



GPFN

CONFERENCE SUMMARY REPORT

International Conference Role of Nepali Diaspora in Higher Education in Nepal

Conference Dates: July 7-8, 2018
University of Toronto, Sheraton Hall, Wycliffe College
Toronto, ON, Canada



Conference Summary Report Editors

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Preface and Acknowledgement

Global Policy Forum for Nepal (GPFN), the Association of Nepalis in the Americas (ANA), Canada Foundation for Nepal (CFFN), Concern-Nepal Canada, and NRNA Canada jointly organized a Conference entitled “Role of Nepali Diaspora in Higher Education in Nepal” in Toronto, Canada. The conference was organized with the cordial support of the Nepali Embassy in Ottawa, and was held at University of Toronto, Toronto, Canada on July 7 and 8, 2018.

The Europe-based Global Policy Forum for Nepal (GPFN) was established in 2015. It aims to provide independent, objective, impartial and non-partisan policy advice on Nepal-related issues on human rights, education, and law.

Established in 1983, the Association of Nepalis in the Americas (ANA) is the oldest Nepali community organization in North America, serving the community in USA and Canada.

Canada Foundation for Nepal (CFFN) is an Ottawa-based not-for-profit organization dedicated to promoting education and livelihood in Nepal and ultimately contributing to North-South cooperation for sustainable development.

Concern-Nepal Canada is a Not-for-Profit organization dedicated to assisting Nepal’s socio-cultural and economic development, and promoting Nepal positively in the international arena.

NRNA Canada was established in 2008 as the national council of the global Non-resident Nepali Association (NRNA) to advance the aspirations of the Nepali-Canadians living in Canada, and to work in coordination with NRNA to support development in Nepal.

More than 130 participants attended the conference where 30 papers were presented by the established and aspiring Nepali Diaspora scholars from Canada and the US. The conference also included a panel discussion on how to enhance research programs in Nepal's universities. The organizing team that included Dr. Ambika P. Adhikari (chair), Prof. Tulsi Dharel (convenor), Dr. Govinda Dahal, Prof. Dinesh Gajurel, Mr. Naba Raj Gurung, Mr. Gopi Kaphle, and Prof. Basu Sharma. In addition, Dr. Drona Rasali, Dr. Pramod Dhakal, Mr. Yogendra Bhattarai, Mr. Medini Adhikari and many other volunteers and sponsors worked tirelessly to ensure the success of the conference. A conference advisory committee (list attached in the report) consisting of well-known Diaspora scholars from North America and Europe steered the conference program towards its successful conclusion.

Nepal's Ambassador to Canada Mr. Kali Prasad Pokharel provided valuable support to the conference throughout its evolution and execution. At the conference, he provided welcome remarks to the conference attendees, and read out an enthusiastic message from Nepal's Education Minister Mr. Giriraj Mani Pokharel (attached in the report).

Everest Realty, Toronto sponsored a dinner and lunch for all the participants. Mr. Narayan Ghimire of Toronto provided resource and logistic support for the conference. Mr. Prajwal Joshi (MDev Tech Solutions) helped create the conference website and provided technical support for

the conference. Mr. Narayan Ghimire (who streamed the event live), Mr. Benup Raj, Mr. Raju Thapa (Mountain TV, who interviewed and broadcasted the event), Ms. Amita Thapa, Mr. Binaya Gautam and his team, Mr. Bhanu Bhakta Acharya, and several other colleagues helped by disseminating the news widely. Hon. Consul General Kunjar Sharma's office provided the venue for the second day of the conference. The conference organizers are grateful to all of them and others who helped make the conference a reality.

Upon the conclusion of the conference, a "Toronto Declaration" from the conference was made public and shared with the media. Later, in mid-July, 2018, Dr. Tulsi Dharel personally handed over the Toronto Declaration to various high-level Nepali leaders and officials in Nepal including Nepal's Education Minister Mr. Giriraj Mani Pokharel.

Conference Summary Report Editors

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January 2019

OPENING REMARKS AT THE CONFERENCE BY H.E. NEPAL'S AMBASSADOR TO CANADA, MR. KALI PRASAD POKHAREL



July 7, 2018

Distinguished members of the Conference Organizing committee, especially Dr. Ambika Adhikari, Dr. Tulsi Dharel and Dr. Govinda Dahal, as well as the President of NRN Canada Mr. Gopi Kaphle and NRN ICC Member Mr. Naba Raj Gurung,

Distinguished scholars, faculty members and academia, research experts and all invited participants,

Members of Media and friends.

On behalf of the Nepalese Embassy family in Canada and on my own, I wish to extend a very warm welcome to all scholars, members of academia and participants to this historic conference on the role of Nepalese Diaspora in higher education in Nepal being held in Toronto, a highly multicultural and welcoming city of Canada.

Let me share with you that Hon. Minister for Education was very keen to come and listen to your ideas for enriching Nepal's higher education. But due to his unavoidable engagement with the legislative processes at the last minute, he could not come to our seminar. He has sent his best wishes for the success of the conference.

One of my several signature concepts while I assumed my responsibility as Nepal's second ambassador to Canada some three and half years ago was to reach out to the Nepalese Diaspora all across Canada, unify their strength and capitalize on their resources--both financial and intellectual--to support Nepal's socio-economic transformation in a spirit of mutual collaboration and support.

Today, I am immensely happy and honoured to be part of this seminal but historic process to galvanize the strengths of Nepalese academia and scholars of Americas (both Canada and the US) for Nepal's benefits in the area of higher education for its enrichment and innovation.

Today's conference is the culmination of that conception and subsequent initiatives, thanks to the relentless efforts put in by the highly devoted organizers just named above and passionate involvement of NRN Canada leadership including Dr. Gopi Kaphle, Mr. Naba Raj Gurung and others as well as the diligent and unwavering interests demonstrated by the distinguished

scholars and faculty members by providing invaluable papers on myriad themes which are of immense interests and benefits to Nepal.

We are all witnesses to the reality that Nepal has come a long way in securing political stability and institutionalizing federal democratic republic through the promulgation of the new constitution in 2015.

Government's single-minded pursuit at this point is to ensure inclusive growth and all-encompassing socio-economic transformation of the country.

Education, and particularly higher education, plays a key role to that end.

Every year, thousands of Nepalese students go abroad especially to USA, Australia, Europe, and Canada to name a few countries, to pursue higher education of their choice/interests that caters to the challenges of 21st century.

How to enrich Nepal's higher education at par with the international standards and how to contribute and complement to that end constitute the sole objective of today's gathering here. As a fellow Nepalese, I am proud of your accomplishments and successes in the country of your residence and work. I am also cognizant of the fact that you are equally concerned for and passionate about your fervent aspirations for the betterment and development of your motherland, where you were born, brought up and educated to a certain level.

I believe that now it is high time for you to make modest contributions out of your expertise and excellence that you have acquired so far to the betterment of your country of birth in areas of higher education focussing, inter alia, on:

- Supporting research and development in your respective areas of expertise,
- Facilitating collaboration between your university/institution and the relevant universities in Nepal (the University of PEI with initiative from Dr. Bishnu Acharya has begun the process of signing a MOU with the TU for collaboration),
- Encouraging exchanges of students and faculty members in mutually beneficial areas,
- Facilitating/supporting mutual recognition of academic degrees between your university and the universities in Nepal,
- Making efforts to seek local/residential fees for the prospective Nepalese students who wish to come to your university for higher studies, citing examples of such facilities being granted to some other individual countries of similar socio-economic background,
- Securing more dedicated scholarships for Nepalese students,
- Facilitating bilateral visits at the level of faculty and university's senior officials,
- Contributing as visiting professors/scholars to transfer knowledge and technological excellence and innovation in Nepal,
- Supporting life skill education in different parts/provinces of Nepal, even considering setting up polytechnic institutions of excellence through collaboration under the NRN banner,
- Contributing academically while in summer vacation or other holidays in Nepal, and
- Contributing through any other ways that you and your team may deem appropriate.

As Nepal's envoy to Canada, I will be happy to facilitate to find a pathway for collaboration between your university and universities in Nepal. I will dutifully report to the government and its appropriate institutions the summary of the discussion that we are going to have today and tomorrow.

I would be glad to see the issuance of Toronto Declaration demonstrating your firm commitment to pursue and take forward this process ahead with determination and enthusiasm while attracting more and more scholars and academics scattered around the world. You may consider making it a biannual event alternating among the continents so that it becomes truly a global movement.

I would also be happy to see your efforts evolve into becoming the NRN's statutory Global Academic Forum providing inputs and think-tank services to the NRNs at large.

I am optimistic that your initiative may lead to building a consensus for forming a Global NRN Online University that would cater to the higher educational needs of Nepalese students with a minimal cost while ensuring world class degree to the students residing in Nepal.

These are few thoughts which you may consider worth-deliberating during your presentations today and tomorrow, and beyond.

I wish you all a very productive and meaningful deliberations and enduring networking and contacts among your colleagues.

I wish you all success and rewarding outcome of the conference.

Thank you.

Kali Prasad Pokharel
Nepal's Ambassador to Canada
Ottawa, Canada

MESSAGE FROM NEPAL'S HONORABLE MINISTER OF EDUCATION GIRIRAJ MANI POKHAREL



Highlights of the message from the honorable minister are given below, as prepared by the Conference Summary Report editors. The full original text is provided in the appendix to this report.

- The Government of Nepal (GoN) is focused on producing educated and skilled workforce to support its goal of achieving prosperity. For this task, it is important to have high quality education in the country.
- The GoN is keen on collaborating with private sector and Diaspora to achieve Nepal's educational goals.
- Nepal currently has 11 universities, 96 affiliated colleges, 429 community-based colleges, and 751 colleges campuses operated by private sector.
- In the eligible age group, only 15.14% of the population has enjoyed the opportunity for higher education.
- 78% of the students in Nepal are enrolled in general studies, while 22% of the students are enrolled in technical disciplines.
- Although there has been a quantitative increase in the number of institutions of higher learning, qualitative enhancement is lacking.
- It is important to provide access to quality higher education to the people in remote areas and to those who have been marginalized.
- The GoN has promulgated the Higher Education Policy 2072, but laws to implement the policy have still not been adopted.
- Learning from the experience, new avenues to improve the higher education program are necessary. The government has created a 10-point roadmap to transform the education program in the country.
- The GoN gratefully acknowledges the support of the Diaspora in the establishment of Open University, Nepal (OUN). To honor the contribution of the Diaspora, the GoN has included the representation of the Diaspora in the Senate of the OUN.
- The GoN looks forward to the outcome of the conference and hopes that it becomes useful towards the improvement of higher education program in Nepal.

International Conference
Role of Nepali Diaspora in Higher Education in Nepal
July 7 and 8, 2018, Toronto, Canada

INTRODUCTION TO THE CONFERENCE

The ongoing international migration from developing countries to developed ones has led to a large presence of Diaspora population in developed countries. Many of those well-educated and established professionals and businessmen have felt a need to give back to their home countries. The impact of Diaspora in their home country has been realized mainly in four different areas: economic development through remittance, investment and trade; intellectual development via knowledge transfer and knowledge application; social development through philanthropy and volunteerism; and political development via diplomacy, lobbying, awareness raising and political participation.

Diaspora giving back mechanisms have deployed various programs. Such programs are often initiated by individuals, non-governmental organizations, and governments of developed countries. For example, Academics Without Borders is a Canadian NGO; it is a new but effective program. It uses a train-the-trainer model to build capacity of the host institution with an enduring impact. Transfer of Knowledge through Expatriate Nations (TOKTEN) was designed by the United Nations to help developing countries bring talents home. UNESCO, in collaboration with Hewlett-Packard, has a program to provide grid computing technology to promote collaboration between home country academics and Diaspora professionals. The Carnegie African Diaspora Fellows program facilitates short-term exchange program between Africa born academics working in higher education in Canada and the United States and universities located in partnership countries (Ghana, Nigeria, South Africa, Tanzania, Uganda and Kenya). Examples abound, and possibilities appear immense.

However, what is needed for these programs to succeed is to have a shared vision of the Diaspora role. By shared vision, we mean agreement among all stakeholders (home institution, government agency and Diaspora sponsoring NGO or the governmental agency) on the role of the Diaspora professional and deliverables. Each stakeholder has specific roles and responsibilities in this process, and they need to be articulated and agreed upon at the outset. This approach will clear any potential confusion about the role of Diaspora in their home country when joint programs are implemented.

Given the vision, modalities for Diaspora participation can be worked out. Areas of collaborations range from short-term research and teaching visitations to co-organization of workshops and seminars as well as co-supervision of master and doctoral level students. Since the growth and diffusion of information and computing technology has been very rapid, many of the collaborative activities can take place at a distance on-line. However, accurate data are necessary to correctly match the skill sets needed in the home country universities and Diaspora expertise available. The government of Nepal and Nepali embassies located in target countries

can play a significant role in making the data on Diaspora available. Nepali embassies can also serve as the bridges between Diaspora professionals and home country universities.

Existing universities in Nepal with the exception of Tribhuvan University (TU) are relatively young. Faculty research and student training at the master's and doctoral levels are necessary components of a modern university. As both activities are resource-intensive, and young universities in Nepal lack required resources, the Nepali universities can greatly benefit from the Diaspora support to effectively design and implement research activities.

Governments of developed countries and international organizations such as the World Bank, Asian Development Bank and UN agencies have been providing support for higher educational activities in Nepal. The donors have tried their best to influence the system of higher education. In fact, Nepal has experimented with three modalities or regimes of higher education system since the independence of the country from the Rana rulers: centralization, decentralization, and privatization. For each of these regimes to become viable and remain functional, external assistance was needed. While the earlier regimes were introduced mostly with American aid, the latest regime of privatization has been the result of assistance, both in terms of advice and resources, from the World Bank. One of the problems of such assistance is that the donor dictates the terms of the trade. Such terms can sometimes go against the national interest of Nepal. However, the Diaspora members know Nepal well and have emotional attachment to the native country, thereby creating a more beneficial mutual relationship.

The focus of this conference was to bring different ideas together, discuss on them and exchange the outcomes with the Nepali counterparts in Nepal to develop and advance human capital in Nepal. Since universities are the main conduit of knowledge creation and dissemination of the scientific knowledge, this conference highlighted possible pathways for Diaspora contribution towards advancing teaching, creating more up-to-date curriculum, and supporting research activities in Nepal's universities.

OVERVIEW OF THE CONFERENCE PROGRAM

Venues

The conference program was conducted in Sheraton Hall of Wycliffe College at the University of Toronto, 5 Hoskin Ave, Toronto, On M5S 1H7, Canada on July 7, 2018. On July 8, 2018, presentation and discussions were continued at the office of Dr. Kunjar Sharma, Honorary Consul General of Nepal to Toronto at 120 Eglinton Ave E #707, Toronto, ON M4P 1E2, Canada.

Host Organizations

The following organizations jointly hosted the conference.

- Global Policy Forum for Nepal (GPFN)
- The Association of Nepalis in the Americas (ANA)
- Canada Foundation for Nepal (CFFN)
- NRNA National Coordination Council of Canada (NRNA Canada)
- Concern-Nepal Canada (CNC)

In addition, the conference was supported by:

- Embassy of Nepal in Canada, Ottawa, Canada

Organizers, Participants, and Program

More than 130 participants including the presenters, organizers, and guests attended the two-day conference.

The core organizers of the conference were Dr. Ambika Adhikari (Chair), Dr. Tulsi Dharel (Convener), Dr. Govinda Dahal, Dr. Dinesh Gajurel, Mr. Naba Gurung, Dr. Basu Sharma, Mr. Gopi Kaphle and Mr. Medini Adhikari.

The chief guest of the program was His Excellency Ambassador of Nepal to Canada, Mr. Kali Prasad Pokharel, who also provided the welcome address to the attendees.

Nepal's Education Minister Honorable Mr. Giriraj Mani Pokharel sent an encouraging message wishing for the success of the conference. The message was read out by Ambassador Kali Prasad Pokharel at the beginning of the conference on July 7, 2018.

Prior to the conference, on July 6, 2018, Toronto-based Everest Realty invited all the participants and guests for a dinner program at their facility. The owner of Everest Realty Mr. Madan (Mike) KC, and his colleagues welcomed the conference participants with their warm hospitality. Mr. Madan KC, Ambassador Kali P Pokharel, Conference Chair Dr. Ambika P. Adhikari and other

conference organizers provided brief welcoming remarks to the participants on the eve of the conference.

Altogether, 30 papers were presented at the conference on the following six themes.

1. Role of Diaspora to Higher Education in Nepal,
2. Environment, Natural Resources and Higher Education in Nepal,
3. Higher Education in Medicine and Public Health,
4. Policies/Politics and Higher Education in Nepal,
5. Alternative Models to Support Higher Education in Nepal, and
6. Higher Education in Nepal through the Lens of Current Practices, Social Justice, Technology, and Meeting the Need of 21st Century.

On the first day of the conference, the core conference organizers Dr. Ambika P. Adhikari (Conference Chair), Dr. Tulsi Dharel (Conference Convener), Dr. Govinda Dahal, Dr. Dinesh Gajurel, Mr. Naba Raj Gurung, Mr. Gopi Kaphle, and Mr. Medini Adhikari welcomed the conference participants and provided a brief overview of the logistics for the participants.

His Excellency Nepal's Ambassador to Canada, Mr. Kali Prasad Pokharel provided the welcoming remarks to the conference participants. He expressed his pleasure that the conference brought so many scholars from North America to deliberate on how the Diaspora could help in the improvement of higher education programs in Nepal. He also made commitments of the Nepali government to help the Diaspora members make connections with suitable counterparts in Nepal. The full text of Ambassador Pokharel's remarks is provided in this summary report. Ambassador Pokharel also read out the full text of the message to the conference sent by Mr. Giriraj Mani Pokharel, Hon. Minister of education, Government of Nepal. In his message, the Honorable Minister provided data on the growth of higher education in Nepal. He opined that although much quantitative growth has happened in higher education in Nepal, improving academic quality remains a challenge. The Minister asked the Diaspora members to help Nepali institutions of higher learning in improving the quality of educational programs.

Sessions one to five were held on July 7, 2018 at the University of Toronto venue.

The first session held was chaired by Dr. Dinesh Gajurel, and five papers were presented by Prof. Jeet Joshee, Dr. Alok Bohara, Dr. Sanjaya Nepal, Mr. Chet Nath Pokharel, and Mr. Bhanu Acharya.

The second session was chaired by Naba Raj Gurung where three papers were presented by Dr. Durga Paudel, Dr. Rudra Aryal and Dr. Dinesh Gajurel and Prof. Basu Sharma.

The third session was chaired by Dr. Shyam Thapa where Narayan Dharel and Santosh Sapkota, Narahari Timilsina, and Shyam Thapa were the presenters.

The fourth session was chaired by Dr. Govinda Dahal and five presenters namely Dr. Laxmi Panta, Dr. Ramesh Karky, Dr. Lok Bhattarai, Dr. Kul Kapri, and Dr. Shyam Sharma presented their papers.

The fifth session was chaired by Dr. Sara Chhetri where Krishna Bista and Uttam Gaulee, Gokul Bhandari, Bishnu Acharya, Jeffery Overall, Mohan Thapa and Deepak Basyal, and Narayan Ghimire were the presenters.

At the end of the program on day one, a panel discussion was conducted to discuss how can the Diaspora support Nepal's universities in advancing research activities? The discussion was moderated by Dr. Ambika P. Adhikari of City of Tempe, Arizona, USA. The panelists were Prof. Jeet Josee, California State University USA; Prof. Basu Sharma, University of New Brunswick NB, Canada; Dr. Bidya Ranjeet, University of Connecticut, Storrs, CT, USA; Dr. Drona Rasali, University of Regina, SK, Canada; Dr. Sara Chhetri, healthcare consultant from Ottawa, Canada; and Dr. Pramod Dhakal, Chair of NRNA Academy, Kathmandu Nepal.

The sixth session was held on July 8, 2018, and was chaired by Dr. Drona Rasali where Dr. Ambika P. Adhikari, Dr. Pramod Dhakal, Dr. Drona Rasali, Yogendra Bhattarai, Dr. Govinda Dahal, Naba Raj Gurung and Dr. Krishna Hari Gautam presented their papers. At the end of the program on day 2, the participants engaged in an active round table discussion to review the achievements of the conference, and to draft and finalize the recommendations from the conference. The recommendations were released to the media and public as "Toronto Declaration." The full recommendations are attached in the appendix of this summary report. Major points in the recommendation included the following:

- Education programs should be guided by the principles of accessibility, affordability, equity and quality.
- Higher education programs in Nepal should provide choices of research universities, teaching universities and community colleges.
- Academic programs must regularly update the curriculum.
- A strong linkage between industry and academia is important.
- Nepal can benefit by having a mix of public and private non-profit models of universities.
- Education exchanges between the resident Nepali academics and Diaspora scholars should be enhanced.
- Develop a network of scholars and organize themselves to collaborate with Nepali institutions and offer academic support.
- The Diaspora scholars and the Nepali counterparts should collaborate in helping improve access to higher education e-books and e-journals to Nepali educational institutions.
- The Diaspora and Resident Nepalis scholars can learn from each other.

SUMMARIES OF THE PAPERS PRESENTED AT THE CONFERENCE

Session I: Role of Diaspora to Higher Education in Nepal

Chair: Dinesh Gajurel

Summaries of Presentations

Title

A Master-plan for Higher Education in Nepal

Author

Jeet Joshee
California State University
Long Beach, CA, USA

Summary of Presentation

The higher education system in California, USA provides various options to the students to pursue tertiary education. These include community colleges for technical and vocational education, California State University System which focuses on undergraduate degrees, and University of California system for graduate and research level education. Some good examples from California can be of value to the education system in Nepal. Nepali scholars can also seek opportunities in California's universities for exchange programs, where they can come as exchange scholars for up to a period of five years and collaborate on mutually advantageous research and studies programs. Upon return to Nepal, the Nepali exchange scholars can add value to their own home institutions in designing curriculum, expanding pedagogical approaches, and strengthening academic administration.

Title

Knowledge Transfer Challenges for Higher Education in Nepal and Mitigation Strategies

Author

Alok Bohara
University of New Mexico
Albuquerque, New Mexico, USA

Nepal Study Centre (NSC) was established in the context that Nepalese student population in North America was growing where there was a sparse focus on social sciences, while at the same

time there was growing interest in the Himalayan region. NSC, therefore, started to periodically organize conferences, publish online journal, conduct research and undertake institutional collaboration, and lately establish a Sustainable Development Action Lab, all for mitigating the gaps. Nevertheless, there are difficulties in designing and sustaining such knowledge platforms at North American universities. NSC is attempting to solve that problem by forming interdisciplinary network to develop action research programs and implement them in real communities in Nepal. Additionally, it is blending those research outcomes with undergraduate programs, community service learning programs, and problem-based learning programs. NSC uses real world data collected in NSC lab in Nepal and process them in the classrooms of UMN, and further develop citizen science programs through Study Abroad initiatives.

Title

Role of Diaspora to Strengthen Higher Education in Nepal

Author

Sanjay Kumar Nepal
University of Waterloo
Waterloo, Canada

Summary of Presentation

This paper is based on the authors' almost three decades of experience in higher education in various institutions worldwide. In particular, the paper draws on the author's post-Ph. D. experience in research and teaching at three academic institutions, two in Canada and one in the US during a period of two decades. The experience described is specific to social sciences but may be generalizable to other sciences and technical fields. Three main points are emphasized: first, Diaspora engagement in strengthening higher education requires a sustained effort in seeking, nurturing and sustaining partnerships with members of academic institutions in Nepal; second, the partnerships need to be mutually beneficial to both parties, and not just based on the assumption that every Nepali Diaspora can or should contribute to higher education improvements in Nepal just because it is morally the right thing to do; third, differences in institutional capacity, academic goals, and culture within scientific communities (e.g., networks, associations, clusters, language) between Nepalese and Western academics require that rather than articulating lofty but impractical and unattainable goals, it is critical to focus on policies and strategies that exemplify the "low hanging fruits". Drawing on higher education literature specific to selected Diaspora communities around the world, some considerations for strengthening and mobilizing efforts by the Nepalese Diaspora communities in North America is discussed as well. The paper concludes with some preliminary strategies toward meaningful impacts on higher education in Nepal.

Title

Role of Diaspora for Innovative Higher Education in Nepal: Emphasize on Project Controls for Successful Project Delivery

Author

Chet Nath Pokharel
Guelph, ON, Canada

Summary of Presentation:

Project Controls (a key component of Project Management) has been widely used in successfully delivering projects all over the world including major capital EPC (Engineering, Procurement and Construction), PPP (Public Private Partnership) and JV (Joint Venture) projects such as LNG (Liquid Natural Gas) projects, mining projects, transportation infrastructure development projects, and energy projects. Historically, Project Management was taking care of project planning and execution including project controls. The use of project controls was relatively lean. In the last two decades, project controls have evolved and been practiced by corporations and government organizations. Project Control is now often practiced as a specialized area of practice under the umbrella of project management. The goal of practice of Project Controls is to successfully deliver projects on time and within budget.

Project Management is often utilized in most education projects in Nepal to ensure efficiency. However, project controls principles and methodology are not always emphasized. The lack of proper project controls governance is one of the reasons of project delivery failure. Nepali Diaspora with project controls expertise can play a significant role to support the implementation of higher education projects in Nepal. The projects could be related to education programs, construction of facilities, and development of educational support materials.

Project Controls means planning, executing, controlling and closing a project successfully – scope, cost, schedule, forecast, reporting, change and risk management. Appropriate use of tools and software enhances the capability and efficiency of project controls processes.

In this paper, the value of project controls as a key component of project management is highlighted. An emphasis is placed on the benefits of using proper project controls curriculum in higher education.

Title

Role of Diaspora to Strengthen Higher Education in the Field of Journalism in Nepal

Author

Bhanu Bhakta Acharya
University of Ottawa
Ottawa, Canada

Summary of Presentation

This presentation provides a summary of the life and time of Bhanu Bhakta Acharya as a journalist, educator, book-author and human rights activist in Nepal. The author has lived the life of a Diaspora member since 2010 as an immigrant to Canada. He presents his views to co-workers in the publication Bikash Weekly (2057-60 BS). The newsletter publishes his continuing work to motivate, educate, and train Nepali journalists, journalism teachers, and students in Nepal. He hopes to one day establish scholarships for students in journalism and communication, and contribute to academic excellence in journalism through establishment of ethics resource center, academic writing center, and global networking opportunities.

The Journalism curriculum in Nepal will benefit from improvements and periodic updates. Diaspora members with international experience in Journalism can work with the Nepali counterparts to review and improve the curriculum. In addition, the Diaspora-resident collaboration in enhancing teaching methods, and building new educational tools can also help the Nepali journalism students. Nepal has made strides in expanding media outlets in print, audio, and audio-visual fields. With the review of international best practices, the Nepali education in journalism can experience qualitative improvements.

Session II: Environment, Natural Resource and Higher Education in Nepal

Chair: Naba Raj Gurung

Summaries of Presentations

Title

Agriculture and Natural Resources Development and Management Strategy

Author

Durga D. Poudel
University of Louisiana
Lafayette, Louisiana, USA

Summary of Presentation

Envisioning food and nutrition security, livelihoods, food sovereignty, and accelerated economic growth, the Government of Nepal has launched the Agriculture Development Strategy (ADS) 2015-2035. While the ADS serves as an umbrella program for agricultural development, it fails to identify key drivers of agricultural development so that resources and activities can be fully focused on these drivers for expedited agricultural transformation. Nepalese agricultural development revolves around five drivers: 1) sustainable commercialization of small-holder mixed farming system, 2) incentivized farmers, buyers, sellers, traders, and agro-entrepreneurs, 3) pro-poor market, 4) strategic public investment on infrastructure, and 5) policies, plans, strategies, rules and regulations, and trade agreements. In addition, it is critical to conserve and develop natural resources such as land, forests, and water and properly utilize climatic conditions for sustainable agricultural production.

Diaspora groups can contribute to agriculture and natural resources development and management through higher education as instructors, thesis/dissertation committee members, visiting scholars, online instructors, short-term courses administrators, and internship cooperators. Diaspora working in academic institutions can also engage their graduate students in agricultural and natural resources research through student exchange programs, field camps, fellowships, and graduate research. In addition, tremendous potential exists in higher education for collaborative research, data collection, synthesis, and scientific publications in the field of agriculture and natural resources development and management.

Nepalese Diaspora, spread across the globe, can also contribute to agriculture and natural resources development through private investment, education, trade, and technology transfer. For successful agricultural and natural resources development and management, it is necessary to revise the ADS to Agriculture and Natural Resources Development and Management Strategy (ANRDMS). While incorporating the five drivers of agricultural development, the ANRDMS should align clearly with the federalized governance and administrative structures, identify sound

strategies for natural resources conservation and development, and strategically engage Diaspora in agricultural and natural resources research and development for sustainable agriculture, environmental quality, and accelerated economic growth.

Title

Nepali Diaspora’s Contribution to Air Quality Research/Policy in Nepal’s Education

Author

Rudra Aryal
Franklin Pierce University
New Hampshire, USA

Summary of Presentation

Secondary air quality data shows that Nepali cities is significantly affected by the local air pollution like the emissions from vehicles, factories, and domestic heating and cooking. Back Trajectory analysis of air mass transportation and a detailed study of AERONET (Aerosol Robotic Network) data from different sites of Nepal, India, and China indicates that the significant contribution of air pollution over Nepal is from neighboring countries. Further scientific research and advanced knowledge of air quality research and data analysis is important to determine and implement an effective air-quality policy to help improve air quality in the country.

Development of air quality research and training in colleges and universities will be crucial towards the development of human resources that will help mitigate air pollution in Nepal. Diaspora Nepali researchers, and university faculties abroad, can help connect air quality researchers in Nepal by establishing a research collaboration to share knowledge, technical, and domain expertise at the university level. The linkage between scientific communities for research, university education, and public awareness can be established through video conferencing, exchanging ideas from seminars, workshops, and research papers. Building pathways for knowledge investments will create a trustable environment.

Title

Diaspora and Socio-economic Development of Nepal: An Entrepreneurial Perspective

Authors

Dinesh Gajurel and Basu Sharma
University of New Brunswick
Fredericton, NB, Canada

Abstract

Proposing a passion-practice-opportunity framework, this paper explores pathways for Nepalese Diaspora, especially the academics and professionals, to contribute to facets of socio-economic development of Nepal. It uses an entrepreneurial angle to inform policymakers that Diaspora contribution depends on a variety of factors including home country policy, resources available to Diaspora in the host country, and motivation and commitment of Diaspora participants to contribute to the home country. By examining cases of viable and successful Diaspora contributions towards development of science and technology and reform of education in countries like India, China and South Korea, we derive lessons for Nepalese Diaspora and home country policy-makers for reflection and action.

Session III: Higher Education in Medicine and Public Health

Chair: Shyam Thapa

Session Summary

Brief report on the session, *Higher Education in Medicine and Public Health*, held July 7, 2018, at the International Conference on Role of Nepali Diaspora in Higher Education in Nepal.

Three presentations were made at this session. Following were the presenters and title of their respective presentations:

- Narayan Dharel and Santosh Sapkota: Role of America Nepal Medical Foundation in the advancement of medical education and health care in Nepal
- Narhari Timilsina: History of modern medical education, disparities and health indicators improvement in the last 20 years in Nepal
- Shyam Thapa: Role of Nepali Diaspora in higher education in Nepal: Opportunities and challenges viewed from the perspective of strengthening graduate-level public health programs in Nepal

The presentation co-authored by Narayan Dharel and Santosh Sapkota was presented by Narayan. It focused on the past and ongoing activities supported by the America Nepal Medical Foundation (ANMF). Since its inception in 1997, ANMF has been providing technical and financial support to diverse health-related projects in Nepal. It has collaborated with many national and international organizations and institutions. ANMF's scope of support has expanded significantly in the recent years. It plans to continue supporting and advocating for strategic activities that contribute to improving the health of the people of Nepal.

Narhari Timilsina provided a desk review and analysis of the evolution and growth of medical teaching institutions in Nepal, and highlighted disparities in enrollment by gender and location of the institutions. He also compared the Nepal data to the data from other South Asian countries. Timilsina noted that the share of the private sector has increased considerably and that regional disparity has also increased in recent years. He also pointed out that there has been rapid decline in under-five mortality and maternal mortality over the last four decades in Nepal.

Shyam Thapa's presentation focused on his efforts to provide (on a *pro bono* basis) support to various institutions that offer Master's of Public Health (MPH) degree in Nepal. He emphasized the importance of undertaking a comprehensive needs assessment (diagnosis of the challenges and constraints) and identifying priority areas for intervention (support). Thapa also pointed out some of key factors that lead to successful implementation of assistance. He provided an overview of specific activities that he has undertaken in the last six months towards improving the quality of public health education and research in Nepal.

Session's Conclusions

The presentations focused on three different aspects. The presentation by Dr. Dharel provided a review of past and ongoing support and collaboration of activities through a US-based non-profit organization. The ANMF remains an important mechanism to foster and provide support to Nepal. Mr. Timilsina's presentation provided a general assessment of growing disparities in the growth of medical institutions. The second part of his presentation showed declining trends in under-five mortality. Dr. Thapa's presentation focused on the "doing and learning" phase of technical support and collaboration.

Summary of Presentations

Title

History of Modern Medical Education, Disparities and Health Indicators Improvement in the Last 20 Years in Nepal

Author

Narhari Timilsina
University of Toronto
Toronto, Canada

Summary of Presentation

The first modern medical education started in Nepal with opening of the Institute of Medicine (IoM) in 1972 under the Tribhuvan University (TU). Subsequently, the Government of India helped to establish the BP Koirala Institute of Health Sciences (BPKIHS) at Dharan in 1993. The Manipal College of Medical Sciences (MCOMS), in Pokhara was the first medical school in the private sector opened in 1994. The last two decades have seen an explosion of institutions involved in the medical education training in Nepal. I performed a detailed systematic literature search on modern medical education in Nepal. The health indicators of Nepal between 1990 and 2015 were also searched from peer reviewed literature as well as government publications records. Currently 19 medical schools are in operations in Nepal (both private and public). Overall 40% of medical schools primarily serve in Kathmandu valley (represent only 7% of country population); whereas only 58% of medical schools are in operations outside of Kathmandu, which serves 93% of country population.

During the last 2 decades, many private hospitals (estimated no. 280) were established. Only 40 were publicly funded hospitals. Health indicators in Nepal improved significantly during these periods. For example, under-five mortality rate was 142 per 1,000 live births in 1990, which dropped to 47 per 1,000 live birth in 2015. Similarly, maternal mortality was 790 per 10,000 live birth in 1990, which dropped to 200 in 2015. Thus, the medical schools with components of public and private mix, are of great benefits to the Nepal. Significantly large number of private

medical schools dominate over private sector in urban areas. Despite the challenges, health indicators improved significantly over last 20 years in Nepal.

Title

Role of American Nepal Medical Foundation in the Advancement of Medical Education and Healthcare in Nepal

Authors

Narayan Dharel, America Nepal Medical Foundation
Santosh Sapkota, America Nepal Medical Foundation

Summary of Presentation

Established in 1997, America Nepal Medical Foundation (ANMF) has a mission to advance healthcare programs in Nepal. To that end, it has been promoting the advancement of healthcare, medical training and practices in Nepal. Of its many achievements, raising of \$1.5m in 2015 after Nepal earthquake has been the biggest one. With this resource, it is engaged in advancing medical training and practices, providing educational resources and materials, fostering medical research practices, and supporting health-related projects with strong education components. The ANMF is partnering with Government of Nepal, NAMS, PAHS, NCCDF, KUMS, Tinging, Nick Simmons Institute, Dublike Hospital, Sang-Sanai, Nyaya-Health, and other organizations to advance its mission in Nepal. It is also engaged in PFCCS Training, Travel and Wilderness Medicine, and National Ambulance Services in Nepal.

Title

Opportunities and Challenges Viewed from the Perspective of Strengthening: Graduate-level Public Health Programs

Author

Shyam Thapa
Vienna, Virginia, USA

Summary of Presentation

In recent years, I have been engaged in contributing to public health education and training in Nepal, all on a pro bono basis. In this presentation, I discuss opportunities and highlight challenges that I have observed and experienced in the context of proposing possibilities for contributions by the North American Nepali Diaspora.

Following an overview of the evolution and current status of the Master of Public Health (MPH) education in Nepal, I review the opportunities and constraints, and evaluate existing challenges to human resource development. I also discuss the various approaches that I have undertaken, and identify several factors that need to be considered to advance the efforts made by the Nepali Diaspora toward strengthening public health education (particularly the MPH-level programs) in Nepal. I also propose some priority activities the Nepali Diaspora could consider.

Current Situation and Strategic Assistance: As of early 2018, MPH degree programs are available through eight universities and colleges in Nepal. These universities and colleges represent a mix of public/private and deemed/fully autonomous academic institutions. The MPH faculty seem eager, and are receptive to new ideas for improvement. The majority of the MPH students have at least two years of relevant work experience, with an undergraduate degree in public health or nursing. The faculty and students both realize that the existing curricula need to be more contemporary, and more sensitive to market demand and needs.

The specific approaches I have undertaken include: policy dialogue with authorities relating to eligibility criteria for admission, identification of supplementary courses, rendering sessions for junior faculty, conducting orientation sessions, reviews of research protocols, assisting in the design of curricula for new programs, online teaching, co-supervising research projects, exploring professional or further educational opportunities, developing memoranda for partnership and collaboration, conducting scientific writing workshops, and assisting in the preparation of scientific papers.

These approaches point to the multi-pronged role that the Nepali Diaspora could play towards human resource development in Nepal. While some of the activities could be just one-time, many would require support and engagement on a sustained basis. The relevance, usefulness, and effectiveness of the support rendered and received are influenced by several factors, including: value-added, timing, cost, specific nature of the activity, duration, collaborating institution, location, number of students, expectations, reciprocity at the institutional/individual basis, receptivity to change, sustained commitments, performance appraisal, and monitoring and impact evaluation. Depending on the specific situation, some of these factors could act as constraints or catalysts in the process. Some specific activities for the Nepali Diaspora to consider undertaking are suggested.

Great opportunities and a conducive environment for strengthening graduate-level education and training in public health already exist. Several challenges and constraints also exist on both sides – the North American Nepali Diaspora community and the public health educational institutions in Nepal. It is imperative to consider not only the opportunities, but to also take into account the challenges and constraints to develop more realistic plans and programs.

Session IV: Policies/Politics and Higher Education in Nepal

Chair: Govinda Dahal

Summaries of Presentations

Title

Plenty of Politics, Not Enough Emotional Commitments in Nepali Higher Education

Author

Laxmi Prasad Pant
University of Guelph
Guelph, Canada

Summary of Presentation

Available research suggests that academics are conscious to provide a balanced examination of controversial issues without necessarily disclosing their own biases. Examples of pedagogical issues begging answers are as follows: Is this the right pedagogical approach to imparting critical thinking and analytical skills? Does this practice limit the academic freedom to engage in public policy advocacy on controversial issues? What pedagogical approach should educators and policy makers in Nepal introduce in the classroom to develop emotionally intelligent critical thinking and analytical skills in the students? What pedagogical and curriculum development supports are available (or should be developed) for effectively engaging in controversial issues in the classroom and beyond? How might science controversy influence teaching and learning? What role could Nepali Diaspora play to improve pedagogy and the practice of teaching controversial issues in Nepali schools, colleges and universities?

This paper discusses appropriate pedagogical approaches to engage in controversial issues in the classroom and beyond, identifies resources and gaps in teaching support services to effectively engage in controversial issues, identifies appropriate pedagogical approaches to handle controversial issues in the classroom and beyond, and examines the current state of pedagogical and curriculum development supports available at various universities in Nepal and internationally.

Title

Establishing a “Brain Gain Center”: From Scattered Efforts to Systematic Connections

Author

Shyam Sharma
State University of New York
Stony Brook, New York, USA

Summary of Presentation

The promulgation of a new constitution, followed by elections at all levels, has injected new energy in all sectors of public life in Nepal. Perhaps the greatest level of energy and number of new initiatives can be felt in higher education. This observation is based on reading and research but more significantly from collaboration and support for teacher training, research and publication, and initiation of academic support for students through visits to Midwestern University (since 2015), virtual and on-the-ground work with private colleges in Kathmandu (since 2016), and an emerging large-scale teacher training program for Tribhuvan University (started in 2016 and formalized in 2018). The above innovations and developments are also becoming rich grounds for research and publication. A number of initiatives and gatherings such as this conference have made visible much work that has been done in recent years. And there is every reason for individual Diaspora Nepali scholars (like me) to be excited, as is the case for any member of professional organizations, such as groups through which I work.

What we are yet to see is a systematic accounting of Diaspora Nepali scholars around the world, especially one that includes nuanced information about their expertise and interest, engagements and achievements, impact and potential. I will begin my paper with a brief description of the work that I have been doing in Nepal, individually and in groups. Then, in juxtaposition, I will describe a project that, along with a few other colleagues in North America, I am currently assisting the Ministry of Foreign Affairs to initiate, involving a systematic “census” of Nepalese academic and professional experts with advanced degrees and specialized skills who work in North America. I will contrast the potential of that large-scale, official initiative that the Ministry has enthusiastically embraced with the type of small-scale and individual efforts that are scattered and often invisible, like the ones I have been involved in during the past decade. Using the concept of a “Brain Gain Center,” I will illustrate a practical set of plans that are being developed in consultation with the Ministry of Foreign Affairs and could be used for identifying, recognizing, promoting, and maximizing the impact of time and expertise already contributed by Diaspora Nepali scholars in North America.

The objective of the presentation is to share ideas about the above foundational project, to receive feedback from the attendees, and to encourage colleagues to contribute to the project. The audience will be able to learn how to enhance knowledge-sharing identify efficient methods for collaboration, and find a powerful platform for promoting their own work.

Title

Economic Costs of Educational Inequality in Nepal

Author

Kul Kapri
Rowan University
New Jersey, USA

Summary of Presentation

Education is one of the three pillars (education, health, and connectivity) of economic development in developing countries. As economic inequality and disparity in health, education inequality is a central topic of discussion among government agencies, policymakers, and international non-governmental organizations. On the one hand, access to education and quality of education play a vital role to increase the economic growth rate. On the other hand, growing inequality in education increases the economic inequality. This study focuses on the second issue.

In 2000, UNESCO announced the Education for All (EFA) movement. The objective of EFA was to provide for at least a primary education for all children, youth, and adults. Also, the United Nations (UN) has adopted Sustainable Development Goals (SDGs), the successor to the Millennium Development Goals (MDGs). Two of the SDGs are relevant to this paper: provide inclusive and equitable quality education for all, and reduce social, economic, and political inequality within and between countries.

This paper shows that education can be an effective policy instrument to alleviate economic inequality among marginalized gender and identity groups in Nepal. I characterize the disparities in economic opportunity between gender, identity (ethnic or religious), and gender-by-identity groups in relation to disparities in educational attainment. I employ an Oaxaca-Blinder decomposition method to determine the extent to which these gaps are attributable to education inequality. This study uses Nepal Living Standard Survey 2011 data to investigate the relationship between economic inequality and education inequality.

Title

Does Education, Research and Innovation Matter in National Ambition for Development?

Author

Lok Bhattarai
Brampton, Ontario, Canada

Summary of Presentation

There is no paucity of literature that discuss development issues and problems in Nepal. Together with a few legendary works, thousand of small scale, esoteric research (by regional specificity but with little external validity and replicability) are conducted (and sometime published) each year in Nepal. However, there is no established big-theory which provides convincing explanations of the development impasse and prospects for the future. Mentionable is that the knowledge generated through varieties of research has seldom become useful in nation's transformational dream.

In this presentation, I will discuss how Nepal's historic periodic plans failed to integrate 'education' as the integral part of the plans. I argue that education was dealt in isolation and remained in a 'silo'. Reflection is made also on the political ecology and consequences of the national research initiatives becoming dysfunctional. The discussion will move forward to unleash the consequences that caused ongoing conflict, political instability, challenges in national unity, prevalence of poverty, weakening national institutions, low growth, trade-deficit, migration, and so on. There was no credible and robust mechanism for the 'educated citizenry/community' to present their views to influence the state's major decisions. Lost opportunities in utilizing 'education as a vehicle of development' will be discussed with comparative examples of other countries. A proposition is presented for Nepal to utilize higher education, research, and innovation for the transformation of nation and maintaining peace and stability in Nepal.

Title:

The Nepalese Education System: Tunnel Vision vs. Dogma Free Education

Author

Ramesh Bikram Karky
Vrije Universiteit Brussels

Summary of Presentation

By birth, all human beings are equal, deserve equal treatment and an unhindered access to educational opportunities - a basic fundamental right for all. There are two kinds of education systems in Nepal: one for the prosperous and another for the deprived, a biased and discriminatory approach which contradicts the fundamental rights of citizens. Current Nepali policies of education favor the children of the rich and powerful families while ignoring the well-being and welfare of the underprivileged majority of the school system population. This skewed policy making ends up favoring less than five percent of total children and adults. And, this five percent alone cannot determine the future of Nepal. Even now in Nepal, more than ninety-five percent of children and adults are not getting a quality education, thus placing them in an unfavorable position to face future challenges. If such a vast proportion of children and adults are

deprived of education in a country, that country has no positive future. The current situation in Nepal will sustain Nepal's poverty, lack of development, and discrimination. This paper proposes that Nepal establish the same education system for all. Nepal can achieve this by having no governmental control, freeing education from ideology, religion or any other biases, abolishing privatization of education, and running and managing educational institutions by the community.

Session V: Alternative Models to Support Higher Education in Nepal

Chair: Sara Chhetri

Summaries of Presentations

Title

Community College System as an Alternative Higher Education for Workforce and Economic Development in Nepal

Authors

Krishna Bista and Uttam Gaulee
Morgan State University
Maryland, USA

Summary of Presentation

This presentation explores possibilities for a US-style community college system in Nepal, particularly being documented in a book project Global Adaptations of Community College Infrastructure. Drawing lessons and insights from Nepal's success with community-based projects, such as Community Forestry, and US's uniquely innovative community colleges that help lead the nation in workforce education by offering low-cost and high-quality programs and services to more than 12 million Americans a year.

Hence, we propose to combine unique strengths and offer an alternative model of higher education geared to jumpstart the economic engine by providing skilled workforce with entrepreneurial mindset. A study on Nepal citizen, Non-resident Nepalese (NRNs), and non-Nepalese showed a dissatisfaction with Nepal's current higher education system and support for elements of a US-style community college system: 85% were in favor of course acceptance and credit transfer system, 64% felt need for decentralized community-based colleges; 75% believed the community colleges would help reduce socio-cultural discrimination; 83% believed there is a need of practical job-oriented two-year associate degree programs. Most importantly, 77% participants believed that a new system of community colleges would be complementary to existing educational structure in Nepal. Community colleges could be adapted to the local contexts of Nepal, where the notion of "community" is integral to the socioeconomic fabric and cultural values of the country.

Title

Exploring the Potential for Pedagogical Innovations in Cloud-based Education.

Author

Gokul Bhandari
University of Windsor
Windsor, Ontario, Canada

Summary of Presentation

The purpose of this paper is to describe how it is possible to achieve pedagogical innovations in courses which make use of cloud platforms. An integrated framework is proposed, discussed, and illustrated. It is expected that the proposed framework will be useful in developing similar courses in Nepal. In a comprehensive report examining the potential of cloud-based open education, Sharples et al. (2015) identify several emerging innovation themes such as scale, connectivity, reflection, extension, and embodiment. The theme of scale refers to the ability to offer a course to a large number of students.

Rhizomatic learning is its primary pedagogical element in which learners are capable of determining their own curriculum and modes of learning in dynamic ways. The theme of connectivity emphasizes the importance of interaction between learners from different cultures, perspectives, and technical background. Pedagogical elements such as crossover learning and flipped classrooms help students achieve connectivity. In crossover learning, a teacher initiates learning in a class, but further learning can continue happening outside of classrooms in terms of data/evidence collection and insight generation.

In flipped classrooms, students can get a basic understanding of a subject by watching videos and doing recommended exercises at home, and attend classes for understanding/discussing concepts that they could not understand on their own.

The theme of reflection is critical to understand whether learning outcomes have been met or not. Learning analytics is an emerging pedagogical element in today's big data and data-driven decision paradigm. The theme of extension comprises the pedagogical elements of computational thinking and learning through storytelling. Computational thinking involves breaking large and complex problems into smaller and simpler ones (decomposition), and recognizing how these relate to problems that have been already solved or can be solved (abstraction). The theme of embodiment underscores the fact that individuals may adopt several ways to explore, create, craft and construct their learning process. The pedagogical element of bricolage, which refers to a process of learning by experimenting with various materials/ideas and transforming them into new useful products, leads to the process of embodiment.

Title

Engineering Clinic Project as a Model for Knowledge Transfer and Capacity Building

Author

Bishnu Acharya
University of Prince Edward Island
Charlottetown, PEI, Canada

Summary of Presentation

Faculty of Sustainable Design Engineering offers an engineering program that is aimed at providing professional and technical training to the students by involving them in engineering design projects from their first year. Students work in group with the industrial client for solving a real problem, and take full responsibility of the project. This helps to develop technical, project management and communication skills. A big part of design projects is to provide a global exposure to student, which is done by conducting project in another countries.

The global project involves industry and university in another country working together with the students at UPEI. We are taking this opportunity to develop collaboration with Nepal. A project is designed to provide technology for addressing micro hydro grid connection issues in Nepal. This will involve students from the Institute of Engineering-Nepal, industry working in micro-grid in Nepal, Alternative Energy Promotion Center -Nepal, Students from UPEI - Canada and Technology developer in Canada. Through the project, a pressing need in the sector of renewable energy will be addressed while creating an opportunity for training students in Nepal and transferring knowledge to the local industry. In addition to the global project, a process has begun to develop MoU (Memorandum of Understanding) between University of Prince Edward Island (UPEI) and Tribhuvan University (TU), which will help in student and faculty exchange between different programs.

Also, a joint program is under discussion between Institute of Engineering and Faculty of Sustainable Design Engineering, which will allow students to enroll in Nepal and complete degree here at UPEI. Such an initiative will act as a bridge between higher education systems in Nepal and North America for advancement of education system and providing global perspective to the students in both regions.

Title

Combating Rural Poverty through Altruism: A Model for Sustainable Education.

Author

Jeffrey Overall
University of Ontario, Institute of Technology
Ontario, Canada

Summary of Presentation

Nepal, one of the poorest nations in the world, is plagued with high illiteracy rates and child labor. Many children that enter the workforce, namely from rural areas, experience inhumane conditions and many enter the human trafficking trade. With a reach of over 100 million people and 68% of beneficiaries crossing the poverty line, micro-financing has proven to be an effective tool at addressing rural poverty. However, there are disadvantages hidden in these statistics, namely usurious interest rates, high enterprise failure rates, and aggressive repayment schemes that can not only perpetuate impoverished conditions, but can also contribute to them. To address the disadvantages of micro-financing, a model for sustainable education is developed in this paper using altruism theory and the banking monetary multiplier. Through this model: 1) the cycle of poverty can be reduced; 2) literacy rates can be increased; 3) the supply of children that are trafficked abroad can be minimised.

Title

Comparative Studies of Algebra and Calculus Curricula in the US and Nepal.

Authors

Mohan Thapa and Deepak Basyal
University of Wisconsin-Washington County
Wisconsin, USA

Summary of Presentation

Textbooks are fundamental to and are an integral part of teaching and learning of mathematics. To examine how current mathematics textbooks in Nepal compare to those in the United States, in this case study, we present a brief comparison of algebra and calculus textbooks. We observed that the mathematics textbooks in Nepal emphasize theoretical problem-solving, and provide fewer opportunities for applying and recreating the knowledge learned. Moreover, Nepali mathematics textbooks are neither intended nor suitable for a self-learner as the information provided is very brief, and rarely connected to the localized real-world problems.

This presentation includes some highlights from recent (May 2018) piloting workshop in Nepal. We will share our first-hand experience of teaching these curricula in both countries, USA and Nepal.

Presentation overview: 1) Introduction: What is the motivation behind this project and what the presentation is about. 2) Observation and explanation: We will compare some contents of current curriculum between two countries. 3) Discussion: We will talk about our experience of teaching in both countries. We will include the highlights of the recent workshops in Pokhara Nepal.

Title

Support from Diaspora-backed Incubators for Higher Education

Author

Narayan Ghimire
Toronto, Canada

Summary of Presentation

The 2014 research, data collection by Intellectual Capital Advisory Services (IntelliSnap) states that education sector Nepal is spending 4% of GDP which is the second highest in SAARC region. The estimated market size in Nepal was US \$55 million for medical college, \$25 million for business school and \$15 million for hotel management. The estimated hurdle rate for higher education was 17-21%. Quality of education is a key concern with low passing rates. Technical and vocational education segment is still evolving with highly fragmented and small-scale private sector activity. Technology and content providers are expected to play a key role in improving quality of education and the segment is expected to grow at a healthy rate in near future. Vocational education is lately gaining attraction due to better income opportunity and employability skills with degree/diploma from these institutes.

In the global context, the Apex Partners Survey 2005 showed that every \$1,000 worth of knowledge by cost acquired by academic research and development institutes needed \$1 to \$10 million of spending to commercialize that knowledge, with no guarantee of Return on Investment (RoI). It forced private sector looking for alternatives to establish a new but relatively sustainable model for knowledge transfer and develop a public-private partnerships model.

Researchers, whenever their skill-set matched with the needs of local industries, started to move out from public-funded institutions. Researchers working with tax payer supports in funding culture could not deliver result at commercial institutions where cost of R&D needs to be absorbed in the cost of doing business. Such practice could not help commercial organization to grow, but weakened public institutions and research centers.

Incubation centers can play several vital roles. For example, locally relevant Ayurvedic, Umami, vocational and technical education providers can provide content, context and training methodology in packages. That can help existing education providers to produce graduates with the right skill sets needed for available job demands (industries) or for potential self-employment. Incubators can facilitate start-ups replacing internship programs. For example, IIT New Delhi allows some of the Ph. D. students to replace thesis by establishing a Startup business.

Session VI: Standard Characteristics, Learnt Lessons and Way Out for Higher Education in Nepal

Chair: Drona Rasali

Summaries of Presentations

Title

Lessons Learned During the Development of Open University of Nepal (OUN)

Authors

Ambika P. Adhikari, City of Tempe, Tempe, AZ, USA
Pramod P. Dhakal, NRNA Academy, Kathmandu, Nepal
Drona P Rasali, University of Regina, Regina, SK, Canada.

This presentation expresses a summary of the experience the Nepali Diaspora core proponents for Open University of Nepal (OUN) had experienced during the process of establishing the OUN. It reviews the developments and major milestones during the period from 2008, when the OUN concept was formed to 2016, when the OUN Bill was passed by the Nepali parliament. It outlines the relationship the Non-Resident Nepali Association (NRNA) had in working with the Government of Nepal, and how the partnership sustained even in the midst of the too-frequent leadership changes in the Nepali government. The presentation discusses the core groups' experience of working with the Nepali bureaucracy, political leadership, academic leaders and other stakeholders. The authors distill the major findings from the process and summarize their key frustrations and successes.

Major observations include the need to have a local champion for project, the need to work with local governments, have partners to lobby the national government, understand the motivations of bureaucratic groups, maximize interactions at the political level, and start any project with adequate resources and time.

Title

Nepal's 21st Century Higher Education: Achievements, Challenges and Opportunities

Authors

Yogendra Bhattarai and Govinda Dahal
University of Ottawa
Ottawa, Canada

Summary of Presentation

Identifying the characteristics of higher education of the twenty-first-century is important, as it is a pre-requisite to contribute for harmonious socio-cultural and sustainable economic development, as recommended by the recent declaration of the United Nations. Higher education in the twenty-first century is the major engine of innovative knowledge for fair socio-cultural, political and sustainable economic development of any nation. Nepal, a developing country in South Asia, has begun action to implement a new constitution after a long political transition, from a single state system to federalism. In this context, this paper seeks to answer the question: what has Nepal achieved and what gaps remain in its higher education practices, including its assessment system?

Title

Remie's Learn Cloud as a Potential Platform to Share Knowledge between Experts in Diaspora and Counterparts in Nepal

Author

Nab Raj Gurung
Centennial College
Toronto, Canada

Summary of Presentation

Custom-built tablets developed by a Toronto-based Rumie Initiative are designed to be self-contained, interactive and used in areas where there is little or no internet access, as all learning content can be used off-line. They are preloaded with high quality educational textbooks, videos and games that are tailored to a student's age and curriculum. They can hold up to 10,000 textbooks and therefore can be considered a mobile library available for the cost of a couple of books. Rumie has developed a Learncloud where one can share, organize and access educational content for free. Rumie can be a technology of choice, and an effective mechanism for the Diaspora professionals to reach out and mentor their peers in Nepal. Rumie tablets currently costs \$200 Canadian, which includes remote software service. Their minimum threshold is 50 tablets for a single project. Once oriented and distributed, the teachers and students will have the materials available in their finger tips. The advantage of this model is that much of the mentoring work (more than two third of time commitment) by the Diaspora professionals can be done from their home base, without the need for international travel. The model has the potential to tap the resources and skills of even the busiest of the Diaspora professionals.

Title

Strategic Foresight for the role of Nepali Diaspora in Higher Education in Nepal

Author

Krishna H Gautam, PhD
Forest Sector Analyst
Government of Canada, Ottawa,

Summary of Presentation

Nepali diaspora, individually and collectively (e.g., NRNA), are committing to contribute to the development of higher education in Nepal. Education development needs long-term commitment, wider public engagement and significant amount of resources. Due to these reasons, there are not only opportunities but also risks. Sound planning for higher education needs is important to address and tackle the uncertainties.

Planning for higher education system in Nepal involves more than just extrapolating from the current trends. Educational institutes are not made for 10 or 20 years, but they need long-term plan and programs. The strategic foresight process provides tools and guidance to explore not only opportunities, but also, challenges and threats. Strategic foresight is a long-term-vision building process that explores future-intelligence through systematic and participatory approach. In SF, tools, such as domain mapping (e.g., diaspora population, education policy, resources, etc.), system mapping, influence / insight into the futures, scenario building and shaping are explored and assessed. Nepali diaspora groups have demonstrated their talent and outstanding performance globally. Diaspora members can take the lead and engage other actors in preparing strategic foresight for higher education in Nepal. Diaspora groups can also support the implementation of the programs to help making Nepal's higher education / research institutions attractive to Nepali and global scholars.

Title

Higher Education for Social Justice

Author

Drona P. Rasali
University of Regina
Regina, Saskatchewan, Canada

Summary of Presentation

Nepal has experienced a transition from a decade long armed-conflict against the traditional status quo through to the sweeping changes leading to creation of democratic governance of the country, which was intentionally pitched to the cause of social justice. However, the success of these changes can be realized only by breaking the traditional barriers of social justice maintained by the hegemony of feudal structure in the society. In doing so, education is the gateway, and higher education provides the powerful means to bring about social justice that, in

turn, translates into social equity, which, unlike mere equality, is just and fair in terms of the societal outcomes. The recent data from the National Demographic and Health Survey (NDHS) 2016 show socio-economic inequities rampant across geographic, demographic and socio-economic factors. For instance, there are disproportionate regional/geographic variations in higher education attainment, while men have higher rate of higher education attainment than women; and 25-29-year age group has higher rate than other age groups. Household wealth index is strongly associated with higher education attainment, while ethnicity had wide gap between the highest and lowest rate of higher education attainment, ranging from merely 1% in Tarai Dalit to 35.5% in Hill Brahmin.

These appalling inequalities are entrenched in the traditional socio-economic status quo that requires overhauling in the education system, especially in higher education. Nepali Diaspora have acquired cultural humility to address the issues of socio-economic inequities; and they can indeed help with their heart, mind and money. They harbour a rich human resource in higher education, e.g., many well-known colleges and universities in countries abroad and many highly qualified professionals are retiring academics who can live on their pensions and serve the motherland. Other Diaspora members can sponsor higher education for the loved ones in their families back in Nepal.

Towards this end, the Government of Nepal should make appropriate policy targeted to attract qualified higher education experts, academics, scientists and professionals to give hands to transform higher education system with their knowledge transfer in the country.

Panel Discussion Summary

How Can Diaspora Support Nepal's Universities in Advancing Research Activities?



Conference Secretariat (www.canpec.org)
International Conference: Role of Diaspora in Higher education in Nepal
Toronto, Canada. July 7, 2018

Summary of Panel Discussion

How Can Diaspora Support Nepal's Universities in Advancing Research Activities?

5:30 to 6:15 pm (TBC), Saturday, July 7, 2018

Venue: Sheraton Hall, Wycliffe College, University of Toronto

5 Hoskin Ave; Toronto, ON M5S 1H7, Canada

Panelists:

1. **Jeet Joshee**, California State University, Long Beach, CA, USA.
 2. **Basu Sharma**, University of New Brunswick, NB, Canada.
 3. **Drona Rasali**, University of Regina, SK, Canada.
 4. **Sara Chhetry**, Ontario, Canada.
 5. **Shyam Thapa**, Fairfax, VA, USA.
 6. **Pramod Dhakal**, NRNA Academy, Kathmandu, Nepal
- Moderator: **Ambika P. Adhikari**, City of Tempe, and Arizona State University.

BACKGROUND ON THE TOPIC FOR THE PANELISTS

International migration from developing countries to developed ones led to a huge presence of Diaspora population in developed countries. Many of those well-educated and established professionals and businessmen have felt a need to give back something to their home countries. And many have been giving back in different ways; and their giving has created impact in the home country. The impact of Diaspora in their home country has been realized mainly in four different areas: economic development through remittance, investment and trade; intellectual development via knowledge transfer and knowledge application; social

development through philanthropy and volunteerism; and political development via diplomacy, lobbying, awareness raising and political participation.

Diaspora giving back has deployed various programs. Such programs are either initiated by individuals, or by non-governmental organizations, or by governments of developed countries. For example, Academics without Borders is a Canadian NGO; it is a new but effective program. It uses a train-the-trainer model to build capacity of the host institution with an enduring impact. Transfer of Knowledge Through Expatriate Nations (TOKTEN) was designed by the United Nations to help developing countries bring talents home. UNESCO, in collaboration with Hewlett-Packard, has a program to provide grid computing technology to promote collaboration between home country academics and Diaspora professionals. The Carnegie African Diaspora Fellows program facilitates short-term exchange program between Africa born academics working in higher education in Canada and the United States and universities located in partnership countries (Ghana, Nigeria, South Africa, Tanzania, Uganda and Kenya). Examples abound, and possibilities appear immense.

However, what is needed for these programs to succeed is to have a shared vision of the Diaspora role. By shared vision, we mean agreement among all stakeholders (home institution, government agency and Diaspora sponsoring NGO or the governmental agency) on the role of the Diaspora professional and deliverables. Each stakeholder has specific roles and responsibilities in this process, and they need to be articulated and agreed upon at the beginning. This will clear likely confusion about role perception and role conflict in the home country.

Given the vision, modalities for Diaspora participation can then be worked out. Areas of collaborations range from short-term research and teaching visitations to co-organization of workshops and seminars as well as co-supervision of master and doctoral level students. Since the growth and diffusion of ICT technology has been very rapid, many of the collaborative activities can take place at a distance on-line. However, accurate data are necessary to correctly match between the skill sets needed in the home country universities and Diaspora expertise available. The government of Nepal and Nepali embassies located in target countries can play a significant role in making the data on Diaspora available. Nepali embassies can also serve as the bridge between Diaspora professionals and home country universities.

Existing universities in Nepal with the exception of Tribhuvan University (TU) are relatively young. Faculty research and student training at the master's and doctoral levels are necessary components of a modern university. As both activities are resource-intensive, and young universities in Nepal lack required resources, they cannot effectively implement research activities without some external support.

Governments of developed countries and international organizations such as the World Bank and Asian Development Bank have been providing support for higher educational activities in Nepal. Needless to say, the donors have tried their best to influence the system of higher education. In fact, Nepal has experimented with three modalities or regimes of higher education system since the independence of the country from the Rana rulers: centralization,

decentralization, and privatization. For each of these regimes to become viable and remain functional, external assistance was needed. While the earlier regimes were introduced mostly with American aid, the latest regime of privatization has been the result of assistance, both in terms of advice and resources, from the World Bank. One of the problems of such assistance is that the donor dictates the terms of the trade. Often such terms go against the national interest.

The focus of this panel discussion will be on knowledge transfer or human capital development area. Since universities are the main conduit of knowledge creation and dissemination, the panel will highlight possible pathways for Diaspora contribution towards advancing research activities in Nepal's universities. Each panelist will select one specific area of his/her respective expertise and elaborate on likely effective areas of support.

The moderator will open the forum for discussion with a key question addressed to each of the panelists. Following upon this, questions can be entertained from the audience. The number of questions allowed will depend on the availability of time. The moderator will then conclude with a summary of key themes that emerge out of the panel discussion.

The panelists might like to review some initial areas of enquiry, such as:

- Is privatization of education the right approach in Nepal? How does it impact research activities and agenda?
- Can Diaspora support be mobilized to displace or complement donor-dictated assistance in education?
- What pathways are available for the Diaspora and Nepali authorities and education leaders to expedite support in research?
- Would Diaspora support help the Nepali government negotiate international assistance from the position of strength?
- Can the Diaspora scholars working in international educational and funding organizations be able to influence their organizations to create collaborative educational research programs between Nepal and their organizations?
- How did some countries such as Singapore, South Korea, Taiwan, and Sri-Lanka develop world-class research and education programs in their countries with the assistance of their Diasporas?
- How are some emerging economies such as those of Kenya, Tanzania, Mexico and Kazakhstan mobilizing the Diaspora to improve the research capacities in their universities?

Summary of the Panel Discussion on July 7, 2018

The moderated panel discussion centered around the theme and questions listed in the background note related to the question of how the Diaspora can support research programs in Nepal.

The members of the panel were all distinguished members of the Nepali Diaspora in North America. They all brought rich experience of promoting research in the US and Canadian universities, and understood the ground reality of research programs by Nepali universities.

Some members of the panel felt that Nepali universities faced several challenges in the research arena. Although Nepali universities employ many teachers who have obtained their education and training in some of the world's best universities, the politicized academic environment in Nepal often creates impediment in pursuing serious research activities. Privatization of higher education in Nepal can be useful in some instances to cater to a group of students, while many facilities should remain in public domain to cater to the mass. Non-profit models such as in the US can also greatly help the universities to mobilize private sector and public funds for research programs.

The panelists felt that Diaspora can be an important catalyst in supporting research programs in Nepal. Many Diaspora members, including some panelists, are already working with counterparts in Nepali academia to exchange ideas and experience on research methodologies and related subjects.

There are also many opportunities for Nepali professors to come to major US universities for a short-term period up to five years to work with the top research faculties here. This opportunity exists in many US universities, and some Diaspora professors in the US can facilitate such exchanges. Similarly, the US professors also can go to Nepali universities to work on joint research. In both cases, funding can be organized through US government, or other research funding sources.

The panelists shared their experience of working with Nepali universities and collaborating in designing courses and creating academic resources for the programs there. The panelists felt that this experience can be scaled up by creating a platform for the Diaspora scholars to exchange ideas and create workable focus to support Nepali institutions.

The panel discussion also touched upon the idea of collaborating with Nepali universities in medical and public health education, research, curriculum and resources. Some work is already being done in this field. With the increasing interest in medical and public health programs in Nepal, there are increased opportunities for Diaspora members to work with the Nepali counterparts and advance health-related research and programs in Nepal.

As the Nepali society often prioritizes science, technical and medical education, other fields such as humanities, social sciences and management do not always get the limelight they deserve. Panelists felt that these subjects are equally important, and research on these topics separately, and also to complement the technical and medical education will produce graduates who have a more balanced and practice-oriented education.

Some panelists also felt that the support from the Diaspora members to collaborate with Nepali universities will also strengthen the efforts of Nepali policy makers to seek joint research funds from international agencies.

The panel also felt that there is a lot of good work happening in Nepal, and the support from the Diaspora group should be from a collaborative perspective and looking to exchange ideas and learn from each other. Diaspora's role will be even more fruitful from such an approach.

APPENDIX I: CONFERENCE DECLARATION (TORONTO DECLARATION)

TORONTO INTERNATIONAL CONFERENCE DECLARATION



Conference Secretariat (www.canpec.org)

International Conference: Role of Diaspora in Higher education in Nepal Toronto, Canada. July 7-8, 2018

Toronto Declaration 2018 on Higher Education in Nepal

On July 7-8, 2018, an international conference on Role of Diaspora in Higher Education in Nepal was held at the University of Toronto, Canada. It was organized by Global Policy Forum for Nepal (GPFN), Association of Nepalis in the Americas (ANA), Canada-Foundation for Nepal (CFFN), Concern-Nepal Canada, and NRNA-Canada, with the support of Embassy of Nepal, Ottawa, and Concern Nepal Canada.

The focus of the conference was to review the knowledge, experiences and skills of Nepali Diaspora scholars in North America and to identify ways to organize the Diaspora groups to support higher education in Nepal. More than 130 participants attended the conference, where some 30 scholars from US, and Canada presented papers on the topic. The conference also included an hour-long moderated panel discussion, where six highly experienced scholars deliberated on how the Diaspora could help Nepali universities in advancing research agenda.

H.E. Kali P Pokharel, Nepal's Ambassador to Canada was in attendance throughout the conference, and provided his thoughts on the conference and support of the Embassy to the Diaspora initiatives. Education Minister of Nepal Mr. Giriraj Mani Pokharel sent an encouraging message to the conference participants, and identified some areas where the Diaspora scholars can help.

The conference has made the following recommendations and observations as “Toronto Declaration 2018 on Higher Education of Nepal”.

1. Accessibility, affordability, equity and quality should be the guiding principles for Nepal's education programs.
2. Higher education programs in Nepal should serve all students by providing choices of research universities, teaching universities and community colleges.
3. Academic programs must meet the ever-changing needs of the society by frequently updating the curriculum based on the latest developments in the respective fields.
4. A strong linkage between industry and academia can spur teaching, innovation and research in higher education, modernization of education and employable graduates.
5. Public education is the backbone for the development of a country. Private institutions of higher education should be on non-profit models like the many top universities in the US.

6. The conference emphasized that an evidence-based and problem-based learning, critical and creative thinking are crucial for advancing high quality education in Nepal.
7. The conference participants felt that by coordinating the existing individually-driven programs, and by mobilizing the funding access of the Diaspora scholars, the Diaspora group can more effectively offer help for research and curriculum development in Nepal.
8. Many conference participants have already been supporting higher education in Nepal in their personal capacities, and offered to develop continuing education exchanges between the resident Nepali academics and Diaspora scholars.
9. The conference participants pledged to develop a network of scholars and organize themselves to collaborate with Nepali institutions and offer academic support.
10. Institutional platforms are needed both in Nepal (including the support from the Government) and abroad for the exchange of knowledge, skills and expertise to be effective.
11. The Diaspora scholars at US Universities can help build professional and research experience for Nepali researchers and faculties in US universities through exchange programs, which are available at US universities.
12. The Diaspora scholars can work with the Nepali counterparts in increasing access to higher education e-books and e-journals to Nepali educational institutions.
13. The exchange of knowledge and learning is a two-way street where the both the Diaspora and Resident Nepalis scholars can learn from each other.
14. The conference organizers will synthesize the summary of the presentations made at the conference and share that widely with Nepali and Diaspora groups, and share it with the relevant officials and academicians in Nepal.
15. The conference organizers will explore ways to hold a similar conference every two years in US and Canada in coordination with the planned NRNA knowledge conferences.

APPENDIX II: BIOS OF PRESENTERS, SPEAKERS AND AUTHORS

BRIEF BIOS OF THE PRESENTERS, SPEAKERS AND AUTHORS

International Conference: Role of Diaspora in Higher Education in Nepal Toronto, July 7 & 8, 2018

Alok Bohara, Ph. D., is a Professor of Economics, Graduate Director and founding director of the Nepal Study Center at the University of New Mexico (UNM), where he teaches Econometrics, Mathematical Statistics, Forecasting and Quantitative Methods. He has a Masters degree in Statistics and taught at Tribhuvan University, Nepal. He received his Ph.D. from the University of Colorado (Boulder) in economics (1986). After spending a year at CU as a visitor, he joined UNM in 1987. He is a senior research fellow at the Robert Wood Johnson Foundation Center for Health Policy at the University of New Mexico. Using the field experiments and secondary data sources and with the blend of science and technology (whenever appropriate and possible), his research focuses on interdisciplinary research questions related to environment, health, and sustainability. He has published more than ninety peer-reviewed papers in the US and European journals. He has mentored more than twenty Ph. D. students with a successful placement in both academic and non-academic positions. He is the founder of the Sustainable Development Action Lab at Nepal Study Center. Email: bohara@umn.edu

Ambika P. Adhikari, D. Des., is a Principal Planner at City of Tempe, AZ, USA heading its long-range planning division. He is also a Faculty Associate at the School of Geographical Science and Urban Planning, and Sr. Sustainability Scientist at Arizona State University (ASU). He was Associate Professor at Institute of Engineering, Tribhuvan University, and Country Representative of Switzerland-based IUCN (International Union of Conservation of Nature) in Nepal. He is a Fellow of American Society of Nepalese Engineers, Member of American Institute of Certified Planners, and is certified LEED (Leadership in Energy and Environmental Design) Professional, and Project Management Professional (PMP). He was the coordinator of the first Nepali Diaspora Conference held in Canada entitled “Strategy for Economic Development in Nepal” at the University of Toronto in November 1993. Dr. Adhikari’s experience include: Research Professor at the School of Geographical Science and Urban Planning (2014-16), and Program and Portfolio Manager at ASU (2012-16). Email: Ambika.Adhikari@gmail.com

Basu Sharma, Ph. D., is a Professor of Business Administration at University of New Brunswick (UNB), Canada, where he joined as a faculty in 1985 after completing his Ph. D. degree from University of Illinois, Urbana-Champaign. He received the UNB Merit Award for extraordinary performance in research, service, and teaching during 1990, 1998 and 2008. He has held appointments at the National University of Singapore, Tribhuvan University, and University of Saskatchewan and been a consultant for the International Labour Organization, the Singapore National Employers Federation, and the Singapore Institute of Labour. He was President of the Atlantic Schools of Business Conference Society thrice—in 2005, 2006 and 2016. He has served the Administrative Sciences Association of Canada, the flagship association of the profession, at different times in different capacities such as member of the Executive, Awards Chair, division Chair for Management Education division, and for International Business division as recently as 2015. Dr. Sharma is the founding editor and editor-in-chief of the Journal of Comparative

International Management. He was on the editorial boards of many academic journals. Published widely in international journals, he has also contributed chapters to more than a dozen edited volumes. He is the author of Aspects of Industrial Relations in ASEAN, also translated into Japanese. Email: bsharma@unb.ca

Bhanu Bhakta Acharya, is a research scholar at University of Ottawa in pursuit of his Ph. D. degree and holds MA in English and Journalism from Tribhuvan University. He was a teacher at Kantipur City College in Kathmandu before coming to Canada as a permanent resident in 2010. He is continuing his work as an academic journalist, book author, columnist, press freedom advisor, trainer, researcher. His mission in life is to “build the capacity of journalists in Nepal”. He is an author of six books including textbooks and reference books in human rights, mass communication and journalism.

Bidya Ranjit, Ph. D., is Executive Director of Center for Academic Programs and Director of Student Support Services (SSS) at the University of Connecticut. She received both her M.A. in Education Administration and her Ph.D. in Educational Leadership from University of Connecticut. She serves as an Adjunct Faculty at UConn’s Women’s Studies Department. Through her volunteer and professional involvement, Bidya works to further the interests of underrepresented groups in her own community and throughout the world. She has been tireless in her advocating and assisting efforts on behalf of women in South Asia and of South Asian heritage through her involvement in Non-Resident Nepali National Coordinating Council USA and the Nepali Women's Global Network (NWGN). Bidya is the recipient of numerous awards and recognitions. Bidya is one of the first Nepali women living in America to shed light on issues confronting women of South Asian heritage including sensitive topics like domestic violence.

Bishnu Acharya, Ph. D., is an Assistant Professor at the University of Prince Edward Island. He worked as a General Manager - Projects for R&D Company in Halifax, Canada before joining UPEI and was responsible for leading research on biomass to high value product. Dr. Acharya focuses on developing clean sustainable energy and bio-resource technologies for last 10 years with the aim of transferring the knowledge gain through research into industrial application. Over the last 10 years, his significant contribution has been in the area of gasification, clean combustion and Torre faction. His current research focus is on utilizing agricultural and organic waste to produce biomaterial. In last 10 years, Dr. Acharya has published several papers in referred journals and conferences. He is also actively involved in providing training to industrial professionals. Dr. Acharya has BE in Mechanical Engineering from Tribhuvan University (Nepal), Master in Energy Technology (Thailand) and Ph. D. in Mechanical Engineering (Canada).

Chet Nath Pokharel, PMP, P. Eng., is a Project Controls and Project Management expert with 25 Years of Experience, accumulated in Nepal (4 years), Thailand (2 years), Australia (6 years), Canada (13 years). He is Director in PCM International and a senior consultant/specialist Project Controls Lead in Bruce Power in Canada. He has been hired by big organizations in Canada and Australia recently as an expert in this field who has helped those organizations to plan, execute and control mega capital projects. Mr. Pokharel completed BE from Pulchowk Campus, Nepal and ME from Asian Institute of Technology (AIT), Thailand. He is trained and experienced in

various fields including project management, project controls, quality controls, planning and scheduling, cost controls, change and risk management etc.

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Deepak Basyal, Ph.D., is an Assistant Professor in the College of General Studies at the University of Wisconsin-Milwaukee. Dr. Basyal joined the University of Wisconsin System in Fall 2015. Dr. Basyal received an M. S. in Mathematics and a Ph. D. in Mathematics from New Mexico State University, Las Cruces, New Mexico. He also received an M.A. in mathematics from Tribhuvan University, Kathmandu, Nepal. Dr. Basyal has research interests in the areas of history and pedagogy of mathematics, ethnomathematics and mathematics education. Email: deepak.basyal@uwc.edu

Dinesh Gajurel, Ph. D., is an Assistant Professor in the Faculty of Business Administration, University of New Brunswick, Canada. Dr. Gajurel received his Ph.D. from University of Tasmania, Australia. His research interest and expertise include financial crises & contagion, corporate finance, asset pricing, and empirical finance. He has published papers in scholarly peer-reviewed journals including the Journal of Banking and Finance, and Economic Systems. Dinesh is currently researching high-frequency finance and the impact of the oil price crisis in financial markets. Email: dgajurel@unb.ca

Drona Rasali, Ph. D., is a Fellow of American College of Epidemiology (FACE) and an adjunct professor at the University of Regina, Saskatchewan. He earned a Certificate in Higher Education Teaching (CHET), as an addendum to his doctoral study from the University of Manitoba. Currently living in Vancouver, Canada, he serves as the Director of Population Health Surveillance and Epidemiology at the Provincial Health Services Authority of the British Columbia Government. Formerly, he served as a government veterinary officer in Nepal until 1993 when he became a senior scientist of the Nepal Agricultural Research Council until 2003. Email: drona.rasali2@gmail.com.

Durga D. Poudel, Ph. D., is Professor and Assistant Director of the School of Geosciences, and Coordinator of Environmental Science Program at the University of Louisiana at Lafayette, USA. Dr. Poudel received his BSc from the University of Agriculture, Faisalabad, Pakistan, MSc from the Asian Institute of Technology (AIT), Thailand, and Ph. D. from the University of Georgia, USA. He worked as a Research Fellow with AVRDC in Taiwan and a Visiting Research Scholar at the University of California, Davis, USA. He has extensive research and teaching experience in agriculture, natural resources management, and climate change adaptation. He is the founder of the Asta-Ja Framework. Email: ddpoudel@gmail.com

Gokul Bhandari, Ph. D., is an Associate Professor at the School of Business, University of Windsor. Prof. Bhandari brings a multidisciplinary perspective in his research and teaching of information having background in information systems, economics, and engineering. Prior to joining the academia, he worked as software developer for several years. Prof. Bhandari's research interests include Human Judgment and Decision Making, Decision Support Systems, Emerging Technologies, Health Informatics. He teaches Information Systems, Database Management Systems, Business Process Management. Prof. Bhandari has published his works widely in several refereed journals.

Gopi Krishna Kaphle, is the president of NRNA National Council of Canada (2017-19), and lives in Brampton, Ontario, Canada. Mr. Kaphle was a lecturer at Tribhuvan University in Nepal. In Canada, Mr. Kaphle is active in community activities, and has held several leadership positions in the local and national community organizations.

Govinda Dahal, Ph.D., is a population health expert. His areas of expertise include immigrant health, health equity, social determinants of health, maternal, children and youth health, and sexual and reproductive health. His other working areas are operational readiness, evidence-based health policy and practices, and critical care management of hospital systems in Nepal. Currently, he is associated with McLaughlin Center, University of Ottawa, and Canada Foundation for Nepal, Ottawa. Previously, he worked with Bruyere Research Institute (BRI), Ottawa; Center for Nepal Studies, UK; United Nations Economic Commission for Europe, Geneva; World Health Organization, Geneva; DFID Health Resource Center, UK; and Johns Hopkins University Nepal Office. He has edited and written books, book chapters and co-authored many peer-reviewed journal articles to his credit. The utilized methodologies for these publications were quantitative and qualitative techniques using both primary and secondary data, including systematic reviews.

Jeet Joshee, Ed. D., is Associate Vice President for International Education and Global Engagement and Dean of the College of Continuing and Professional Education at California State University, Long Beach. As Associate Vice President, Dr. Joshee is the Chief International Officer of the University. As the Dean of the College, he is responsible for overseeing self-support degrees, professional development and certificate programs as well as online programs, the English Language Institute, and International Trade and Transportation programs. Dr. Joshee's teaching and research areas include international development education and culture studies. He received his Doctoral and Master's degrees in International Education at University of Massachusetts Amherst. His previous experience includes work with educators from many foreign countries, with the US Peace Corps and as a consultant to the World Bank and several USAID projects

Jeffrey Overall, Ph. D., is an Assistant Professor at the Nipissing University, School of Business. Prior to this, he was an Assistant Professor at the Ted Rogers School of Management at Ryerson University in the Entrepreneurship and Strategy Department. He completed his Ph. D. at the University of Bradford, School of Management in the UK. He conducts research in the fields of business ethics, corporate social responsibility, strategy, and entrepreneurship. He carries nearly 20 years of experience working directly with entrepreneurs within start-ups and SMEs across various sectors and countries. In addition, he has several years of international management experience within an international business-to-business context. He has participated in various consulting projects with the University of Bradford, the National Health Service in the United Kingdom, and the Boston Consulting Group. Email: jeffreyo@nipissingu.ca, and jeff_overall@hotmail.com

Krishna Bista, Ed. D., is an Associate Professor at Morgan State University, Maryland, USA. Dr. Bista's research focuses on college student experiences, faculty-student relationships, and

international higher education. Currently, he is working on a book project on "Higher Education in Nepal" for Routledge publications, New York. Email: krishna.bista@morgan.edu

Kali P. Pokharel, is Nepal's resident Ambassador to Canada, and is based in Ottawa, Ontario, Canada. Prior to being posted in Canada, Ambassador Pokharel was a Joint-Secretary at the Ministry of Foreign Affairs, Government of Nepal in Kathmandu, Nepal. Ambassador Pokharel also served as the chief of the mission at Nepal's Embassy in the US in Washington DC.

Krishna H Gautam, Ph. D., works as a Science Policy Analyst, at the Natural Resources Canada, Government of Canada. He holds MSc and PhD degrees in Forestry from Australian National University and University of Canterbury New Zealand, respectively. He has published over two dozen research papers in book chapters, conference proceedings, synthesis documents and peer-reviewed journals, and reviewed manuscripts for international journals. As a fellow at Japan Society for Promotion of Science, he was Postdoctoral Research Fellow at Hokkaido University Japan. His research interests are in sustainable forestry, participatory development, and empowering local and indigenous institutions, and indigenous/traditional resources management systems.

Kul Kapri, Ph. D., is an Assistant Professor of economics at Rowan University, New Jersey, USA. Having earned Ph. D. in Economics from Syracuse University in 2014 and M.Sc. in Mathematics from Western Illinois University in 2014, he was a Visiting Assistant Professor of Economics at College of Saint Benedict and Saint John's University, Minnesota, USA. Currently, he is teaching microeconomics, applied econometrics, and development economics, and his research interests are in international economics and economic development. He studied Physics and Statistics in Tribhuvan University and worked with the Government of Nepal for five years before coming to the USA. Email: kapri@rowan.edu

Laxmi Pant, Ph. D., is an Adjunct Professor of Capacity Development and Extension in the School of Environmental Design and Rural Development at University of Guelph. His research has appeared in the Journal of Agricultural Education and Extension, Journal of Rural Studies, Technological Forecasting and Social Change, Current Opinion in Environmental Sustainability, Regional Environmental Change, and Agroecology and Sustainable Food Systems. Laxmi holds a Ph. D. from the University of Guelph's Rural Studies program. He has taught at the University of Guelph and the University of Waterloo for undergraduate and graduate courses, in rural extension, communication, capacity development, community development, international development, and research methods. Email: laxmi_pant@yahoo.com

Lok Bhattarai, Ph. D., has a combination of experiences in strategic and policy issues and higher education teaching and research. His thematic experiences include diversity and inclusion, social justice, poverty, and labor market. He also has a good knowledge of governmental system and the structural environment in which not-for-profit operate. He enjoys proven experiences in policy-oriented research utilizing qualitative, quantitative or mixed methods. Recent research areas include: aging/seniors' issues, child and youth labor market elements, and skill-shortages in Canada, policies and programs against poverty, hunger, and social mobility/empowerment. Dr. Bhattarai hold a Ph. D. from Leeds Breckett University, UK, and a Masters degree from Tribhuvan University, Nepal.

Medini Adhikari, is based in Virginia, USA and is the president of the Association of Nepalese in the Americas (2017-20). Mr. Adhikari is an information technology professional, and has worked as a validation engineer, business analyst, project manager and quality assurance leader in various projects. He holds a Master's degree in Science and Communication Technology from Strayer University, and a Masters Degree in Applied Economics from Minnesota State University in Mankato.

Mohan Thapa, Ph. D., is an Assistant Professor of Mathematics at University of Wisconsin - Washington County, USA. He holds Ph. D. and MSc from Northern Illinois University, DeKalb, and BA in Mathematics from Goshen College, Indiana. He has expertise in applied mathematics, and has interest in helping Nepali universities develop up to date curriculum in math that helps the graduate. Email: mohan.thapa@uwc.edu

Naba Raj Gurung is a Toronto-based international development professional working on several countries. He has been involved in the NRNA as President of NRN-Canada (2008-11), member of ICC (2011-13), Regional Coordinator of Americas (2013-15), Advisor (2015-17) and Honorary Council member (2017-19). As a humanitarian, he has managed relief and recovery projects with internally displaced and refugee communities affected by man-made and natural disasters around the world, including in Canada. He is a member of "Professionals in Humanitarian Assistance and Protection", and is involved in various civil society coalitions in Canada. He supervised international development students in Humber College, and is co-chair of Program Advisory Committee for the International Development Program at Centennial College in Toronto. Mr. Gurung holds a M. Sc. From Norwegian University of Life Sciences.

Narayan Dharel, Ph.D., M.D., holds a Doctor of Medicine degree from Tribhuvan University and a Ph. D. degree in medicine from the University of Tokyo. In 2006 he moved to the US and did his medical residency in internal medicine at Wycoff Heights Medical Centre, and obtained a fellowship in Gastroenterology at Virginia Commonwealth University Medical Center in 2015. Currently, Dr. Dharel works as a specialist in Gastroenterology and Transplant Hepatology at Mary Washington Health Alliance at Fredericksburg, Virginia, USA. He is a member of America Nepal Medical Foundation (ANMF) and serves in its Education and Research Committee. E: draryan@gmail.com

Narayan Ghimire has worked as a Corporate Technical Manager with Flavorcan International Inc, and has over 22 years of experience in Disruptive Innovation. Every year, Mr. Ghimire engages to create more than 300 custom designed innovative food flavorings. Mr. Ghimire is a senior member of American Society of Quality (ASQ), Institute of Food Technologists (IFT) and British Society of Flavourists (BSF). He holds post-graduation in Quality by Design, a Food Science Graduate, and Lean Six-Sigma Master Black Belt. Maintaining several professional certifications including ASQ Certified Six Sigma Black Belt, ASQ Certified Quality Engineer, IFT Certified Food Scientist, BSF Certified Flavourist, and OACETT Applied Science Technologist, Certified Pharmaceutical Analyst and SR&ED Practitioners titles.

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Pramod Dhakal, Ph. D., is Chairperson of Coordination Committee to establish University of Nepal, a proposed research university in Nepal, and Chairperson of NRNA Academy, an institution being established by Non-Resident Nepali Association. Since 2009, he worked as the Chair of NRNA Open University Taskforce, which successfully established Nepal Open University in 2017 in collaboration with Government of Nepal. His primary interests in recent decade are in building academic and scientific institutions. Previously he was a faculty member at Institute of Engineering, Nepal, senior engineer, system analyst, senior consultant, senior scientist, and manager of engineering research, mostly in Canada. Email: pdhakal@gmail.com

Ramesh Bikram Karky, SJD, LLM, is a Fellow of the Vrije Universiteit Brussels, Senior Advocate of the Supreme Court of Nepal, and International Expert Consultant (Intellectual Property and International Trade). Dr. Karky is based in Canada, and research interests include law, science and technology, intellectual property rights law, biotechnology law, and international trade law.

Rudra Aryal, Ph.D., is an Assistant Professor of Physics at Franklin Pierce University, New Hampshire. He received his Ph.D. from the University of Miami, Florida, in 2012. Currently, he is involved in air quality research in Himalayan Region of Nepal, and in Jaffrey, New Hampshire. Along with his teaching and research, he is actively involved in Nepali Diaspora's diverse activities in the USA and beyond. He is the advisor of NRNA NCC USA (2015/1017 and 2017/2019), member of NRNA ICC Nepal Policy Institute.

Sanjay Nepal, Ph. D., is Professor in the Department of Geography and Environmental Management at the University of Waterloo. He has a PhD in Geography (University of Berne, Switzerland), a Masters in Rural and Regional Development Planning (AIT, Thailand), and a Masters in Geography (Tribhuvan University, Nepal). Earlier, he was Associate Professor at Texas A&M University (2004-2010), and Assistant Professor at the University of Northern British Columbia (2000-2004). His research is focused on conservation, tourism, natural disaster, resilience, and tourism. He is currently President (2018-2020) of the Canadian Association of Geographers. In 2012, he received the Roy Wolfe Award from the Association of American Geographers.

Santosh Sapkota, MBBS, MHA, is the President of America Nepal Medical Foundation (ANMF), a non-profit organization in the US. He received his MBBS degree from Manipal College of Medical Sciences, Nepal and Master's in Health Administration degree from Ohio University. He has focused his career on health information technology and humanitarian activities in Nepal. He is a founder and CEO of Eva Telehealth, a telemedicine software created for Nepal. He is also a member of American College of Healthcare Executives (ACHE). He is currently working at Clinical Informatics Department, Maricopa Integrated Health System, Arizona, USA. E-mail: santosh@anmf.org

Sara Chhetry, MBBS., is an Ottawa-based health care consultant who works in the medical field providing services related to health care and education. She has held various leadership roles in the community including in the Canada Foundation for Nepal (CFFN), and NRNA (Non-Resident Nepali Association), Canada. She is also active in promoting the welfare of the Nepali women in Canada and the USA. Dr. Chhetry obtained her education in Tribhuvan University, Nepal and University of Toronto, Canada.

Shyam Sharma, Ph. D., is an Associate Professor and Director of Graduate Programs in the Department of Writing and Rhetoric at the State University of New York in Stony Brook. He studies and teaches academic communication, also helping prepare students for the workplace with professional writing skills. His research, which has been published in a variety of venues within and beyond his primary field, focuses on cross-cultural rhetoric, writing in and across the disciplines, international students and education, new media in education, and issues about language and language policy. A former lecturer of British literature, critical theory, and linguistics at Tribhuvan University, Nepal, he writes regularly for *The Republica*, published from Kathmandu.

Shyam Thapa, Ph. D., is currently an adjunct professor and an independent consultant specializing in public health research and evaluation. He has more than 25 years of experience working in public, private and multinational sectors. For several years Dr. Thapa served as a technical resident advisor to Nepal's National Planning Commission, Ministry of Population and Environment, and Ministry of Health. He has worked as a scientist at the World Health Organization's headquarters and as a global health fellow/senior advisor in research and evaluation at USAID in Washington, DC. Dr. Thapa has been adjunct faculty at universities in the United States and in Nepal. He is a founding member of the Nepal Public Health Foundation, and has authored and co-authored many articles and co-edited books. sthapa22181@gmail.com

Tulsi Dharel, Ph. D., obtained his Ph.D., in Marketing and holds Master's in Business Administration (MBA). He is teaching at Centennial College, Toronto, Canada since 2007 as a Professor of Marketing. He had taught at George Brown College (2006-2011), Toronto, Welfare Laurier University, Waterloo (2000-2001), Mongolian National University, Mongolia (2002-2004), Tribhuvan University, Nepal (1987-1999). Dr. Dharel is actively involved in helping and guiding community based local and national level. Currently, he holds a vice-president position of Canadian Multicultural Council, and Vice-President of Association of Nepalese in Americas.

Uttam Gaulee, Ph. D., is an Assistant Professor of Community College Leadership at Morgan State University, Maryland, USA. He holds a Ph. D. degree from University of Florida on Higher Education and MEd on Student Affairs from University of Pittsburgh. He studies higher education at the intersection of student development, public policy, and multiculturalism. His research interests include community college systems, development education, and Diaspora studies along with interdisciplinary perspectives on education policy, global citizenship, and cross-cultural issues in international development and geopolitics. He served as program director of the Community College Futures Assembly, an independent policy think tank for community college leaders including presidents, trustees, and administrators. Email: uttam.gaulee@morgan.edu

Yogendra Bhattarai is a PhD candidate at University of Ottawa, Canada. Mr. Bhattarai holds a Master's degree in English Education (M Ed) from Tribhuvan University, Nepal and a Master's degree in Applied Linguistic and Discourse Analysis (M A) from Carleton University, Canada. He has had both teaching and administrative experiences in Nepal.
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**APPENDIX III: MESSAGE TO THE CONFERENCE FROM NEPAL'S
HON. MINISTER OF EDUCATION MR. GIRIRAJ MANI POKHAREL**



नेपाल सरकार



शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय
सिंहदरबार, काठमाडौं, नेपाल

मा. गिरिराजमणि पोखरेल
शिक्षा, विज्ञान तथा प्रविधि मन्त्री

पत्र संख्या :-

चलानी नं.:-

मिति :- २०७५/०३/२९

विषय :-

शुभकामना मन्तव्य ।

कार्यक्रमका अध्यक्ष ज्यू,
क्यानडाका लागि नेपालका महामहिम राजदूतज्यू,
विदेशमा रहेर पनि नेपालको समुन्नतिमा लागि रहनुभएका गैर आवासिय नेपाली समाज अमेरिका र क्यानडा,
तथा बेलायतका पदाधिकारीज्यूहरु,
विश्वविद्यालय तथा प्राज्ञिक क्षेत्रमा संलग्न प्राध्यापक तथा अनुसन्धाताज्यूहरु,
विभिन्न क्षेत्रमा रहनुभएका नेपाली दाजुभाइ तथा दिदी बहिनीहरु,
यस कार्यक्रममा सहभागी हुनुहुने सम्पूर्ण महानुभावहरु,

सर्वप्रथम नेपालको विकासका सम्भावनाहरुको बारेमा हरदम लागि रहनुभएका क्यानडा स्थित नेपाली राजदूतावास, शिक्षा क्षेत्रसँग सम्बद्ध गैर आवासीय नेपालीहरुको संगठन Global Policy Forum for Nepal (GPFN), Association of Nepalese in the America (ANA) र Canada Foundation for Nepal लाई Role of Nepalese Diaspora in Higher Education in Nepal विषयक सम्मेलन आयोजना गर्नुभएकोमा नेपाल सरकार, शिक्षा, विज्ञान तथा प्रविधि मन्त्रालयको तर्फबाट र मेरो व्यक्तिगत तर्फबाट हार्दिक आभार व्यक्त गर्न चाहन्छु ।

समय सापेक्ष र नेपालको उच्च शिक्षा विकासमा विशेष महत्व राख्ने यस कार्यक्रममा सहृदयतापूर्वक मलाई प्रमुख अतिथिको रूपमा आमन्त्रण गर्नु भएकोमा प्रसन्नता व्यक्त गर्न चाहन्छु । यसका लागि हृदयदेखि नै आयोजकलाई धन्यवाद दिन चाहन्छु । संसद बैठकमा बजेट सम्बन्धी छलफल तथा महत्वपूर्ण विधेयकहरुको तयारी लगायतका कार्यहरुमा अनिवार्य सहभागी हुनु परेका कारण कार्यक्रममा सहभागी भई यहाँहरूसँग नेपालको उच्च शिक्षा विकासका निम्ति विश्वका असल अभ्यास र हाम्रा सम्भावनाहरुका बारेमा छलफल गर्ने अवसरबाट वञ्चित हुनु परेकोमा दुःख लागेको छ । म भौतिक रूपमा उपस्थित हुन ससकेपनि भावनात्मक रूपमा उपस्थित भएको जस्तै महशुस भन्ने गरेको छु । कार्यक्रममा उपस्थित हुन नपाए पनि यस कार्यक्रममा उपस्थित सम्पूर्ण सभागीहरुबाट प्राप्त हुने विचार, नतिजा एवम् निचोड नेपालमा उच्च शिक्षाको विकासका लागि महत्वपूर्ण हुनेछ भन्ने विश्वास लिएको छु ।

आदरणीय महानुभावहरु,

नेपालको संविधान जारी भई मुलुकमा संघीय संरचना कार्यान्वयनमा आएको छ । सामाजिक न्यायमा आधारित समृद्ध राष्ट्र निर्माण गर्न "समृद्ध नेपाल, सुखी नेपाली" भन्ने सोचका साथसम्माननीय प्रधानमन्त्री के.पी. ओली



नेपाल सरकार

मा. गिरिराजमणि पोखरेल
शिक्षा, विज्ञान तथा प्रविधि मन्त्री



शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय
सिंहदरबार, काठमाडौं, नेपाल

पत्र संख्या :-

चलानी नं.:-

मिति :-

विषय :-

नेतृत्वको वर्तमान सरकार अघि बढेको यहाँहरु समक्ष जानकारी गराउन चाहन्छु । समृद्ध राष्ट्र निर्माणका निम्ति सक्षम जनशक्ति आवश्यक पर्दछ भन्ने मान्यतालाई आत्मसात् गरी सक्षम जनशक्ति उत्पादनमा हामी केन्द्रित भएका छौं । समय सान्दर्भिक गुणस्तरीय उच्च शिक्षाबाट मात्र हामीलाई चाहिएको प्राविधिक, बैज्ञानिक जनशक्ति उत्पादन सम्भव छ भन्ने कुरा हामीले राम्रोसँग कुभकेका छौं । शिक्षालाई नागरिक अधिकारको रूपमा लागू गर्ने सवैधानिक व्यवस्था भैसकेको सन्दर्भमा नेपालको उच्च शिक्षामा समेत आम नागरिकको समतामूलक पहुँच वृद्धि गर्नुपर्ने आवश्यकता एकातिर छ भने अर्कातिर उच्च शिक्षालाई सीप र प्रविधिसँग जोड्दै अन्तराष्ट्रियस्तरको वैज्ञानिक उच्च शिक्षाको माध्यमबाट रोजगारीका अवसर सिर्जना गर्नु र नेपालको अर्थतन्त्रलाई सीप र ज्ञानमा आधारित बनाउनु अहिलेको आवश्यकता हो । यस आवश्यकतालाई सरकार एकलैले परिपूर्ति गर्न सक्ने अवस्था देखिदैन । त्यसैले सरकारका साथै निजी क्षेत्र, सहकारी क्षेत्र तथा यहाँहरु जस्ता विभिन्न कामका सिलसिलामा मातृभूमि छाडेर परदेशमा रहनुभएका हृदयदेखि नै मुलुकलाई माया गर्ने देशप्रेमी गैर आवासीय नेपालीहरुको साथ र सहयोग आवश्यक छ । गत वर्षको तथ्याङ्क हेर्ने हो भने हाल नेपालमा ११ विश्वविद्यालयहरु, यस अन्तर्गत ९६ आङ्गिक कलेज, ४२९ सामुदायिक कलेज र ७५१ निजी क्षेत्रबाट संचालित क्याम्पसहरु छन् । अपेक्षित उमेर समूहका मध्ये ५५.२४ प्रतिशतले मात्र उच्च शिक्षाको अवसर प्राप्त गरिरहेका छन् । अर्थात कूल ३ लाख ६१ हजार मात्र उच्च शिक्षामा संलग्न छन् । कूल विद्यार्थी मध्ये ७८ प्रतिशतले साधारण विषय अध्ययन गरिरहेका छन् भने जम्मा २२ प्रतिशतले मात्र प्राविधिक विषय अध्ययन गर्दछन् । त्यसै गरी उच्च शिक्षामा भर्ना भएका मध्ये २७ प्रतिशतले मात्र उत्तीर्ण गर्ने गरेको तथ्याङ्क छ । यसबाट के प्रष्ट हुन्छ भने नेपालको उच्च शिक्षालाई गुणस्तरीय र रोजगार मुलक बनाउन अझै धेरै गर्न बाँकी छ ।

आदरणीय महानुभावहरु,

नेपालको उच्च शिक्षा सम्बन्धी केही समस्या तथा चुनौतीहरु पनि देखिएका छन् । उच्च शिक्षा प्रदायक विश्वविद्यालयहरु र शैक्षिक संस्थाहरुको संख्यात्मक वृद्धि भए तापनि पहुँच र अवसर समतामूलक बन्न सकेको छैन । अधिकांश उच्च शिक्षा प्रदायक शैक्षिक संस्थाहरु शहर केन्द्रित छन् । नेपाल संघीय संरचनामा भैसकेको सन्दर्भमा उच्च शिक्षालाई सबैको पहुँचयोग्य बनाउन ती संस्थाहरु पुनर्वितरण र पुनःसंरचना गर्नुपर्ने आवश्यकता छ ।

नेपालमा उच्च शिक्षाप्रतिको जनचाहना द्रुत गतिमा बढेको छ । हरेक वर्ष विद्यार्थी भर्ना दर बढेको छ । उच्च शिक्षासँग सम्बद्ध नयाँ संस्थाहरु प्रत्येक वर्ष थपिँदै गएका छन् । तर यो विस्तार योजनाबद्ध र व्यवस्थित गर्न थप प्रयत्नहरु जरूरी छ । उच्च शिक्षामा आर्थिक रूपले विपन्न र भौगोलिक रूपले पिछडिएका क्षेत्रका नागरिकहरुको सहभागिता बढेपनि समानता कायम हुन सकेको छैन । सामाजिक तथा आर्थिक रूपले पिछडिएका



नेपाल सरकार

मा. गिरिजाजमणि पोखरेल
शिक्षा, विज्ञान तथा प्रविधि मन्त्री

पत्र संख्या :-

चलानी नं.:-



शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय
सिंहदरबार, काठमाडौं, नेपाल

मिति :-

विषय :-

परेका वर्गका विद्यार्थीहरूका लागि विभिन्न प्रकारका छात्रवृत्तिको व्यवस्था गरिएको भएता पनि लक्षित समूहका लागि यो पर्याप्त भने हुन सकेको छैन ।

उच्च शिक्षा प्रदायक संस्थाहरूमा उपयुक्त प्राज्ञिक वातावरण कायम हुन नसक्दा समय र श्रोत खेर जाने स्थिति समेत देखिएको छ । यसका साथै प्राज्ञिक सभा, गोष्ठी, नेतृत्व विकास, अनुसन्धान, परियोजना कार्य, प्रवर्तनात्मक कृयाकलाप जस्ता अध्ययन अध्यापनका महत्त्वपूर्ण कृयाकलापहरूमा नियमितता एवम् गुणस्तरीयता अभिवृद्धि गर्न आवश्यक देखिएको छ ।

उच्च शिक्षा प्रदायक संस्थाहरू राष्ट्रिय एवम् अन्तर्राष्ट्रिय स्तरमा प्रतिस्पर्धी हुन सकेका छैनन् । आधुनिक सूचना प्रविधिको प्रयोग तथा खुला शिक्षाको तिव्र विस्तार हुन सकेको छैन । एकीकृत उच्च शिक्षा नीतिको आवश्यकता महशुस गरी उच्च शिक्षा नीति, २०७२ जारी गरिए पनि सोबमोजिम एकिकृत उच्च शिक्षा ऐन निर्माण गर्न बाँकी नै छ । विश्वविद्यालयहरूविच समन्वय प्रभावकारी हुन सकेको छैन भने गुणस्तर तथा समकक्षमतामा समेत केहि प्रश्न उठ्ने गरेका छन् ।

उच्च शिक्षामा लगानी, उत्पादन र प्राज्ञिक कार्यकुशलताका बीच सहसम्बन्ध स्थापित गर्न नसक्दा उच्च शिक्षा प्रदायक संस्थाहरू स्थापना र सञ्चालनमा अस्वस्थ प्रतिस्पर्धा बढेको छ । उच्च शिक्षामा अध्यापनरत प्राध्यापकहरूको शिक्षण, प्राज्ञिक अनुसन्धान तथा पेशागत दक्षता सम्बन्धमा अन्तर्राष्ट्रियस्तरको क्षमता विकासका अवसरहरू पर्याप्त मात्रामा उपलब्ध गराउन सकिएको छैन ।

विगतको अनुभवको आधारमा हेर्दा पुर्हच, समता, गुणस्तर, सान्दर्भिकता, सक्षमता लगायतका पक्षहरूमा देखिएका समस्याहरू समाधान गर्न हालसम्म गरिएका प्रयासहरूबाट केहि पाठ सिक्निएको छ । यसैका आधारमा थप सुधारका उपायहरू अघि बढाउन जरूरी देखिन्छ ।

आदरणीय महानुभावहरू

समस्या एवम् चुनौतिहरू आफैमा अवसर र अग्रगमनका स्रोतक पनि हुन् । शैक्षिक रुपान्तरण हाम्रो एजेण्डा हो । यसका लागि शिक्षा, विज्ञान तथा प्रविधि मन्त्रालयले आफ्नो १० बृदि मार्गचित्र सार्वजनिक गरेको छ । संघीय नेपालको शिक्षा नीति तर्जुमा गर्न नेपाल सरकारले उच्चस्तरीय राष्ट्रिय शिक्षा आयोग गठन गरेको छ । उच्च शिक्षालाई गुणस्तरीय, समय सापेक्ष, उत्पादनमुखी, बनाउन नेपाल सरकार लागि रहको व्यहोरा राख्न चाहन्छु । प्राविधिक तथा व्यावसायिक शिक्षाको सुधार सम्बन्धमा सुभाब दिन कार्यदल बनाएर काम अघि बढाइएको छ । उच्च शिक्षाको विकास एवम् विस्तारको लागि पहल भइरहेको छ । उच्च शिक्षा अध्ययन गर्ने विद्यार्थीलाई सहूलियतपूर्ण ऋण प्रदान गर्ने, स्वयमसेवा परिचालन गर्ने, लगायतका कार्यक्रमहरू अघि बढाइएको छ ।

नेपालको उच्च शिक्षाको विकासमा गैरआवासीय नेपालीहरूको पनि सहयोग प्राप्त भएको छ । उदाहरणको रूपमा नेपाल खुला विश्वविद्यालयको स्थापनाका लागि यहाँहरूले खेल्नुभएको भूमिका सराहनीय रहेको कुरा यस



नेपाल सरकार

मा. गिरिराजमणि पोखरेल
शिक्षा, विज्ञान तथा प्रविधि मन्त्री



शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय
सिंहदरबार, काठमाडौं, नेपाल

पत्र संख्या :-

चलानी नं.:-

मिति :-

विषय :-

अवसरमा स्मरण गर्न चाहन्छु । यहाँहरुको योगदानको कदर गर्दै सो विश्वविद्यालयको सिनेटमा समेत प्रतिनिधित्व सुनिश्चित गरिएको छ ।

यहाँहरुको विज्ञान र अनुभवका आधारमा बाहिरबाट देख्नु भएका समस्याहरुलाई समेत आधार मानी यहाँहरुले तर्जुमा गर्न लाग्नु भएको Cooperative Framework बस्तुपरक बन्नेछ जुन नेपालको उच्च शिक्षा नीति निर्माणमा सहयोगी हुनेछ भन्ने विश्वास लिएको छु ।

अन्त्यमा, यो कार्यक्रमबाट सम्बद्ध मुलुकका उच्चस्तरका विश्वविद्यालय, प्राज्ञिक तथा अनुसन्धान केन्द्रहरुमा नेपाली विद्यार्थीहरुको सहज पहुँच, शैक्षिक संस्थाहरुबीच सहकार्य, शिक्षक, विद्यार्थी आदानप्रदान आदि जस्ता शैक्षिक गुणस्तर उन्नयनका कार्यहरुमा बढोत्तरी हुने विश्वास गर्दै यो कार्यक्रम नेपालको उच्च शिक्षा विकासमा सहयोगी हुन सकोस भन्ने शुभेच्छाका साथ कार्यक्रमको पूर्ण सफलताको शुभकामना व्यक्त गर्दछु ।
धन्यवाद ।

गिरिराजमणि पोखरेल
मन्त्री

शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय

APPENDIX IV: CONFERENCE BROCHURE AS PUBLISHED



GPFN

**International Conference
On
Role of Nepali Diaspora in Higher Education in Nepal
(<https://canpec.org/>)**

**July 7-8, 2018
Toronto, Canada
University of Toronto, Sheraton Hall, Wycliffe College
5 Hoskin Ave, Toronto, On M5S 1H7, Canada**

Organized by

**Global Policy Forum for Nepal (GPFN)
Association of Nepal in the Americas (ANA)
Canada-Foundation for Nepal (CFFN)
NRNA NCC of Canada
Concern-Nepal, Canada**

Supported by

Embassy of Nepal, Ottawa

Conference Announcement

Global Policy Forum for Nepal (GPFN), the Association of Nepalis in the Americas (ANA), Canada Foundation for Nepal (CFFN), and Concern Nepal, Canada are organizing a Conference entitled “Role of Nepali Diaspora in Higher Education in Nepal” in Toronto, Canada. The conference is being organized in the cordial support of the Nepali Embassy in Ottawa and NRNA NCC of Canada. The conference will be held at University of Toronto, Toronto, Canada on July 7-8, 2018.

The Europe-based Global Policy Forum for Nepal (GPFN) aims to provide independent, objective, impartial and non-partisan policy advice on Nepal-related issues on human rights, education, and law since 2015.

Established in 1983, the Association of Nepalis in the Americas (ANA) is the oldest Nepali community organization in North America, serving the community in USA and Canada.

Canada Foundation for Nepal (CFFN) is an Ottawa-based not-for-profit organization dedicated to promoting education and livelihood in Nepal and ultimately contributing to North-South cooperation for sustainable development.

NRNA Canada was established in 2008 as the national council of the global Non-resident Nepali Association (NRNA) to advance the aspirations of the Nepali-Canadians living in Canada, and to work in coordination with NRNA to support development in Nepal.

Concern Nepal, Canada is a Toronto-based non-profit organization which aims to support socio economic development in Nepal.

The conference is being held in collaboration with the Nepali Embassy in Ottawa, and NRNA Canada.

Background

A growing number of Nepalis are moving to the various parts of the world, and many are permanently settling in the adopted lands. As a choice destination of the Nepali Diaspora, the developed Western world increasingly is becoming a new permanent home.

Some people consider the exodus of highly educated Nepali people as a brain-drain. However, with the rapidly advancing digital technology, there are new opportunities for utilizing the Nepali Diaspora’s knowledge and skills to help improve the quality of higher education in their native country - Nepal.

The Toronto conference is expected to help the interested Nepali Diaspora scholars to discuss and strategize ways for the Diaspora members to be more intensely involved in higher education in Nepal.

The specific objectives of this conferences are to:

- Promote and enhance the sharing of knowledge and experience and develop networking opportunity within the Diaspora Nepali academics and professionals interested in education.
- Identify potential areas where the Nepali Diaspora can be actively engaged in the higher education programs in Nepal.
- Discuss the lessons learned abroad by the Diaspora, and how the experience of the Nepali Diaspora could be utilized to help improve the higher education system in Nepal.
- Explore how interested Diaspora members could engage in offering courses and lectures in Nepali institutions of higher learning.

Important Dates

- Paper and or Presentation Submission: June 15, 2018.
- Registration deadline: June 15, 2018
- Conference Dates: July 7, 2018

Major Topics for the Conference

- Status of Higher Education in Nepal
- Higher Education and Economic Development
- Innovations in Education; Emerging Research Areas
- International Collaboration Opportunities
- Distance Learning for Higher Education in Nepal
- Open Education System (e.g., Open University)
- Role of Diaspora in Advancing Higher Education in Nepal

Target Participants (Diaspora, and Nepal-based)

- Academics and Higher Education Professionals
- Researchers, and Educators
- Academic Administrators
- Open Learning Specialists
- Interested Students and Professionals

Types of Academic Contributions, and Presentations

Participants can contribute to the conference through their paper(s): oral and poster presentations. Each presentation will last for 20-30 minutes including questions and answers session.

The organizers plan to publish the papers and extended abstracts in a refereed publication platform tentatively in December 2018.

Please submit your abstracts, presentations and papers to: **Dr. Govinda Dahal** at gchapati@gmail.com, and **Prof. Dinesh Gajurel** at dineshgajurel@gmail.com

Submission Guidelines

- The paper abstract should not exceed 2,500 characters in total.
- The length of final paper should be between 6 to 10 pages. (Including references).
- Paper should be structured with sections such as: Abstract, Introduction, Objectives, Methodology, Results, Discussion, Conclusions, Acknowledgements (if applicable) and References. Please follow American Psychological Association (APA) style for the paper
- Presentation should be in Powerpoint format. If the file is too big to be sent by e-mail, please send a pdf version.

Registration Cost

Individual presenter or participant	Cdn. \$ 50
Participant sponsored by institution/organization	Cdn. \$ 200

Advisory and Paper Coordination Committees

Conference Advisory Committee

- **H.E. Ambassador of Nepal to Canada, Mr. Kali Prasad Pokharel, Ottawa, ON, Canada.**
- **Ambika P. Adhikari, Dr. Des., City of Tempe, and Arizona State University, AZ, USA.**
- **Surya P. Subedi, Ph. D., University of Leeds, UK.**
- **Jeet Joshi, Ph. D., California State University, Long Beach, CA, USA.**
- **Pramod Dhakal, Ph. D., Open University Nepal Champion, Kathmandu, Nepal.**
- **Drona Rasali, Ph. D., University of Regina, SK, Canada.**
- **Bidya Ranjit, Ph. D., University of Connecticut, Storrs, CT, USA.**
- **Basu Sharma, Ph. D., University of Brunswick, Fredericton, NB, Canada.**
- **Shiva Gautam, Ph. D., University of Florida, Jacksonville, FL, USA.**
- **Tulsi Dharel, Ph. D., Centennial College, ON, Canada.**
- **Govinda Dahal, Ph. D., University of Ottawa, Ottawa, ON, Canada.**
- **Medini Adhikari, ANA, VA, USA.**
- **Nabaraj Gurung, NRNA Canada, Toronto, ON, Canada.**
- **Gopikrishna Kaphle, NRNA Canada, Toronto, ON, Canada.**

Conference Paper and Presentation Committee

- Prof. Basu Sharma, University of New Brunswick, Fredericton, NB, Canada
- Dr. Govinda Dahal, University of Ottawa, Ottawa, ON, Canada
- Dr. Dinesh Gajurel, University of Brunswick, Fredericton, NB, Canada
- Dr. Bishwa Regmi, Canada Foundation for Nepal, Ottawa, ON, Canada
- Mr. Yogendra Bhattarai, (Ph. D. candidate) University of Ottawa, ON, Canada
- Mr. Ishwar Dhungel, Canada Foundation for Nepal (CFFN), Ottawa, ON, Canada

Accommodation, Travel and Food

Participants are responsible to organize and pay for their travel, visas, stay in Canada, food and all other costs associated with the attendance in the conference. All registered attendees will be

provided lunch, beverages and snacks for the day of the conference. For any possible opportunities related to local hospitality that may be offered by the Toronto Nepali community members, please contact the conference co-conveners directly.

There are several hotels with a variety of prices near the University of Toronto campus in downtown Toronto. If you need a hotel, please call the hotel of your choice directly to book rooms. The conference venue is best accessed by public transit. The closest subway station from the conference venue is Museum Station of Toronto Subway.

Contacts

- Dr. Ambika Adhikari, ambika@alum.mit.edu - Conference Committee Chair
- Dr. Tulsi Dharel, tulsidharel@gmail.com - Conference Convener, Local Host
- Dr. Govinda Dahal, gchapati@gmail.com - Co-manager, Papers and Presentations
- Dr. Dinesh Gajurel, dineshgajurel@gmail.com -Co-manager, Papers and Presentations
- Mr. Naba Raj Gurung, nabarajgurung@hotmail.com – Conference Co-Convener, Local Host
- Mr. Gopikrishna Kaphle, gopikaphle@hotmail.com - Conference Co-Convener, Local Host

Further Information and Registration

Please visit <http://canpec.org/>

Notes:

- This conference is being organized by a small group of volunteers who belong to GPFN, CFFN, Concern-Nepal, Canada, ANA and NRNA Canada. Through voluntary efforts, they have managed to organize this conference platform to bring the interested Diaspora scholars from US, Canada, Europe and Nepal as a service to the community.
- There is no institutional funding or other support available for the conference attendees or organizers.
- The organizers are grateful to the Nepali Embassy in Ottawa, GPFN, ANA and NRNA Canada for the kind support provided to help defer the costs of the venue and food, and for providing logistics support for the conference.
- The Hon. Education Minister of Government of Nepal has been invited to attend the conference, and his confirmation to participate is expected by the end of June 2018.
- Participants are responsible for all costs of conference attendance including travel, food, accommodation, local transportation, visa, and any other expenses.
- The local community will advise the participants that when available, local volunteers may be able to pick up the out-town conference attendees at the airport. Some local community members may be able to host at their homes a limited number of out of town conference attendees. Please contact Mr. Nabaraj Gurung at nabarajgurung@hotmail.com, or Mr. Gopikrishna Kaphle at gopikaphle@hotmail.com
- Please visit <https://canpec.org> and register for the conference before June 15, 2018.

APPENDIX V: CONFERENCE SCHEDULE



Conference Secretariat (www.canpec.org)
International Conference: Role of Diaspora in Higher Education in Nepal
 Toronto, Canada. July 7, 2018

Final Agenda and Schedule

Friday July 6, 2018: Participants arrive. Welcome dinner by Everest Realty, Toronto.

Saturday July 7, 2018

Address: Sheraton Hall, WYCLIFFE COLLEGE, UNIVERSITY OF TORONTO, 5 Hoskin Avenue, Toronto, ON, M5S 1H7

Time	Agenda
8:00am	Conference registration opens Morning coffee/tea available on site
8:30am - 8:40am	Conference starts Welcome by the conference organizers: Ambika P. Adhikari, Tulsi Dharel, Govinda Dahal, Naba Gurung, Gopi Kaphle, Medini Adhikari
	MC – Tulsi Dharel
8:40am - 8:50am	Welcome address by Chief Guest HE Ambassador of Nepal to Canada Kali P. Pokharel
8:50am - 9:00am	Guidelines for presentations – Govinda P. Dahal
9:00am – 10:40am	Session Chair: Dinesh Gajurel
	<i>Role of Diaspora to Higher Education in Nepal</i>
	A Master-plan for Higher Education in Nepal – Jeet Joshee
	Knowledge Transfer Challenges for Higher Education in Nepal and Mitigation Strategies – Alok Bohara
	Role of Diaspora to Strengthen Higher Education in Nepal - Sanjaya Nepal
	Role of Diaspora for Innovative Higher Education in Nepal: Emphasis on Project Control for successful delivery - Chet Nath Pokharel

	Role of Diaspora to Strengthen Higher Education in the Field of Journalism in Nepal – Bhanu Acharya
	Question Answer Session and Collective discussions on all papers of this session (25 Minutes)
10::40am - 10:55am	Tea Break
	<i>Environment, Natural Resources and Higher Education in Nepal</i>
10:55am – 11:55am	Session II: 3 papers: 15 minutes x 3 = 45 minutes for presentation and 15 minutes for discussion) Session II Chair: Naba Raj Gurung
	Agriculture and Natural Resources Development and Management Strategy – Durga Paudel
	Nepali Diaspora’s Contribution to Air Quality Research/policy in Nepal’s Education – Rudra Aryal
	Diaspora and Social Economic Development of Nepal: An Entrepreneurial Perspectives – Dinesh Gajurel and Basu Sharma
	Question Answer Session and Collective discussions on all papers of this session (15 Minutes)
11:55am – 12:55am	Session III Chair: Shyam Thapa Higher Education in Medicine and Public Health
	Role of American Nepal Medical Foundation in the Advancement of Medical Education and Health Care in Nepal - Narayan Dharel and Santosh Sapkota
	History of Modern Medical Education, Disparities and Health Indicators Improvement in Last 20 Years in Nepal – Narahari Timilsina
	Opportunities and Challenges Viewed from the Perspective of Strengthening: Graduate-level Public Health Programs - Shyam Thapa
	Question Answer Session and Collective discussions on all papers of this session (15 Minutes)
12:55 – 1:55pm	Lunch – to be provided on site

1:55 – 3:15pm	Session IV: 4 papers: 15 minutes x 4 = 60 minutes for presentation and 20 minutes for discussion) Session Chair: Govinda Dahal
	<i>Policies/Politics and Higher Education in Nepal</i>
	Plenty of Politics, Not Enough Emotional Determination in Nepali Higher Education – Laxmi Panta
	Nepalese Education System: Tunnel Vision Vs. Dogma Free Education – Ramesh Karky
	Does Education, Research and Innovation Matter in National Ambition of Development? - Lok Bhattarai
	Economic Costs of Educational Inequality in Nepal – Kul Kapri
	Establishing a "Brain Gain Center": from Scattered Efforts to Systematic Connections – Shyam Sharma
	Question Answer Session and Collective discussions on all papers of this session
3:15 – 3:30pm	Tea Break
3:30 - 5:30pm	Session V: 6 papers: 15 minutes x 6 = 90 minutes for presentation and 5 x 6 = 30 minutes for discussion)
	<i>Alternative Models to Support Higher Education in Nepal</i> Session Chair: Sara Chhetri
	Community College System as an Alternative Higher Education for Workforce and Economic Development in Nepal - Krishna Bista, Uttam Gaulee
	Exploring the Potential for Pedagogical Innovations in Cloud-based Education – Gokul Bhandari
	Engineering Clinic Project as a Model for Knowledge Transfer and Capacity Building – Bishnu Acharya
	Combating Rural Poverty Through Altruism: A Model for Sustainable Education – Jeffery Overall
	Comparative Studies of Algebra and Calculus Curriculums in US and Nepal - Mohan Thapa and Deepak Basyal

	Need of Support from Diaspora Backed Incubators is Required for Higher Education to Respond Expectations Efficiently – Narayan Ghimire
	Question Answer Session and Collective discussions on all papers of this session (30 Minutes)
5:30 – 6:30pm	Panel discussion: “ How can the Diaspora support Nepal’s universities in advancing research activities ” Dr. Ambika P. Adhikari – Moderator City of Tempe, and Arizona State University Panelists 1. Prof. Jeet Joshee , Ph. D., California State Uni, Long Beach, USA 2. Prof. Basu Sharma , Ph. D., Uni of New Brunswick, NB, Canada. 3. Dr. Shyam Thapa , Ph. D., Public Health Consultant, VA, USA. 4. Prof. Drona Rasali , Ph. D., University of Regina, SK, Canada. 5. Dr. Sara Chhetry , Healthcare Consultant, Ontario, Canada. 6. Dr. Pramod Dhakal , Chair of NRNA Academy, Kathmandu Nepal
6:30 – 6:40pm	Summary of the day
6:40 – 8.30pm	Announcement, Vote of Thanks, Reception and Closing

Sunday July 8, 2018 (Day 2)

Location: Toronto, Canada

Venue: Hon. Consul General of Nepal Dr. Kunjar Sharma’s board room. Address: 120 Eglinton Ave E, Toronto, ON M4P 1E2

9:00am -10:00am	Session VI: Standard Characteristics, Learnt Lessons and Way Out for Higher Education in Nepal Session Chair: Drona Rasali
	5 presentations and Q & A (8 min for presentation and 4 min for questions and answers) Session V: Short Presentation
	Lesson Learned During the Development of Open University of Nepal – Ambika Adhikari, Pramod Dhakal and Drona Rasali
	Higher Education for Social Justice – Drona Rasali
	Nepal’s 21 st Century Higher Education: Achievements, Challenge and Opportunities – Yogendra Bhattarai and Govinda Dahal
	Ramie’s Learn Cloud as a Potential Platform to share Knowledge and Experiences between the Experts in Diaspora and their Counterparts in Nepal– Naba Raj Gurung

	Strategic Foresight for the role of Nepali Diaspora in Higher Education in Nepal – Krishna Hari Gautam
10:00am – 10:15am	Tea/break

	Next Step Session Chair: Gopi Krishna Kaphle
10:15 – 12:00	Announcement of Toronto Declaration 2018; Debrief and Critique, Lessons Learnt, Strategize the Next Steps, and Decide on the Proceedings and Closing
12:00pm – 1:00pm	Lunch on site

For Further Information and Registration, please visit <http://canpec.org/>

Notes:

- This conference is being organized by a small group of volunteers who belong to GPFN, CFFN, ANA and NRNA Canada. Through voluntary efforts, they have managed to organize this conference platform to bring the interested Diaspora scholars from US, Canada, Europe and Nepal as a service to the community.
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- The Hon. Education Minister of Government of Nepal has been invited to attend the conference, and his confirmation to participate is expected by the end of June 2018.
- Participants are responsible for all costs of conference attendance including travel, food, accommodation, local transportation, visa, and any other expenses.
- The local community will advise the participants that when available, local volunteers may be able to pick up the out-town conference attendees at the airport. Some local community members may be able to host at their homes a limited number of out of town conference attendees. Please contact Dr. Tulsi Dharel at tulsidharel@gmail.com, Mr. Nabaraj Gurung at nabarajgurung@hotmail.com, or Mr. Gopikrishna Kahler at gopikaphle@hotmail.com
- Please visit <https://canpec.org> and register for the conference before June 25, 2018.

**APPENDIX VI: BACKGROUND PAPER FOR MODERATED PANEL
DISCUSSION.**



Conference Secretariat (www.canpec.org)

International Conference: Role of Diaspora in Higher education in Nepal

Toronto, Canada. July 7, 2018

Panel Discussion

How Can Diaspora Support Nepal's Universities in Advancing Research Activities?

5:30 to 6:15 pm (TBC), Saturday, July 7, 2018

Venue: Sheraton Hall, Wycliffe College, University of Toronto
5 Hoskin Ave; Toronto, ON M5S 1H7, Canada

Panelists*:

1. **Prof. Jeet Joshee**, Ph. D., California State University, Long Beach, CA, USA.
(E-mail: jeetjoshee@yahoo.com, jeet.joshee@csulb.edu)
 2. **Prof. Basu Sharma**, Ph. D., University of New Brunswick, NB, Canada. (E-mail: bsharma@unb.ca)
 3. **Prof. Drona Rasali**, Ph. D., University of Regina, SK, Canada. (E-mail: drona.rasali2@gmail.com)
 4. **Dr. Sara Chhetry**, Health Care Consultant, Ontario, Canada. (E-mail: sara.chhetry@gmail.com)
 5. **Dr. Shyam Tapa**, Ph. D., Professor/Consultant, Fairfax, VA, USA. E-mail: sthapa22181@gmail.com
 6. **Dr. Pramod Dhakal**, Chair of NRNA Academy, Kathmandu, Nepal
(pdhakal@gmail.com)
- Moderator: **Dr. Ambika P. Adhikari**, City of Tempe, and Arizona State University.
(E-mail: Ambika.adhikari@gmail.com)

BACKGROUND ON THE TOPIC FOR THE PANELISTS

International migration from developing countries to developed ones led to a huge presence of Diaspora population in developed countries. Many of those well-educated and established professionals and businessmen have felt a need to give back something to their home countries. And many have been giving back in different ways; and their giving has created impact in the home country. The impact of Diaspora in their home country has been realized mainly in four different areas: economic development through remittance, investment and trade; intellectual development via knowledge transfer and knowledge application; social development through philanthropy and volunteerism; and political development via diplomacy, lobbying, awareness raising and political participation.

Diaspora giving back has deployed various programs. Such programs are either initiated by individuals, or by non-governmental organizations, or by governments of developed countries. For example, Academics without Borders is a Canadian NGO; it is a new but effective program. It uses a train-the-trainer model to build capacity of the host institution with an enduring impact. Transfer of Knowledge Through Expatriate Nations (TOKTEN) was designed by the United Nations to help developing countries bring talents home. UNESCO, in collaboration with Hewlett-Packard, has a program to provide grid computing technology to promote collaboration between home country academics and Diaspora professionals. The Carnegie African Diaspora Fellows program facilitates short-term exchange program between Africa born academics working in higher education in Canada and the United States and universities located in partnership countries (Ghana, Nigeria, South Africa, Tanzania, Uganda and Kenya). Examples abound, and possibilities appear immense.

However, what is needed for these programs to succeed is to have a shared vision of the Diaspora role. By shared vision, we mean agreement among all stakeholders (home institution, government agency and Diaspora sponsoring NGO or the governmental agency) on the role of the Diaspora professional and deliverables. Each stakeholder has specific roles and responsibilities in this process, and they need to be articulated and agreed upon at the beginning. This will clear likely confusion about role perception and role conflict in the home country.

Given the vision, modalities for Diaspora participation can then be worked out. Areas of collaborations range from short-term research and teaching visitations to co-organization of workshops and seminars as well as co-supervision of master and doctoral level students. Since the growth and diffusion of ICT technology has been very rapid, many of the collaborative activities can take place at a distance on-line. However, accurate data are necessary to correctly match between the skill sets needed in the home country universities and Diaspora expertise available. The government of Nepal and Nepali embassies located in target countries can play a significant role in making the data on Diaspora available. Nepali embassies can also serve as the bridge between Diaspora professionals and home country universities.

Existing universities in Nepal except for Tribhuvan University (TU) are relatively young. Faculty research and student training at the master's and doctoral levels are necessary components of a modern university. As both activities are resource-intensive, and young universities in Nepal lack required resources, they cannot effectively implement research activities without some external support.

Governments of developed countries and international organizations such as the World Bank and Asian Development Bank have been providing support for higher educational activities in Nepal. Needless to say, the donors have tried their best to influence the system of higher education. In fact, Nepal has experimented with three modalities or regimes of higher education system since the independence of the country from the Rana rulers: centralization, decentralization, and privatization. For each of these regimes to become viable and remain functional, external assistance was needed. While the earlier regimes were introduced mostly

with American aid, the latest regime of privatization has been the result of assistance, both in terms of advice and resources, from the World Bank. One of the problems of such assistance is that the donor dictates the terms of the trade. Often such terms go against the national interest.

The focus of this panel discussion will be on knowledge transfer or human capital development area. Since universities are the main conduit of knowledge creation and dissemination, the panel will highlight possible pathways for Diaspora contribution towards advancing research activities in Nepal's universities. Each panelist will select one specific area of his/her respective expertise and elaborate on likely effective areas of support.

The moderator will open the forum for discussion with a key question addressed to each of the panelists. Following upon this, questions can be entertained from the audience. The number of questions allowed will depend on the availability of time. The moderator will then conclude with a summary of key themes that emerge out of the panel discussion.

The panelists might like to review some initial areas of enquiry, such as:

- Is privatization of education the right approach in Nepal? How does it impact research activities and agenda?
- Can Diaspora support be mobilized to displace or complement donor-dictated assistance in education?
- What pathways are available for the Diaspora and Nepali authorities and education leaders to expedite support in research?
- Would Diaspora support help the Nepali government negotiate international assistance from the position of strength?
- Can the Diaspora scholars working in international educational and funding organizations be able to influence their organizations to create collaborative educational research programs between Nepal and their organizations?
- How did some countries such as Singapore, South Korea, Taiwan, and Sri-Lanka develop world-class research and education programs in their countries with the assistance of their Diasporas?
- How are some emerging economies such as those of Kenya, Tanzania, Mexico and Kazakhstan mobilizing the Diaspora to improve the research capacities in their universities?

**APPENDIX VII: CONTRIBUTED NOTES: IMPROVING HIGHER
EDUCATION IN NEPAL**

BY DR. BHIM ADHIKARI, IDRC, OTTAWA, CANADA

Notes on Improving Higher Education in Nepal
Dr. Bhim Adhikari, International Development Research Center (IDRC) Canada

New science, math, and engineering model: Some African higher education models could be adopted such as “the Next Einstein Initiative of the African Institute for Mathematical Sciences (AIMS)”. Social sciences teaching (e.g. economics, law, political sciences, geography, etc.) is not satisfactory in Nepal compared to the rest of the World. This sort of model could be applied to both science and social science disciplines. IDRC has been part of the AIMS initiative for the last few years and we could draw on such an effective model.

Provision of co-ops and research grants for graduate students (on-the-job training): Federal government can recruit graduate students for summer jobs similar to what federal government in Canada does (provincial government as well). The co-ops program can also be established together with INGOs and UN Organizations in Nepal. Many of these institutions are already hiring some students but they are very biased towards certain elites and not available to general public.

Design incentives for research and publications (the current system of promotion of professors is wrong. They should be promoted based on their scholar activities such as number of publications, research grants, etc. Professors should be prepared for a more substantial preparation for the courses as the body of relevant knowledge continues to grow. Many departments fail to provide advice to their faculty members about instruction methods

Investment in vocational education: Good example is Philippines who provides a variety of skill trainings for those going aboard for employment, in Nepalese cases we can do the same those going to India and the Middle East. The emphasis here is on a more specialized education to prepare students for emerging job markets.

Establish counselling centers in all universities to guide students about learning methods and inform about job markets (support to register for courses, securing financial aid, developing strong study skills, mastering difficult course material, to be informed about the job market, etc.). This may include removing legislative and institutional obstacles to new ways of doing business in education.

Make higher education more inclusive (loan facility for students from poorer family background, Canadian example could be replicated in Nepal with some donor support). This could be a good innovation in education for low-income students.

Revise the curriculum to prepare students for job markets (current teaching on undergraduate courses is useful only to enable students to pass the exam or go for higher degree but many of these graduates are not prepared for job markets)

Encourage public-private partnership in education: The public-partnership in education is essential. Too much private sector dominance could exclude a higher number of poorer students for better education. The Private sector should be encouraged but with a strong government oversight so that we will not be producing two categories of citizens. There is a need to mobilize financial input of the private sector, philanthropic individuals and institutions, and students.

**APPENDIX VIII: CONFERENCE ADVISORY COMMITTEE, AND
PARTICIPATION SUPPORT**

CONFERENCE ADVISORY COMMITTEE

1. H.E. Ambassador of Nepal to Canada, Mr. Kali Prasad Pokharel, Ottawa, Canada.
2. Ambika P. Adhikari, D. Des., City of Tempe, and Arizona State University, AZ, USA
3. Prof. Surya P. Subedi, Ph. D., Professor, University of Leeds, Leeds, UK.
4. Prof. Jeet Joshee, Ph. D., AVP and Dean, California State University, Long Beach, CA, USA
5. Prof. Tulsi Dharel, Ph. D., Professor, Centennial College, Toronto, ON, Canada
6. Pramod Dhakal, Ph. D., Open University, Nepal Champion, Kathmandu, Nepal.
7. Prof. Shiva Gautam, Ph. D., University of Florida, Jacksonville, FL, USA
8. Drona Rasali, Ph. D., Adjunct Professor, University of Regina, SK, Canada.
9. Bidya Ranjit, Ph. D., Director Academic Programs, University of Connecticut, Storrs, CT, USA.
10. Prof. Basu Sharma, Ph. D., University of New Brunswick, Fredericton, NB< Canada
11. Govinda Dahal, Ph. D., University of Ottawa, Ottawa, Canada
12. Mr. Medini Adhikari, President, Association of Nepalese in Americas
13. Mr. Nabaraj Gurung, Former Advisor of NRNA-ICC and Founding President of NRNA-Canada, Toronto, ON, Canada
14. Mr. Gopikrishna Kaphle, President, NRNA Canada, Toronto, ON, Canada.

PARTICIPANT SUPPORT

1. Prof. Sanjay Nepal, Ph. D., University of Waterloo, Ontario, Canada
2. Prof. Dinesh Gajurel, Ph. D., University of Brunswick, Fredericton, Canada
3. Prof. Gokul Bhandari, Ph. D., University of Windsor, Canada
4. Dr. Narayan Dharel, MD Ph. D., Virginia Commonwealth University, USA
5. Prof. Rajan Pd. Pokharel, Ph. D., Tribhuvan University, Nepal
6. Dr. Usha Sharma, Ph. D., Bunker Hill College, Boston, US
7. Dr. Rajendra Panthee, Ph. D., Syracuse Université, USA
8. Dr. Bamdev Paudel, Ph. D., Sheridan College, Canada
9. Dr. Kiran Baral, Ph. D., Humber College, Canada
10. Dr. Soni Thapa, Ph. D., George Brown College, Canada
11. Dr. Laxmi Pant, Ph. D., University of Guelph, Canada
12. Dr. Gyanendra Pokharel, Ph. D., University of Calgary, Canada
13. Dr. Krishna Hari Gautam, Ph. D., Government of Canada
14. Dr. Krishna Mohan Shrestha, Ph. D., Government of Ontario, Canada
15. Dr. Krishna Hari Homagain, Ph. D., Government of Ontario, Canada
16. Dr. Arjun KC, Ph. D., Government of Alberta, Canada
17. Dr. Dinesh Dharel, MD, University of Calgary, Canada
18. Dr. Binod Baral, Government of Ontario, Canada
19. Dr. Shiva Chandra Ghimire Ph. D., Government of Canada
20. Dr. Dumber Thapa Ph. D., University of Waterloo, Canada
21. Dr. Hari B. Gurung, Ph. D., Government of Ontario, Canada
22. Mr. Medini Adhikari, American Military University, Washington, D.C., USA
23. Mr. Toplal Pandey, (Ph. D. Student), Laurentian University, Canada
24. Mr. Chiranjibi Ghimire, NRNA- Canada
25. Mr. Surendra Lawoti, Ontario College of Art & Design, Canada

26. Ms. Sushma Subedi, CPA, Professional Accountant, Canada
27. Mr. Bidhya Bhusan Karki, CPA, Professional Accountant, Canada
28. Ms. Sabi Thapa, Ryerson University, Canada
29. Mr. Umesh Koirala, City of Toronto, Canada
30. Mr. Jagadish Bhatta, Ryerson University, Canada
31. Mr. Uttam Makaju, NGO Social Worker & Media Manager, Canada
32. Mr. Keshab Dahal, Professional Lawyer, Canada
33. Mr. Surendra Mahato, Apex College, Kathmandu, Nepal
34. Mr. Karun Karki, (Ph. D. Student) Wilfrid Laurier University, Canada
35. Mr. Sachet Siwakoti, Research Assistant at the University of Guelph, Canada
36. Mr. Prashant Dhakal, Canada Foundation for Nepal, Ottawa, Canada
37. Mr. Ashok Paudel, Queens University, Kingston, Canada
38. Mr. Rajendra Pokharel, Centennial College, Canada
39. Mr. Prajwal Raj Joshi, IT Professional and web designer, Canada

MEDIA/PROMOTION SUPPORT

1. Mr. Bhanu Bhakta Acharya, (Ph. D. scholar), University of Ottawa
2. Mr. Raju Thapa – Former NTV News writer/reader/broadcaster
3. Mr. Dipak Gautam, Former Kantipur journalist
4. Dr. Govinda Singh Rawat, Khabarsamprasan, Canada
5. Mr. Bikash Raj Neupane, Himalayankhabar
6. Mr. Kishor Panthi, Khasokhas Weekly & ABC-TV, US
7. Mr. Gokarna Lamichhane, canadakhabar.com
8. Mr. Narayan Ghimire, Canada Reporters

APPENDIX IX: PRE-CONFERENCE PRESS RELEASE. JUNE 2018

Pre-Conference Media Release
Released on June 15, 2018

Conference: Role of Nepali Diaspora in Higher Education in Nepal
University of Toronto, Canada, July 7, 2018

The preparations for the conference “Role of Nepali Diaspora in Higher Education in Nepal” to be held in Toronto on July 7th are nearing completion. The conference will be held at Wycliff College, University of Toronto, Canada.

The conference is being jointly organized by Global Policy Forum for Nepal (GPFN), the Association of Nepalis in the Americas (ANA), and Canada Foundation for Nepal (CFFN), Concern-Nepal, Canada, and NRNA NCC of Canada. The Nepali Embassy in Ottawa is supporting the conference.

Several scholars including from Canada, USA, and Europe will be presenting their papers related to the Diaspora’s role in supporting Nepal’s higher education programs. Nepali ambassador to Canada Kali Prasad Pokharel, and Canadian Federal Member of Parliament Dr. Geng Tan will be among the dignitaries attending the conference.

Conference attendees will include Prof. Basu Sharma of University of New Brunswick, Prof. Jeet Joshee of California State University, Dr. Ambika P. Adhikari of Arizona State University, Dr. Drona Rasali of University of Regina, Dr. Bidya Ranjit of University of Connecticut, Dr. Sara Chhetri of Ottawa, Prof. Durga Paudyal of University of Louisiana, Dr. Shyam Thapa of Virginia, USA, Prof. Krishna Bista of Morgan State University, and Prof. Rudra Aryal of Franklin Pierce University.

Similarly, Prof. Gokul Bhandari of University Windsor, Prof. Dinesh Gajurel of University of Brunswick, Prof. Sanjay Nepal of Waterloo University, Prof. Deepak Basyal and Prof. Mohan Thapa of University of Wisconsin-Marinette, Prof. Laxmi Pant, Prof. Bishnu Acharya, Mr. Narayan Ghimire, Dr. Pramod Dhakal and Prof. Shyam Sharma of State University of New York will also present their papers at the conference.

The conference organizing committee includes Dr. Ambika P. Adhikari (chair), Dr. Tulsi Dharel (convener), Mr. Naba Raj Gurung, Mr. Gopi Krishna Kaphle, Dr. Govinda Dahal, and Prof. Dinesh Gajurel.

Conference chair Dr. Ambika P. Adhikari has expressed optimism that this conference will create excitement among the Diaspora academics in Canada and the US to find ways to work with the counterparts in Nepal in supporting higher education programs in Nepal. Conference convener Dr. Tulsi Dharel has stated that he and the organizing team are eagerly looking forward to welcome all attendees in Toronto.

Further, according to the organizers, this conference will continue the good work done in the NRNA USA organized knowledge conference in San Francisco on June 16, 2018. The organizers expect to send the summary of the conference to the Nepali government and

interested academic leaders. They also plan to publish the summary of the abstracts submitted for the conference.

For further information visit <http://canpec.org/>

Media Contact

- Dr. Tulsi Dharel, tulsidharel@gmail.com
- Dr. Govinda Dahal, gchapati@gmail.com

Images of core conference organizers, some advisors



APPENDIX X: AN EXAMPLE OF POST CONFERENCE MEDIA COVERAGE

Int'l conference suggests running private higher education on non-profit model

July 16, 2018 03:30 AM [Republica](#)



KATHMANDU, July 16: An international conference on Role of Diaspora in Higher Education in Nepal held in Toronto, Canada, has concluded by issuing a 15-point Toronto Declaration. The conference has suggested developing Nepal's private institutions of higher education on non-profit model.

While noting that public education is the backbone for the development of the country, the Toronto Declaration has concluded that private institutions of higher education should be based on non-profit model like the many top universities in the United States.

The conference noted that accessibility, affordability, equity and quality should be the guiding principles for Nepal's education programs and that higher education programs in Nepal should serve all students by providing choices of research universities, teaching universities and community colleges.

The conference jointly organized by Global Policy Forum for Nepal, Association of Nepalis in the Americas (ANA), Canada-Foundation for Nepal (CFFN), Concern-Nepal, Canada and NRNA-Canada, with the support of Ottawa-based Embassy of Nepal at the University of Toronto also said that academic programs must meet the ever-changing needs of the society by frequently updating the curriculum based on the latest developments in the respective fields.

“A strong linkage between industry and academia can spur teaching, innovation and research in higher education, modernization of education and produce employable graduates,” reads one of the declarations of the conference.

The conference held on July 7-8 aimed at reviewing the knowledge, experiences and skills of Nepali scholars in North America and identifying ways to organize the Nepali diaspora to support higher education in Nepal. More than 130 participants attended the conference, where some 30 scholars from the USA and Canada presented papers on the topic, according to the organizers.

Participants of the conference expressed that by coordinating the existing individually-driven programs, and by mobilizing the funding access of the Nepali scholars living abroad, the diaspora can more effectively offer help for research and curriculum development in Nepal.

The participants of the conference also pledged to develop a network of scholars and organize themselves to collaborate with Nepali institutions and offer academic support. “Institutional platforms are needed both in Nepal (including the support from the government) and abroad for the exchange of knowledge, skills and expertise to be effective,” according to the declaration.

APPENDIX XI: SOME IMAGES FROM THE CONFERENCE



HE Ambassador Kali P Pokharel providing opening welcome speech July 7, 2018



A Group Picture of some participants on day one of the Conference



Image showing a section of the participants in the conference



Core conference organizers with HE Ambassador Mr. Kali P. Pokharel and Mrs. Pokharel



The conference organizers welcoming the participants



Some participants on day two of the conference



A lighter moment on day two of the conference



Image showing a section of the conference participants



Ambassador Pokharel welcoming local artists who entertained the conference guests



Some of the participants at the conference



At the dinner hosted by Everest Realty on July 6, 2018



A fun moment during the dinner hosted by Everest Realty on July 6, 2018



Prof. Deepak Basyal and team at presentation



Prof. Alok Bohara makes a point. Prof. Durga Paudyal, Dr. Drona Rasali and others look on



An image from the floor discussion (Dr. Drona Rasali)



Discussions among the participants on the second day of the conference