

## Guiding questions and background notes for the concluding exercise

### **Session 5**

#### **Integrating disarmament education into the high school education programme in Nepal**

##### **Objective**

The aim of the exercise is to assess the present state of disarmament education in the Nepalese high school curriculum as well as identify entry points for the integration of disarmament education with relevant cross cutting issues within and outside of the regular high school curricula. The exercise offers participants an opportunity to scrutinize the role of and need for disarmament education in the Nepalese education system, keeping in mind the connections with each student's social, career and academic development. The exercise will also aim to solidify the roles of different actors and the respective actions required for the progressive harmonization of the disarmament education with national educational objectives regarding peace and security.

##### **Instructions and methodology**

Participants will be divided into working groups. Each group will be given two matrices and a set of guiding questions to analyse the different areas of work of disarmament and will be asked to:

*In matrix I,*

- i. Identify regular/mandatory subjects provided in the high school curriculum of Nepal that have areas of convergence with disarmament issues.
- ii. Draft action plans including pedagogical methodologies for effective integration and delivery of disarmament education in the identified subjects.

*In matrix II,*

- iii. Identify elective/optional subjects or/and extracurricular activities that have areas of convergence with disarmament education.
- iv. Draft action plans and pedagogical methodologies for disarmament education to be smoothly introduced and integrated to the identified elective subjects or extracurricular activities. Identify actors and external partners, if needed, that are required for the implementation of action plans.

Each group will be given the following documents:

- i. [Disarmament to Save Humanity](#)
- ii. [Disarmament and Arms Regulation in the 2030 Agenda for Sustainable Development & Military Expenditures & Peace and Security](#)
- iii. [Disarmament and Gender](#)
- iv. [Disarmament and Youth](#)
- v. [Action for Disarmament: 10 things You Can Do!](#)

##### **Background notes and guiding questions**

###### **Integration of disarmament dimensions into broader educational initiatives**

Disarmament Education and training empowers people to make their contribution, as national and world citizens, to the achievement of concrete disarmament and non-proliferation measures. It also offers an opportunity for deeper analysis of conflict and conflict resolution, the causes of war and the interaction between technology and warfare, emphasizing approaches to reducing and eliminating violent conflicts of all kinds. Its importance as a vehicle for securing long and sustainable peace has

been reaffirmed on many occasions including in the United Nations Study on Disarmament and Non-Proliferation Education (A/57/124) and the Secretary-General's Agenda for Disarmament (2018). Despite the continued reaffirmation, a wider dissemination of disarmament education has been deferred in many parts of the world due to language barriers and accessibility of remote learning opportunities. More importantly, the technical perception of disarmament and insufficient dedicated institutions working in the area of disarmament education prevent wider engagement.

Against this background, UNODA is committed to capacitating educators and educational partners to deliver tailored, authoritative knowledge and skills on disarmament, thus fully maximizing its ability to generate, connect and bridge across relevant networks of actors in the disarmament education field. Depending on the national context and educational environment, disarmament education can be included in the areas of:

- Social studies as in the form of political science, international studies, international peace and security, culture of peace, ethics, sociology, prevention of armed conflict and violent extremism, anti-discrimination against minority groups, etc.
- Language arts, Literature and Writing: journalism and literature on peace, conflict, violence, rehabilitation and reintegration resolution.
- Geography: environmental degradation and changes in wildlife habitat due to the use or experiment of weapons of mass destruction and/or conventional weapons
- Biology and chemistry: research and innovation on biotechnology and chemistry to bearing in mind the risk of its harmful use (bioterrorism, biological weapons, cyber attack, etc.)
- Earth or space sciences: prevention of militarization and arms race in outer space
- Physics: peaceful uses of nuclear technology
- History: history of armed violence, conflict and war, humanitarian and societal consequences of the use of weapons and armed violence
- Computer applications and Engineering: responsible innovation of robotics, drones, machine learning, artificial intelligence, Information and communication technologies and other emerging technologies

#### Electives

- Music, photography, art that manifest promotion of peace, human rights and sustainable development
- Psychology: non-violent ways of conflict resolution, demobilization and reintegration of conflict affected people and communities, post-traumatic stress disorder from conflict or armed violence.
- Business and trade field studies: Military spending and its social consequences and border and import/export control of dual use items

The knowledge and skills of disarmament education intersects with many other related themes beyond disarmament and arms control. It is relevant in areas ranging from conflict resolution, peacekeeping, violent extremism, terrorism, organized crime, inner-city crime, forced migration and public health, climate and environment, human rights, trade policy, humanitarian aid and development. A sustainable disarmament education programme should take into account the interconnectedness of these issues and be approached and delivered with a holistic view.

#### Guiding questions:

- Where is disarmament education at in Nepal? Is there any mention or reference to disarmament, non-proliferation or arms control in any of the current curricula? What is the

level of knowledge on disarmament by teachers and students? If nothing is applicable, what about peace education? Is peace education part of current high school education?

*Questions you can ask yourself to assess your awareness and knowledge on disarmament education:*

- o What does disarmament mean to you?
  - o How important is disarmament to your life? (not important, important, very important)
  - o How important is disarmament education to you? (not important, important, very important)
  - o What should disarmament education give you?
  - o What can the UN do to better educate youth on disarmament?
  - o What is the role of young people in disarmament and arms control?
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- How relevant is disarmament education to the current educational context in Nepal?
    - Are there commonalities between disarmament education and the objectives of the current Nepalese education programme?
    - Examine different pillars of disarmament and arms control referring to the *distributed documents and presentations of previous sessions*. Among different pillars, are there issues that are of interest to the objectives of current Nepalese education programme or educational need in Nepal in consideration of the national and regional political and social developments, if the relevant education were to be provided to young people?
    - What specific issues of can you identify? How can these convergence of interest be translated into the national curriculum?
  
  - How can we build/strengthen the connection between disarmament education to the current educational context in Nepal?
    - Under which regular/elective subjects or extracurricular activities, would you integrate disarmament related dimensions? How would you make it comprehensible, relevant and useful to the students?
    - Are there other intersectional or interdisciplinary areas that can be considered as well? For example, content on human rights, youth, disability inclusion and others?
    - Consider potential challenges to integration, delivery and dissemination of disarmament education targeting high school students in Nepal
      - o Language barriers
      - o Lack of opportunities
      - o Lack of information
      - o Weak interest and relevance to their career or academic pursuits
  
  - How can we foster an environment for students in Nepal that is conducive to promoting and pursuing their interest on disarmament both in formal and non-formal curricula?
    - What would incentivize or motivate students to demonstrate interest in disarmament or further pursue disarmament education even outside the regular education curriculum? Would there be areas of interest that can support their career or academic developments? What about areas of interest that can address the current Nepalese societal and political context?

- What is the role of schools, teachers, communities, CSOs and the UN to bridge this gap?

### **Examples of entry points for the integration of disarmament education**

\*\*\*From 2013 to 2015, UNRCPD supported the Ministry of Education's Curriculum Development Centre to develop lessons and activities for grade 8 textbooks to fill the peace and disarmament education gaps in the curriculum. An example below is from the programme.

#### **Example 1 for matrix 1)**

**Nepal's current high school curriculum:** Social Studies

**Subjects of Convergence or Intervention:** Nepal's increased involvement in the international community and its efforts in advocating peace and disarmament.

**Entry points for Disarmament Education:** Understand the role of the UN for sustaining peace and promoting disarmament on the international level

#### **Targeted actions including pedagogical methodologies**

The rebels accused the Syrian government of using chemical weapons in the capital city Damascus, on Bhadra 5, 2070. A strong consensus of sanctions raised in the Security Council towards Syria. The UN considered the use of chemical weapons of any kind a violation of international law and values. Before making an important decision on this case, the UN sent a team of experts to investigate the actual situation in Syria. The team found evidence of use of chemical weapons in Syria. The use of the chemical weapons had a negative effect on regional peace and security. The Security Council decided to destroy all the chemical weapons found in Syria, to prevent the production, import or export of such weapons. The Security Council will execute these under UN's mandate.

#### *Questions for discussion*

- Why was the investigation team sent to Syria?
- What did the investigation team find in Syria?
- What other roles can the UN play in disarmament? Comment briefly.
- What is Nepal's stance and its level of engagement to the investigation?

#### **Example 2 for matrix 1)**

**Nepal's current high school curriculum:** Science

**Subjects of Convergence or Intervention:** Understand the pros and cons of science and technology

**Entry points for Disarmament Education:** Development of science and technology that may be used for military or malicious purposes if misused

*Example case)* After nearly 10 years of armed conflict between the Maoists and the Royal Army, the government of Nepal and Maoist leadership signed a peace treaty and formally declared the end of the war in November 2006. Per the treaty, both parties agreed they would not lay any new landmines and would inform each other, within 30 days of signing the agreement, of the location of any remaining landmines that were set up during the conflict. The terms of treaty mandated that both parties would help to destroy all remaining explosives within 60 days or by January of 2007.

Landmines and IEDs continued to take the lives and limbs of Nepali people even years after the civil war had ended. According to data from United Nations' Children Fund (UNICEF) in 2009, more than 200 people have been killed or injured by landmines and other explosive devices since the ceasefire took place in 2006. Of the total casualties, 60 percent of those who have died as a result of the

landmines have been children. To date, Nepal has one of the largest casualty rates from accidentally-triggered explosions in the world.

On June 14, 2011, Prime Minister Jhala Nath Khanal and Nepal Army chief Gen. Chhatra Man Singh Gurung finally pressed buttons to detonate the two last army-planted mines buried in Pulchowki, a forested area in Kathmandu valley. This made Nepal the second minefield-free country in Asia after China.

But while the destruction of the last minefield marks the end of a dark chapter in Nepal's history, there is widespread concern that it is not the end of the story. "Victim-activated explosions are still occurring, maiming and killing, mainly children," said Will Parks, UNICEF representative in Nepal. To this date, Nepal is still not a signatory to the Mine Ban Treaty.

**Targeted actions including pedagogical methodologies:** Conduct a case study in which a development of science and technology resulted in both benefit and harm to human lives.

Examples) dynamites, nuclear energy vs. nuclear weapons, artificial intelligence.

**Actors involved:**

Science teachers need to understand and have knowledge on different implications and risks of development of science and technologies and develop teaching materials according to the national curricula.

International community should produce user-friendly materials that explain the double-sidedness of science and technology and the different consequences that engineers and scientists can bring with responsible behaviors of innovation.

**Example 1 for matrix 2)**

**Outside of high school curriculum:** Music

**Point of Convergence or Areas of Interest:** Expression of peace through music

**Entry points for Disarmament Education:**

UNODA's call for "Pitching Peace Youth Music Challenge" in which students aged between 13 to 29 are welcomed to share what disarmament means to them and their communities by creating their own music.

**Targeted actions including pedagogical methodologies:**

UNODA/UNRCPD's active publicity and wider network to reach different educational institutions and communities.

Educational institutions, schools and teachers who teach music should be well informed of and have interest in publicizing relevant initiatives that are organized at national, regional and international level.

Students are encouraged to be creative and pursue culture activities related to peace.

Civil Society Organizations at the national and local level should be well-informed so that they can be transmitters of these initiatives and opportunities.

**Actors involved:** Students, educational institutions, schools, music teachers and UNODA/UNRCPD, local CSOs

**Example 2 for matrix 2)**

**Outside of high school curriculum:** Model United Nations (MUN)

**Point of Convergence or Areas of Interest:** Opportunity to explore and develop a career in the UN or other international fields.

**Entry points for Disarmament Education:** Topic of MUNs can be related to disarmament or disarmament education to promote students' interest in the field of disarmament, non-proliferation, arms control and broader peace and security.

**Targeted actions including pedagogical methodologies:** Organizers of the MUN needs to be informed and interested in the topics related to disarmament.

Educational institutions, schools and teachers should be well informed of and have interest in publicizing relevant initiatives that are organized at national, regional and international level.

Civil Society Organizations at the national and local level should be well-informed so that they can be transmitters and amplifiers of these initiatives and opportunities.

**Actors involved:** Organizers of MUN, schools, local CSOs

### MATRIX I – Regular subjects in Nepalese High School Curriculum

Nepal's current high school curriculum	Subjects of Convergence or Intervention	Entry points for Disarmament Education	Targeted actions including pedagogical methodologies	Actors involved

## MATRIX II – Electives or Extracurricular Activities for High School Students in Nepal

Outside of high school curriculum	Point of Convergence or Areas of Interest	Entry points for Disarmament Education	Targeted actions including pedagogical methodologies	Actors involved