

# Strengthening Education in Nepal for Disarmament

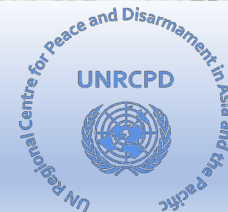
20 January 2023

Session 6. Focus Group Discussion with Educators in Tertiary Education



**United  
Nations**

Office for  
Disarmament Affairs



# Table of Content

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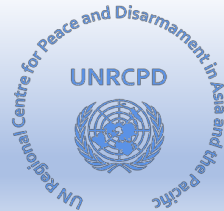
- What is Disarmament Education?
  - Peace and Disarmament Education
  - Purpose
  - Curricula for Disarmament Education
  - History of the development of DNPE in the UN
- Work of UNODA for Disarmament Education
  - Courses & Publications
  - Disarmament4Educators
  - Responsible Innovation of new and emerging technologies & industry
  - Broadening the Audience for Disarmament Education
- Disarmament Education in Nepal
  - Peace and Disarmament Education in Nepal
  - Baseline Assessment for Disarmament Education in Asia and the Pacific by UNRCPD
- Role of Academia in Disarmament and Its Education
- Discussion questions

# What is **Disarmament Education**?

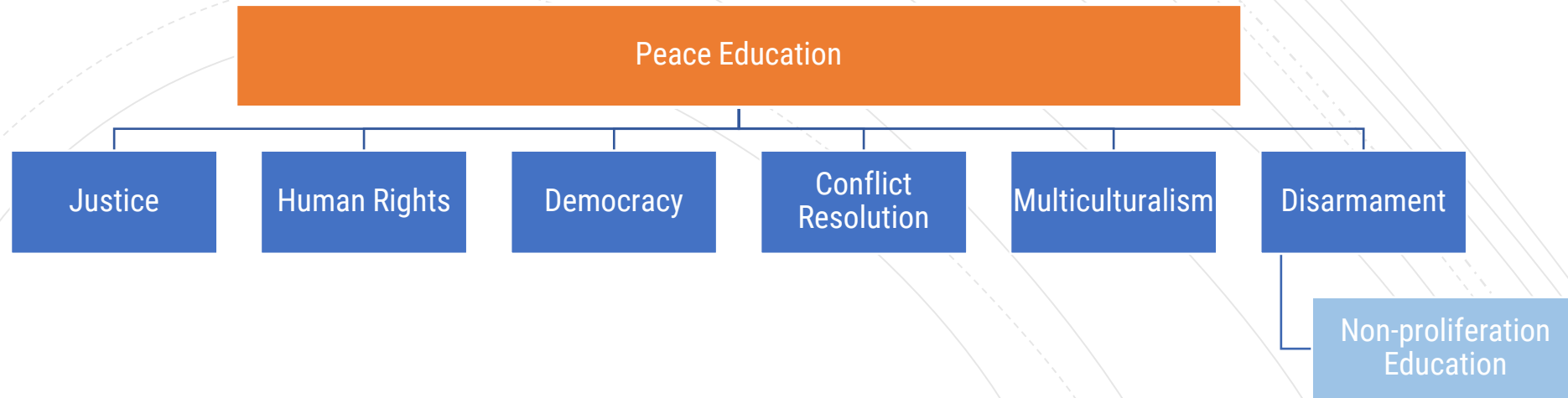


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# Education for Peace and Disarmament



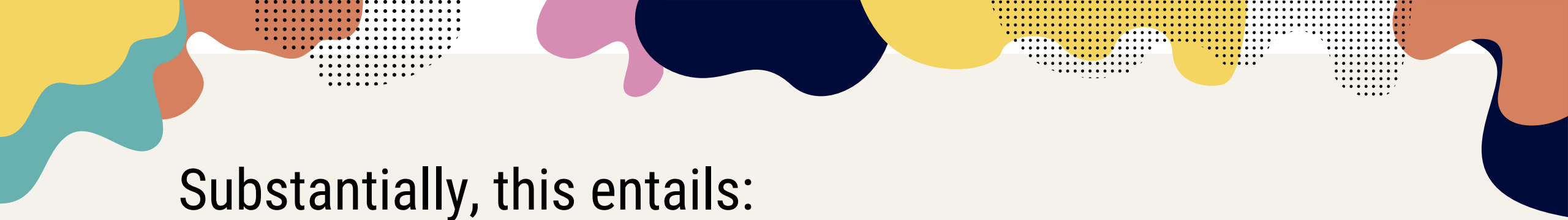
Peace education seeks to promote conflict resolution, cross-cultural understanding, tolerance for diversity, non-violence, economic justice, gender equity, environmental preservation, demilitarization, disarmament, non-proliferation, development, human rights and international humanitarian law.



# The purpose of disarmament education is

- to **empower individuals to contribute to the achievement of disarmament and non-proliferation goals**, including the ultimate goal of general and complete disarmament under effective international control.
- to **offer tools to enhance national and international security** at lower levels of armament
- To help people **understand that reducing armaments** is a means of reducing both the **likelihood and the severity of armed conflict**





Substantially, this entails:

- Develop **critical thinking skills** in an **informed citizenry**
- Deepen understanding of the **factors that foster or undermine peace**, at the local, national, regional and global levels.
- To encourage **attitudes and actions which promote peace**
- Teach about **current and future security challenges**, while fostering responsive attitudes
- **Bridge gaps** by bringing together ideas, concepts, people, groups and institutions to promote international efforts towards disarmament, non-proliferation and a peaceful and non-violent world

# To do this, curricula should focus on:

Developing critical skills and critical thinking

Raising awareness of international law, in an age appropriate way

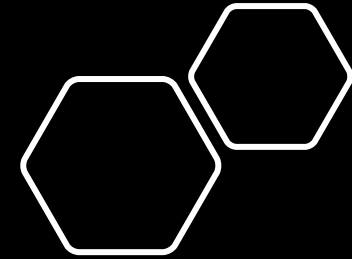
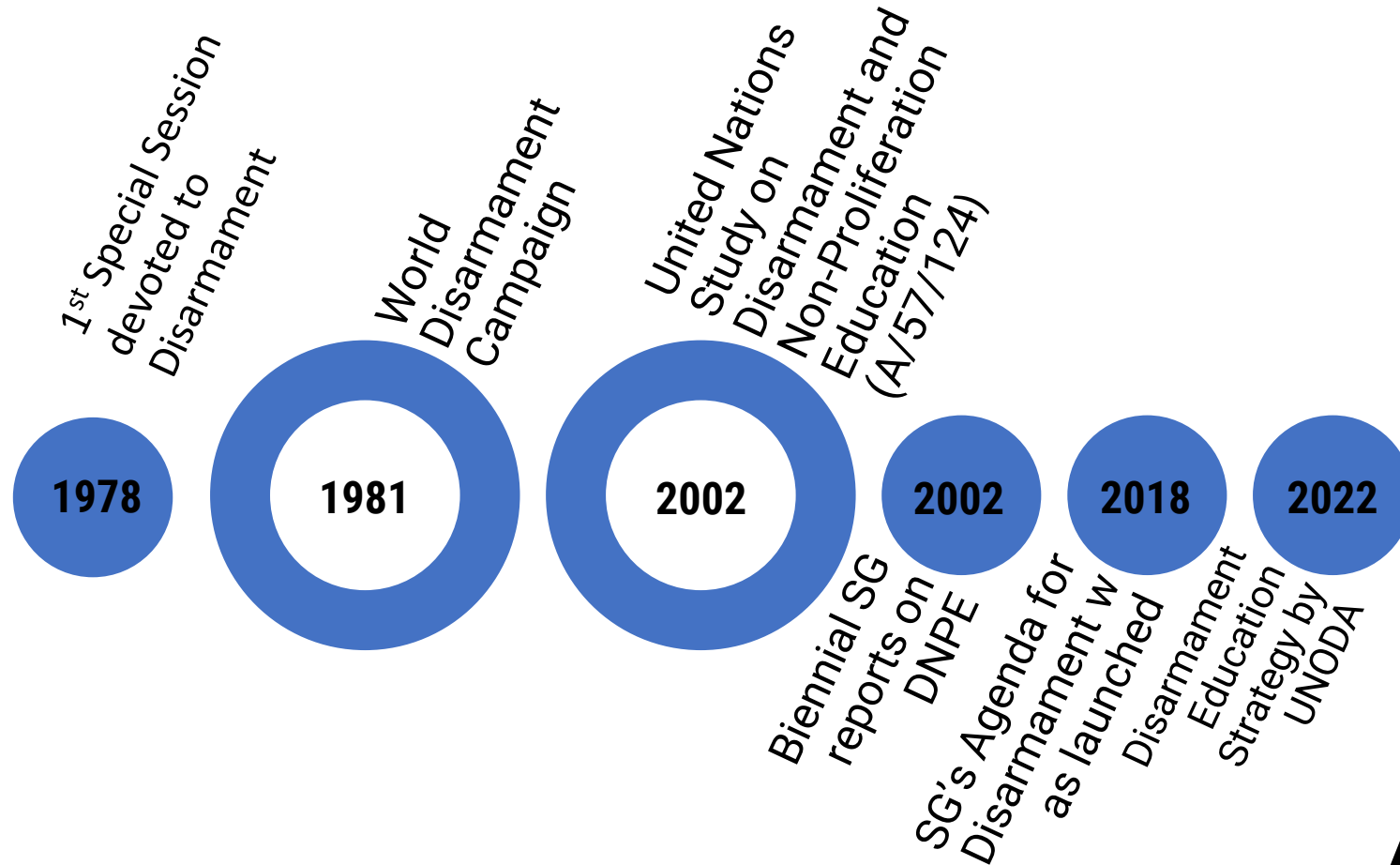
- Principles of the UN Charter
- Universal Declaration of Human Rights & International Humanitarian Law
- Convention on the Elimination of All Forms of Discrimination Against Women
- Treaty on the Non-Proliferation of Nuclear Weapons (NPT)
- Treaty on the Prohibition of Nuclear Weapons (TPNW)
- Convention on Certain Conventional Weapons
- Chemical Weapons Convention
- Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction (a.k.a. Ottawa Treaty)

Multidisciplinary approaches

Highlighting the human security dimensions of conflict

Teaching dialogue and non-violent means of conflict resolution

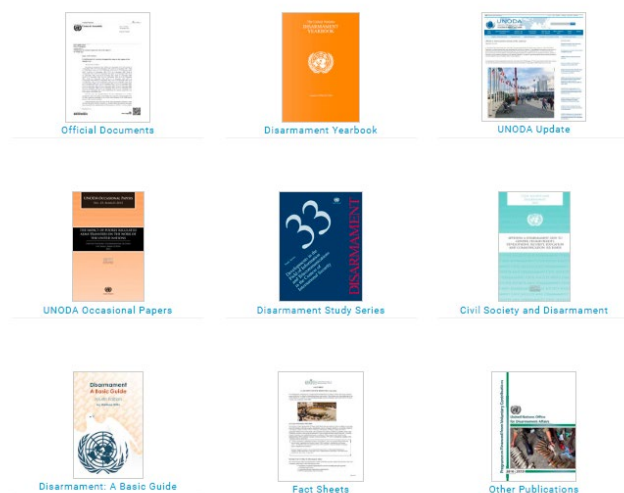
# History of the development of DNPE in UN





# United Nation Office for Disarmament Affairs Courses & Publications

## Publications



## DISARMAMENT EXPLAINER VIDEOS



### What is disarmament?

Throughout history, countries have pursued disarmament to stop arms races, build trust, and protect people from harm. Disarmament has been central to the work of the United Nations since its founding, and it is critical for building a more secure and peaceful world. But what actually is disarmament? This video introduces audiences to the ideas and concepts behind disarmament and arms control.

Watch it

한국어

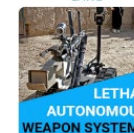
## Online Self-paced Courses

Short Course Series  
Gun-Free Zones



Gun-Free Zones  
Open

Short Course Series  
LAWS



Open

Short Course Series UN  
Safeguard Programme



Open

Short Course Series  
SALW



Open

Short Course Series  
EWIPA



Open

Short Course Series  
UNSCR 1540 NAP



Open

- [UNODA Publications](#) which include [Disarmament Yearbook](#), Study Series, Guidebook, factsheets and [infographics](#).
- [Disarmament Dashboard](#) managed by the Vienna Office.
- [Disarmament Explainer videos](#)



# 2020 UN Disarmament Yearbook

Volume 45, Part

## Disarmament Yearbook

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- Check out the 2020 Disarmament Yearbook [webpage](#)





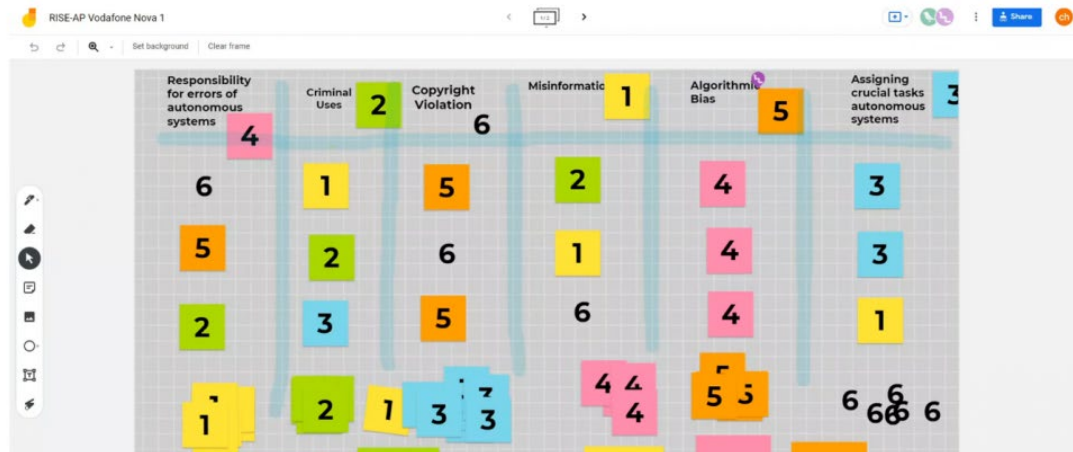
Training New York City high school teachers about nuclear disarmament



**DISARMAMENT**  
4 EDUCATORS

Capacity building among educators in South and Southeast Asia

# Disarmament4 Educators



Young engineers in industry exploring the consequences of choices in the development of new and emerging technologies

# Responsible Innovation

## of new and emerging technologies & industry



STEM students discussing how to innovate responsibly with AI

# **Broadening the Audience for Disarmament Education**

- Engaging with broader audience to discuss what they need out of disarmament education, and what disarmament education can do.
- Fundamental connection between the SDGs and disarmament
- Working with groups not traditionally engaged in disarmament education efforts and ensuring a broader future for disarmament.





# Peace and Disarmament Education in Nepal

## History of modern education in Nepal:

- Unity in diversity (1956-1990): Objectives of education was national unity and democratic participation
- Celebrating diversity (1990-present): The Comprehensive Peace Accord became a trigger for social and educational change, creating condition for the Government to formulated a new national curricular framework (NCF) in 2007 which included diversity, democracy and human rights, and justice.
- Integration of peace education in the national school curriculum (2005-2015): UNICEF, UNESCO, Save the Children and Nepal's Curriculum Development Centre integrated peace education in the national curriculum.
- **In 2014, United Nations Regional Centre for Peace and Disarmament in Asia and the Pacific (UNRCPD)** provided technical assistance to the Curriculum Development Centre for **integrating disarmament education in the national school curriculum** (grade 6-10)
  - The framework included: respect and celebrate diversity, mutual respect and tolerance, affirmative communication skills, conflict management and disarmament and human security. Within this scope, gender equality and social justice issues were also integrated.

# Findings of Baseline Assessment for Disarmament Education in Asia and the Pacific by UNRCPD

- In 2019, UNRCPD conducted a “Baseline Assessment for Disarmament Education in Asia and the Pacific”.
- Some of the key findings included:
  - Disarmament education within academia was identified as limited both within undergraduate and graduate university academic programmes. Nepal was indicated as one of the two countries among the nine participating Asia-Pacific states that offered courses on disarmament within graduate level academic programmes.
  - However, the impact of such courses was limited, as the coverage of disarmament was extremely limited.
  - A lack of understanding by students of the relevance of disarmament and arms control to their learning and future career aspirations resulted in low interest of students, leading to low investment and development in academic courses and/or programmes in disarmament, non-proliferation and arms control.
  - Pillar III of the Secretary General’s Disarmament Agenda, covering the emerging means and methods of warfare which bridge science and technology would be a strong entry point to increase student interest.

# Role of Academia in Disarmament and Its Education

Contribute to shaping the public opinion/perceptions toward promoting disarmament, non-proliferation and arms control.

Raise public interest on disarmament by providing quality education to ensure consistent entry of new audience, especially young people, into the field of disarmament.

Reinvigorate disarmament discourse at national, regional and international level by producing in-depth research and recommendations on disarmament that reflect current and emerging issues at the society, industry and global level.

Create knowledge and disseminate information on disarmament, including its direct and indirect connection to different aspects of societies to inspire, educate and suggest a way forward for experts in the field.

# Discussion questions

- Where is Nepal's tertiary education for disarmament at?
  - Are there programmes, courses, activities on disarmament, non-proliferation and arms control available in tertiary education in Nepal? How many are they? Are they core courses or elective courses?
  - Do existing peace and disarmament education literatures provide ample examples of how education contributes to building negative and positive peace?
  - What is the level of understanding of students of disarmament when entering universities? What about when they graduate? Are there any difference? If so, what are they?
- What would be beneficial outcomes should disarmament education be disseminated and delivered more effectively in Nepal? (In consideration of Nepal's multicultural context, demography, educational system, political-social issues, civil-military relations, etc.)
  - Nepal is a diverse country of over 29 million inhabitants spread across 125 castes or ethnic groups speaking 123 languages and following 10 religions (Central Bureau of Statistics , 2021).
  - 50% of the population lives in the hills or high mountains including valleys, and the other half lives in Terai or the southern plain part of Nepal. 46.5% Hindu caste group, 35% Indigenous, 12.6% Hindu Dalit, and 4.4% Muslim (CBS, 2014).
  - Growing discrepancy between urban and rural population, increasing aging population shows that the population composition is rapidly changing in Nepal.

# Discussion questions – continue

- What are the opportunities and challenges for an effective delivery of disarmament education in Nepal's tertiary education?
  - How to retain and strengthen student's interest on peace education that they learn at a secondary school level in disarmament and arms control courses at the undergraduate and graduate level?
  - Are there level of understanding of disarmament as a conflict prevention process?
  - Are there areas of convergences with other major/subject/programmes that are not being tapped into? (Multi/Inter-disciplinary approaches)
  - What are reasons that the disarmament and arms control field lack relevance to students' future career aspirations?
- Creating a virtuous cycle of academic reinvigoration to policy making: How can the UN and civil society support the Nepal's academia in the disarmament field to seize the identified opportunities and overcome the challenges?



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Thank you for your  
participation and  
discussions!

