

## Policy and Practice Paradox for Creating the Inclusive School

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### Abstract:

Creating inclusive schools has been the priority of the Government for more than 20 years. This is one of the major challenges of education in Nepal. Stakeholders' perception, beliefs and socio-cultural factors are hindering achieving the government aspiration. Constitution of Nepal, Free and Compulsory Education Act, National Education Policy, School Education Sector Plan, Consolidated Equity Strategy are the major policy provisions for the school inclusiveness. It cannot ensure that the policy is implemented in school as it's aspiration. To make the school inclusive, stakeholder's perception is a major hindering factor. So, the school leader must be the change agent or action researcher to make inclusive. The GPE KIX funding program "Networked Improvement Communities for School Leaders towards Equity and Inclusion" has offered the online course for 35 school leaders from the Bagmati and Madhesh Province. In this paper, the school leader's perception and understanding towards the inclusion and equity is highlighted which includes several things such as: *how they worked as change makers to create inclusive schools*, and *what they did during the six months course*. Moreover, challenges the project team faced during the course facilitation and the lesson learned from the school leaders are also addressed in this study. The finding suggests that the school leaders have knowledge and understanding about the inclusive school but they are not ready to do the action to create school inclusive. Also, the school leaders are reluctant to act as a change agent. Similarly, this study also covers the issues and challenges to offer online courses for the school leader.