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**Organization of Woman Scientist Nepal**

**Webinar report:**

**Women and girls education during and after COVID -19**

**Sep-8, 12, 15, 2020**



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# Acknowledgements

On the occasion of the literacy month of September, OWSN have successfully organized series of webinar titled ‘**Women and girls’ education during and after COVID -19’** focusingon education of girls and women in this pandemic of covid 19 in Nepal. OWSN which was formed recently in Feb 2020 have been working extensively to fulfill our organization objectives.

The organizer would like to thank the panelist of webinar series 1 and 2 ; Mr. Laxman Dhungana Mr. Laxman Dhungana, (Principal, Amadablam Academy, Kathmandu) Mr Ratna Prasad Sapkota, (Head Teacher, Arunodaya Higher Secondary School, Chitwan), Ms. Rita Tiwari ( Principal, Padmakanya Vidhyashram, Kathmandu), Mr. Purushottam Ghimire (Curriculum Officer, Curriculum Development Center, MOEST), Ms. Deepika Thapa ( Vice-president, PABSON), Ms. Prativa Shrestha ( Senior Program Coordinator, UNESCO), Ms. Laxmi Paudyal ( Education Advisor, Save the Children International), Ms. Karshang Dolma Magar/ Nabin Lamichhne ( Mercy Crops), Mr. Sitesh Tiwari (Care Nepal), Ms. Sita Niraula ( Ministry of Women, Children and Senior Citizens), Mr. Moti Lamichhane (Teacher, Gurans Ma. Vi, Bardiya), Ms. Mina Joshi ( Principal, Bhawani Rastriya Secondary School, Gauriganga, Kailali), Mr. Dilli Pd. Chapagain( Principal, Oxford English Secondary School, Damak, Jhapa) for their presentations for their views and active participation in discussion.

Similarly the organizer would like to thank the panelist of webinar series 3; Prof.Dr. Kalyani Mishra Tripathi ( Faculty of Agriculture, Agriculture and Forestry University), Dr. Sabina Shrestha (Padma Kanya Multiple Campus, Tribhuvan University), Dr. Bharat Ram Dhungana ( School of Business, Pohara University), Mr Purusottam Ghimire (Ministry of Education, Seience and Technolgy), Dr, Hemu Kharel Kafle (Kathmandu Institute of Applied Science/ OWSN) and Dr. Pramod Poudel (University Grant Commission).

And last not the least we would like to thank Dr. Shobha Paudel, Ms. Sushila Pandit for moderating the sessions and for all technical support. We also would like to acknowledge all OWSN members for their support throughout the webinars.

# Acronyms

COVID Coronavirus Disease

OWSN Organization of women scientist Nepal

UNESCO United Nations Educational, Scientific and Cultural Organization

PABSON Private & Boarding school’s Organization Nepal

MOEST Ministry of Education, Science and Technology

SEE Secondary Education Examination

SDG Sustainable Development Goals

KIAS Kathmandu Institute of Applied Science

OWSD Organization of women Scientist in Developing Country

# Introduction

Organization of women scientist Nepal (OWSN) organized a series of three webinars to know the present situation and future scenario of school and college education in this crucial time of COVID-19. In this time of pandemic, the most affected sector is education and students. All schools, college and universities are closed and it’s uncertain when they can operate. All the schools and colleges are closed and they are operating their teaching schedules with help of online classes and presentations. So the objective of the webinars was to gather information on activities the school and universities conducting as well as to receive feedbacks by different stakeholders.

The first two webinars focuses on the effect on girl’s school education due to COVID-19 which was held in 8 and 12 September 2020, 10: 12:00 PM Nepal time. The webinar was attended by around 80 participants plus 8 hosts’ members. The webinar was structured in with welcome speech, presentations, panes discussion and each followed by questions and answers from the participants. The third webinar specifically focused on the college and university level students of Nepal and it was held in 15 September 2020.

This report presents a summary of presentations and views on education by the panelists and also evaluates the discussions and feedback from the participants through questions and answers and panel discussions.

# I) Webinar series 1, September 8, 2020

## Welcome speech

Welcome speech and brief introduction of OWSN by President Hemu kafle, KIAS

OWSN is the Nepal chapter organization of OWSD (Organization of women scientist for developing world. It is originally in Italy and this OWSN is hosted by KIAS. With numerous meeting and discussion we decided to establish this organization in Feb of 2019. Formally we launch our organization by doing short program which was held in one of the women college of Kathmandu ‘Padma Kanya College. The current and first executive committee of the national chapter is formed by:

**Chair**: Hemu Kafle, Kathmandu Institute of Applied Sciences

**Vice-Chair**: Sadhana Pradhananga, [Tribhuvan University](https://www.tribhuvan-university.edu.np/)

**Secretary**: Sabina Khatri, [Ministry of Energy, Water Resources and Irrigation](http://moewri.gov.np/)

**Treasurer**: Shobha Poudel, [Science Hub](https://sciencehub.org.np/)

**Other Executive Committee members**:

Padmaja Pradhan, [ESORCE-Nepal](https://esorcenepal.com/)

Sabitri Tripathi, [Nepal Engineering College](https://nec.edu.np/)

Sunila Rai, [Institute of Forestry, Hetauda](https://iofhc.edu.np/)

Sushila Pandit, Together for Human Environment in Nepal

Laxmi Devi Maharjan, [Genesis Consultancy Pvt. Ltd.](http://www.genesis.com.np/)

The main objectives of the organization are

To enhance the participations of woman in scientific and technological research in Nepal

To demonstrate the strength and role of woman in science –making roles in the development of Nepal

To empower women scientists for the decision-making roles in the development of Nepal

To establish networking between the women scientists in Nepal and around the world.

To represent women scientists of Nepal at national and international levels.

To promote the recognition of the scientific and technological achievements of women scientists and technologist in Nepal

To promote collaboration and communication among women scientist and technologist in Nepal.

## Presentations

## 1 Laxman Dhungana, Principal, Amadablam Academy, Kathmandu

Mr. laxman Dhungana have talked about the impact of COVID-19 on marginalized rural students and girls. As they have no access to technology and no investment to girls education, no education opportunity in this pandemic time. So the practical women empowerment is needed. He also raised the questions on effectiveness of alternative modes of education such as online class. How government is evaluating the issues of this new education system, what it needs to do and reopen the schools. He also gave comments on objectives of the educational contingency plan 2020 issued by educational ministry, Gov. of Nepal.

## 2 Mr Ratna Prasad Sapkota, Head Teacher, Arunodaya Higher Secondary School, Chitwan

Mr. Ratna Prasad Sapkota said about the brain drain occurring in the country due to COVID. In community school, the girl’s enrollment is higher than boys but the situation is reverse in the private schools due to family discrimination. Girls are absence in school as they have house hold responsibility. During their mensuration period girl’s class attendance is affected. They need psychosocial counseling. In our community few girls have access to online education than boys. Now even after COVIDwhen School reopens is high possibility that few gilrs will attain the school. In Chitwan, Madi municipality provides free education to +2 girl students which is an excellent example to empower the girl’s education.

## 3 Ms. Rita Tiwari, Principal, Padmakanya Vidhyashram, Kathmandu

Ms. Rita Tiwari explained about her school how the school runs the classes during lockdown. First of all all teachers contacted to students for online classes and teaching materials. Though the school runs the online classes initially for class 9 and 10 and later for 8 to 12 class students, the attendance is still low as 40%. She also explained both challenges and opportunities in running online classes. The main challenges are such as device and internet problem, students and parents both are less interested to online classes, teachers are not trained and despite this they are teaching. He also notified about the opportunities evolved such as beginning of new teaching method, opportunity for distance learning and reviewing budgeting.

## 4 Mr. Purushottam Ghimire, Curriculum Officer, Curriculum Development Center, MOEST

Mr. Purushottam Ghimire gave the data of girls and boys attendance scenario in the country. He also emphasized that the community schools has high number of girl’s students than in private schools. He explained about directives, guidelines for school education and online education which seems adequate. He also pointed out those girls enrollments higher in community school and reverse in private school. He said that MOEST is working at the periphery of SDG 4.

## 5 Ms. Deepika Thapa, Vice-president, PABSON

Ms. Deepika Thapa talks about the existence of gender discrimination and struggling of sustainability of uni-sex education. So she is on the side of co-education. She had mentioned about 6 billion Chatra Rastrapati Kosh dedicated to girls education, utilization of the fund is not transparent.

## 6 Shreya Dhungana, student

Student Shreya Dhungana shared her school education during this Pandemic period. She has said to have full support from family and school teachers. She is good environment to learn and no negative experience.

## 7 Ms. Prativa Shrestha, Senior Program Coordinator, UNESCO

Ms. Prativa Shrestha also mentioned about the impact to girls is high than boys. She shows the concern about the safety of schools as they are used for quarantine centers and made vulnerable to disease transfer. She explained the status of girls education in the primary, secondary and universities and also explained about the overall strategies, policies for girl education, short term, long term impact of COVID to girl education, ways to minimize impacts.

## 8 Ms. Laxmi Paudyal, Education Advisor, Save the Children International

Ms Laxmi Paudyal informed that save the children is working with the Government agency on ongoing education policy during this pandemic. As 100 percent school is closed in this hard time and this time of online class, women and girls are hit hard in this male dominant society. The investment on girls education is very low in context of Nepal. According to some research done by different organization, there is increase of gender based violence, increase of work load etc. So the awareness and environment to make girls friendly education programs are being developed by this organization. She has pointed out the disconnection between the local governments to central government agency.

# Questions and Answers

Pramila Subedi

Fees in private schools, is it by PABSON, seems not relevant in this COVID context? What would be impact even in children of Urban?

Hemu Kafle

Has it been possible for your school to connect to your students in this situation?

What are the specific facilities for girls in Arunodaya School? If any

Sabitri Tripathi

To all panelists: Any different challenges for girls in compare to boys in conducting online classes? For example: enrolment, full time enrolment, submission of homework etc….

Pramila Subedi

Padmakanya vidhayashram,- is it private or public school?

Do we have radio program for 1 to 8 grade children? Where is the link

When will we get the revised curriculum for this COVID context?

Sarita K.C (Mitini Nepal)

What about the scholarship to the LBTQ women?

Saraswati Acharya(Mathematics)

@Purushottam, plz share us more about Disability friendly Management From government to Our Government School, Still disable students could not benefit from Government School.

Suresh Adhikari

How can we find that materials from Care Nepal?

Cheli

Thank you all 3 presenter for nice presentation. How and what you all are doing or thinking the protection of child/ adolescent girls of your school? Are you covering this into your teaching activities to raise aware on it? (We have heard numbers of girls are having burden of workload and victim of violence/suicide/rape cases due to the situation of COVID) Are disable girls/boys students are getting access on the education in this situation?

Buddi Kumar Shrestha

Namaste Purushottam sir! Is there something for ECD children to use in this COVID context? Any suggestions from anyone?

Vedika

Organizations always talk about “quality education”— what all does it include? It’s important to give focus on curriculum, what about infrastructure and proper furniture for young children?

Sarita K.C (Mitini Nepal)

How ministry is planning to achieve Sustainable development goal 4 Education?

From sarita karki

How is the government planning to address reopening of school after quarantine center?

Dr. Namrata Pandey

Stress-free education and practical education are also essential for quality education. How can this be included?

What is the effective action that government should take in this crucial time and also on your point of view how can we increase the literacy rate?

Pramila Subedi

Madam, how is the condition in the private schools, did you have any data on challenges there

Is there any challenge you are facing being the girl child student, Shreya

Hemu Kafle

We would love to hear what kind of work UNESCO is doing specific to the girls education in COVID-19

Oasis Group of Companies

What about special children, girl child activities /? NO one is concern about that field.

# Suggestions and information

Pramila Subedi

Policy good, implementation and monitoring not satisfactory

Sarita K.C (Mitini Nepal)

We also want LGBTI friendly school environment

Dipendra Sharma

CARE Nepal is providing almost 2,800 self-learning materials, targeting to girls in Rupandehi and Kapilvastu districts.

Gita Kafle

We are trying our best from our side. But the things that are beyond our capacity are the availability and access of device as well as internet with our students.

Hemu Kafle

It seems that we have a common goal to improve girls and women education in Nepal. OWSN will be very happy to be a part of your program. Please let us know how we can collaborate in the future.

Pragya Gautam

Thank you for the presentation. Although as for current context, virtual means of education is the best option available, but we also need to look at how much can a student grasp/learn

## Vote of Thanks

**Vote of thanks by Padmaja Pradhan (OWSN)**

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# II) Webinar series 2, September 12, 2020

## Welcome speech

Welcome speech by Dr. Shobha Paudyal

OWSN is the Nepal chapter organization of OWSD (Organization of women scientist for developing world. It is originally in Italy and this OWSN is hosted by KIAS. With numerous meeting and discussion we decided to establish this organization in Feb of 2019. Formally we launch our organization by doing short program which was held in one of the women college of Kathmandu ‘Padma Kanya College.

## Presentations

## 1 Nabin Lamichhne/Ms. Karshang Dolma Magar, Mercy Corps

Mr. Nabin Lamichane/ Ms. Karsang Dolma Magar presented their project ‘A series of assessments to monitor the wellbeing of adolescent girls’ outcomes slides which carried on mobile technology. They did the study focused on education, awareness and accessibility. It was found that girls are stressed and awareness is needed to respond rumors such as COVID rumors and SEE exam/result. They also emphasized on need of psychosocial counseling and distribution of hygiene and safety kits containing gloves, mask, sanitary napkins etc. Distance learning courses/home schooling is good for girls.

## 2 Mr. Sitesh Tiwari, Care Nepal

Mr. Sitesh Tiwari said that girl’s enrolment has decreased with increase in education level from primary to university and explained about UDDAN program focused to Muslim girls. Basically UDDAN is a 1 year study program to 10-14 age girls who are either dropped out or have not been able to join school due to age gap. It is teaches condensed course – five year course to one year. UDDAN could be successful model to enhance girl’s education in marginalized group.

# Panel discussion

## 1 Mina Joshi, Kailali

* COVID stressed girls and to minimize the stress she has run article writing program and the best articles will be either published in local papers or prize will be given
* Hygiene, sexual and reproduction knowledge is needed to girls

## 2 Dilli Pd. Chapagain, Jhapa

* Pointed out the psychological stress exist to all students
* Teachers and himself counseling students
* Since <20% students have access to internet, thinking to go for face to face teaching

## 3 Moti Lamichhane, Bardiya

* Made specific and detailed analysis of girls education during COVID crisis
* Feels boring, psychological stress, cannot go to local swasthya chowki in period due to mobility restriction, no access to sanitary pads, scholarships
* Interesting thing is that girls have misused mobile and internet in entertainment rather study, do not obey parents as they do so while were in the school
* Few girls follow radio education
* Sex related education needed
* Good thing is that his school does not have girls drop out problem

# Questions and answers

Sabitri Tripathi

What are the challenges faced for implementing adaptive measures?

Rabindra Karki

During lockdown, menstruation hygiene especially buying sanitary pads was huge hurdle during lockdown, any intervention on such issues

Ans: Nabin Lamichhane

Rabindra sir: yes we also found the same situation so we quickly adapted our program and encouraging girls to start supporting their peers for using re-usable sanitary pad(Mercy Corps provided that training before to most of the schools and out of schools girls in our project location) and added sanitary pad in our covid-19 safety package

From Hem (Nepal)

@Nabin Sir - Please, can you share any ideas, how we can involve participants (who lack internet facility!) from rural backgrounds in such surveys?

Ans: Hem sir- we are using radio program, provided training to teachers on home based schooling, producing learning package with worksheet and mobilizing volunteers to support children as needed.

From Bal Mahat

@ Nabin Lamichhane, I am wondering to know that the effective distance learning modality for continuing the girl education and well-being supports in pandemic. Technology based and non-technology based as your evidences.

From Bal Mahat

@ Nabin Lamichhane; have you any monitoring and follow up check list or other tools for radio program, how is the radio program is conducting? Interactive or one way?

Rakshya pandit

shobha mam does owsd have any platforms to help students for practical or research out of school / college /university?

Nabin Lamichhane

Sitesh sir; thanks for the sharing, great work to support most marginalized girls. I just like to know how the covid impacted girls- how do you work with schools/ how have you been working on sustainability of the impact

Bal Mahat

Different organizations are adopting the different approaches for enrolling, retention and girls education which are solely project based in our context, how do we advocate to government for girls education?

Anup K.C.

What are girls doing after being UDDAN Graduates?

## Vote of Thanks

**Vote of Thanks by Sabitri Tripathi**

Namaste! I am Sabitri Tripathi, Executive member of OWSN and Professor at Nepal Engineering College

Congratulations to the team for successful completion of this program! I would like to thank on behalf of this organization for your contribution to make the program most success! The teachers from eastern to far western region of Nepal and the officials from Care Nepal, ….they have made wonderful presentation about the real situation women and girls are facing during this pandemic. Thank you very much for making this webinar live. The participants has raised very valuable questions and showing activeness throughout the duration of webinar, thank you so much for your wonderful contribution. This is not the final program, your contribution and support is needed for us in future too.

Thank you Shushila madam for smooth conduction of this webinar. Thank you Shobha madam for your short and sweet welcome speech and thank you to the entire OWSN team members for your immense support to make this program most successful!

We have planned to organize three webinars. This is a second webinar focusing on School education from outside valley and rural region of the country. We are organizing our third webinar on September 15, 2020 which will be focused on University education. After finishing these all webinars, we will present the findings of these webinars to the international symposium. So that wider community -feedback will be received which will be incorporated to our final report. We have a plan to submit the final report to the implementing organizations including the government entity. In this way we are going to disseminate the findings to our stakeholders and try to implement it by the involvement of policy makers. So your support is needed in future as well.

Please stay safe and Healthy

Namaste

# III) Webinar series 3, September 15, 2020

## Welcome speech

Welcome speech: **Ms Padmaja Pradhan**

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## Presentations

## 1 Prof. Dr. Kalyani Mishra Tripathi, Faculty of Agriculture, Agriculture and forestry university

Prof. Kalyani highlighted on the involvement of females at university and in STEM. She explained, during her time it was challenging to reach in the decision making position but now the situation is improving and today it is about 32% females at her university. She also pointed out the rural females have more challenges as they have limited resources, less aware. In STEM, very few females worldwide, 35% only so in our country, it is naturally low percentage. She recommended that traditional pre occupied mindset must be changed, -Increase more investment towards girl’s education and develop for real cause.

## 2 Dr. Bharat Ram Dhungana, School of Business, Pokhara University

He presented slides and the slides are focused on current girls/women enrollment at different levels, institutions, universities, provinces and faculty wise. Data shows Karnali province is weaker in the female involvement. Similarly province 2 and 5 are also falling behind. In total, the girl’s enrollment seems satisfactory but needs more effort to bring their balance in all sectors especially in the STEM.

Impact due to COVID19:

-Hindrance in learning activities

-Academic plan disturbance

-Exam schedule postponed

-increase the risk of women and girls dropout

Disparities in learning opportunities

Key suggestions:

* Go against Early marriage
* Awareness raising
* Empowerment
* Scholarship
* Education loan
* Inclusive learning
* Gov. special package

## 3 Dr. Sabina Sing, Padma Kanya Multiple Campus, Tribhuvan University

PK campus is the only girl’s campus in the country established in 2008 BS. It has Science, Management and Humanities courses which includes 11 Masters and 8 bachelor’s schemes. It is continuously providing quality education to its girl students due to this reason the number of students remains increasing in spite of high competition.

She has emphasized the need of Female University in Nepal and she also informed that PK campus is trying for the same. For this purpose, they have collected some funds by organizing *Saptah Yagya*. For the women empowerment, women university is required she added.

COVID Impact:

-@ PK online classes are going on though only 50-52 % students are enrolling. It might be because of mostly outsider students having the access of net problems, she informed.

-the part time teachers are contributing volunteering service

-Economic stress increases

-Due to more economic stress, affording fee would be difficult which results to stay at home caring yougers and engaging household works and ultimately early marriage results.

Depression and mental illness

Government to come up with good policy

## 4 Mr. Purushottam Ghimire, Curriculum development section, Ministry of Science and Technology

Scholarship program closed for girls currently. Due to COVID effect, there is a fear of discontinuity of girls education.The impact is different for rural and urban setting. City have same status however, migrants prioritize more to come up to certain level

Data: women enrollment

General program: 78.6%

Technical program: 21%

Education 46.78%

Management 17.88%

Humanities 13.2%

S&T 7.11%

Medicine 6.55%

To improve the women involvement in technical education research based education is required. Special program design in coordination with university is needed to uplift women in higher education. Self-employed focused education is required like in other countries so that work and education goes together.

## 5 Mr. Pramod Poudel, University Grant Commission

Mr. Pramod Poudel highlighted on the involvement of women in research and quality education. Since UGC is the apex body for higher education, it has always working for quality research and improving in the quality teaching and learning methodologies. Gender parity and access to education to women and girls is visible and their involvement in university level research is minimum, he realized.

UGC has provided Research grant to its students annually. They are

-Small research grant

-Institutional /Collaborative research grant

Under National Education policy076, National research priority is mentioned.

He presented year wise involvement of girls/women in different research grants called by UGC:

Faculty research grant:

072-73 38% female

Small research grant 50% female

Institutional/Collaborative research grant:

Very low involvement

Data

2 only???

073-74 0

74-75 0

75-76 0

PhD fellowship (somehow satisfactory in compare to above grants)

72-73 4/23

73-74 10/40

74-75 13/42

75-76 7/43

Teaching faculty involvement in different universities:

KU 34/252

Mid western 30/290

Far western 29/363

Karnali Health Science 9/49

Rajarshi janakpur univ 22/30

In all above cases women participation is very low except Rajarshi Janakpur univ

To increase the girl’s involvement stakeholders interaction is needed

Province wise gender parity index

EMIS report

Gandaki highest

Karnali Lowest

Recommendations

To increase research activities and research based curriculum is necessary to implement

Post Covid Co-op?

* Stronger budget allocation needed from government level
* To reduce education fee by 40-50%
* Evaluation trend need to change
* Improve e-learning process/ guidelines UGC is preparing
* Scholarship for high intensity internet
* Collaboration and competition among universities and institutes
* Investment in the improvement of mental health , emotional support services to students
* Teaching assistantship/research assistantship for STEM

## 6 Dr. Hemu Kafle, Kathmandu Institute of Applied Science/ OWSN

Dr. Hemu Kafle specifically focused on women in research institute. She emphasized that as women, it’s crucial to be involved in research field as it needs a lot of devotion of time to do research as well as funding. There is also mindset that women are not so capable of doing research. She also shared her experience of her education background and to be able to open an Institute. She recommended giving scholarship for women to encourage them in research. There are various options like research or teaching assistantship in university level like in international university. Because of lack of funding they are not able to do research work. She also point out the need of Woman University as it can specifically oriented towards woman subject.

## Question /Answer session

Q. **Bharat Sir:** What are the steps to increase female involvement at university level especially in Pokhara university? And What are the university response for this COVID pandemic and after pandemic?

Ans: The university area is concentrated in the city area so it is still challenging to the university to rich rural students. It has 58 affiliated and 4 constituent colleges. It is different ?

Public /Private collaboration???

20% scholarship by constituent colleges

10% -by private colleges

It has been promoting students from government schools by providing scholarships

Financial package/loan is needed for the students to promote

Local/State/Central level promotion- National commitment to increase female participation

STEM -4Faculty at PU

Health Science girls participation good

Q. **Purushottam sir:** Elaborate more on the focus of women education program?Any special program?

Answer If timely we were prepared virtual teaching learning methodology instead of face to face method, we do have better situation.

Role and responsibility based learning

Project based education

Task based education is the need for todays pandemic situation he explained

He said we should think differently about curriculum implementation modality due to this pandemic situation.

There is already policy of gov. for inclusive education. Ministry is looking after schools and UGC is coordinating university education. STEM sector inclusive education, lets work together and learn from past

. There is good coordination between ministry and UGC he informed. There is double scholarship scheme for female but still the situation is as it is. So where is the gap? It needs to discuss with university leaders.

Q. **Hemu Kafle:** How to bridge the gap between rural/urban women access to education?

Answer Taking the exaplme of Kathmandu, there is still gap between private and public colleges/schools, how to fill it?

She added, improment in education sector and infrastructure is needed. Karnali province is the lowest and needed most focused to uplift it by increasing funding, resource.

Panel Discussion on the need of women university Vs CO-Ed

Sabina madam: Why women’s university and why PK campus is most suitable for it?

Women interest oriented subjects are implemented at PK. During this pandemic, the online classes are regular and teachers/students are much sincere. Human resources are sufficient to manage university. Lands already purchaged at Mulpani. So PK is most suitable. Further, Women in leadership position is the current requirement and thus women university is essentially needed she added.

**Purushottam sir**

Opening university is always good idea but the thing is that we should change our mind set. Whatever our education, either co-ed or segregated, we are after all staying in our society he added.

Bharat sir

Foreign countries have women universities, we have also women ministry so why not women university? But instead of opening at Kathmandu, we should open it in the state/province where women are marginalized for example in Karnali province, Province2. Let’s do need based analysis for the same

**Hemu Madam**

By nature women are essentially care taker for their children. In order to develop a child as a healthy and good citizen, women have to spend sufficient time with their child at least during their childhood.

We don’t have Women University in our country and it is needed, she emphasized. She explained the need of Women University by sharing her own experience which is as follows:

When her child was born, she was in Israel where 6 months leave (3months paid) provision as maternity leave. There is university kindergarten. After 6 months she returned Nepal. Due to her child, she did not work for 2 years. She admitted her child to a play group and joined NAST. She has to collect her child at 3:00 and there is a strict rule at NAST to sign at 5:00pm due to which she quitted her job and joined private organization for flexibility of time reason. In this way she explained why Women University is needed.

## Vote of thanks

**Vote of thanks by Prof. Dr. Sunila Rai**

Firstly she added her thought on learning and earning by doing type of course in the curriculum for girl/women education. It is a kind of entrepreneurship training. Such courses make girl/women empowered economically and self-dependent. Fisheries Program in the Agriculture and Forestry University runs such type of course in the B.Sc. Fisheries which is very useful to students for their future career. Fisheries students undertake Learning for Entrepreneurship Experience (LEE) course which is a 20 credits course in the 8th semester. In the LEE, they culture fish in the ponds for 4 months and after completion of culture period they harvest fish. They sell the harvested fish and earn the income. The course develops entrepreneurship skills of students.

She thanked all panelists: Prof. Dr. Kalyani Mishra Tripathi, acting Dean of Faculty of Agriculture from Agriculture and Forestry University, Rampur, Dr. Sabina Sing Shrestha from Padma Kanya Multiple Campus, Tribhuvan University, Dr. Bharat Ram Dhungana from School of Business, Pokhara University, Mr. Purusottam Ghimire from Ministry of Education, Science and Technology, Dr. Hemu Kafle Kharel from Kathmandu Institute of Applied Science and Dr. Pramod Poudel from University Grant Commission. She further said that their thoughts will be synthesized to produce a concrete report which will be submitted to concerned stakeholders. She also thanked all the audience who participated the webinar through zoom and Facebook for their active participation and contribution via comments and questions in the chat box.

She further thanked moderator Dr. Shobha Poudel for conducting the webinar efficiently, Sushila Pandit for technical management, Padmaja Shrestha for welcome speech, Laxmi Manadhar, Prof. Sabitri Tripathi, and Prof. Sadhana for note keeping. She lastly thanked EC member Sabina Khatri and all members of OWSN for their direct and indirect contribution to run this webinar and programs of OWSN.

# Evaluation of discussion and feedback

The presentation and panel discussions was very fruitful. It tried to cover all aspects of today’s scenario of education in this COVID time. All the schools are closed since April 2020 in Nepal. Exams are postponed and delivering results are postponed. The whole school session 2019-2020 is depending on the online classes and online activities. Most of the government schools are used as quarantine centers. There are huge challenge to de quarantine these schools. So there are big challenges and as well as opportunity in front of us. We all know that all the school students are in new way of learning and sharing. The use of online resource and internet made some how easy to operate schools course. But it is very disperse and not all students throughout the country have access of the internet. And in context of Nepal, in rural household, generally priorities are given for boys in first hand then girls. So the girls and marginalized students hare harshly affected in their education. Since being at home they are also need to do household task and study.

Learning from this unexpected effect of COVID-19 and probability of similar type of events to come in future, we need to make plan and make policy for such kind of situation. We have to recommend government to Invest more on girl’s education. It is also known from the presentations from webinars that community school have high number of girl’s students than in private school. We should acknowledge those community school and set examples for other schools. The COVID-19 educational cluster contingency plan 2020 produced by Ministry of education, Nepal should be applied strictly. The whole education system needs to actively work to ensure of continuity of learning among the students in short term approach, mid-term approach and long term approach.

The university students also had harsh impact on their studies due to this COVID-19. And probably the women university students have no more difference on getting education online than the school students. The college and university should have clear vision and management to operate the university in this pandemic time. Despite of this, University should encourage women scientist to be involve in research field by generating opportunities and facilities.

Appendix