



AI Governance and Readiness in Education and the Sustainable Development Goal 4: A Comparative Policy Review across South Asia

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Abstract

Artificial Intelligence is entering classrooms across South Asia, while progress towards Sustainable Development Goal 4 on quality education has stalled. This paper compares AI governance and readiness across four South Asian countries that have completed formal, data-driven AI readiness assessments in education: India, Bangladesh, Bhutan, and the Maldives. It then discusses Nepal's National AI Policy, noting that the country has not yet run a scored readiness assessment or published baseline education data. Drawing on national AI policies, United Nations Educational, Scientific and Cultural Organization and United Nations Development Programme readiness reports, and United Nations Sustainable Development Goals (SDG) Report 2026, the study finds that only 36% of assessable SDG targets are on track globally, and that 273 million children and young people remain out of school worldwide. Across the four comparator countries, common gaps appear in curriculum integration, teacher training, and gender participation in STEM and AI. Nepal shares these same gaps, but lacks the baseline data its neighbours have already collected. The paper proposes a conceptual framework that other resource-constrained countries can use to build AI governance into education systems to support SDG 4.

Keywords: Artificial Intelligence in education, AI readiness, Sustainable Development Goals, UNESCO, Nepal

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Introduction

Artificial Intelligence (AI) is becoming part of everyday life, including its growing impact in school education. Governments are preparing policies and conducting assessments to identify if their education systems are ready to use AI safely and fairly. United Nations Educational, Scientific and Cultural Organization's (UNESCO) own readiness framework breaks this into five parts: Legal and Regulatory, Social and Cultural, Scientific and Educational, Economic, and Technical and Infrastructural (UNESCO, 2023). On the other hand, the 2025 UN Human Development Report finds that human development progress has slowed more than at any point in the last 35 years. Despite this, the report also indicates that two-thirds of the surveyed people across low, medium and high development countries expect to use AI in education within a year (United Nations Development Programme [UNDP], 2025).

The same tension is noted by the United Nations Sustainable Development Goals (SDG) Report 2026. Of the 139 targets with reliable data, only 36% are on track or making moderate progress. 15% have fallen below their 2015 baseline (United Nations DESA [UN DESA], 2026). Progress towards SDG 4 in achieving quality education is also uneven. There are positive signs that school completion rates improved between 2015 and 2024, however, 273 million children and young people remain out of school, reading proficiency has declined (based on a 57-country sample), and about one in five teachers worldwide does not meet minimum qualification standards (UN DESA, 2026). The report also highlights that AI can either support or undermine the reliable evidence needed to achieve the SDGs (UN DESA, 2026). Although AI is growing rapidly in South Asia, women are still underrepresented across the AI ecosystem, from education to leadership (UNESCO, 2026b). AI readiness in education raises two questions: Can education systems close learning gaps to achieve SDG 4? And will AI help or hinder this progress? More so, Pasa et al. (2025) also highlights institutional inertia, policy gaps, weak infrastructure and lack of public awareness that constrain the integration of AI in Nepal's HEIs, and how to overcome them to ensure equitable and quality education as per SDG 4.

South Asia offers a useful place to examine both questions together. This is because several countries in this region have already completed independent, data-based AI readiness assessments. This paper compares four of them: India (UNESCO, 2026a), Bangladesh (UNESCO, 2025a), Bhutan (GovTech Agency Bhutan & UNDP, 2024), and the Maldives (UNESCO, 2025b). These four countries differ in size and income level. However, each has produced measurable evidence on curriculum, teacher training, digital access, and gender participation in AI and STEM. Since not all South Asian countries have completed similar AI readiness assessments, regional evidence remains limited. This study addresses this gap by comparing available evidence and examining Nepal's AI readiness in the wider South Asian context.

The paper is useful to Nepal, in which the National Artificial Intelligence Policy 2025 has set some ambitious goals in education including universal AI literacy (Government of Nepal, Ministry of Communication and Information Technology [GoN MoCIT], 2025). However, Nepal has not yet run an independent scored readiness assessment. It also lacks the aggregated SDG 4 data which its neighbours are beginning to collect. Thus, the research aims to examine AI readiness and governance in education across selected South Asian countries and develop a conceptual framework for AI governance in resource-constrained contexts.

Objectives and Methodology

The objectives of the study were to compare AI governance and education-related AI readiness across selected South Asian countries, with particular attention to Nepal's position and to develop a conceptual framework for AI governance in education in resource-constrained contexts to support SDG 4. In doing so, the study used desk-based, qualitative comparative policy review (Thomann, 2020). It reviews India: Artificial Intelligence Readiness Assessment Report (UNESCO, 2026a); Bangladesh: Artificial Intelligence Readiness Assessment Report (UNESCO, 2025a); Maldives: Artificial Intelligence Readiness Assessment Report (UNESCO, 2025b); Bhutan: Artificial Intelligence Readiness Assessment (GovTech Agency Bhutan & UNDP, 2024); United Nations Human Development Report (UNDP, 2025); The SDG Report 2026 (UN DESA, 2026); The Sustainable Development Report 2026 (Sachs et al., 2026). In the context of Nepal, this discussion is enriched through Nepal's Sixteenth Plan 2024/25 to 2028/29 (Government of Nepal, National Planning Commission [GoN NPC], 2024), Nepal's National AI Policy (GoN MoCIT, 2025), and a report on Education and Inclusion in Nepal (Government of Nepal, National Statistics Office [GoN NSO], 2025). The documents were thematically analysed to identify patterns in AI governance, infrastructure, skills, innovation, ethics, inclusion, and sustainability (see International Bank for Reconstruction and Development, 2025; Wang et al., 2025). The comparison highlighted shared priorities and implementation gaps, showing that Nepal needs stronger institutional capacity and mechanisms to translate AI policy aspirations into outcomes.

Findings

This section presents findings under the following headings: AI readiness and SDG 4: the global backdrop; How four South Asian countries govern AI; Education-related AI readiness; Nepal's wider governance context; and Nepal's education-related AI readiness. These evidence-based findings inform Objective 1 by comparing AI governance and education-related AI readiness across South Asian countries. They also inform the development of a conceptual framework for AI governance in education in resource-constrained countries, addressing Objective 2.

AI Readiness and SDG 4: The Global Backdrop

Before comparing countries, it is useful to consider AI readiness in the context of SDG 4, the goal it is intended to support. The SDG Report 2026 shows that important gaps remain in education, including access, teacher capacity, digital infrastructure, digital skills, gender equality, and governance. These challenges directly affect AI readiness in education. Table 1 presents the key SDG 4 findings and their implications for AI readiness in education.

Table 1. SDG 4 Progress and Implications for AI Readiness in Education

Area	Key Findings	AI in Education Implication
SDG 4 progress	Only 36% of measurable SDG targets are on track globally	AI should address existing education challenges
Access and completion	Global completion rates improved, but 273 million children and young people remain out of school	Equity remains a key challenge
Teachers	About one in five teachers lacks minimum qualifications	Teacher capacity is essential for AI adoption
Infrastructure	School internet access reached 48% and computer access 49% globally	Digital gaps limit AI readiness
Digital Skills	High internet access does not guarantee digital skills	AI readiness requires digital literacy
Gender	Progress towards gender equality remains slow	AI strategies should promote inclusion
AI governance	AI requires transparency, accountability, and reliable data systems	Ethical governance is necessary for education AI

Source: UN DESA. (2026)

How Four South Asian Countries Govern AI

The four South Asian countries are at different stages of AI governance. While all are working to strengthen AI policy and readiness, their approaches differ in terms of policy development, institutional capacity, and implementation. Table 2 summarises their current AI governance status.

Table 2. AI Governance Status of Four South Asian Countries

Country	AI Governance Status	Main Evidence
India	Developing a national AI governance framework	IndiaAI Governance guidelines and the IndiaAI mission guide development. The National Education Policy, 2020 introduced AI education across school levels and proposed the National Educational Technology Forum (Government of India, Ministry of Human Resource Development [MoHRD], 2020; UNESCO, 2026a)
Bangladesh	Building AI policy and regulatory systems	AI readiness assessment began in 2024 through the ICT Division with UNESCO, Aspire to Innovate, and UNDP support. A draft National AI Policy and new data protection and cybersecurity regulations are under development (UNESCO, 2025a)
Bhutan	Early but structured AI readiness approach	UNDP’s AI Readiness Assessment found scores of 2.9/5 for Government as Enabler, 3.2/5 for Government as User, and 1.8/5 for Ethical AI, showing ethical governance as the main gap (GovTech Agency Bhutan & UNDP, 2024)
Maldives	Early-stage AI ecosystem	The AI readiness assessment started in 2024 with UNESCO support. The country has no national AI strategy yet but is developing an AI masterplan for 2025-2035 (UNESCO, 2025b)

Education-Related AI Readiness across Four South Asian Countries

Beyond national governance structures, AI readiness in education depends on curriculum, digital infrastructure, teacher capacity, and inclusion. Table 3 compares the education-related AI readiness of four South Asian countries across these dimensions.

Table 3. AI Readiness in Education across Four South Asian Countries

Area	India (Government of India, MoHRD, 2020; UNESCO, 2026a)	Bangladesh (UNESCO, 2025a)	Bhutan (GovTech Agency Bhutan & UNDP, 2024)	Maldives (UNESCO, 2025b)
Status	Among the four comparator countries, India’s AI in education ecosystem appears the most developed based on the scale of national initiatives (IndiaAI Future Skills and AI Centres of Excellence)	AI research is growing rapidly (207 papers in 2013 to 1,998 in 2021), but AI integration in education remains nascent	AI readiness is developing, with digital infrastructure strengthened but limited AI skills capacity	AI in education remains at an early stage, with limited AI research and skills development
Policy and Curriculum	NEP 2020 introduced computational thinking from the foundational stage, and coding activities from Grades 6-8, alongside AI as a school subject, and digital learning platforms	ICT curricula do not yet include dedicated AI or AI ethics content	Recommends developing AI strategy and AI ethics curricula for schools and universities	No AI ethics curriculum exists yet; and an AI and data science diploma is under development
Digital Infrastructure	Strong digital foundation through Aadhaar, Unified Payments Interface (UPI), Open Network	Over 75% of secondary schools have computers, but only 53% have internet access. Rural internet use	Strong infrastructure with 80% 4G coverage, fibre networks, and upgraded	Mobile coverage and electricity access are high, but fixed broadband

Area	India (Government of India, MoHRD, 2020; UNESCO, 2026a)	Bangladesh (UNESCO, 2025a)	Bhutan (GovTech Agency Bhutan & UNDP, 2024)	Maldives (UNESCO, 2025b)
	for Digital Commerce (ONDC), and AIKosh platforms supporting AI development and learning	is 29.7% compared with 66.8% in urban areas	government data systems	quality remains weak (Rank 138/154 countries)
Teacher Training and Readiness	Strengths include AI skills programmes such as FutureSkills, but a shortage of qualified AI educators and unclear teacher-training benchmarks remain a gap	AI education and teacher capacity remain limited due to lack of AI curriculum and training systems	AI, machine learning, and data science skill shortages remain major barriers. Skills scores: Government as enabler 2.9/5 and User 3.2/5	Only 12% of teachers have received AI training, while 34% need training, showing a significant readiness gap
Gender and Inclusion	Gender and regional gaps continue in AI participation and workforce development	Women's STEM graduation rate (8.24%) remains lower than men's (12.39%); internet gender gap persists	Ethical AI awareness is limited; 86% of respondents were unaware of international AI ethics initiatives	Female internet use is high (95.5%) but women represent only 0.78% of STEM graduates compared with 14.7% of men
Key Challenges	Unequal access outside major cities, limited AI ethics	Connectivity gaps, limited AI curriculum, workforce	Lack of national AI strategy, limited AI	Limited AI research capacity, teacher

Area	India (Government of India, MoHRD, 2020; UNESCO, 2026a)	Bangladesh (UNESCO, 2025a)	Bhutan (GovTech Agency Bhutan & UNDP, 2024)	Maldives (UNESCO, 2025b)
	integration, research gaps, and unclear teacher-training benchmarks	automation risks, and need for local-language datasets	funding, skills shortages and weak ethical AI governance	training gaps, weak broadband infrastructure and shortage of women in STEM
Future Priorities	Expand ethical AI guidelines, AIKosh access, reskilling, trainer, capacity, and diversity programmes	Develop AI curriculum, promote girls' participation, raise AI awareness, support reskilling, and build Bengali/minority-language datasets	Create national AI strategy, ethical AI policy, AI skills assessment, and locally grounded AI education	Strengthen AI knowledge, ethics education, research funding, and increase AI/STEM graduates, especially women

Nepal’s Wider Governance Context

Nepal’s AI governance framework is still at an early stage but has ambitious national goals. It combines AI policy, digital governance, infrastructure, and economic development to support future AI adoption. Table 4 summarises the main features of Nepal’s wider AI governance context.

Table 4. Key Features of Nepal’s AI Governance Framework

Policy Area	Key Features	Source
AI Governance Framework	Proposes a National AI Regulation Council, National AI Centre, and Excellence Centres at federal, provincial, local and university levels. Sets goals including raising the IT sector’s contribution to GDP by one	GoN MoCIT (2025)

Policy Area	Key Features	Source
	percent, ranking among the top 50 in the Global Government AI Readiness Index, and achieving universal AI literacy	
Digitisation Strategy	The Sixteenth Plan supports AI and digital governance through new laws, data protection legislation, and an Integrated National Data System. Targets include 50% digital literacy and improved e-governance by FY 2028/29.	GoN NPC (2024)
AI Infrastructure	Plans to establish Nepal’s first Sovereign AI Computer Centre in Syuchatar, Kathmandu, using AI processing units to provide affordable computing capacity for startups and entrepreneurs	Government of Nepal, Ministry of Finance (2026)
Economic Transformation	Seeks to use clean hydropower for AI development to create skilled employment, expand digital exports, and support an AI-based economy	Government of Nepal, Ministry of Finance (2026)

Compared with India, Bangladesh, Bhutan and the Maldives, Nepal’s institutional structure looks promising on paper. There are three coordinating bodies to promote AI development. Nepal is at a similarly early institutional stage as the Maldives, although its education-related goals are broader than those of its neighbours.

Nepal’s Education-Related AI Readiness

The four South Asian countries show different levels of AI readiness in education. While India has the most developed ecosystem, Bangladesh, Bhutan, and the Maldives are at earlier stages of development. Table 5 compares their readiness across policy, curriculum, digital infrastructure, teacher capacity, gender and inclusion, key challenges, and future priorities. Beyond the indicators in Table 5, the SDG Report 2026 shows that Nepal ranks 90th of 169 countries on the SDG Index with a score of 68.7. Nepal’s Statistical Performance Index also improved from 48.2 in 2016 to 60.4 in 2024, showing stronger national data capacity. Reliable data is essential for monitoring AI in education and tracking progress towards SDG 4 (Sachs et al., 2026).

Table 5. Education-Related AI Readiness in Nepal

Area	Nepal
Status	Nepal is at an early stage of AI in education development. Its national policy identifies education as a priority. However, the policy provides goals and planned actions rather than measured readiness indicators (GoN MoCIT, 2025)
Policy and Goals	Targets include producing 5,000 skilled AI workers within five years. It aims to integrate AI-related learning into school and university curricula, although implementation frameworks and timelines remain unclear (GoN MoCIT, 2025)
AI Education Infrastructure and Support Systems	Digital platforms, facilities, and institutional support systems are important foundations for AI adoption in education as a priority. However, education-specific AI infrastructure indicators remain limited (GoN MoCIT, 2025)
Digital Education Agenda	The Sixteenth Plan promotes digital education, improved ICT use in schools and multidisciplinary digital resources. However, education-focused AI targets and implementation mechanisms remain limited (GoN NPC, 2024)
Education Baseline	Nepal has strong SDG 4 indicators: net primary enrolment 99.2% (2025), lower secondary completion rate 98.2% (2025), pre-primary participation 80% (2024), and youth literacy 94.2% (2019) (Sachs et al., 2026)
Teacher and Skill Readiness	There is no baseline data on AI teacher training or AI readiness among educators. This creates a major measurement gap (GoN MoCIT, 2025)
Gender and Inclusion	Female-to-male mean years of education ratio is 59.8% (2023), while women hold 33.5% of parliamentary seats (2025). AI education policies emphasise inclusion, but measurable indicators for gender and equity in AI learning are limited (Sachs et al., 2026; GoN MoCIT, 2025)
Key Challenges	Lack of AI readiness assessment, limited baseline data, absence of a dedicated AI education curriculum, and no measured teacher readiness indicators prevent numerical comparison with neighbouring countries (GoN MoCIT, 2025). Nearly 700,000 children aged 5-17 are out of school, representing 10% of this age group (GoN NSO, 2025)
Future Priorities	Nepal needs measurable AI education indicators, teacher training benchmarks, curriculum implementation plans, and stronger data systems to translate AI ambitions into SDG 4 outcomes (GoN MoCIT, 2025; UNDP, 2025)

Overall, the findings show that AI readiness in education depends on interconnected factors, including governance, digital infrastructure, skills, ethics, and inclusion. Comparative evidence from South Asian countries highlights differences in development stages and common implementation challenges. Nepal has ambitious AI policies but requires stronger institutional capacity, measurable indicators, teacher readiness, and implementation mechanisms. These insights inform the conceptual framework for AI governance in education in resource-constrained contexts.

A Conceptual Framework for AI Governance in Education in Resource-Constrained Countries

The pattern emerging from the country cases discussed above is that policy ambition is high, while measurement is low, institutions are uneven, and inequities endure. This section brings that pattern into a conceptual framework that other resource limited countries, not just Nepal, can use to incorporate AI governance into education. This will also further contribute to SDG 4 without hindering. The framework builds on four interlinked pillars.

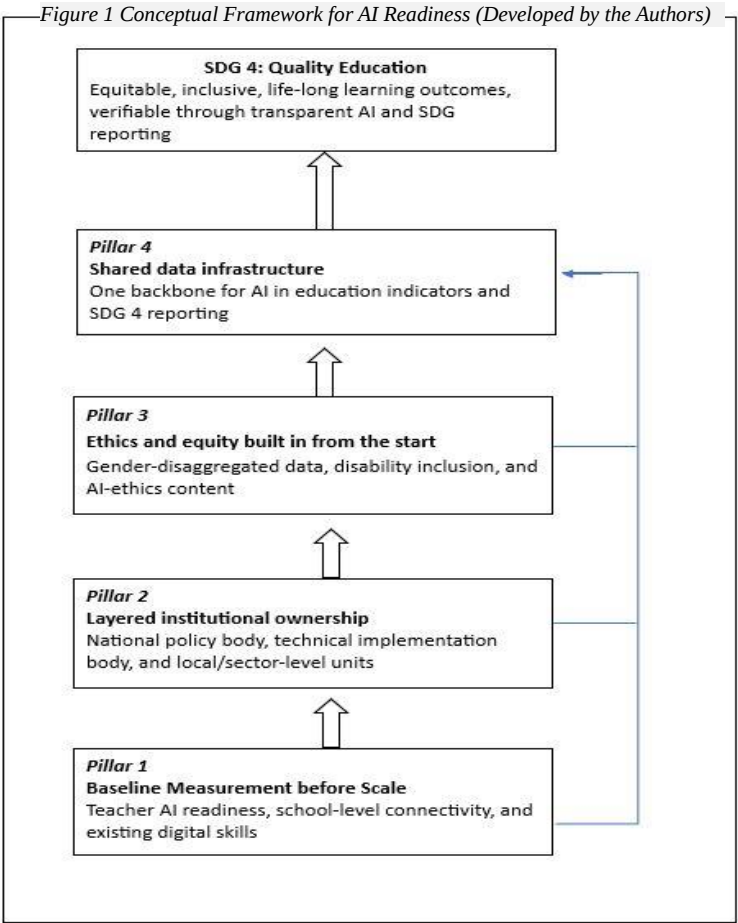
The first pillar is the baseline measure before scale. In a country, the first step should be to measure its standing before implementing AI infrastructure or AI Excellence Centres across the country. This involves teacher readiness and preparedness for AI, school connectivity, and current digital skills. The missing information is best illustrated by the Maldives and Bangladesh data on this baseline (UNESCO, 2025a, 2025b), and in Nepal the lack of data is the most evident gap identified in this review (GoN MoCIT, 2025). This is the starting point, and not an add-on, of any AI in education strategy for countries.

The second pillar is layered institutional ownership. All of the countries examined in this report require a minimum of one coordinating body for the governance of AI. But this body is best supported by a national policy body and technical implementation body and local or sector-level bodies that tailor national objectives to local needs. The three-tier National AI Regulation Council, National AI Centre and Excellence Centres in Nepal (GoN MoCIT, 2025) and the central mission and state level coordination in India (UNESCO, 2026a) are examples of this layering, although the three tier council is not yet tested in Nepal. The Bhutan case and the Maldives case show that there is a lack of ethical and technical mandates in a single coordinating body, which leaves major gaps unaddressed (GovTech Agency Bhutan & UNDP, 2024; UNESCO, 2025b).

The third is ethics and equity that exists from the beginning, and does not simply get tacked on. Ethics readiness is not necessarily the same as technical or infrastructure readiness, as Bhutan has a lower score than other countries in the ethical dimension of AI (GovTech Agency Bhutan & UNDP, 2024). The same applies to the Maldives, where there is a general high level of internet use among women, but STEM gender gap

demonstrates that equity does not come easily with connectivity (UNESCO, 2025b). The country must embed gender disaggregation, disability inclusion and basic ethics of AI in its policy and guidelines on AI in education right from the beginning. The country should start with an AI in education policy and guidelines including gender disaggregated data collection and disability inclusion from the onset, as well as embedding basic ethics of AI. Do not think of adding on later, after the technical has been completed. The fourth pillar is shared data infrastructure for AI and SDG reporting. Rather than building a separate data system to track AI readiness, countries should use existing national data systems, such as Nepal’s planned integrated National Data System (GoN NPC, 2024), as the shared backbone for both AI in education indicators and SDG 4 reporting. This directly answers the data governance concern the SDG Report 2026 raises about AI and data reliability (UN DESA, 2026). If AI readiness data and SDG data use the same systems and transparency standards, they are less likely to rely on unverifiable AI-generated estimates. The four pillars (as shown in Figure 1) interact in a specific order and oriented towards achieving SDG 4.

Figure 1 illustrates that baseline measurement must come first, because it tells a country what its institutions, ethics work, and shared data system actually need to address. Institutional layering follows, since it distributes responsibility for the ethics and equity work. This ethics and equity must be embedded before infrastructure scale-up, not after, because adding ethics after a system is already built is much harder than including it from the beginning, as Bhutan’s experience shows (GovTech Agency Bhutan & UNDP, 2024). Shared data infrastructure ties the first three pillars together and connects them to country-wide SDG reporting obligations. This gives governments and citizens a way to monitor



whether AI in education promises are being kept over time.

Countries like Nepal, Bhutan, Bangladesh, and the Maldives are all working with limited budgets and small ethical workforces. This framework does not require major new investments. Instead, it requires careful planning of the work that many of these countries are already doing.

Recommendations for Nepal and South Asia: Closing the Gap to SDG 4

The following recommendations apply this framework to Nepal and the wider region. They are organised by SDG 4 targets to support progress towards the 2030 Agenda.

1. Run a baseline survey of teacher AI readiness and school-level digital infrastructure similar to the Maldives and Bangladesh. This helps to measure progress against Targets 4.a and 4.c (GoN MoCIT, 2025; UNESCO, 2025a; UNESCO, 2025b)
2. Build a dedicated AI and AI-ethics curriculum instead of including AI within general ICT courses. Bangladesh has followed the latter approach, while India's experience shows that integrating AI ethics with technical skills remains a challenge (UNESCO, 2025a; UNESCO, 2026a)
3. Prioritise teacher training before scaling AI Excellence Centres nationwide.
4. Embed digital and AI literacy into pre-service teacher education and teacher-educator training, not just in-service professional development
5. Collect and publish gender-disaggregated participation data in AI and STEM from the start. The Maldives case shows high internet access does not guarantee equal STEM participation without targeted tracking (UNESCO, 2025b)
6. Address rural-urban infrastructure gaps alongside curriculum reform. Bangladesh shows that computers without internet access still leave students unable to use AI-based learning tools (UNESCO, 2025a)
7. Build a formal AI ethics and governance framework for education, as Bhutan's experience shows the need to strengthen ethical AI capacity (GovTech Agency Bhutan & UNDP, 2024)
8. Adopt a regular AI readiness assessment tool, such as UNESCO's RAM or UNDP's AIRA to track progress regularly (UNESCO, 2023)
9. Plan for staff retention alongside training, as trained staff cannot contribute if they leave public service (GovTech Agency Bhutan & UNDP, 2024)

10. Use Nepal's Integrated National Data System as the delivery backbone for education-specific AI readiness data, so the same infrastructure serves both the AI policy and SDG 4 reporting (GoN NPC, 2024)
11. Frame AI in education strategy within the human development lens of the UNDP Human Development Report 2025. It includes investing in skills that let people make the most of AI rather than treating adoption as an end in itself (UNDP, 2025)
12. Ensure AI tools used for education data collection meet the same transparency standards as official statistics, clearly separating real data from AI-generated estimates (UN DESA, 2026)

Limitations and Future Scope

This study is based on document analysis and does not include primary data from schools or teachers. Nepal also lacks a formal AI readiness assessment, making comparisons with other South Asian countries less balanced. The analysis is limited to five countries, and the reviewed reports were prepared using different methods and timeframes. In addition, the proposed four-pillar framework has not been tested in practice. Future research should test the proposed four-pillar framework in educational settings in Nepal. Nepal would also benefit from a formal AI readiness assessment using an international framework, such as UNESCO's RAM or UNDP's AIRA. Future studies could extend the comparison to other South Asian countries. They should also collect primary data on AI adoption, governance, and gender participation in AI and STEM education.

Conclusion and Implications

This review shows that AI governance and readiness in South Asian education are closely connected to achieving SDG 4. India, Bangladesh, Bhutan, and the Maldives show different levels of progress. However, they all face a common gap between AI ambitions and the systems needed to implement them, such as data, curricula, teacher preparation, and ethical governance. Nepal has ambitious AI goals but needs stronger baseline data, AI-focused education strategies, teacher readiness measures, and ethics frameworks. The four-pillar framework proposed in this paper, covering baseline measurement, institutional ownership, embedded ethics and equity, and shared data infrastructure, offers a practical pathway for Nepal and similar countries to build responsible and inclusive AI systems. As 2030 approaches, AI can contribute to SDG 4 only when supported by reliable data, skilled teachers, equitable access, and responsible governance.

This study has important implications for policy and practice. Nepal should focus on translating AI policy goals into implementation and regular monitoring. The proposed

four-pillar framework can guide the National AI Regulation Council, the National AI Centre, and Excellence Centres in strengthening AI governance. The findings also highlight the need to integrate AI literacy into pre-service teacher education. The framework complements existing AI readiness models, such as UNESCO's RAM and UNDP's AIRA, by providing a practical sequence for AI governance.

Author Contributions:

DA: Conceptualisation, Methodology, Policy Document Review, Comparative Analysis, Interpretation, and Writing: Original Draft. **MT:** Conceptualisation, Literature Review, Policy Analysis, and Writing: Review and Editing. **JN:** Policy Document Review, Comparative Analysis, and Writing: Review and Editing. **LY:** Literature Review, Policy Analysis, Validation, and Writing: Review and Editing. DA coordinated the overall study and served as the corresponding author. All authors reviewed and approved the final version of the manuscript.

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Declaration of AI-Assisted Technology:

ChatGPT was used for grammar checking and language refinement. All conceptualisation, policy analysis, interpretation, and substantive writing were conducted by the authors. The authors reviewed and approved the final manuscript and take full responsibility for its content

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