



Challenges and Opportunities in Implementing Local Curriculum in Community Schools of Nepal

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Abstract

Educators and policymakers often face obstacles in adapting and delivering educational content that reflects the community's cultural, environmental and social needs. This study investigates the challenges of implementing local curriculum in community schools of Nepal. The data were collected through documents and interviews with the stakeholders and analyzed through the qualitative content analysis. Key challenges identified include insufficient teacher training, resource limitations, lack of community engagement and inconsistent policy enforcement. Teachers struggle with inadequate instructional materials tailored to local needs, and low community awareness results in limited ownership of the curriculum. Resource disparities and gaps in government support further compound these problems. This study offers insights into improving local curriculum integration in community schools by addressing these challenges. The findings suggest the need for capacity-building, greater community involvement, and more consistent government policies. Ultimately, the local curriculum can enhance culturally relevant education, but its success depends on overcoming these diverse challenges through reforms and sustainable support.

INTRODUCTION

The implementation of local curriculum in Nepal's community schools faces numerous challenges, including resource constraints and inadequate teacher training. A major issue is the lack of funding and educational materials, which severely limits the ability of schools to design and execute locally relevant curricula. The nation's cultural and linguistic diversity means a centrally developed curriculum cannot adequately represent all regions, which is why local curricula aim to promote community ownership and participation. However, rural schools, in particular, encounter significant difficulties due to their limited access to resources, making it hard to adapt or create context-specific curricula (Wahyuni et al., 2024; Miles, 2007; Stelmach, 2011). This not only impacts educational quality but also hinders the integration of local culture and indigenous knowledge key factors in fostering sustainable education.

Another major barrier is the lack of teacher preparedness. Despite efforts by the government to decentralize education, many teachers lack the training needed to effectively develop and teach local content (Wong, 2006). Beane (1997) emphasizes that an interdisciplinary curriculum, which integrates students' real-life experiences, is essential for engaging learners in meaningful ways. In Nepal, however, teachers frequently feel unprepared to teach outside the national curriculum, lacking both the pedagogical skills and confidence to do so. Brookfield (1995) has argued that reflective teaching is crucial for educators to become more effective, yet many teachers in Nepal have limited opportunities for professional development. Similarly, Slattery (2013) highlights the importance of embracing diverse cultural narratives within the curriculum, something that is challenging for underprepared educators. As a result, the lack of teacher training continues to slow progress in adapting local curricula, limiting students' access to relevant, community-based content that could enhance their educational experience.

The Government of Nepal committed to implementing local curricula in community schools across the country as part of its educational decentralization strategy (Subedi, 2014; Khanal, 2018; Bhetuwal, 2022). This initiative aimed at addressing local needs and improving education quality by integrating regional knowledge and resources (Bajracharya, 2015). By empowering communities to tailor educational content, the policy intends to make learning more relevant and connected to the cultural, social, and economic contexts of each area. Such reforms are expected to enhance students' overall learning experiences and foster a deeper connection to their local environment (Shrestha, 2016; Adeniyi et al., 2024; Goddard & Puukka, 2008).

The commitment of the Government of Nepal to implement local curricula in community schools is a pivotal move towards educational decentralization, responding to local demands and improving educational relevance (Bajracharya, 2015; Khanal, 2018). This shift emphasizes the importance of tailoring education to the specific needs of each community, incorporating regional knowledge, and utilizing local resources to create a more context-driven educational approach (Shrestha, 2016). By doing so, the policy aims to foster greater student engagement and participation, as learners can relate more directly to their studies (Subedi, 2014). Additionally, empowering local communities in the educational process not only recognizes their unique needs but also instills a sense of ownership and responsibility. Ultimately, this initiative supports a more inclusive and effective education system that is better aligned with local culture and social dynamics (Bajracharya, 2015; Shrestha, 2016).

The Government of Nepal (2015) acknowledges that the central curriculum fails to meet the diverse needs of different regions. As a solution, a decentralized local curriculum has been introduced, empowering local communities to adapt educational content to their unique contexts. It further asserts that this local curriculum aims to align new skills and technologies with both national and international markets. However, challenges persist in fostering creativity, productivity, quality, and job readiness among students. Moreover, integrating local, national, and international demands into the local curriculum remains a considerable challenge (Apple, 2004; Ball, 2012). The recognition of insufficient attention to local needs underscores the importance of contextualizing education to enhance relevance and engagement among learners (Meyer & Rowan, 2006; Kassa & Nigate, 2024). Decentralization represents a positive shift by promoting community involvement and ownership of educational processes. However, the difficulties in promoting critical skills indicate potential issues with implementation and resource allocation. Additionally, the challenge of balancing diverse local, national, and

international demands underlines the complexity of curriculum development in a globalized world.

The Government of Nepal (2015) identifies several significant challenges in implementing the local curriculum effectively. First, there is the difficulty of identifying local needs and designing a framework that can address them adequately, ensuring that education is relevant to the specific context of each region (Meyer & Rowan, 2006). Additionally, enhancing active participation from local stakeholders and improving institutional capacity are essential for the success of the decentralized approach, as it requires the commitment and involvement of all parties, including local communities and educators (Ball, 2012; Berhanu & Gobie, 2023). Integrating the decentralized curriculum effectively with existing educational structures presents another hurdle, as does establishing alignment between the central and local curricula to avoid discrepancies and ensure coherence (Apple, 2004). Moreover, building the capacity of head teachers, educators, supervisors, and school management committees is crucial for successful curriculum development and implementation (Meyer & Rowan, 2006; Kiprono et al., 2015; Mogashoa, 2013). Finally, the government emphasizes the need for robust monitoring, evaluation, and reporting systems to track progress, ensuring that the curriculum is both effective and responsive to evolving needs (Ball, 2012; Apple, 2004; Botezatu, 2024; Khalilov et al., 2024).

The challenges in implementing the local curriculum in Nepal underscore the complexities of educational reform within a decentralized system. Zeichner (2010) emphasizes the importance of aligning curriculum with local needs, highlighting that clear identification of these needs and the development of a relevant framework are critical to ensuring educational responsiveness. Local involvement is equally crucial, as Jickling & Wals (2008) suggest that stakeholder participation fosters a sense of ownership and accountability, both of which are essential for successful curriculum implementation. Additionally, aligning local curricula with national standards, while allowing flexibility for regional adaptation, is vital for maintaining educational quality (Zeichner, 2010). Strengthening the capacity of teachers and local authorities is necessary to empower them to manage curriculum development and ensure effective implementation (Jickling & Wals, 2008). Lastly, robust systems for monitoring and evaluation are essential for assessing the impact of the local curriculum and making necessary adjustments based on evolving needs (Zeichner, 2010; Kusek & Rist, 2004; Kusek, 2010).

The Government of Nepal (2019) stresses the importance of local curricula as a means of empowering communities by fostering greater ownership and active participation in educational processes. This approach aims to ensure more equitable educational development by addressing the specific needs and priorities of local populations within the broader federal governance framework. By involving local stakeholders, educators, and resources, the initiative enhances the relevance and effectiveness of education, tailoring the learning experience to the unique context of each community. Through this strategy, the government seeks to create a more inclusive and locally responsive educational environment, ensuring that educational policies reflect the diverse needs of different regions. Research supports that effective curricula, focused teacher development, and inclusive governance frameworks are necessary for sustainable educational reforms (UNESCO, 2015). Additionally, quality education reforms are directly linked to long-term national development (World Bank, 2020).

Local curricula can act as a bridge between traditional wisdom and modern education, enhancing students' understanding of their immediate environment while also preparing them for broader challenges (Beane, 1997). Slattery (2013) suggests that incorporating local culture into education fosters a sense of identity and

community ownership, making learning more engaging and relevant for students. In rural areas of Nepal, where access to resources is limited, local curricula provide students with practical skills related to agriculture, crafts, and local industries, which are crucial for their livelihoods. Brookfield (1995) emphasizes the importance of critical reflection in teaching, highlighting that teachers must be equipped to understand and incorporate local content effectively into their classrooms. However, as Poudel (2019) argues, one of the major challenges in Nepal remains the lack of teacher training and professional development, which hampers the effective implementation of local curricula. By addressing these challenges, a local curriculum can foster stronger community ties and provide students with valuable, locally relevant skills that contribute to both personal and community development. Nepal has been facing challenges in effectively implementing local curriculum. In this context, this study tries to explore the challenges faced in its effective implementation in community schools of Nepals.

METHODS

Research Design

This study employed a qualitative research design to explore the challenges of implementing the local curriculum in community schools of Nepal. The qualitative approach was chosen because it allows the researcher to capture the depth and complexity of participants' lived experiences, perceptions, and interpretations, rather than reducing them into numerical data. In particular, this design was appropriate for uncovering the nuanced realities of curriculum implementation, which is influenced by social, cultural, institutional, and policy-related factors. By using this approach, the study aimed to generate rich descriptions and meaningful insights that would not have been possible through quantitative measurement alone.

Research Site and Participants

The research was conducted in Kathmandu, Nepal, focusing on community schools where the local curriculum is introduced. Kathmandu was selected as the research site because it represents both the central influence of educational policymaking and the practical realities of curriculum implementation at the school level. Three participants were purposefully selected to provide diverse perspectives on the issue. These included: a head teacher, who could share experiences from the school management and instructional perspective; a student, who could offer insights from the learner's point of view; and an education officer, who could reflect on the policy and administrative side of curriculum implementation. This purposeful selection ensured that the data captured multiple dimensions of the phenomenon under study.

Data Collection Procedures

Data were collected using two main methods: in-depth interviews and document analysis. The interviews were semi-structured, allowing the researcher to guide the conversation around key themes while also giving participants the freedom to express their experiences and perspectives in their own words. Each interview was audio-recorded with prior consent from the participants to ensure accuracy and completeness of data. The recordings were later transcribed verbatim and, where necessary, translated into English for analysis.

In addition to interviews, document analysis was conducted to triangulate data and provide contextual support. The documents included school-level curriculum guidelines, government policy papers, and other related materials. This method enriched the findings by offering evidence of how policies and frameworks were articulated in written form compared to how they were actually perceived and implemented in practice.

Data Analysis

The data analysis process was guided by qualitative content analysis. This method involves systematically coding and categorizing the data to identify patterns, themes, and meanings. The transcribed interviews and documents were carefully read several times to ensure familiarity. Codes were then generated inductively, allowing the themes to emerge naturally from the data rather than imposing predefined categories. The interpretive approach was applied in order to move beyond mere description and to uncover the underlying meanings and implications of the participants' accounts. For example, when participants spoke about resource limitations or policy gaps, the analysis sought to interpret how these issues reflected broader systemic challenges in education governance.

RESULTS AND DISCUSSION

The country has experienced a major reformation of education within the last twenty years, especially in the decentralization of education and localizing education in the community schools. This reform is explained by the fact that the centrally formulated curriculum would fail to cater to the variety of cultural, linguistic, and socio-economic situations within the country. Thus, the government presented the local curriculum framework to allow the local authorities and schools to develop the content that is responsive to the needs, knowledge systems, and aspirations of the communities (Government of Nepal, 2015, 2019).

The local curriculum is aimed at providing a mediating role between national education objectives and local realities where the learner is exposed to knowledge that is contextually relevant and yet acquires skills that would help them in wider national and international prospects. This implies integrating indigenous knowledge, local industries, farming and environmental education in the classroom in rural and community schools. It is likely that such an approach will facilitate ownership, cultural identity, and engagement of the students and facilitate the acquisition of practical skills contributing to the sustainable community development (Shrestha, 2016; Poudel, 2019).

Although promising, there have been a lot of challenges to the implementation of the local curriculum. The lack of resources, old-fashioned instructions, and inadequate training of teachers to be able to implement the curriculum are among the common issues reported in schools (Brookfield, 1995; Poudel, 2019). Most of the educators are overdependent on the conventional rote-learning processes, and the curriculum itself requires more interactive and experiential learning processes, including field visits and project-based learning. Moreover, the effectiveness of curriculum implementation is also limited by inconsistency in policy implementation, lack of governmental support, as well as involvement of the community (Apple, 2004; Ball, 2012).

The urban-rural gap is another added complication to the context. Although urban schools have partial access to technological tools and more educated educators, the rural schools have very poor infrastructure and, therefore, it is hard to implement the recent teaching techniques or the changes that are tied to a context. Such a mismatch leads to unequal education and that of deceiving the equitable intention of decentralizing education. Besides, the mismatch between education and the labor market (as shown by the rising unemployment of graduates) makes it apparent that a reconsideration of the local curriculum design and implementation is necessary (World Bank, 2020).

With these concerns comes the need to explore the ways in which the local curriculum is applied on school level, what are the challenges and issues that educators, students and policymakers go through, and what can be done to ensure

that this initiative can be strengthened. This research was thus conducted in Kathmandu, where it set out to examine the obstacles and opportunities of local curriculum implementation in the community schools. The study aimed at capturing a holistic approach to the challenges of the education system by taking the views of a head teacher, a student and an education officer.

This section deals with the findings that I derived from the analysis of the data collected from the document and interviews.

Challenges of Implementing Local Curriculum

Implementing local curriculum in Nepal is a recent practice in school education. The authority of designing and implementing local curriculum is given to the local government bodies. Still, implementing local curriculum has challenges in the context of Nepal. Regarding the barriers of local curriculum, student mentioned as follows:

“There is no use of technology, projector and video to teach local curriculum. There are regular and traditional systems of local curriculum delivery and assessment systems. Moreover, there are no practical systems in delivery and assessment of local curriculum. They have followed the same systems for local curriculum as in other subjects.”

The local curriculum is being taught without the use of modern technology, such as projectors or videos. Instead, it relies on conventional, traditional teaching and assessment methods. Furthermore, practical approaches in both delivery and evaluation are lacking, as the same systems used for other subjects are applied to the local curriculum.

This approach can limit the effectiveness of local curricula. Without technology or practical methods, students may struggle to engage deeply with local content, which often requires contextual and hands-on learning. Sticking to outdated methods risks stifling innovation and undermining the relevance of the curriculum in promoting real-world skills. Updating delivery and assessment systems with modern tools could better align education with community needs and sustainable development.

Regarding rationale of local curriculum, the education officer mentioned as follows:

“It is necessary to study local curriculum by the students because it develops knowledge and skills of local level. It supports their career development process. However, implementing local curriculum is challenging due to certain circumstances.”

Students must study the local curriculum as it enhances their knowledge and skills relevant to the local context. This education also plays a key role in supporting their career development.

Learning a local curriculum is essential because it connects students to the unique social, economic, and environmental aspects of their communities. By developing locally relevant skills, students become better equipped for careers within their immediate surroundings, fostering regional development. This not only boosts individual career prospects but also contributes to sustainable community growth by aligning education with local job markets and needs.

Moreover, head teacher viewed:

“The local curriculum is prepared according to the guidance provided by Curriculum Development Center (CDC). And fieldwork and field visit are not applied practically and delivery and assessment system is as in other subjects. There is no training system for teachers.”

The local curriculum is developed following the guidelines set by the Curriculum Development Center (CDC). However, practical components like fieldwork and field visits are not implemented, and the delivery and assessment methods mirror those used for other subjects. Additionally, there is no training system in place for teachers.

Relying solely on CDC guidelines without incorporating practical learning, such as fieldwork, limits the curriculum's effectiveness. Hands-on experiences are vital for understanding local context and applying knowledge in real-world situations. The lack of teacher training further exacerbates this issue, as educators may not have the necessary skills to effectively teach the local curriculum. Updating teacher training programs and integrating practical components could greatly enhance the curriculum's impact on students' learning and career readiness.

Opportunities of Local Curriculum

The Government of Nepal's commitment to adopting local curricula in community schools marks a critical step toward decentralizing education and making learning more contextually relevant. This approach allows schools to incorporate regional knowledge and address local needs, thereby encouraging greater community participation and engagement.

In the interviews, participants also emphasized several opportunities arising from the implementation of local curricula. The education officer explained:

"The local curriculum provides an opportunity for students to learn directly from their own environment. It connects education with local culture, agriculture, and industry, which not only strengthens identity but also gives practical knowledge for their future careers."

Similarly, the head teacher reflected on the potential role of local curricula in fostering student engagement:

"Students feel more interested when the subject matter is related to their own surroundings. For example, when we teach them about local festivals or traditional farming practices, they participate more actively compared to abstract topics in the national curriculum."

The student also highlighted how the local curriculum helped in building a sense of belonging and pride:

"I enjoy studying about our local traditions and history because it makes me feel proud of my community. It also helps me understand how I can contribute to society in the future."

These perspectives underscore the potential of local curricula to bridge the gap between classroom learning and real-life experiences. By integrating cultural identity, practical skills, and community knowledge into the education process, local curricula can make learning more meaningful and sustainable.

The findings from document analysis are that local curriculum has got great importance in enhancing local community and the learners. The commitment of Government of Nepal to adopting local curriculum in community schools is a major step toward decentralizing education, aiming to make learning more relevant by incorporating regional knowledge and addressing local demands. Education management, a dynamic and context-dependent area of study, has drawn considerable research interest, particularly regarding decentralized management, with leadership focusing on driving change through influence, while management emphasizes coordinating and controlling organizations by those in formal administrative roles.

Decentralization in education is a strategy that grants local communities more control over the content and delivery of education, which is crucial for adapting to the diverse needs of various regions. The Government of Nepal's initiative to introduce local curricula in community schools is part of a broader effort to decentralize the education system. This approach enables schools to integrate regional knowledge and address the specific demands of local communities, offering a more contextually relevant education. The introduction of local curricula not only encourages the inclusion of indigenous knowledge but also increases community participation in the educational process. This approach has been associated with greater accountability, enhanced school management, and improved student engagement. By aligning education with local contexts, Nepal's decentralized curriculum initiative aims to bridge the gap between national education policies and the realities faced by local communities.

Implementing the local curriculum faces significant hurdles, such as aligning it with national and international standards, fostering creativity, productivity, and job readiness, and balancing diverse educational needs. Curriculum implementation at the local level often encounters several challenges. First, there is the need to align local curricula with national and international standards, ensuring consistency while accommodating local contexts. This balance can create tension between meeting broad educational goals and addressing specific community needs. Additionally, fostering creativity, critical thinking, and job readiness within the curriculum can be difficult, as these skills require dynamic teaching methods and resources that may not always be readily available. Furthermore, local curricula must cater to a diverse student body with varying abilities, backgrounds, and learning styles, making it challenging to create a one-size-fits-all approach. These complexities require careful planning, resource allocation, and continuous professional development for educators.

The emphasis on engaging local stakeholders in the educational process is seen as essential for fostering ownership, enhancing institutional capacity, and ensuring that educational content is relevant with the specific needs of each community. The curriculum and learning materials must be relevant, meaningful, and tailored to address the unique cultural, social, and economic circumstances of a particular community. It implies that the education provided reflects and responds to local values, challenges, and aspirations, making it more engaging and effective for the learners within that community. But there are challenges to meet these needs till now.

One of the primary concerns is the growing mismatch between education and employment, with an increasing number of educated but unemployed individuals, signaling a need for curricular reform to better align education with job market demands. The education sector faces several structural issues, including inadequate child development programs, insufficient teacher capacity, poor governance, and underinvestment. These problems point to the need for policy reform, enhanced governance, and greater investment to create a more effective and equitable education system.

Key Insights on Local Curriculum Implementation

The study highlights the strong commitment of the Government of Nepal to decentralizing education through the adoption of local curricula in community schools. This initiative seeks to make education more contextually relevant by incorporating local knowledge and addressing the unique needs of regional communities. Such efforts aim to ensure that the curriculum resonates with diverse cultures, values, and socio-economic realities, thereby preparing students to meet the challenges of their immediate environments.

However, aligning local curricula with national and international standards presents considerable challenges. In addition to meeting regional needs, the curriculum must foster creativity and enhance job preparedness. The Government of Nepal (2013) acknowledges several obstacles in the implementation process, such as a shortage of qualified personnel and inadequate training for teachers to adopt student-centered teaching methods. Furthermore, limited community involvement and the absence of a supportive framework for technical collaboration hinder the successful execution of the local curriculum, highlighting the complexities of decentralized education.

Community engagement and ownership are vital for ensuring the local curriculum reflects the aspirations and values of regional populations. The active participation of local communities in the design and implementation of education can significantly enhance its relevance. However, securing meaningful participation remains a persistent challenge. The Government of Nepal (2070) has recognized that the conditions necessary for local governments and communities to effectively design and implement curricula have not yet been fully established. This lack of infrastructure and support hampers the ability to create curricula that resonate with and benefit local communities in the intended ways.

The gap between education and employment has become increasingly evident, with many graduates struggling to find jobs. This disconnect highlights the pressing need for curriculum reform to better align educational outcomes with labor market demands. In addressing this issue, the Government of Nepal (2015) emphasizes the importance of linking the local curriculum to both national and international job markets. By introducing skills and knowledge relevant to these markets, the curriculum can play a crucial role in reducing unemployment and preparing students for successful careers. This shift toward more practical, market-oriented education is seen as essential for tackling unemployment rates among graduates.

Finally, structural and technological limitations pose significant barriers to the effective delivery of the local curriculum. Challenges such as inadequate teacher training, outdated teaching methods, and limited technology integration undermine the curriculum's potential. The lack of practical learning opportunities, like fieldwork and hands-on experiences, restricts students' skill development and career prospects. To overcome these limitations, the Government of Nepal (2015) highlights the need to develop teaching materials and local curricula that are innovative, of high quality, and aligned with job market demands. These reforms are essential for ensuring that the curriculum is both practical and future-ready.

Discussion

The implementation and evaluation of local curricula in Nepal face significant challenges due to the mismatch with contemporary educational practices. While the Curriculum Development Center (CDC) provides overarching guidance, its impact is limited by inadequate technological infrastructure in schools, such as the absence of projectors, computers, and other digital tools. These resources, when utilized, can significantly enhance student engagement by offering dynamic, interactive, and real-time learning experiences. Without such tools, traditional teaching methods, including rote memorization, continue to dominate, restricting students' critical thinking, creativity, and problem-solving abilities. The lack of alignment between the local curricula and modern pedagogical standards thus leads to diminished learning outcomes and hampers students' ability to adapt to the rapidly evolving global landscape.

Local curricula in Nepal are designed to highlight regional traditions, local industries, and environmental awareness, which are vital for fostering a sense of identity and community among students. However, if the methods for delivering these curricula do not evolve alongside technological and pedagogical advancements, the content

risks becoming obsolete. Schools in urban areas, with more resources, are often better positioned to integrate modern teaching methods, but the underutilization of available technologies further exacerbates the gap in educational quality. This discrepancy not only affects the engagement of students but also limits the potential for applying local knowledge in practical, real-world scenarios. A more progressive approach, incorporating technological tools and contemporary educational strategies, is essential to ensure the local curriculum remains relevant and impactful.

A significant gap in Nepal's local curriculum is the insufficient emphasis on practical fieldwork and experiential learning, which are essential for fostering a deeper understanding of local issues. Despite the Ministry of Education, Science, and Technology's recognition of the importance of hands-on experiences like field visits for skill development, such approaches are rarely integrated into the daily learning process at the local level (Government of Nepal, 2019). As a result, students often fail to engage directly with real-world problems, missing out on opportunities to apply theoretical knowledge in practical settings. This disconnect limits their ability to develop critical problem-solving skills, which are necessary for addressing local challenges effectively. Additionally, the lack of adequately trained educators further exacerbates this issue. Many teachers are not equipped with the skills to implement innovative teaching strategies that focus on practical learning. The persistence of traditional pedagogical methods, such as rote memorization and lecture-based instruction, hinders the potential for transformative educational experiences. Educational experts argue that this outdated approach fails to meet the dynamic needs of local communities, especially in a rapidly changing world. Without the proper support and training, the curriculum remains rigid and disconnected from the evolving social, economic, and environmental contexts at the grassroots level.

Although the government has made efforts to support local curriculum development through initiatives such as the CDC guidelines, there remains a significant gap between policy and its actual implementation. To improve the curriculum's effectiveness, it is essential to incorporate technology, hands-on learning experiences, and extensive teacher training. The Government of Nepal (2019) has established a national curriculum framework aimed at enhancing school education, fostering knowledge, and adapting to technological progress and changes in global and local educational landscapes. However, without these crucial updates, the curriculum may fail to address the evolving needs of students, leaving them ill-prepared to confront local and regional challenges.

The integration of modern educational tools and teaching methods is vital to bridge the divide between the curriculum's objectives and its practical application. By focusing on technology and experiential learning, students can be better equipped with the skills needed in a rapidly changing world. Moreover, ongoing professional development for teachers is necessary to ensure they are capable of effectively delivering the updated curriculum. If these adjustments are not made, the local curriculum will likely become outdated and incapable of meeting the demands of both the students and the communities they serve.

CONCLUSION

The decentralization of education in Nepal through the introduction of local curricula represents an important step toward making education more relevant to regional needs and contexts. While the policy aims to strengthen cultural identity, enhance student engagement, and improve career readiness, its implementation faces considerable challenges. Issues such as limited teacher training, inadequate resources, outdated teaching methods, and weak technological integration hinder the effectiveness of the curriculum. Furthermore, the ongoing gap between education

and employment underscores the urgency of aligning local curricula not only with community needs but also with national and global labor market demands. To maximize the benefits of this reform, it is essential to prioritize teacher capacity-building, invest in innovative teaching resources, and promote experiential learning that connects classroom knowledge with real-world applications.

This study emphasizes the need for a balanced approach that integrates national standards with locally relevant content while ensuring meaningful community involvement. Strengthening collaboration between local governments, schools, and communities will foster greater ownership and accountability in the educational process. At the same time, restructuring the curriculum to include job-oriented competencies and practical skills is vital for addressing unemployment and preparing students for future challenges. By combining community engagement, professional development for teachers, and sustained policy support, Nepal can create an education system that is both culturally grounded and forward-looking, equipping students with the knowledge, values, and skills needed to thrive in a competitive and dynamic world.

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