Impact of Globalization in the School Education Policy of Nepal

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Abstract

The impact of globalization on the education policy of Nepal started six decades ago, but formally, it can be realized after the restoration of democracy. In this context, this study focuses on analyzing how the principles of globalization influence the school education policy of Nepal. It is drawing upon theories of globalization in education like the theory of trees and the theory of birdcages. The purposive sampling technique was used to select the sample population, and information was also collected through open-ended interviews with real stakeholders. This study argues that most educational policies, after the restoration of democracy, have seemed directly influenced by the principles of globalization regarding school financing, curriculum, and school governance and management. Nepal has remaining dichotomous accounts of globalization through education policy, especially how we tailor between global value and local value. To improve the education system with the assumption of globalization in education, it is required to conduct a practical study about the conditions under which we adapt the norms and culture of globalization into the education systems of developing countries like Nepal.

Keywords: *Globalization, Education Policy, School Education, Theory of Globalization*

Introduction

Globalization is the slogan of contemporary society. The concept of globalization may be different; according to Cheng (2003), it may refer to the transfer, adaptation, and development of values, knowledge, technology, and behavioural norms across countries and societies in different parts of the world. In this context, Al'Abri (2011) defines globalization as the fast, unrestricted movement of people, services, capital, goods, and knowledge across national borders. Furthermore, globalization not only shapes national boundaries but also changes solidarity within and outside the national state. The characteristics and phenomena connected with globalization include the growth of global networking, global transfer and interflow in technological, economic, social, political, cultural, and learning areas, international alliances and competitions, international collaboration and exchange, the global village, multi-cultural integration, and the use of international standards and benchmarks (Cheng, 2003).

Globalization as a concept has been used in both positive and negative ways by different people in different situations. In this context, Parjanadze (2009) clearly characterizes debates as divided into three approaches. First, there are globalists; they believe that globalization is inevitable for the contemporary social process. The national economy, politics, and culture of any nation gradually become part of the network of global flows. The optimistic globalists advocate that it will raise the living standards of people, promote social justice, and increase mutual understanding (cited in el-Ojeili & Hayden, 2006). The second is the traditionalist; it argues that the international economy has not progressed to the stage of a global economy as described by the globalist. It is only possible for an organization to coordinate the cooperation between national authorities to meet the challenges of market forces, domestic production, and the international economy (el-Ojeili & Hayden, 2006). Finally, whether it is the trans-formalist who seeks to guide a middle way between the globalists and the traditionalists or the mixed approach, it is believed that either approach will lead to a completely new era of transformation in terms of global economics, culture, and politics. Neither is it the case that nothing has changed. Instead, the global transformation of economics, technology, and culture is a complex issue because it is a complex set of interconnecting relationships (el-Ojeili & Hayden, 2006). According to the aforementioned fact, globalization is a socio-political phenomenon that implicitly and explicitly influences cultural, economic, and technological processes of production in the same way its influence remains in education.

Globalization in education is a major phenomenon in the contemporary world. Education has the essential function of enhancing the development of individuals, societies, and countries. According to Cornoy (1999), globalization has a positive impact on education. Maekelea (2016) also stated that in modern society, we are living with a civilization crisis. Education is the means for the development of an individual, a society, and a whole nation. Hence, the opportunity for education to be provided to all people can enable nation-states to prepare labour for participation in the world economy and nurture citizens to be responsible global citizens (Bosio & Torres, 2019). Globalization in education offers higher skills for students that lead them to global competition with equal opportunity. It is an opportunity for educational development that shifts towards a techno-economic shift. Such a shift results in unemployment in the short term but a higher standard of living and higher employment in the long term (Pang, 2013). He also said that to succeed in globalization in education for developing countries, the education system and policy should include the skills and attitudes that are required of young and lifelong learners, the appropriate global curriculum, the use of technologically mediated pedagogy, and the specification of the universal standard by which performance can be evaluated. In support of these ideas, Carnoy (1999) has suggested that three different models of educational reform can be used in education with the assumption of globalization, i.e.;

competitiveness-driven reforms, finance-driven reforms, and equity-driven reforms. These models are implemented in order to improve a country's competitiveness in education in the world market, and the major strategies include decentralisation, centralization, improved management of educational resources, and improved teacher recruitment and training. Finance-driven reforms consist of privatisation, shifting public funding from higher to lower levels of education, and the reduction of costs per student as the major strategies, while equity-driven reforms are often targeted towards groups that are neglected or are more affected by the consequences of structural adjustment programmes. Different countries will adopt these models of educational reform to a greater or lesser extent according to their financial situation, culture, and interpretation of globalization (Carnoy, 1999).

As individuals, they need income-generating employment and a healthy environment. These are the essential conditions that empower them to participate fully as citizens in their local, national, and global communities (Pang, 2013). These goals can only be reached if national governments allocate adequate resources to education, basic infrastructure, and the environment, and create the institutional framework that ensures broad access and opportunity. On the contrary, the country assessment of EFA has indicated that the challenges remain far from attaining the EFA goals due to global inequality (MOEST, 2003). The World Education Forum on Education for All (EFA), held in Dakar, Senegal, in April 2000 to review the achievements of EFA campaigns in 1990, realised the difficulties of countries like Nepal.

According to Bakhtiari and Shajar (2006), the prospects of globalization in education are that people can only contribute to and benefit from globalization if they are endowed with knowledge, skills, and values and with the capabilities and rights needed to pursue their basic likelihoods. In his line, the World Education Forum (2000) clearly states that education is a fundamental human right and a key means to sustainable development within and beyond the country. Thus, it is a crucial means for effective participation in the society and economic activities of the twenty-first century, which are affected by rapid globalization (WEF, 2000). The Dakar Framework of EFA (2000) acknowledges that the participants of state members in the World Education Forum will be committed to the achievement of education for all (EFA) goals and targets for every citizen and every society (World Forum of Education, 2000). A report of the National Plan of Action for Education for All of Nepal (2003) also adopted the Dakar framework for action, which is focused on collective commitments nationally as well as internationally to ensure that no country is left behind because of a lack of technical capacity or resources (MOEST, 2003). This international commitment comes both as inspiration and as support for the development of basic and primary education in Nepal. As the country of Nepal has adopted the continued EFA campaign as the

core strategy of educational development, in the same way, the management policy of schools, as suggested by the World Education Forum (2000), should have adopted the broad-based and participatory mechanisms at international, regional, and national levels that are essential in terms of advocacy, resource mobilisation, monitoring, and knowledge generation and sharing.

According to the aforementioned fact, since 1960, Nepalese education planning and policy have been formalised by globalization. Then, the Government of Nepal has attempted to make short and long-term planning directed towards the EFA goals and its policies like decentralisation and cooperation among the National and international governments and organizations.

As the Nepal National Education Planning Commission (NNEPC) stated, education will be national, and 'there will be only one system of public, government-supported education, an integrated, unitary programme adapted to the needs of our people and society. The commission proposed that the new education policy be known as the National Education Plan, that new schools be known as 'national schools, and that the new curriculum be known as the 'national curriculum' (College of Education, 2011). UNESCO member states held an education conference in 1960 in Karachi. This conference approved an educational bill that stated that all member states education systems should be conducive to their socio-economic development. With the acceptance of this memo, the government of Nepal has demanded a specialist team to design the education system for the newly democratised country. Then, after, a specialist team under the leadership of Dr. Hugh Wood came to Nepal and suggested that the single education system be implemented instead of the diversified education system of Nepal. From this fact, the foreign influence in education planning and policy in Nepal can be considered traditional.

On the other hand, a report of the tenth plan (2002) clearly stated that education is a means of economic and social development for eradicating poverty by developing the human resources that can compete at the international level for the holistic development of a country and also support a national economy. For this purpose, the government of Nepal has a commitment to 'education for all.' In order to provide education that is productive, employment-oriented, and provides practical skills (NCP, 2002). To achieve this goal, the government has been adopting the principle of cost recovery in higher education, and in school-level education, the government has been employing the policy of decentralisation. As a result, the participation of the student will be enhanced in school education as the principle of education for all.

The influences of globalization on education and culture are a major concern. Effective education management systems in a country are the foundation of

opportunities for all students at all income levels, with the principles of equity in access and achievement. In this line, the school management policy and plan of Nepal, mainly EFA, 2004, SSRP, and SSDP, have been employing the school management policy under the principle of globalization as explained by Carnoy (1999).

The theory of tree (Cheng, 2000b) assumes that the process of fostering local knowledge should have its roots in local values and traditions but absorb external useful and relevant resources from the global knowledge system to grow the whole local knowledge system inwards and outwards. Therefore, fostering the local knowledge from local to global, the curriculum design should be based on mainly local values and cultural assets but absorb the global knowledge and technology to support the development of the local community and individuals as local citizens. This theory also suggested that to maintain and strength cultural value and identity of a local community that can interact and grows with the input of external resources and energy. It is contending that the process of fostering the local knowledge can be open for incoming global knowledge and resources but at the same time efforts should be made to limit or converge the local developments and related interactions with the outside world to a fixed framework (Cheng, 2000b) It means that fostering the local knowledge in globalized education needs a local framework for filtering the incoming external knowledge and protecting the local development from the negative global influences. This theory can help to ensure local relevance in globalizing education and avoid and loss of local identity and concerns during globalization or international exposure (Cheng, 2000).

The above mention theoretical perspective on globalization in education that can be applicable in the context of developing countries like Nepal. In this research, I have focused here, on the theory of tree and theory of birdcages because these ideas help me to understand how the global norms and values dominate and reshape the nation-state's socio-cultural values through the influence on education policy.

Objective

The main objective of this study was to analyze the impact of globalization in school education policy concerning SSDP of Nepal in terms of school financing system, curriculum and school governance and management.

Methodology

This study focused on exploring the impact of globalization on school education policy in terms of School Sectors Development. Thus, the information for the

purpose of this study was collected in a real ground setting. I employed a qualitative design to carry out the research on the basis of descriptive methods. This study employs the interpretivism research design, which typically focuses on a live experience of a situation (Creswell, 2015), gathering information from the participants who are involved in the formation of school education policy. The research problems of the study are related to the impact of globalization on existing education policies regarding the financing, curriculum, and governance of schools that were developed with the support of a literature review. The participants of the study were Kamal, Daman, and Sani (the real name has been changed to protect their privacy), those who have long experience and are explicitly and implicitly involved in the formulation of the education policy of Nepal. All the participants in this research are now working at the MOE and CDC of the Government of Nepal. The participants were selected through the use of purposive sampling techniques.

The open-ended interview techniques have been used as a tool to collect the information. During the period of study, I conducted a personal interview with three experts who belonged to the educational bureaucracy. After generating the information, I carefully listened, transcribed, and coded the interview. Then, I categorised the codes into the themes that emerged in the field and construed meaning inductively.

Result and Discussion

Globalization is not only influencing investment, technology, and goods and services but also policy concerning the school education of developing countries like Nepal, which is explicitly influenced too. It is needed to make it clear that educational policy is based on the needs of Nepalese people and reflected in the change that is considered the shift from the quadrative to the qualitative focus in education in Nepal (SESP, 2002). In this context, the presence and effects of globalization on the school education policy of Nepal have been thematically discussed.

Financing policy of school education

According to the report of the NEPC (2011), the central government furnishes complete financial support to all schools established by the government. Neither tuition fees nor any laboratory charges are required from students, nor do the parents have to make any payment for their children's education in these institutions. The scholarship of Rs 5 to 30 per month is awarded to students who are involved in technical professional schools and in Sanskrit schools. In the same way, a participant said that *"adopting any new path of change is called modernization. In this process, not only your own ideas but also the ideas of*

others take place there". When the government of Nepal accepted the new education policy, like education for all, into their national educational policy, it compelled a partnership with other institutions beyond the nation to accomplish this educational agenda. At this time, the traditional practice of managing the resources for school education in Nepal has been replaced by the new education financing policy established by SSDP. The new financing policy has not tried to adapt and update to the traditional practice of our own culture as described by the National Education Commission Plan, 2011. In this context, the theory of birdcage suggests that external resources can be used to protect local development based on a certain framework for filtering harmful external resources. Furthermore, a participant posited that *"Globalization is a legal route for entry from beyond the country. Where the dominant groups of people oppress the minority groups of people, it is the natural process".* Globalization does not constantly have a positive effect on the education system of developing countries because the social movement of different parts of the country as well as the world has not gone on simultaneously. The negative effect of globalization on developing countries like Nepal will be greater than in developed countries. Especially economic colonisation will be increased in developing countries, which will lead to gaps in technology, investment, opportunity, and flow of goods and services (Shajar, 2011). In this line, the report of SSRP (2004) also mentions that the support system within the education system of Nepal should be coordinated on the basis of a common code of conduct, which is made up of the consensus of all the financial partners within as well as outside of the country. In this context, a participant shares his experience as Globalization in education has motivated society to seek individual benefits rather than collective ones. For example, the School Sector Reform Programme and the School Sector Development Programme have adopted the per-child funding principle as a policy of resource allocation in school education. But it is not adapted to our social tradition. Therefore, it is not properly implemented in schools, but it is functioning in our existing education system.

From the aforementioned fact, the statement that is stated by research participant "Money doesn't come alone in this line, the report of SSDP clearly states how the government can raise the needed resources for the growing demand for school education in Nepal. For that, the five policy directions (such as the total cost of PPE and ECED to be borne by the centre government, to adopt a cost-sharing policy, to set the standard cost unit of a school, to increase the private sector in education, and to take external support in major areas in the investment of a school education) and the five strategies (to adapt formula-based allocation of resources, result-based allocation, to develop the standard types of schools, and to maintain the financial discipline) both represent assumptions about the financial practicality of SSDP. But they are not to match our traditional practices as described by the theory of birdcage.

Due to globalization, the traditional way of managing the resources of a school, which included the central government's funds, private supports and grants, religious and charitable endowments and gifts, small donations, tuition fees, and possibly the municipalities and rural municipalities (NNEPC, 2011), has been properly neglected.

Influence on School Curriculum

It is well recognised that education is a key component of a country's overall growth. The nation's growth is only made feasible, according to the tenth plan (2002–2007), when education is connected to a nation's sociocultural, political, and resource-available realities. Secondly, in order to create people who are disciplined, industrious, and socially responsible, however, curriculum is viewed as a collection of all of a school's activities (NPC, 2002). According to the New Education System Planning [NESP] (2028) in Nepal, curriculum is a set of programmes created to further educational objectives (MOESS, 2028). A participant said about the influence of globalization on curriculum: A participant said about the influence of globalization on curriculum: *While developing the school level curriculum with the assumption of globalization, the education policy should be focused on the social values, beliefs, and internal practices of the concerned country and their society. But international norms and values are copied rather than adapted to our culture.*

Globalization can be seen as the process of increasing interconnectedness and influence among socio-economic and political events from one part of a society to other parts of the world. In addition, Kapur (2018) put his ideas about the globalized world as one where political, economic, cultural, and social events become more interconnected and have an impact on each other in all aspects. In this line, the government of Nepal has a local and international commitment to 'education for all.' In order to render education that is productive, employment-oriented, and provides practical skills (NPC, 2002). In this line, a participant expresses his ideas as: *Due to the influence of globalization, our country has now implemented an integrated curriculum. The policy makers have considered a new hope in the old system. If we look back on our practice, the book "Thulo Barnamala" was used in teaching and learning for students from classes one to three. This book helped to impart knowledge of numbers, letters, numbers, and all aspects of social life. This has now been replaced by an integrated curriculum.*

The education policy of Nepal has defined the objectives of education as means to reduce poverty by developing human resources that can compete at the international level as well as contribute to the all-round development of a country (NPC, 2002). In this way, to accomplish these goals, the SSRP and SSDP have clearly stated that grades 1–12, as part of school education, should strengthen the

curriculum and examination system accordingly (MOESS, 2064BS; MOEST, 2016). In this context, a participant shares his experience as follows: *The SSRP has incorporated new methods to improve the quality of education, such as grading and a continuous assessment system to evaluate students' performance. He adds that such types of evaluation practice are already used in our education system. For this purpose, our teacher used to make "student banks." The education policy of Nepal, like SSDP, does not seem to have any interest in improving or modifying this practice. It is clear that our old educational practices have fallen into the ponds of crises due to the influence of globalization.*

It shows that the development of the curriculum policy of Nepal has been directly influenced by the international norms of globalization. In the same way, a participant who works in the apex body of MOEST speaks about his experiences as follows:

> *The socio-economic and cultural policy of any society is guided by the existing social structure value system. For example, we look in our society and say, where there is a source of drinking water, there is a place for the gods and goddesses." That creates a positive fear for people to stay in a social discipline. As a result, the conservation of forests and local culture, along with the sustainable conservation of drinking water in a society, has also taken place. In the name of globalization, international organisations and INGOs have introduced sustainable development education as a new way of developing education for developing countries like Nepal. Then after, we are forced to integrate the new theme as content into our curriculum, which has a direct negative impact on the traditional value and belief systems of our society as well as the education system of Nepal.*

The experience of participant has contrast to the assumption of the theory of globalization of educationlike theory of tree. It is postulated that the process of nurturing local knowledge should have its roots in local value and traditions but absorb external useful and relevant resources from the global knowledge to grow the whole local knowledge system inwards and outwards (Cheng, 2003). Thus, to recognized the local knowledge of any country or society in the globalized education, the curriculum should be designed in a way, where the local values and cultural capital of a concerning society has been taken place. But to absorb the only suitable global knowledge and technology to support the development of the local community and individuals as local citizens (Parjanadze, 2009). In the context of Nepal, the principle and practices of curriculum design which is suggested by the previous education commission and plan like NEPC (2011) posited that the education would be use to promote the social attitudes and understandings of their own and other cultures that stimulate the community living. Further, it is said that to accomplished the goals of education, that the

curriculum must be emphasized on: *Grade one, Life in school and at home, grade two, life in the neighborhood, grade three, life in the region, the valley, and the hills, or the Terai, grade four, life in the other parts of Nepal, and in grade five, life in the outside of Nepal.*

On the other hand, the contemporary educational policy like NEP (2019) has set a vision to ensuring the human resources for social justice, transformation and prosperity of a nation. In order to accomplish these goals, it is suggested that to integrate the content of science and technology into the curriculum to develop scientific thinking and practices of individuals and to utilize traditional knowledge and modern technologies for the nation development (MOEST, 2019). From this discussion, the effective ways of globalization in education, the selection and integration of global knowledge for instruction will mainly depend on the need of local community and cultural preferences. But not the popularity in the outside world.

National education policy (2076) has also given the priority to make the curriculum, textbook, teaching-learning process, and assessment system be more inclusive. In this phenomenon, a respondent said that: *Through the policy of SSRP and SSDP, the teacher to be trained in this new way of evaluation system. However, due to the geographical location of Nepal, availability of manpower, and lack of additional resources for it, it has not been implemented effectively. Therefore, the educational system is getting weaker in the name of modernization of education of a country.*

The contemporary education policy like SSRP and SSDP seem to more on copy the global knowledge rather than adaptation of the global knowledge into the local knowledge through policy of school education of a Nepal. From the aforementioned fact, the degree of influence of globalization in education policy of Nepal regarding to curriculum, evaluation system and language have been growing. It doesn't mean that the assumption of globalization in education to developing country like Nepal is a harmful, but it should provide a chance for greater exchanges of culture as well as goods and services from local to global context (Sharma, 2059).

Influence on Practice of School Governance and Management

Good governance refers to the participation and support of the government, private sector and civil society, not just the state, in order to increase capacity and effectiveness in the social sector, including education, health and security and so on (Pokharel & Daha, 2069). In the context education, it is requires enabling conditions: the existence of standards, information on performance, incentives for good performance, and accountability (Pettersson & Lewis, 2009). Further

explain it as standards offer benchmarks, it is to be prepared and used to assess and inform education policy and performance. Information on performance offer the outcomes and output to be clearly defined on the basis of information from performance and result and incentives police to be made for encourage a certain behavior of employee through the financial and non-financial support and the accountability offer for public services provider would have to able to answer for processes and outcomes of public services (Pettersson & Lewis, 2009). Influences on school governance and management under the globalization, Pokheral and Daha (2069) see that Governance and globalization are seemed like two side of a coin, or as a complementary each other. It is carried out by the developed countries to developing countries with aim of to improve the productivity and effectiveness of education system. For this purpose, the foreign aid will be providing based on the policy of privatization and liberal economic policy. In this line, as a financing policy, the cost recovery and voucher system has been employing for maintaining the growing burden of financial cost of central government (NPC, 2002).

Globalization is not a new ways and process of change. But it is accepted as a paradigm shift in educational policies and administration of a school in many countries like Nepal. Under the influence of globalization, Mulford (2002) stated that the old-fashioned values of knowledge, belief, understanding, and compassion in managing education have changed into those so-called values of contracts, markets, choice, and competition in educational administration (Cited in Pang, 2013). In this context, a participant adds that: *In our society, school is protected and supported as a social capital, resulted that realization of feeling of social responsibility. But the principle of competitiveness under the globalization in education help to replace the culture of social support, co-operation and common responsibility rather than improving to our traditional managing practices of school. It is gradually deteriorated due to being modernized and taking personal and international selfies.*

At the present, school governance policy of Nepal oriented more towards the instrumental skills of efficiency, accountability and planning than the skill of collaboration and mutuality. In this line, the school governance and management policy under the Tenth Plan (2002) has been guided by the principle of decentralization. There is an elected body to decentralized education system, implement the programs related to school improvement plans and district education plans with the spirit of principle of decentralization where the right and responsibility of school education to local elected bodies (NPC, 2002). Furthermore, Carnoy (2002) also argue that if education system is restructuring on market principle and competitive market relation where individual choice is facilitated and then, it become more efficient. It is true that so many changes and innovation can be seen due to globalization but the dynamics, complexity, and

mechanism of impact of globalization in education are still not fully understood (Pang, 2013). The previous education management system of Nepal like NEPC (2011) postulated that the governance of school to be in four level. Whereas, the role of central level is to manage school finance, physical construction, and teacher management (Sharma, 2059). In the second level, there is a District Board of Education, they should make plan and policies for school administration especially for establish new schools, budget and distribute district educational funds and even to assist local educational bodies in all possible ways (Sharma, 2059). In third level, there is a Local Board of Education, representing all of the government schools, and any others wishing government aid and accreditation. The function of this board is to select the superintendent of school or community director of public instruction, establishes the boundaries of the areas to be served educationally (Sharma, 2059). In the fourth level, there is a head teacher as executive officer of school. He is the full sources of inspiration or discouragement, success or failure of a school. The function of a school head is to give the encouragement, help teachers with their problems (Sharma, 2059). In this context, participant share his experiences in a way: *The Guthi system is a traditional way for managing the resources to a school in our society. Most of the elementary school of our country were managed from the guthi with support of the necessary economic resources. It has also helped to develop a sense of social co-operation, harmony and support within a community. In the name of modernizing or democratizing in process of school management, the guthi system is socially dismantled.*

From the above fact, to compare the school governance practice in a Nepalese context, the previous policy as suggested by the NEPC (2011) and the contemporary education policy as suggested by the report of SSDP, tenth plan (2002) National Education policy (2019) have made the same principle of decentralization. But the previous governing and managing system of school emerge from the values of bottom to top approaches as suggested by the globalization theory of tree. But the existing rule and regulation regarding to the school governance and management seemed more democratic, participatory, and decentralized in a theoretically but in practice, it is dominant from the top of the center within and outside of the country. In this context, a participants said that, *…the relationship between teacher, student, and principal in a school traditionally were developed as a family relationship, but now the new policy has been introducing as a child-friendly behavior to be in school, such principle lead the relationship between teacher-student and principal is more hierarchical.*

In the name of democratization of school management, there are different modern education policies has been implemented for the improvement of school education like community-based management, inclusive management and new financing policy under the liberal educational policy in community school of Nepal. Such

policies are already practice previously in our school education system. Recently such practices were never revisited and refined once more by the policy maker. In these ways, it is created confusion in prevailing role and responsibility among the respective body of school 'governances and management.

Conclusion

The discussion disclosed that globalization in education is a complex phenomenon. The existing education policy of Nepal has been motivated by the favouritism of western norms, especially, language, culture, knowledge, and technology, around the world. On the other hand, it believes that the policy of decentralization and privatization of education has led to an increase in the access, quality, and efficiency of education services.

Nepal is a geographically, culturally, and linguistically diverse country. Thus, one type of curriculum, financing system, and way of managing can't meet the needs of diverse groups of people. The role of education is to enhance a nation's productivity and competitiveness in the global environment. With the success of our education system in the globalized world, the existing education policy has seemed unable to identify what skills and attitudes are required for the learner, which curricula are appropriate locally and globally, and what types of governance and management systems of schools can be linked locally to practice globally.

The education system of developing countries like Nepal has remained a dichotomous account of globalization through education policy, especially how we tailor between global value and local value. Globalization in education always attempts to homogenise around western norms and culture. In this context, there is a question: is it a good thing to improve the education system of Nepal? However, the educational systems are now under pressure to produce individuals for global competition, individuals who can themselves compete for their own positions in the global context and who can legitimate the state and strengthen its global competitiveness (Daun, 2002). In this context, the impact of globalization on Nepalese educational policy has been felt for the past six decades. At that time, education policy, particularly school financing, school curriculum, school management, and the student assessment system, was mainly rooted in the social and cultural practice of Nepalese society, as suggested by the theories of globalization in education like the theory of the tree and the theory of the birdcage. The National Education Planning Commission is the real example of these events.

The concept of globalization may have had an impact on school educational policies following the restoration of democracy, particularly those pertaining to

school governance, the provision of mutual financial assistance to schools, and the provision of excellent school education. In this sense, the provision of school education policy in Nepal directly and indirectly influences international values and beliefs rather than the nation's recognition. Although Globalization is a useful instrument to promote education in an organised and safe way, the main problem is to what extent to adopt global content in a nation-state policy concerning national values, culture, and needs (Pereira, 2009). In the same way, Nepal is a developing country; therefore, they are poor in resources, infrastructure, and manpower for education development. To improve the education system with the assumption of globalization in education, a practical study is required about how we adapt the norms and culture of globalization into the education systems of developing countries like Nepal, as described by the theories of trees and Birdcages.

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