

ABSTRACT

The seventieth session of the General Assembly of the UN declared that the promotion of 'lifelong learning opportunities for all' as one of the Sustainable Development Goals. The idea of lifelong learning was first proposed by United Nations Educational, Scientific, and Cultural Organization during the 1970s to mitigate the global educational crisis observed during the 1960s. However, until 2015 it was never taken as an educational policy strategy for the economically poor countries of the global South, known as Least Developed Countries (LDCs). Major supranational organisations such as the World Bank have encouraged LDCs to reorient their national educational policies and practices towards the framework of lifelong learning. This is an important breakthrough; however, almost no attention has been paid to what understandings of lifelong learning are being promoted by the supranational organisations that are increasingly involved in educational policy making and governance of LDCs.

Drawing on major theoretical constructs informed by Habermas (lifeworld and communicative rationality) and using critical policy sociology as a methodological tool, this study analysed educational policy documents and interviews undertaken with key educational policy makers of Nepal. This study found that the World Bank has promoted a neoliberal understanding of lifelong learning that takes investment in learning as the responsibility of individuals, promotes privatisation in education and advocates for the decentralisation of educational management to promote global governance in education. This limited notion of lifelong learning is partially adopted in LDCs like Nepal. The study concluded that the neoliberal understanding of lifelong learning has almost no potential in addressing the multifarious problems faced by LDCs such as poverty, illiteracy, and inequality.

This study recommended that the international organisations should not limit lifelong learning to an economic strategy aimed at increasing competitiveness and the production of flexible labour force; rather lifelong learning should be taken as the principal means for an inclusive and harmonious form of human development led by community-based initiatives. Providing lifelong learning opportunity for adults, especially those living in rural communities, should be the responsibility of the governments of LDCs for which international organisations may play a complementary role, when needed.

BIOGRAPHICAL NOTES

Place of Birth: Nepal
Academic Studies: M.Phil., Kathmandu University, 2009
M.Ed., University of British Columbia, 2012
Current Position: Ph.D. Candidate and Sessional Lecturer, UBC

GRADUATE STUDIES

Field of Study: Adult Learning and Education

Courses:

EDST 602A Second Year Doctoral Seminar
SOCI 501 Contemporary Social Theory
EDST 601B Doctoral Seminar (Methodology)
SOWK 571 Social Development
EDST 601A Doctoral Seminar (Theory)
EDST 525 Evaluation in Adult and Community Ed.
EDST 580 Directed Study (Lifelong learning)
EDST 514 Adult Ed. Program Planning Theory
EDST 515 Survey Research Methods
EDST 535 Comparative and Intl Adult Ed.
EDST 503 Foundations of Adult Education
EDST 516 Adult Education and Community
EDUC 503 Ethnography and Education
EDUC 500 Research Methodologies in Education

Instructors

Dr. Claudia Ruitenberg
Dr. James White
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Dr. Judith Ottoson
Dr. Kjell Rubenson
Dr. Tom Sork
Dr. Lesley Andres
Dr. Pierre Walter
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Dr. Rob VanWynsberghe
Dr. Lisa Loutzenheiser
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AWARDS

4 Year Doctoral Fellowship
Joseph Katz Memorial Scholarship
Coolie Verner Award
Faculty of Education Graduate Award

SELECTED PUBLICATIONS

Regmi, K. D. (2016). World Bank in Nepal's education: Three decades of neoliberal reform. *Globalisation, Societies and Education*.

Regmi, K. D. (2015). Lifelong learning: Foundational models, underlying assumptions and critiques. *International Review of Education*. 61(2)

Regmi, K. D. (2015). Can lifelong learning be the post-2015 agenda for the Least Developed Countries? *International Journal of Lifelong Education*. 34(5), 551-568

Regmi, K. D. (2015). The influence of supranational organisations on educational programme planning in the Least Developed Countries: The case of Nepal. *Prospects: UNESCO's Quarterly Review of Comparative Education*. 45 (4):501-514.

Regmi, K. D. (2016). Critiquing Hegemony of Capitalism: A Call for Popular Education. *International Critical Thought*. 6 (2): 190-208.

- Regmi, K. D. and Walter, P. (2017). Modernisation theory, ecotourism policy, and sustainable development for poor countries of the global South: Perspectives from Nepal. *International Journal of Sustainable Development & World Ecology*. 24 (1):1-14.
- Regmi, K. D. and Walter, P. (2016). Conceptualizing Host Learning in Community-based Ecotourism Homestays. *Journal of Ecotourism*. 15 (1):51-63.
- Regmi, K. D. (2015). Lifelong learning and post-2015 educational goals: Challenges for the least developed countries. *Compare: A Journal of Comparative and International Education*, 45(2), 317-322.
- Regmi, K. D. (2016). The political economy of 2015 Nepal earthquake: Some critical reflections." *Asian Geographer* 33 (2):77-96.

SELECTED PRESENTATIONS

- Regmi, K. D. (2016). Incheon Declaration for Education 2030: Financing adult education for Least Developed Countries. Paper presented at the 35th Annual Conference of the Canadian Association for the Study of Adult Education (CASAE), May 28-31, University of Calgary.
- Regmi, K. D. (2016). Governing education without government? USAID, UNESCO and World Bank in Nepal's education. Paper presented at the 60th Annual Conference of the Comparative and International Education Society (CIES), March 6-10 Sheraton Centre Vancouver, British Columbia
- Regmi, K. D. (2015). Adult Education and Sustainable Development Goals. Paper presented at the 34th Annual Conference of the Canadian Association for the Study of Adult Education (CASAE), 9-11 June, University of Montreal, Quebec.
- Regmi, K. D. (2014). Higher education in the "Least Developed Countries: The case of Nepal. Paper presented at the Tri-Nations 2014 Conference, March 29-30, University of British Columbia, Canada.
- Regmi, K. D. (2013). Lifelong Learning in the Least Developed Countries: Towards an alternative model. Paper presented at the 32nd National Conference of the Canadian Association for the Study of Adult Education (CASAE), June 3 – 5 University of Victoria, British Columbia.
- Regmi, K. D. (2013). Education system of the third world countries: A systemic fault? Paper presented at the Second Inter-University Graduate Seminar in Educational Research, June 1, 2013, UBC.

SUPERVISORY COMMITTEE

- Dr. Shauna Butterwick, Co-Supervisor
 Dr. Kjell Rubenson, Co-Supervisor
 Dr. Pierre Walter



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THE UNIVERSITY OF BRITISH COLUMBIA

Graduate and Postdoctoral Studies

PROGRAMME

The Final Oral Examination
 For the Degree of

DOCTOR OF PHILOSOPHY
 (Educational Studies)

KAPIL DEV REGMI

M.Ed., University of British Columbia, 2012

Monday, May 1, 2017, 9:00 AM
 Multipurpose Room (#2012), Ponderosa Commons Oak House
Latecomers will not be admitted

“Lifelong Learning in Least Developed Countries: The Case of Nepal”

EXAMINING COMMITTEE

Chair:
 Dr. Neil Guppy (Sociology)

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 Dr. Kjell Rubenson, Research Co-Supervisor (Educational Studies)

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