

Coherence between environment policy and school level curricular processes in Nepal

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The advancement of education has made it critical to address our indefinite problems. At the same time, development and changing social attributes have been creating a negative pressure to our environment. This demands ecological citizenry practices to ensure continuation of our heritage to future generation. Environment education in school has been performing this role to our society. In this regard, this study is focused on assessing the coherence between the national environment policy and the practices of environment education in Nepal. The study begins with the analysis of state policy documents to explore national environment policy and moves on to examining the ripples of environment education practices at the school level. In this process, the study explores the gaps between policy and curriculum and between curriculum and the classroom practice.

The study takes multiple sources of evidence including relevant literature as one major source. This is a case study that examines constructive interpretation of data aligned with qualitative research. The study builds its conclusion on the actions and behavior of core respondents, namely policymakers, curriculum developers, curriculum practitioners and implementers (schools), students, and parents. An important finding of this research is that the penetration of environment education gets shallower at each step of the process from policy formulation to classroom practice. The gaps are relatively wide between policy and curriculum development, and curriculum and classroom teaching. The curriculum evaluation practices are malfunctioning and need to be fixed urgently. The major problem has been a lack of professional expertise in the institutions responsible for managing environment education.

Curriculum development remains weak because of the conventional status quo which also restricts access to new advancements on public education practices. Teachers admit the need for teacher training to effectively deliver the core content of environment education to their

audience. The societal understanding (ecosystem) and expectation have failed to move along with the goals of the national curriculum (macrosystem). The stakeholders believe this is going to neither develop individual awareness nor provide social benefit in the absence of a significant rethinking on curriculum practices and professional development of educators and curriculum developers