

**EXAMINING HUMAN RIGHTS AND PEACE IN EDUCATION
THROUGH PARTICIPATORY ACTION RESEARCH IN NEPAL**



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ABSTRACT

This research is an examination of human rights and peace as they are implemented through education. It examines current practices in both fields and identifies gaps existing between them. It attempts to bring the two fields together through a Participatory Action Research project conducted with Nepali youth at a school in Kathmandu, Nepal.

Through the project conducted in Nepal, the youth worked on issues of discrimination, child abuse, and drug addiction as a way to implement values taught through human rights and peace. The process encouraged the youth to participate and take action in their community and help connect theories to social realities that Nepali youth at HVP face.

The right to education as guaranteed in various human rights treaties specifically stresses the importance of education instilling values of peace and respect for human rights. In order to properly do this, curriculums of human rights and peace education must be implemented and should be connected with each other. Theoretically, human rights education and peace education remain two separate pedagogies, human rights focusing on international standards, and peace on theories related to conflict resolution and negotiation. This research looked at how youth are able to connect human rights and peace through the values behind them, and the necessity for peace and the respect of human rights to lead a good life. It showed the importance for human rights and peace in education and how engaged the youth were in this project.

**KEY WORDS: HUMAN RIGHTS EDUCATION/ PEACE EDUCATION/
PARTICIPATORY ACTION RESEARCH / DISCRIMINATION IN
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