

How can local experiences and cultural heritage in education in Nepal resist and avoid the dominance of international education

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Abstract

This study investigates aspects of Nepalese teachers' lives and work through the portrayals of 12 teachers that are situated within their historical context by enquiring into why stories were told in particular ways at particular historical moments. The contextual considerations and the conceptual framework of the study emerged from the empirical data to present a perspective to further examine the teachers' life histories. One of the purposes of the discussion of the Nepalese context is to try to frame the study within the teachers' socio-historical context, while also recognizing that ideologies and policies are refracted in personal ways, focusing on both structure and individual agency.

Over the course of the study major revisions of the text and the theoretical approach of the enquiry had to be taken in response to the inadequacy of western theoretical concepts when considering the cultural foundations of the study. The open/ closed perspectives from Popper's criticism of ideologies presents a way to view the Marxist movement in Nepal and also the EFA models based on the western origins of these influences. The local cultural foundations had to be viewed by a set of other perspectives based on a Hindu cultural heritage.

This study is an attempt to present ways to create a platform for pedagogical work and school development by means of local and cultural understanding. The cultural foundations represent different values and a world view worth considering. Cross cultural studies interfere with complex issues regarding approaches to understanding the foundations of pedagogical possibilities in a given society. Education reform is a multifaceted matter in any society; thus, when aiming to develop education and implement reform on an international level, cultural insight and cultural understanding is required. The considerations of teachers' experience of life and work have shown that the conceptual framework adopted from a western tradition is insufficient to reveal the foundational worldview and strategic positioning of teachers in Nepal. As an alternative, the study claims to present a contextual, cultural approach towards understanding teachers' ideals, beliefs and agency. Consequently, the enquiry presents an approach to understanding a pedagogical phenomenon and how external western approaches and concepts to understanding a Hindu cultural setting can be misleading