

Recommendations of the 2002 United Nations Study on Disarmament and Non-Proliferation Education: Where we stand now and where we should go further, including ideas for the next 10 years

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This year, the United Nations Study on Disarmament and Non-Proliferation Education¹ is turning 15. This document and the partial implementation of its 34 recommendations have helped move education in this sphere forward. The world has witnessed the appearance of several specialized training

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centres and textbooks, thanks to the joint efforts of international organizations, Governments, universities and research centres to help address the lack of new specialists and experts on this issue.

Equally important is the fact that disarmament and non-proliferation education is now viewed by Governments and civil organizations as a significant and effective instrument for strengthening the nuclear non-proliferation regime and drawing attention from political elites, nuclear industry stakeholders and the general population. This is attested to by the Final Document of the 2010 NPT Review Conference and statements at the Preparatory Committee sessions, including the latest one that took place in Vienna in May 2017.

*The 2002 United Nations Study is still valid, as well as all its 34 recommendations.*² We do not see a need for its revision or for a new study. In this paper, we discuss the ways to promote and improve education in disarmament and non-proliferation based on the recent experience in this field, as well as suggest a plan of specific projects for the next decade (see annex I) and steps to address three major areas of challenges associated with the Study:

1. Improved reporting by Member States on the implementation of the Study

The authors would like to thank their colleagues at the Center for Global Trends and International Organizations of the Russian Diplomatic Academy, Moscow State Institute of International Relations, and at the PIR Center (Moscow) as well as Prof. William Potter from the James Martin Center for Nonproliferation Studies in Monterey for sharing their ideas and for the brainstorming sessions on the subject of this paper. Proposals and ideas contained in this paper are provided in our personal capacities only, and no other institution or individual is responsible for them.

¹ [A/57/124](#).

² See “Work of the Advisory Board on Disarmament Matters, Report of the Secretary-General” ([A/72/185](#)), 21 July 2017.

2. Improved implementation of the 34 recommendations of the Study
3. Advanced international cooperation in meeting the objectives of disarmament and non-proliferation education and training in a globalized world

I. Improving reporting by Member States on the implementation of the Study

It is a shame that, in 2016, only five Member States (Mexico, Qatar, Spain, Turkmenistan and Ukraine) provided their biennial reports to the Secretary-General pursuant to General Assembly resolution 69/65. In this document, the Assembly requested the Secretary-General to prepare a report reviewing the results of the implementation of the recommendations made in the United Nations Study on disarmament and non-proliferation education and possible new opportunities for promoting disarmament and non-proliferation education.

Even prior to completion of the Study in 2002, the Group of Governmental Experts that was working on the Study from 2001 to 2002³ received official reports by the Governments of 25 States who contributed to the knowledge of existing disarmament and non-proliferation programmes in the world. Such decline in 15 years raises concern and should be reversed.

Recommendation 31 of the Study, which encourages Member States to designate a focal point for disarmament and non-proliferation education and training and to inform the United Nations Office for Disarmament Affairs (UNODA) on steps taken to implement the 34 recommendations, simply does not work. There was poor reporting by the Member States from

³ One of the co-authors served as consultant to the Group of Governmental Experts throughout the preparation of the Study from 2001 to 2002.

the very beginning⁴ and, by 2016, reporting has declined further. We do not see this situation as acceptable.

In 2010, the United Nations Secretary-General's Advisory Board on Disarmament Matters recommended to the Secretary-General "to encourage Governments to establish robust infrastructures to handle disarmament and non-proliferation studies and to regularly submit reports" in this connection ([A/65/228](#), para. 34 (c)). There was also a recommendation by some members of the Board *to reprint the Study and invite the Secretary-General to write a new, updated foreword*. In our view, this is exactly what should be done after we mark the fifteenth anniversary of the Study this year. This reprint with the foreword by the new Secretary-General should be produced in the six United Nations official languages and distributed at the United Nations General Assembly in September 2018.⁵

In addition, *the new foreword should be distributed at all relevant United Nations gatherings and beyond*. International, regional and non-governmental organizations (NGOs), as well as universities that are involved in disarmament and non-proliferation education and that submit their biennial reports to UNODA, should be invited to promote this new foreword by posting it on their respective websites, including it into curriculums and providing it to the national media. This will raise awareness both on the Study and on this issue in general.

II. Improving implementation of the Study

Encouraging *the General Assembly to allocate adequate human and financial resources to the task of disarmament and non-proliferation education and training*, as contained in Recommendation 34 of the Study, should be re-energized and made specific, with the leadership and co-sponsorship of those like-minded States which have already invested significantly

⁴ Seven biennial reports have been issued so far.

⁵ See [A/72/185](#).

in disarmament and non-proliferation education and training at the national level and have led by example, accumulating significant experience in this area since the Study was produced 15 years ago.

Train-the-trainers and educate-the-educators programmes in disarmament and non-proliferation areas should be further promoted at the national and international levels, in accordance with Recommendation 14 of the Study. UNODA, the United Nations Institute for Training and Research, the United Nations Institute for Disarmament Research, the International Atomic Energy Agency (IAEA), the Organisation for the Prohibition of Chemical Weapons, and the Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO) Preparatory Commission, are the best-positioned organizations for promoting these programmes and sponsoring them at the international level. Those States that have been traditionally attached to the issue of disarmament and non-proliferation education should be encouraged to re-energize their efforts in this direction.

This applies to national universities and think tanks as well because they can complete such tasks. The educate-the-educators programme in non-proliferation studies in the Russian Federation was established by the PIR Center (Russian Center for Policy Studies), which was founded in 1994 in Moscow. This included regular visits and a series of lectures by PIR Center's associates at most of the Russian universities that focus on international relations and security. In addition, the PIR Center brings professors and research institute staff from all over the country, as well as the post-Soviet states, to Moscow for specialized training courses.⁶ Together with other young professionals, public officers and diplomats, they also

⁶ "Training course for university professors and research institute staff", 2013. Available from <http://www.pircenter.org/en/pages/217-training-course-for-university-professors-and-research-institutes-staff-2013>.

take part in the International School on Global Security,⁷ which has been organized 17 times by the PIR Center on a yearly basis and has shaped a network of more than 700 alumni.⁸ Since all the activities took place in the *Russian* language, these efforts correspond to the next point of this article.

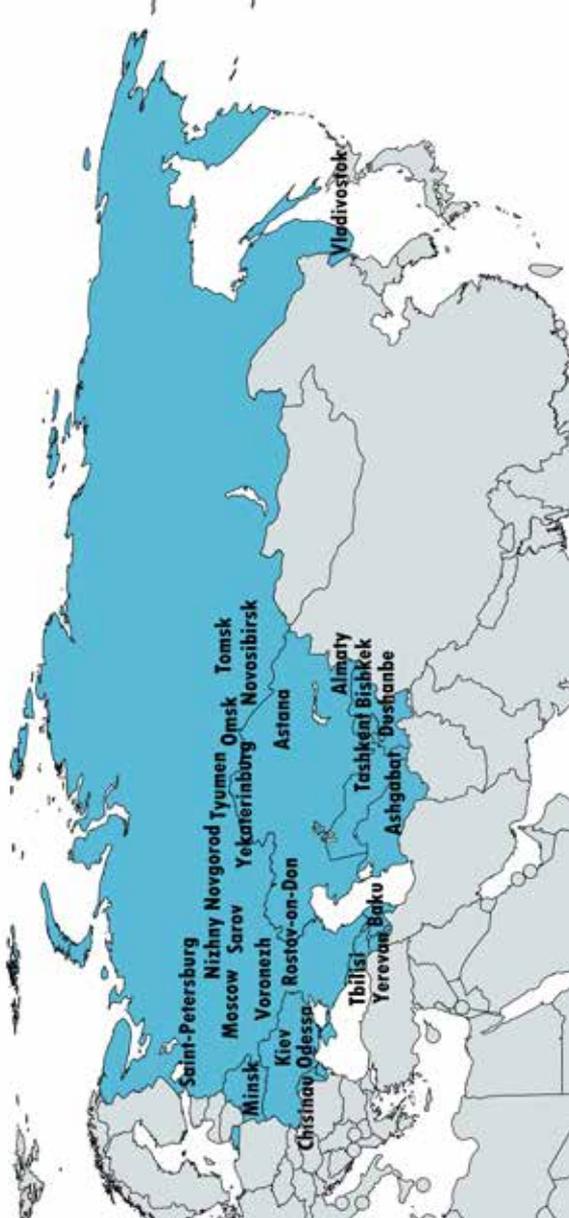
More emphasis should be placed by the United Nations on *using languages other than English* in teaching disarmament and non-proliferation issues at all levels, from secondary school to post-graduate, in accordance with Recommendation 3 of the Study, and disseminating materials online, in accordance with Recommendation 22. The same applies to regional organizations, academic institutions and NGOs. It is clearly stated in the summary of the Study on disarmament and non-proliferation education that “since most material is in English, translation into other languages is an essential first step”. At the moment, there is no shortage of materials in English. At the same time, there is a deficit of materials for teaching *in other United Nations languages*, as well as in other major languages. This approach should also be based on United Nations General Assembly resolution 69/324 on multilingualism. UNODA online resources should be maintained in the six official United Nations languages, represented equally, in accordance with Recommendation 25.

Due to generally poor reporting on the implementation of the Study, as well as inadequate presence of think tanks, educational and governmental institutions in media, it is

⁷ “International School on Global Security”. Available from <http://www.pircenter.org/en/projects/34-international-school-on-global-security>.

⁸ According to one of the co-authors, who took part in PIR Center’s International School on Global Security in 2015, this is a unique opportunity for young professionals to learn about a variety of security-related issues in Russian in 10 days. It is a fascinating experience to meet renowned officials, diplomats, scholars and experts in the field, as well as colleagues from all over the world who can discuss issues related to non-proliferation, disarmament, cybersecurity and regional security in Russian and share their own experiences with peers.

PIR CENTER'S TRAIN-THE-TRAINERS PROGRAM



difficult to assess the scale of activities in languages other than English, both in terms of events and materials. Even a Google search conducted in those languages provided only very modest results, which once again underscores a strong need for collecting all the relevant information at the UNODA Disarmament Education Portal. However, there are initiatives in the field of disarmament and non-proliferation education that are held in languages other than English. They are initiated by entities both from English-speaking and non-English-speaking countries, but for the purposes of the paper, we would like to highlight one initiative in each official United Nations language.

Since 2010, NPSGlobal, an Argentina-based think tank, has organized the Regional Postgraduate Course in Global Security, Disarmament and Non-Proliferation—entirely in *Spanish*, with assistance to those who speak Portuguese.⁹ Unfortunately, their web page has recently not been updated as often as their Facebook page;¹⁰ however, they have developed significant expertise in non-proliferation and disarmament over the past decade.

The Arab Institute for Security Studies, established in Jordan in 1995, has held its annual Weapons of Mass Destruction (WMD) and Security Forum nine times in *Arabic*.¹¹ Prior to the 2015 Forum, the Institute made a statement about “the total absence of courses/curriculums dealing with non-proliferation and disarmament in Arab academic institutions”.¹²

⁹ “Regional Postgraduate Course in Global Security, Disarmament and Nonproliferation”. Available from <http://npsglobal.org/esp/npsglobal-mainmenu-26/programas/educacion-para-la-prevencion-y-respuesta/especializacion-en-desarme-y-no-proliferacion-de-armas-de-destruccion-masiva.html>.

¹⁰ Available from <https://www.facebook.com/npsglobal/>.

¹¹ Arab Institute for Security Studies, “Meetings: A listing of upcoming conferences and meetings (in addition to old meetings/conferences)”. Available from <http://acsis.org/meetings.php>.

¹² Arab Institute for Security Studies, “Meeting announcement” (2015). Available from <http://acsis.org/meetings/nuclear-2015/announce.php>.

The Egyptian Council for Foreign Affairs,¹³ as well as the Chair of its Board, a prominent diplomat, Ambassador Mohamed Shaker, also deserve credit for increasing public awareness about international security and nuclear-related issues.

As for *French*, it turns out that it is more difficult to find relevant materials or events in this language than in Spanish. Unfortunately, the web page of the Center for International Security and Arms Control, which was established in France in 1999, is currently unavailable.¹⁴ Institut Français des Relations Internationales seems to effectively cover the arms control and non-proliferation agenda.¹⁵ In terms of non-proliferation education, France provides technical education English, to facilitate international cooperation. However, Institut de radioprotection et de sûreté nucléaire, which has expertise in nuclear and radiation risks, provides a brief tutorial¹⁶ in WMD non-proliferation in French.

Regarding the programmes on non-proliferation held in *Chinese*, the work of Carnegie-Tsinghua remains most accessible.¹⁷ Undoubtedly, Chinese academic institutions and think tanks work on these issues; however, lack of coverage of their work in the Internet is obvious.

As an example of best practice in using languages other than English, we could name the CTBT Tutorial,¹⁸ which is provided in all six official United Nations languages, as well

¹³ See <http://www.ecfa-egypt.org/>.

¹⁴ See <http://www.cesim.fr/> (accessed 8 September 2017).

¹⁵ See Institut Français des Relations Internationales, “Dissuasion et prolifération”. Available from <https://www.ifri.org/fr/recherche/thematiques-transversales/securite-defense/dissuasion-prolifération>.

¹⁶ Institut de radioprotection et de sûreté nucléaire, “Non-prolifération: chimie, biologie, nucléaire”. Available from <http://non-prolifération.irsn.fr/Pages/default.aspx>.

¹⁷ See Carnegie-Tsinghua, “Nonproliferation and Arms Control”. Available from <http://carnegietsinghua.org/topic/971>.

¹⁸ Available from <https://ktp.ctbto.org/mod/page/view.php?id=5638>.

as in Portuguese. *We call for more efforts to promote non-proliferation and disarmament education in multiple languages.*

Nuclear engineers, scientists, as well as policymakers from nuclear industry “newcomer” States should receive priority in training, fellowships and awareness programmes, on as wide a geographical basis as possible, in accordance with Recommendation 13 of the Study. The development of the nuclear industry in the “newcomer” States creates an increasing demand for specialists, educated and/or trained in non-proliferation, nuclear security and disarmament areas. While some developed States are closing their nuclear energy programmes, a few dozen developing nations are opting for it. Therefore, nuclear energy specialists are increasingly in demand. The estimates for the demand in nuclear workforce in the emerging nuclear countries differ from State to State, depending on the scale of the planned development and the stage of their respective nuclear programmes. On average, however, each of the newcomer States will require from 6,000 to 8,000 new skilled professionals by 2020.¹⁹ The “newcomers” also have a demand for the workforce to be local, which places additional importance on the development of the training programme worldwide. Ignorance or insufficient awareness of nuclear non-proliferation principles in newcomer States may put the nuclear industry and regional or global security at risk. IAEA is ideally placed to address this potential challenge through international non-proliferation training efforts.

As emphasized in Recommendation 17, it is vital for journalists and media representatives to enhance their knowledge about disarmament and non-proliferation. This applies, in particular, to digital media, which plays an

¹⁹ Estimates are based on the IAEA reports “Human Resources for Nuclear Power Expansion” (available from https://www.iaea.org/About/Policy/GC/GC54/GC54InfDocuments/English/gc54inf-3-att5_en.pdf) and “Evaluation of Human Resource Needs for a New Nuclear Power Plant: Armenian Case Study” (available from http://www-pub.iaea.org/MTCD/Publications/PDF/TE_1656_Web.pdf).

increasingly important role today. There is a need for a more informed analysis and less propaganda especially in those nations that possess nuclear weapons and have a special responsibility for global peace and stability. It is particularly important that, through responsible media, the young generation is educated about the dangers of WMD and the importance of disarmament and non-proliferation rather than have them internalize mainstream movie stereotypes that may lead the public (and young generation, in particular) to wrong conclusions or a “relaxed” approach to the use of WMD in real life in the twenty-first century.

Training of media professionals on disarmament and non-proliferation values should be prioritized by the United Nations system. UNODA (in partnership with the Department of Public Information and/or other relevant institutions) should be encouraged to call *worldwide awards for educators, journalists and writers writing on disarmament and non-proliferation*.²⁰ Submissions of works for competition in all six United Nations official languages should be a requirement for such competitions, to avoid an unfortunate situation of availability only in English of most materials considered for journalism international competitions.²¹ The awards should not focus only on publications specializing in security or non-proliferation studies as there should be a more general approach. The consideration of media used by an average citizen should be encouraged. There should be up to five nominations available, including for (1) newspaper journalism; (2) television journalism; (3) radio broadcasting; (4) internet publications;

²⁰ See [A/72/185](#).

²¹ It should be recognized that such a task for UNODA will be labour-intensive, particularly as expertise on all United Nations languages will be involved. For this purpose, a combination of additional financial resources for this project from a major philanthropy and an involvement by partner institutions should be a solution to temporarily add human resources for UNODA for disarmament and non-proliferation education and cover costs, in full or in part.

and (5) social networks and blogs. Results of this competition should be announced and prizes awarded in September 2019.

Member States and philanthropic organizations should be invited by UNODA to financially support this one-time competition. Results should be made public and disseminated as widely as possible using United Nations resources, its institutes and its Member States, as well as regional organizations, NGOs and the media. Five winning journalists should become *ambassadors for disarmament and non-proliferation education for a 5-year period (2020-2024)*, joining efforts with other 12 ambassadors for disarmament and non-proliferation education whose selection and functions are further discussed below.

In parallel with the above-mentioned competition, UNODA (in partnership with relevant institutions) should be encouraged to *call a worldwide competition on the “best educators” in the area of disarmament and non-proliferation.*²² There should be 12 nominations available—two in each of the six United Nations official languages: one for institutions and one for individuals.²³ The winners should be announced and prizes awarded in September 2019. Again, Member States and philanthropic organizations should be invited by UNODA to financially support this one-time competition.

Results of this competition should be made public and disseminated as widely as possible using United Nations resources, its institutes and its Member States, as well as regional organizations and NGOs. *The six individual winners and six delegates from the winning institutions should become ambassadors for disarmament and non-proliferation education*

²² See [A/72/185](#).

²³ It should be recognized that such a task for UNODA will be labor-intensive, particularly as expertise on all UN languages will be involved. For this purpose, a combination of additional financial resources for this project from a major philanthropy and an involvement by partner institutions should be a solution to temporarily add human resources for UNODA for disarmament and non-proliferation education and cover costs, in full or in part.

for the next 5 years (2020-2024) in their respective languages. They should work with the five ambassadors from the global media. The force of the 17 ambassadors for disarmament and non-proliferation education should be decisive in turning the trend from loss of interest in the topic to reviving such interest and improving the implementation of the 34 recommendations of the 2002 Study.

III. Meeting the objectives of disarmament and non-proliferation education and training in a globalized world through advanced international collaboration and cooperation

The objectives of contemporary disarmament and non-proliferation education and training remain the same as they were identified in the Study 15 years ago:²⁴

- (a) To learn *how* to think rather than *what* to think about issues;
- (b) To develop critical thinking skills in an informed citizenry;
- (c) To deepen understanding of the multiple factors at the local, national, regional and global levels that either foster or undermine peace;
- (d) To encourage attitudes and actions that promote peace;
- (e) To convey relevant information on and to foster a responsive attitude to current and future security challenges through the development and widespread availability of improved methodologies and research techniques;
- (f) To bridge political, regional and technological divides by bringing together ideas, concepts, people, groups and institutions to promote concerted international efforts

²⁴ [A /57/124](#), section II.

towards disarmament, non-proliferation and a peaceful and non-violent world;

- (g) To project at all levels the values of peace, tolerance, non-violence, dialogue and consultation as the basis for interaction among peoples, countries and civilizations.

But how can we best achieve these objectives in today's globalized and interconnected world? In our view, national education programmes of the young generation, in particular at the university level, should be complemented, when possible, with *international cooperation programmes* when disarmament and non-proliferation issues are concerned. The best outcome would be achieved when the new generation of international relations/international security experts, nuclear engineers, journalists, etc. participate in educational or training programmes in WMD non-proliferation and disarmament (arms control) studies with geographically mixed participants, where students from various regions of the globe and from both nuclear-weapon and non-nuclear-weapon States study together.

Such an approach would strongly facilitate the above-mentioned objectives of contemporary disarmament and non-proliferation education and training and, in particular, will help develop critical thinking skills in an informed citizenry by encouraging them to learn *how* to think rather than *what* to think about issues.

In order to make such an international cooperation approach more feasible and practical, the steps below should be undertaken *as a matter of priority*:

1. *International certified dual-degree M.A. programmes in disarmament and non-proliferation*, with joint participation and collaboration of two or more reputable universities from different countries and with participation of students from many countries should be strongly encouraged. In 2016, the first programme of this kind was established by the Moscow State Institute of International Relations (MGIMO University) and the Middlebury

Institute of International Studies at Monterey (MIIS). Upon the initiative of and in partnership with the PIR Center, the two institutions joined their efforts to develop a programme that would introduce students from all over the world to various approaches regarding non-proliferation studies. Students spent one semester in Moscow and two semesters in Monterey, and dedicated the final semester to undertaking an internship and writing a thesis.²⁵ The first cohort of students, nine individuals from three countries—the United States, the Russian Federation and Mexico—are currently doing their third semester.²⁶ The second one—also consisting of nine individuals, representing the United States, the Russian Federation and China—has just started

²⁵ See “Dual Degree Program in Nonproliferation Studies”. Available from <http://www.pircenter.org/en/pages/941-dual-degree-program-in-nonproliferation-studies>.

²⁶ According to one of the co-authors of the article, who is part of the dual-degree programme, apart from the divergence of views expressed in the programme and the diversity of students representing different countries, another distinctive feature of the programme is a combination of two approaches to teaching prevalent in the Russian Federation and the United States. During the first semester, all the students study in the same group in a very intensive mode—from five to seven hours a day, five days a week. This enables them to both get familiar with most of the necessary subjects on introductory level, and get to know each other and make friends. Upon arrival in Monterey for the second and third semesters, they understand issues regarding disarmament, non-proliferation and cybersecurity, well enough to make an informed decision on what to study further. Since education in Monterey is based on “market principles”, they select most of the subjects on their own, do in-depth studies of specific issues, and immerse in the wider community of students and specialists working in the relevant fields. With respect to the professional community, both MGIMO and MIIS are frequently visited by guest lecturers. In addition, around 40 per cent of the first semester in Moscow is based on a series of lectures by visiting professors, invited specifically for the dual-degree programme. These include present and former diplomats, governmental officials, experts and scholars. It is important to note that the lectures are planned and structured as part of regular classes so that various perspectives on disarmament and non-proliferation issues could shape a general, yet detailed picture.

its first semester in Moscow. The programme is open to applicants of all nationalities and the enrolment process takes place from April to August every year.

2. *Internships in United Nations entities with special competence in disarmament and non-proliferation, provided to undergraduate and graduate students from all geographical regions of the world, should be expanded*, in accordance with Recommendation 24 of the Study. Apart from its regular internship programme, UNODA runs the United Nations Programme of Fellowships on Disarmament. Since 1978, more than 900 officials from over 160 countries have been trained in this programme, which initially lasted for six months and 10 years later was reduced to up to 12 weeks. Every year, 25 fellowships are granted,²⁷ and we believe that the number of participants should be increased.
3. Moreover, leading international educational centres, both undergraduate, graduate and post-graduate, should be encouraged to accept junior fellows in the area of disarmament (arms control) and WMD non-proliferation studies *from various geographical regions of the world*. In both cases, it would be best if the junior fellows undertake their programmes in small groups, where fellows from various geographical regions are simultaneously represented.
4. *Governments should involve the younger generation in their activities related to disarmament and non-proliferation*. Recommendation 8 of the Study encouraged Member States to include non-governmental advisers and parliamentarians in their delegations to United Nations disarmament-related meetings; however, under the United Nations Youth Delegates Programme,²⁸ Member States can include young professionals from 18 to 24 years old in their national

²⁷ See “The United Nations Programme of Fellowship on Disarmament” (available from <https://www.unog.ch/disarmament/fellowship>) and General Assembly resolution 50/81.

²⁸ See <https://www.un.org/development/desa/youth/what-we-do/youth-delegate-programme.html>.

delegations to the United Nations General Assembly. The selection process is conducted differently in each country. For instance, the Ministry of Foreign Affairs of Mexico holds a nation-wide essay contest every year, with one of several topics being devoted to disarmament and non-proliferation.²⁹ The winners of the contest in this section attend the United Nations General Assembly First Committee session and usually join the Ministry later to continue their work in this field. This brilliant way of training dedicated professionals and helping them to build their career should be adopted by other countries that do not take advantage of the Youth Delegates Programme.

5. *To bridge the gap* between students from one side, and senior experts and officials from the other side, universities, think tanks and international organizations should support student-led research clubs and their initiatives, be it a seminar, a conference or a research project. There should be more events and opportunities for students and senior professionals to engage in discussions on pressing issues and exchange of ideas. CTBTO Executive Secretary Lassina Zerbo, who spares no effort to support the CTBTO Youth Group³⁰ established in 2016, is deservedly called a role model in terms of his interaction with the younger generation.
6. In addition, *cooperation between student groups as small-scale think tanks should be enhanced*. With new technologies, it is almost cost-free. In 2016, the Student Scientific Society at MGIMO University and the Graduate Initiative in Russian Studies³¹ at MIIS launched a series of United States–Russian dialogues on security-related

²⁹ See “Delegados Juveniles ONU”. Available from <https://www.gob.mx/sre/acciones-y-programas/delegados-juveniles-onu>.

³⁰ See <https://youthgroup.ctbto.org/youth-group-homepage/>.

³¹ See <http://sites.miis.edu/russianinitiative/girs-mgimo-dialogue-series/graduate-initiative-in-russian-studies-student-scientific-society-dialogue-series/>.

issues. Next steps of the long-term programme envision writing joint papers edited and revised by senior experts in respective fields. This model of cooperation can be adopted by other educational institutions worldwide.

7. In accordance with Recommendation 21 of the Study, *distance learning*, while not substituting traditional educational methodologies, should be used as a supplemental technique, particularly as it provides cost-efficient access across multiple audiences in various regions of the world and gives unique opportunities for teaching when on-site teaching is not possible.³²

Perhaps, the Nuclear Threat Initiative, in partnership with James Martin Centre for Nonproliferation Studies, provides the most comprehensive tutorial materials on disarmament and non-proliferation.³³ However, those who know little about this field may fail to learn about the tutorials or to develop an interest in these topics. To receive more attention, an online course on non-proliferation and disarmament on such platforms as edX³⁴ or Coursera³⁵ should be developed; currently there is none devoted to these areas of studies. In this regard, the CTBTO profile on iTunes University³⁶ could be highlighted as a move to share their materials with a wider audience. Undoubtedly,

³² One of the co-authors would like to emphasize here, putting on his professorial hat, that all his experience in teaching non-proliferation studies in MGIMO in Moscow, as well as in eight other universities and schools in 9 different countries, has clearly demonstrated that the conclusion of the 2002 United Nations Study is still valid with respect to the fact that “new technologies, especially the Internet, create unprecedented opportunities in disarmament and non-proliferation education for both the academic audience and the public. *The new technologies, however, complement rather than replace traditional education and training*” (emphasis added).

³³ Available from <http://tutorials.nti.org/>.

³⁴ Available from <https://www.edx.org/>.

³⁵ Available from <https://www.coursera.org/>.

³⁶ Available from <https://www.ctbto.org/specials/ctbto-on-itunes-u/>.

such efforts should be taken by other international organizations, research centres, universities and NGOs.

8. In accordance with Recommendation 23 of the Study, and in development of this recommendation, as well as in accordance with para. 25 of the report by the United Nations Secretary-General on the work of his Advisory Board on Disarmament Matters (2010) (A/65/228, section B, p. 6), *simulation and role-playing games*, including direct and online debates, should receive priority as teaching techniques at the undergraduate and graduate levels when studying disarmament and non-proliferation topics.³⁷ Concluding an international student simulation prior to the 2020 NPT Review Conference might be a good practical opportunity in applying this educational technique for non-proliferation and disarmament education.
9. Current experiences with disarmament and non-proliferation education, especially existing international dual-degree programmes, as well as other best practices, new methods and techniques in this field, should be explored at an *international symposium that should be convened under the auspices of the United Nations or one of its institutes in 2019*, in further development of Recommendation 29 (a), (b) and (c) of the Study, with the guidance and leadership of the above-mentioned 12 ambassadors for disarmament and non-proliferation education.

The international symposium proposed above should be used as a *hub for launching an international four-year*

³⁷ As the Study put it absolutely correctly in 2002, “a simulation can just as easily take place with participants sitting in a circle as with learners on different continents linked by videoconferencing technology”. Progress with information technologies currently makes this approach even much more cost efficient compared to 15 years ago, particularly taking into account that Skype and other relevant technologies can make such distance-learning simulations completely free-of-charge, which is particularly relevant for universities or whole regions of the world where disarmament and non-proliferation studies remain hugely underfunded.

project (2020-2023) connecting six leading universities (or other relevant institutional players in disarmament and non-proliferation education). These would be the universities that would be selected in 2019 as six ambassadors for disarmament and non-proliferation education for a five-year term (2020-2024). These six individuals should serve as moderators from their respective linguistic regions, and the five ambassadors from the global media should provide international coverage, although they could also join as moderators/facilitators. The essence of this project should be a series of online debates and simulations between the students of different regions of the world on most urgent issues of disarmament and non-proliferation. The conclusions from these simulations should be reported by the ambassadors to the High Representative for Disarmament Affairs in 2024 and made public.

As a result of this global project, six best students (undergraduates or graduates) in disarmament and non-proliferation studies, who would perform the best during the simulations and debates, should be selected and announced in 2024 as new ambassadors for disarmament and non-proliferation education for the next five-year period (2025-2029).

With this, the 17 ambassadors selected in 2019 for five years will pass the richness of experience as well as their own ideas to the new, young generation, not only symbolically, but in practice. The year 2024 will be a transition year for sharing such experience and for passing it from the most experienced to the young. Starting from 2025, it will be up to the young and bright students or former students to provide their vision on this matter and to take the lead in promoting disarmament and non-proliferation education in their respective regions, as well as globally.

Annex

PLAN FOR PROMOTING DISARMAMENT AND NONPROLIFERATION EDUCATION

Reprinting the Study (A/57/124) and inviting the Secretary-General to write a new, updated forward.

A world-wide competition on:

- the "best educators" in the area of disarmament and nonproliferation - among universities
- the "best educators" in the area of disarmament and nonproliferation - among individuals
- the best practices in journalism writing on disarmament and nonproliferation

International symposium on lessons learned from international educational programs on disarmament and nonproliferation

"Peer ambassadors" on disarmament and nonproliferation education are selected from the winners in "best educators" and "best practices in journalism" nominations in the 2019 competition

Five-year term for "peer ambassadors" on disarmament and nonproliferation education

Four-year International Online Debates on Disarmament and Nonproliferation Project

Student ambassadors on disarmament and nonproliferation are selected from the winners of Online Debates Project

Transition period (joint group)

Student ambassadors on disarmament and nonproliferation take the lead in promoting education and training in this area

2017 2018 2019 2020 2021 2022 2023 2024 2025 2026 2027 2028 2029 2030