and/or sexual violence by an intimate partner in the past 12 months

More than ¼ (26%) of women aged 15-49 experience physical/sexual violence.

Domestic violence is predominant followed by girl trafficking. Witchcraft, Chhaupadi , early marriage

5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

•Women aged 15-19 yrs who are married or in union

•National Strategy on ending Child Marriage in Nepal , adopted in 2072.

•Nepal has 3rd highest rate of child

marriage in South Asia.

Globally, 750 million women and girls

were married before the age of 18 and • 37% of women are married before 18

at least 200 million women and girls in

• 10% before the age of 15

30 countries have undergone FGM.

5.4 Recognize and value unpaid care work and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.

- Ratio of women to men participation in labor force
- Average hours spent in domestic work by women

Globally, women do 2.6 times the unpaid care and domestic work that men do.

Concrete plans and actions are required to measure, analyze and integrating household and care work in the overall planning process.

5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

- Proportion of women in national parliament
- Proportion of women in provincial parliament
- Proportion of women in local government bodies
- Women's participation in decision making level in private sector
- Women's participation in cooperative sector

- Women in public service decision making positions
- Ratio of women to men in professional and technical workers

Women hold 23.7% of parliamentary seats, an increase of 10 percent points compared to 2000- way below parity.

- Nepal observed historical moment in local level election in 2017.

5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the BPFA and the outcome documents of their review conference

- Awareness about reproductive rights among girls and women
(%) – proportion of women aged 15-49 yrs who make their own decision regarding sexual relations, contraceptive use and reproductive health care
- Receiving specific support and service provisions related to sexual health care to the poor, discriminated and marginalized groups

Only 52% women married or in union freely make their decision on contraceptives use and health care.

In Nepal 43% of married women use any mode of modern contraceptive (2016)

5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws

- **Number of enterprises owned by women**
- **Women's ownership of property (land and house)**

Globally, women are only 13% of agricultural land holders

In Nepal, women own only 19.17 % of land and housing (2011)

5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

- **Proportion of individuals who own a mobile telephone, by sex**
- **Use of internet by women aged 15-24 yrs**

Women are less likely than men to own a mobile phone, and their internet usage is ???
5.9% lower than that of men.

5. c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

Proportion of countries with systems to track and public allocations for gender equality and women's empowerment

Government worldwide increasingly use **Gender Responsive Budgeting** to ensure implementation of gender equality policies and action plan (more than 100 track budget allocation)
Govt of Nepal introduced GRB system in 2007/08.

Direct Gender responsive: 38.65% Indirect: 34.28%
Neutral: 27.07%

In the fiscal year 2018/2019 there are 9 projects which is worth 44.39 million \$ (0.8% of the development expenditure).

Issues and opportunities (localization)

- Scope of the Goals, some are **national in scope** (Goals: 1, 2, 3, 4, 5, 6, 7, 10 and 16).



- Goal (8, 9, 11, 12, 13, 14,and 15) have a **regional and global dimensions**.
- Despite of dedicated Goal 5 on Gender Equality, it is also **mainstreamed throughout remaining 16 Goals** hence, ensuring its effective mainstreaming in rest of the Goals.
- Each Goal is **interlinked with each other**, it is equally important to have a strong coordination among the line Ministries.
- Coordination among Federal, Provincial and Local government is crucial.**
 - Costing** of SDG implementation is important.
- The development priorities **identified in the 14th plan** are related to SDGs to varying degrees.
- Ensure gender and inclusion consideration in the implementation of Goals that trigger inclusive economic growth, through job creation, strengthen social protection system, and reduce disaster are big priorities for Nepal.
 - Effective monitoring is important.**
 - Opportunity** for the evidence based policy-making

- Dashboard that provides **live update** on the state of SDGs implementation and progress made.
 - Opportunity to work at the **sub-national level**.
- **Increased resources to fund SDGs at the sub-national government.**
- An **opportunity** to reach out to the most marginalized groups (leaving no one behind) which will require a targeted intervention.
- Role of **academia** for effective implementation of SDGs and particularly Goal 5 and SDG 4 as it cross-cuts throughout the 17 goals.



Kathmandu University Silver Jubilee Initiatives Vision 2030

Prof. Bim Prasad Shrestha, PhD
Vice Chancellor's Office of External Affairs and Global Engagement at Kathmandu University

My association with DANIDA through Building

Strong University program

BSU 2 program Coordinated by Dr. Sagar Raj Sharma (2015-2017)

- Theme 1: Institutional Capacity Development, Mr. Mukunda Upadyaya
- Theme 2: Renewable Energy, Prof. Bim Shrestha
- Theme 3: Research related to Immigration studies: Prof. Mahesh Baskota

Contribution of BSU-2 at KU:

Community based research ambience at the University in interdisciplinary approach

Institutionalization of Research at Kathmandu University

South South Collaboration

Flow of more research grant to Kathmandu University institutionally

KATHMANDU UNIVERSITY

Vision

To become a world-class university devoted to bringing knowledge and technology to the service of mankind.

Mission

To provide quality education for leadership.

Background



Performance/Quality/Integrity

University is Mirror of Society of any Nation: Abdul JKalam

University Education and Sustainable

Development Goal

17 Sustainable Development Goals Focus on

Youth

University is center of attraction
for Youth

Campus to Community



KU Silver Jubilee Initiatives



KATHMANDU UNIVERSITY
VISION 2030

Quality Initiative

Quality Education for Leadership



Quality Initiative

- Initiating the system of students' feedback to teaching/ learning activities.
- Incorporating teachers' feedback on classroom and other institutional support.
- Assessing job satisfaction among employees.
- Survey of graduates and alumni.
- Assessing research climate in the schools.
- Facilitating high quality research works through funding and matching opportunities.



Impact Initiative



Impact Initiative

- Engaging faculties/students in activities that can have visible impact/demonstration in the communities, e.g.,
 - Building ‘model/lab-schools’ in terms of pedagogical approach in rural Nepal.
 - Supporting youths in entrepreneurial program and link them with potential funders.
 - Supporting local culture/art/music through documentation, training and dissemination.
 - Establishing demonstration projects for water and sanitation.
 - Providing health/environmental services to rural communities.
 - Collaborating with communities in developing sustainable, eco-friendly housing.





Equity Initiative



Equity Initiative

- REACHING THE UNREACHED
- Center of learning as OUT REACH UNIT
- Assessing current access/opportunities of the academic programs/services to disadvantaged communities.
- Analyzing the existing availability and distribution of scholarships.



Global Engagement Initiative





Global Engagement Initiative

- Documenting and disseminating existing collaborations with local and global institutions.
- Facilitating the development and Implementation of collaborations.
- Instituting policies to tap diaspora community.



Innovation Initiative

- Identify, document, describe and promote existing and upcoming activities That can be considered innovative.
- Explore how innovative approaches (in teaching, evaluation, etc.) can be built within existing academic program to enhance the quality of education.



- Creating a ‘branding’ process of KU.
- Establishing a communication center to coordinate all information collection and timely dissemination through social media, websites, publications, etc.
- Creating a cell to proactively communicate to the alumni and also other beneficiaries, e.g., communities, patients, of KU.
- Establish a dedicated communication and fund-raising mechanism.



Role of universities in achieving sustainable development goals (goals 4 and 5)

*Mahesh Nath Parajuli
Kathmandu University
School of Education*

*7 July 2018
Kathmandu*

Points for discussion

- ❑ The university – what for
- ❑ Sustainable development goals – why
- ❑ Universities and sustainable development goals
- ❑ Alternative perspectives

The university

- For universe, through its knowledge work
 - Students, research, development
 - Personality development (knowledge skills – profession; good citizen, good person)
 - Research and development (invention, innovation, Production, analysis, interpretation)
 - Economics (industry)
 - Service to society
 - Critical and alternative knowledge

The university – alternative knowledge

- Critical and alternative thinking and knowledge
 - Going against the system
 - Challenge the norms and standards, status quo
 - Societal conflicts – control of society/state
 - For independent knowledge, alternative thinking
 - Controlled thinking/knowledge might not work for leading the society

The university – economics of knowledge

- Universities as social and economic advisor of the Society (state, industry, civil society)
 - “What do they teach in school and college?”
 - Skilled graduates
 - *For* policy; *Of* policy
 - Economic viability of the policy/program
 - Social control/regulation/cohesion
 - Livelihood, prosperity
 - Surviving and moving on in this competitive world

The university – leader to the future

- Educate the society
- Work on behalf of marginalized people
- Work for maintaining socio-cultural and ecological diversity and balance
- Maintain its own independence and autonomy
- Look back towards the history and direct for the future
- Lead the society to the unknown future world
- **Work for people, planet earth, and the universe**

Universities – where?

- A difficult question with no answer
- Are universities educating the society? May be yes,
but what type of education?
- Are universities challenging the status quo? Or
contributing to maintain it?
- Are universities leading the society to the unknown future
world? Yes? No?
 - ‘the market demand’

Kathmandu University – where?

- ❑ KU – an autonomous, not-for-profit, non-government institutions
- ❑ School of Education – one of seven schools under KU
- ❑ Its academic programs are:

Educational Leadership	PhD, MPhil
Development Studies	PhD, MPhil
English Language Teaching	MPhil, Master
Math Teaching	MPhil, Master
Leadership and Management	Master (One & Two yrs)
Sustainable Development	Master (Two years)
Technical and Vocational Education and Training	Master (Two years)
Chinese Language Teaching	Bachelor (Four years)
Technical Education (affiliation)	Bachelor (Four years)

Kathmandu University – where?

- Six initiatives
 - Quality
 - Impact
 - Equity
 - Global engagement
 - Identity
 - Innovation

Sustainable development goals – why?

- Goal Four:
 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
 - Ten targets, 11 indicators
- Goal Five:
 - Achieve gender equality and empower all women and girls
 - Nine targets, 14 indicators

Sustainable development goals – why?

- Fight against poverty, diseases, inequality, environmental degradation, and promote justice, peace, inclusion, protect the planet and its resources
 - Focus the attention, investment
 - Mobilize the network
 - Monitor and evaluation
 - Bring the comparative perspective
 - Understand the progress being made or not
 - Avoid constraints, improve the context

History of development ideologies

- 1950 onwards
 - Economic growth and modernization
 - Create the system, add inputs, there will be output
 - Internal and external changes in society is necessary
 - Social, political, cultural, economic modernization

History of development ideologies

- Alternative approaches
 - What is development?
 - Who defines development?
 - Can there be ‘one’ development for all?
 - Can there be ‘different’ development for ‘different’ people?
 - Development is not a linear project but a complex social, cultural, economic, political, and psychological process

- ❑ Today's world is frantically running after the *targets*
- ❑ Forgetting other important aspects like quality, relevance, compatibility.
- ❑ A linear, modernization project, rejected long ago
- ❑ A routine, ritual exercise?
- ❑ A control mechanism?
- ❑ What about local agendas?
- ❑ Local knowledge base?
- ❑ A job creation project?

- Is the world getting better?
- Obviously yes, from a developmental perspective
 - Literacy and schooling rates have risen
 - More and more women are active in public domain
- Questions, from an alternative perspective
 - Sociocultural diversities are fast disappearing
 - Environmental degradation is on the rise
 - Continuing ethnic/racial or other forms of discrimination

- For the first time higher education or university is
Mentioned in such international goals
 - Target 4.3: affordable and quality technical, vocational and tertiary education, including university
- University contribution through
 - Knowledge – educating the society
 - Affordable, quality, and relevant education
 - Equity and inclusion

- Engage with SDG
 - Research and innovation, action plan, implementation, monitoring and evaluation
- Express a commitment to SDG
- See the SDG as part of its own goals, plans, strategies (gender and inclusion, quality, relevance)
- Integrate SDG agenda in its academic programs
- **Question/challenge SDG goals, targets, and strategies**
- **Find how to address / improve the situation**

- Helping to design SDG-based policies
- Encouraging SDG-oriented research and development
- Incubating new sustainable development businesses
- Fostering multi-stakeholder engagement
- Forming an alliance – an SDG alliance
- Organizing policy and public debates
- Leading the society towards a sustainable future world
- **Government should invite universities**

- Alternative perspectives
 - Learning process
 - Actor orientation
 - Embrace the opponents, dialogue with them
 - Assess the alternatives
 - Bring out the failure, so a learning could be made
 - Honour the diversities
 - Recognize all the knowledge heritages

Few Glimpses of Workshop Programme:



