NUCLEAR DISARMAMENT AND NON-PROLIFERATION EDUCATION: FOUR COUNTRIES, ONE GOAL

A Briefing Paper for the third session of the Open-Ended Working Group to Take Forward Multilateral Nuclear Disarmament Negotiations

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INTRODUCTION

This study on nuclear disarmament and non-proliferation education was prepared by the Nuclear Age Peace Foundation (NAPF), a non-profit, non-partisan international education and advocacy organization. NAPF has consultative status to the United Nations Economic and Social Council and is recognized by the UN as a Peace Messenger Organization.

The study would not have been possible without the valuable contributions from the study’s five authors: Mr. Christian N. Ciobanu, Dr. Keiko Nakamura, Ms. Elena Sokova, Dr. William C. Potter, and Ms. Anda Serban.
FOREWORD
By Randy Rydell, Senior Political Affairs Officer in the Office of the High Representative for Disarmament Affairs

Human history becomes more and more a race between education and catastrophe.
H. G. Wells, The Outline of History (Macmillan: NY, 1921)

This insight by H.G. Wells may well rank among his most prophetic, and it remains all the more relevant today given the devastating humanitarian consequences of nuclear weapons, the deadliest of all weapons of mass destruction.

This study, produced by the Nuclear Age Peace Foundation, offers a concise introduction to international efforts to avert a nuclear catastrophe through the advancement of nuclear disarmament and non-proliferation education.

It approaches this challenge on two levels. First, it describes how these issues have been addressed in the UN disarmament machinery and other multilateral arenas. These include meetings of the states parties to the Treaty on the Non-Proliferation of Nuclear Weapons, the General Assembly’s First Committee, and many reports on this subject, including one prepared by the Group of Governmental Experts on Disarmament and Non-Proliferation Education (2002) and several more submitted to the General Assembly by the Secretary-General.

Given that education in these fields must be advanced at the level of individual Member States, the study usefully includes four case studies showing how this has been (and is being) accomplished in four specific countries: Japan, Austria, the United States, and Romania. The diversity of circumstances facing each of these countries alone makes this study a worthy contribution to the subject.

The study then moves from description to prescription, offering six concrete steps to advance disarmament and non-proliferation education. While each country will have its own ideas how to advance these goals, these recommendations stress both the importance of reaching young people throughout the world and of engaging with academia to advance teaching, training, and research in these fields.

The recommendations and case studies are a welcome contribution in the international community’s collective effort to avoid that catastrophe feared by Wells. It will appeal to specialists, but is written for a general audience. After all, avoidance of this catastrophe will not only benefit the experts. It will serve the interests of all.

1 The views presented in this foreword represent those of the author.
SECTION I. EDUCATION AND THE INTERNATIONAL DISARMAMENT MACHINERY

By Christian Ciobanu, Geneva Representative of the Nuclear Age Peace Foundation

Throughout the international disarmament machinery, many states and international organizations have acknowledged that there is a need to educate the current generation of young people, who have only an abstract conceptual understanding of nuclear weapons. They further acknowledge that there is a divide between the youth and past generations about the legacy of nuclear weapons. Consequently, the international community proposed and adopted measures in the international disarmament machinery to establish educational initiatives to raise awareness among the youth about the dangers of nuclear weapons.

United Nations General Assembly

To help address the growing need to educate young people about the current dangers of nuclear weapons in the post-Cold War era, Mexico introduced UN General Assembly Resolution A/RES/55/33/E entitled “United Nations Study on Disarmament and Non-Proliferation Education” to the 55th Session of the UN General Assembly First Committee. Specifically, this resolution requested the UN Secretary-General to prepare a study on nuclear disarmament and non-proliferation education that would “to assess the current situation of disarmament and non-proliferation education and training at the primary, secondary, university and postgraduate levels of education, in all regions of the world and recommend ways to promote education and training in disarmament and non-proliferation at all levels of formal and informal education, in particular the training of educators, parliamentarians, municipal leaders, military officers and government officials.”

The resolution was an outcome of the Secretary-General’s Advisory Board on Disarmament Matters. The First Committee adopted this resolution without a vote, which reflects the recognition by members of the international community of the importance of nuclear disarmament and non-proliferation education.

Reports of the Secretary-General on Disarmament and Non-Proliferation Education

UN Study on Disarmament and Non-proliferation Education

Following the adoption of A/RES/55/33/E, the Secretary-General established the Group of Governmental Experts on Disarmament and Non-Proliferation Education to help aid him with developing the UN Study on Disarmament and Non-Proliferation Education. The Secretary-General and a group of experts from different regions of the world analyzed the current state of nuclear disarmament and non-proliferation education in different levels of education. They developed 34 recommendations for organizational, UN, governmental, municipal and religious leaders to help educate individuals on nuclear disarmament and non-proliferation. The Study


\(^4\) The recommendations are listed in Appendix I.
was submitted to the 57th Session of the UN General Assembly.

*First Biennial Report of the Secretary-General on Disarmament and Non-Proliferation Education*

*A/RES/57/60*, which was approved by the United Nations General Assembly, requested that the Secretary-General review the implementation of the recommendations by states, international organizations, and NGOs. To help aid the Secretary-General, the Department for Disarmament Affairs, the predecessor to the UN Office for Disarmament Affairs, requested submissions from states, UN-related agencies, and NGOs on how they implemented the recommendations.

Pursuant to the aforementioned resolution, the Secretary-General issued the First Biennial Report (*A/59/178*) that contained submissions from Hungary, Mexico, New Zealand, Russian Federation, Sweden, and Venezuela. It also referred to the activities of the UN Institute for Disarmament Research, UN Department for Disarmament Affairs, Department of Public Information, International Atomic Energy Agency, United Nations University, and University for Peace to illustrate that the UN and other international organizations strongly supported the recommendations. The report indicated civil society’s commitments to these recommendations by elaborating on the Global Guide to Disarmament and Non-Proliferation Education, Consortium on Disarmament and Non-Proliferation Education, Foundation for Peace Studies and the International Association of the University Presidents’ activities.\(^5\)

The UN Institute for Disarmament Research (UNIDIR) described that its activities satisfied 14 recommendations.\(^6\) For instance, UNIDIR mentioned that it received requests from universities to provide articles and chapters from its publications, including *Disarmament Forum*. The Institute provided sponsored exhibits and hosted research fellows on disarmament and arms control.\(^7\)

The UN Department for Disarmament Affairs engaged in several activities to execute Recommendations 3, 18, 19, 24, 25, 27, 28, 29, 30, and 31. Particularly, the UN Department for Disarmament Affairs launched the UN Programme of Fellowship on Disarmament, its largest nuclear disarmament and non-proliferation training program. It also trained 23 graduate and undergraduate students in both New York and Geneva.\(^8\)

The First Biennial Report devoted a section to examples of disarmament and non-proliferation programs, particularly the 2004 Teaching Non-Proliferation Summer Institute and “A World

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\(^6\) UNIDIR implemented activities related to Recommendations 3, 4, 7, 9, 12, 15, 17, 20, 21, 22, 23, 24, 27, and 28.


\(^8\) Ibid.
Without Weapons: Disarmament Education Programme.” The 2004 Teaching Non-Proliferation Summer Institute consisted of a series of lectures, seminars and panel discussions that addressed multiple aspects of non-proliferation, such as nuclear weapon technology and nuclear terrorism. The United Nations Association in Canada sponsored “A World Without Weapons: Disarmament Education Programme,” providing teachers with a comprehensive guide and an online manual for students. The guide included six lesson plans that explored the relationships between disarmament and non-proliferation issues to human security. The lesson plans further addressed the students’ learning outcomes, and contained case studies to help students conceptualize the issues within different contexts. These case studies enabled students to think critically about the issues to understand the dangers of nuclear weapons and contribute to the creation of a peaceful world.9

The report concluded that implementation of the recommendations fostered greater exchange of information and cooperation among the United Nations, NGOs, states, and academic institutions. Considering that the study encouraged member-states, international organizations, and NGOs to implement the recommendations from the study, states approved A/RES/59/93, A/RES/61/73, GA/63/70, and A/RES/65/77. These resolutions called for UN Secretary-General to prepare the Second Biennial, Third Biennial, Fourth Biennial, and Fifth Biennial reports on disarmament and non-proliferation education.

Fifth Biennial Report of the U.N. Study on Disarmament and Non-Proliferation Education

In 2012, the UN Secretary-General issued a report to commemorate the tenth anniversary of the United Nations Study on Disarmament and Non-Proliferation Education. For this report, the UN Secretary-General received submissions from Austria, Colombia, Cuba, Italy, Japan, Lebanon, Mexico, New Zealand, and Panama. The report also contained information about implementation of the recommendations from the Office for Disarmament Affairs, Department of Peacekeeping Operations, Department of Public Information, United Nations Institute for Disarmament Research, Agency for the Prohibition of Nuclear Weapons in Latin America and the Caribbean, International Atomic Energy Agency, Organization for the Prohibition of Chemical Weapons, Organization of American States, Preparatory Commission for the CTBTO, University for Peace, and the United Nations University. The report contained submissions from the Campaign for Nuclear Disarmament, Disarmament and Security Centre, Hibakusha Stories, IKV Pax Christi, James Martin Center for Nonproliferation Studies, Nuclear Age Peace Foundation, Peace Boat, Simons Foundation and the Women’s International League for Peace and Freedom. The significant number of submissions from civil society reflects a desire among NGOs to establish a world that is free of nuclear weapons by educating the youth.10

The report elaborated upon UNIDIR’s activities in fulfilling the recommendations. These activities included the establishment of “Understanding disarmament,” a series of briefings on disarmament and security issues. The briefings can help educate students and civil society on the current trends and topics on international disarmament issues. UNIDIR further noted that

9 Ibid.
“Understanding disarmament” will be available for mobile devices in an effort to provide information in formats widely used by young people around the world.\textsuperscript{11}

The report highlighted the UN Office for Disarmament Affairs’ (UNODA) efforts in collaborating with states, NGOs, and the general public to implement the recommendations set forth in the Secretary-General’s 2002 Report. UNODA launched several educational opportunities for young individuals, including Art for Peace with the Harmony for Peace Foundation and the Department of Public Information. It also created \textit{Disarmament Today}, a series of audio podcasts in which prominent experts discuss vital disarmament issues, including disarmament and non-proliferation education. For instance, since 2010, the Office for Disarmament Affairs has trained more than 65 graduate students in New York and Geneva through the United Nations internship program.\textsuperscript{12}

The submissions in the report helped the UN Secretary-General and the co-authors of the report to reflect upon the tenth anniversary of the \textit{UN Study on Disarmament and Non-Proliferation Education}. The authors concluded that international community has substantially used new technological tools to establish educational opportunities to the current generation of youth.\textsuperscript{13} The report stated that the international community must continue to strengthen efforts to ensure that states, UN, and civil society organizations can educate the current generation of youth to establish a world free of nuclear weapons.

\textbf{Nuclear Non-Proliferation Treaty Regime}

\textit{2005 NPT Review Cycle}

During the 2005 NPT Review Conference, Mexico, Egypt, Hungary, Japan, New Zealand, Peru, Poland and Sweden submitted a joint working paper on nuclear disarmament and non-proliferation education. As detailed in the work, these states contended that education can help assist individuals to learn about the NPT regime. It can also help the Parties to highlight the actions of governments, diplomats, and international institutions to raise awareness about the dangers of nuclear weapons to the public.\textsuperscript{14}

The co-sponsors of the document proposed several recommendations to the Parties, which included a need for the international community to support educational initiatives by UN. The co-sponsors further argued that the Parties should cooperate with academic institutions to establish educational programs to address the issues associated with non-proliferation and nuclear disarmament. These programs should also provide opportunities for officials and parliamentarians to visit museums in Hiroshima and Nagasaki to increase public attention on the dangers of nuclear weapons.\textsuperscript{15}

\begin{itemize}
\item \textsuperscript{11} Ibid.
\item \textsuperscript{12} Ibid.
\item \textsuperscript{13} Ibid.
\item \textsuperscript{14} Egypt, Hungary, Japan, Mexico, New Zealand, Peru, Poland, and Sweden, \textit{Working Paper on Disarmament and Non-Proliferation Education}, NPT/CONF.2005/WP.30.
\item \textsuperscript{15} Ibid.
\end{itemize}
Recognizing the need for Parties to the NPT to incorporate the Secretary-General’s recommendations, Mexico submitted its national report to the First Preparatory Committee for the 2010 NPT Review Conference. The report reflects Mexico’s belief that the Parties to the NPT can establish a culture of peace and non-violence by supporting educational initiatives.

As contained in the report, Mexico specified that it implemented a range of recommendations from the study, including Recommendations 1, 23 and 33. Additionally, Mexico cited different examples in which it supported the recommendations. These examples ranged from promoting the participation of officials in academic and international forums to supporting references about nuclear disarmament and non-proliferation education in the Tlatelolco Declaration. It further touched upon Mexico’s proposal for the international community to establish a UNESCO Chair on Disarmament. Mexico informed delegates that it submitted information on its implementation of the recommendations and referenced disarmament and non-proliferation education at the 61st Session of the UN General Assembly. Finally, it urged states to provide information to the different sessions of the UN General Assembly First Committee on their initiatives in addressing the recommendations.

During the First Preparatory Committee for the 2010 NPT Review Conference, Japan elaborated on its national programs, including a citizens’ forum on disarmament and non-proliferation education, a disarmament and non-proliferation seminar in 2005, and peace efforts by the cities of Hiroshima and Nagasaki. It further discussed its commitments to inviting disarmament experts, such as Dr. Kathleen Sullivan and Dr. William Potter to Japan. It underscored the importance of international student debates on disarmament and non-proliferation.

In the Second Preparatory Committee for the 2010 NPT Review Conference, Japan mentioned that nuclear disarmament and non-proliferation education should be used to increase public awareness of the challenges that affect the NPT regime and its contributions to international peace and security. Japan also described its educational seminars, including its joint workshop with UNIDIR on how the youth can “preserve the knowledge and experience of the immense destructive power of nuclear weapons.”

The Parties to the NPT agreed to support an action plan on nuclear disarmament and non-proliferation in the Action Plan of the 2010 NPT Review Conference. As mentioned in Action 22, all states are encouraged to implement the recommendations of the UN Study on Disarmament and Non-Proliferation Education to help further the NPT regime and its endeavors to establishing a world free of nuclear weapons.

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17 Ibid.
Illustrating the need for the Parties to fulfill Action 22, the Non-Proliferation and Disarmament Initiative (NPDI) delivered two statements in the 2015 Review Cycle of the NPT. In its first statement to the Parties of the NPT in the 2012 NPT Preparatory Committee, the NPDI states reminded the Parties that a nuclear weapons free world requires that the international community educate young people by teaching them about the appalling legacy of nuclear weapons. Additionally, states should form partnerships with international organizations, NGOs, media, academics, and the private sector to organize joint educational programs. The NPDI states also reiterated that new tools, including YouTube, Twitter, and Facebook, should be utilized to disseminate information and organize educational initiatives. The documents further elaborated on Canada, Netherlands, and Poland’s programs in promoting nuclear disarmament and non-proliferation education.

The second NPDI report detailed Mexico and Japan’s implementation of the recommendations. It noted that in 2010, Mexico hosted a seminar entitled “Nuclear Disarmament and Non-Proliferation: Voices of the Survivors” and welcomed a delegation of hibakusha from Peace Boat. In August 2012, Japan and the United Nations University held the Global Forum on Disarmament and Non-proliferation Education. The participants discussed how to promote educational initiatives on nuclear disarmament and non-proliferation education. The forum established a Facebook page and a Twitter account to help raise awareness about nuclear weapons.

Conveying the urgent need for the Parties to implement Action 22, Austria and Japan described their educational initiatives to the participants of the 2012 NPT Preparatory Committee. Both states underlined the importance of civil society in nuclear disarmament and non-proliferation, including educational initiatives. They also argued that due to the humanitarian consequences of any use of nuclear weapons, it is vital to provide knowledge and relevance about the issues associated with the NPT.

Open-Ended Working Group to Take Forward Multilateral Nuclear Disarmament Negotiations

In the Second Session of the Open-Ended Working to Take Forward Multilateral Nuclear Disarmament Negotiations, states highlighted the importance of nuclear disarmament and non-proliferation education. As described in Austria’s paper entitled An Exploration of Some Contributions that Also Non-Nuclear Weapon States Could Engage in to Take Multilateral

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22 Non-Proliferation and Disarmament Initiative, Disarmament and Non-Proliferation Education, NPT/CONF.2015/PC.II/WP.12.

23 Austria and Japan, Bridging the generation divide for peace and a sustainable future through disarmament and non-proliferation education: implementing the action plan of the 2010 Review Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear weapons, in particular action 22, NPT/CONF.2015/PC.I/WP.11.
Nuclear Disarmament Forward, it emphasized that it is vital for the international community to identify concrete methods to develop educational initiatives to help the youth to understand the problems posed by nuclear weapons. Moreover, Australia, Austria, Belgium, Canada, Finland, Germany, Italy, Japan, Netherlands, Poland, Portugal, Slovakia, and Sweden submitted a joint paper in which they noted that the promotion of nuclear disarmament and non-proliferation education, including on the humanitarian consequences of the use of nuclear weapons, can help the international community to fulfill its commitments to the 2010 NPT Review Conference.

Austria, An Exploration of Some Contributions that Also Non-Nuclear Weapon States Could Engage in to Take Multilateral Nuclear Disarmament Forward, A/AC.281/WP.5.

Australia, Belgium, Canada, Finland, Germany, Italy, Japan, Netherlands, Poland, Portugal, Slovakia and Sweden, Building Blocks for a World without Nuclear Weapons, A/AC.281/WP.4.
SECTION II. CASE STUDIES

In the following section, Dr. Keiko Nakamura, Associate Professor at the Research Center for Nuclear Weapons Abolition, Nagasaki University (RECNA); Ms. Elena Sokova, Executive Director of the Vienna Center for Disarmament and Non-Proliferation; Dr. William C. Potter, Sam Nunn and Richard Lugar Professor of Nonproliferation Studies and Director of the James Martin Center for Nonproliferation Studies at the Monterey Institute of International Studies; and Ms. Anda Serban, a coordinator of UN Youth Association of Romania, provide information on how programs in Japan, Austria, the United States of America, and Romania have been promoting nuclear disarmament and non-proliferation education.

The Non-Nuclear Weapon States

Japan was selected as a case study because it has a tragic legacy associated with nuclear weapons. As a result of the legacy and the catastrophic effects of nuclear weapons, the government of Japan has been committed to promoting nuclear disarmament and non-proliferation education. Additionally, the survivors of the atomic bombings, civil society organizations, and cities have extensively organized events to teach individuals, including young people, about the dangers of nuclear weapons.

Austria was chosen as another case study because nuclear disarmament and non-proliferation educational initiatives have been vital to Austria’s national peace education program. The government of Austria has collaborated closely with civil society, the UN, and academic think tanks to further nuclear disarmament and non-proliferation education to ensure that the current generation of young people is aware of the dangers of nuclear weapons. It launched the Vienna Center for Disarmament and Non-Proliferation to further promote nuclear disarmament and non-proliferation education and training.

The Nuclear-Weapon State

While the United States of America is a nuclear-weapon state, researchers have been organizing nuclear disarmament education and non-proliferation training programs for several years. Notably, experts established the Center for Nonproliferation Studies (CNS) at the Monterey Institute of International Studies. Its focus has been on providing training to the next generation of non-proliferation experts. CNS recognizes that education and training are vital tools to increase awareness about disarmament and non-proliferation among young people to address the ignorance and compliance about nuclear weapons.

The Case of Romania

Although Romania is a member of the nuclear-armed North Atlantic Treaty Organization, the country is rapidly increasing its influence and position in the international disarmament machinery. For instance, in 2013, H.E. Mr. Cornel Feruta, the former Political Director of the Romanian Ministry of Foreign Affairs, chaired the 2013 NPT Preparatory Committee. Additionally, civil society initiatives have emerged to promote informal educational initiatives to help citizens understand both disarmament and non-proliferation issues. Finally, unlike the other
case studies in this report, this section is written from the perspective of a young Romanian involved in nuclear disarmament and non-proliferation education.
**DISARMAMENT AND NON-PROLIFERATION EDUCATION - A CASE STUDY OF JAPAN**

By Keiko Nakamura, Associate Professor at the Research Center for Nuclear Weapons Abolition, Nagasaki University (RECNA)

“People of younger generations, have you ever heard the voices of the hibakusha, survivors of the atomic bombings? Have you heard them crying out, ‘No more Hiroshimas, no more Nagasakis, no more wars, and no more hibakusha?’

“You will be the last generation to hear their voices firsthand. Listen to their voices to learn what happened 68 years ago under the atomic cloud. Listen to their voices to find out why they continue to appeal for nuclear abolition. You will find that, despite much hardship, they continue to fight for nuclear abolition for the sake of future generations. Please consider whether or not you will allow the existence of nuclear weapons in the world today and in the future world of your children. Please talk to your friends about this matter. It is you who will determine the future of this world.”

--2013 Nagasaki Peace Declaration

Sixty-eight years have passed since the atomic bombs were dropped in Hiroshima and Nagasaki. With a hibakusha’s (surviving victims from the atomic bombings) average age at nearly 79, it has become ever more important to redouble efforts to bring the catastrophic consequences of the use of nuclear weapons to the world’s attention, disseminate accurate information about the current situation in relation to nuclear disarmament and non-proliferation worldwide, and echo the hibakushas’ call for the total elimination of such inhumane weapons.

Against this background, Japan, as a state which experienced the devastation of nuclear weapons, has placed a great emphasis on disarmament and non-proliferation education at multiple levels, including the government, local authorities, and civil society organizations. This brief article will illustrate some examples of good practices among such initiatives and activities done by different actors in Japan.

**Government of Japan (GOJ)**

Acknowledging “the moral responsibility to convey to all people around the world the horrific consequences of nuclear devastation based on its first-hand experience,” the GOJ has been making various efforts in promoting nuclear disarmament and non-proliferation education, especially through providing opportunities for hibakusha to give their testimonies in various international occasions. In this context, since September 2010, the GOJ have appointed many hibakusha as “Special Communicators for a World without Nuclear Weapons” and support their activities overseas. In addition, in June 2013, the GOJ started a new program in which members of young generation, who are making efforts to pass on the experiences of hibakusha, serve as “Youth Communicators for a World without Nuclear Weapons.”

Other examples of the GOJ activities include:

1. Submitting working papers and delivering statements, which emphasize the importance of disarmament and non-proliferation education in the NPT Review process;
2. Organizing atomic-bomb exhibitions in other countries in cooperation with Hiroshima
and Nagasaki cities, as well as civil society organizations;
3. Assisting the UN Disarmament Fellowship Programme to train young diplomats and experts, particularly from developing countries, on disarmament issues;
4. Cosponsoring the UN Conference on Disarmament Issues, which is held annually in a regional city of Japan; and

**Hibakusha and Civil Society organizations**

With a strong determination that their unspeakable sufferings shall never be repeated to anyone else, a number of hibakusha from Hiroshima and Nagasaki have been making tireless efforts to create awareness among students and the public about the catastrophic humanitarian effects of nuclear weapons. They speak their often painful personal experiences through visiting schools and by providing guided visits to museums, monuments and atomic-bombed landmarks.

Working closely with such hibakusha, numerous civil society organizations in Japan have also been actively engaged in the field of disarmament and non-proliferation education. For example, Peace Boat, an international NGO, has been operating a program called “Global Voyage for a Nuclear-Free World, The Peace Boat Hibakusha Project” since 2008. In this program, hibakusha, not only from Japan, but also from Korea, Brazil, and the U.S., participate in around-the-world voyages to share their experiences, educating people, especially youth, all over the world, and call for the abolition of nuclear weapons.

**Cities of Hiroshima and Nagasaki**

The atomic bombed cities of Hiroshima and Nagasaki are also actively committed to promoting nuclear disarmament and non-proliferation education. Peace museums in both cities, most notably the Hiroshima Peace Memorial Museum and the Nagasaki Atomic Bomb Museum, have played very important roles in educating people, especially younger generations, and disseminating accurate information about the reality of nuclear weapons. Their ongoing efforts focus on digitally recording hibakushas’ testimonies, translating them into multiple languages, and disseminating them to the world.

Owing to vigorous peace and disarmament education programs, many young students have been involved in various activities in both A-bombed cities. For example, since 2001, delegations of “Nagasaki Youth Peace Messengers,” consisting of high school students from Nagasaki and other parts of Japan have regularly visited the Conference on Disarmament and United Nations Office for Disarmament Affairs (UNODA) in Geneva to hand over a petition calling for the total elimination of nuclear weapons. The total number of signatures collected by high school students over the past 13 years has reached one million signatures.

In addition, a new movement involving university students has rapidly emerged in Nagasaki. In October 2012, Nagasaki Prefecture, Nagasaki City and Nagasaki University established a new framework, called PCU Nagasaki Council for Nuclear Weapons Abolition (PCU Council), to
promote activities toward a world free from nuclear weapons. In cooperation with the Research Center for Nuclear Weapons Abolition, Nagasaki University (RECNA), the PCU Council launched a new initiative entitled “Nagasaki Youth Delegation,” which aims to educate and train future generations through providing opportunities to participate international conferences related to nuclear disarmament and non-proliferation.

In Spring 2013, eight university students participated at the second NPT Preparatory Committee in Geneva. They learned the current international debate relating to nuclear disarmament and non-proliferation, expanding their networks with various people including youth groups around the world, and taking every opportunity to convey the humanitarian consequences of the use of nuclear weapons and to call for the abolition of nuclear weapons.
**Disarmament and Non-Proliferation Education and Training Initiatives in Austria**

By Elena K. Sokova, Executive Director, Vienna Center for Disarmament and Non-Proliferation

Disarmament and non-proliferation education has long been an integral component of peace education in Austria. Demilitarization, peacekeeping, disarmament and arms control issues are part of required training programs for diplomats and personnel of the Austrian Armed Services. The efforts of the Austrian government have also frequently included partnerships with a variety of international organizations, United Nations, academia and non-governmental organizations on nuclear disarmament, nuclear security and nonproliferation training and outreach programs. Such partnerships also involve the inclusion of representatives from think tanks and NGOs in national delegations to major non-proliferation and disarmament conferences. Most recently, representatives of the Austrian Red Cross participated, along with diplomats, in the March 2013 Oslo conference on the humanitarian impact of nuclear weapons.

Austria is one of the few countries that filed a report in 2012 to the United Nations on its efforts in support of disarmament and non-proliferation education, as required by the UN General Assembly resolution 57/60 which contains 34 specific recommendations aimed at the promotion and implementation of a disarmament and non-proliferation curricula at various levels of education. Proactive disarmament and non-proliferation policy of the country is reinforced by its support and contribution to educating and training in this field.

The Austrian government is also among selected countries that sponsor working papers on disarmament and non-proliferation education in the context of the NPT review process. For example, Austria and Japan submitted a joint working paper during the first session of the Preparatory Committee for the 2015 Review Conference “Bridging the generation divide for peace and a sustainable future through disarmament and non-proliferation education - NPT/CONF.2015/PC:1/WP.11,” in which both appeal to other countries and to international and civil society organizations to recognize the power and promise of education to achieve a world without nuclear weapons. This would contribute to reinforcing a culture of peace, to building bridges through dialogue and to forming an alliance of civilizations as a basis for peace and a sustainable future.

Austria attaches significant value to the role played by civil society in advancing an arms control, disarmament and non-proliferation agenda. With the launch of the Vienna Center for Disarmament and Non-Proliferation in 2011 at the initiative of the Austrian Foreign Ministry, disarmament and non-proliferation education and outreach enjoyed a significant boost. The Center brought a number of new programs to the scene and energized other academic, non-governmental, as well as international organizations to strengthen and expand their presence in Vienna and Austria.

**Programs by the Vienna Center for Disarmament and Non-Proliferation**

The initiative to establish the Vienna Center for Disarmament and Non-Proliferation (VCDNP) was first announced at the Review Conference of the Nuclear Non-Proliferation Treaty (NPT) in May 2010 by the Austrian Foreign Minister, Mr. Michael Spindelegger. The establishment of an
international NGO in Vienna with the focus on disarmament and non-proliferation seemed not only a logical but a necessary step in a city that is home to a number of international organizations dedicated to these issues, including the International Atomic Energy Agency (IAEA), the Preparatory Commission of the Comprehensive Test Ban Treaty Organization (CTBTO), the Organization for Security and Co-operation in Europe (OSCE), and others. The VCDNP was established as a dedicated non-governmental platform for independent debate, research, outreach, education and training on these issues in Vienna. The Center was also envisioned as a place for results-oriented discussion among different actors: national governments, international organizations, academia, and civil society.

Among the core activities of the Center are programs aimed at building capacity in disarmament and non-proliferation issues at various levels: students, practitioners, diplomats, journalists, and the public at large. At the opening ceremony of the Center in February 2011, Mr. Yukiya Amano, IAEA Director General, welcomed the establishment of the VCDNP and stressed the importance of education in fighting the nuclear threat and noted that “it is vital that we educate the people of the world about how devastating nuclear weapons are and build awareness of the importance of nuclear disarmament and non-proliferation.” His remarks were seconded at the ceremony by Tibor Toth, Executive Secretary of the Preparatory Commission of the Comprehensive Test Ban Treaty Organization, who spoke about the importance of building extensive global expertise in disarmament, non-proliferation and arms control.

**Intensive Courses on Nuclear Non-Proliferation and Disarmament**

The VCDNP, which is managed by the James Martin Center for Nonproliferation Studies (CNS) in Monterey—the leading academic and research center with a focus on education and training of the next generation of WMD nonproliferation specialists, from the beginning made educational and training programs part of its core activities in Vienna and offered its first intensive course on nuclear nonproliferation and disarmament in September 2011, three months after opening its doors. This training program is guided by the conviction that the effectiveness of efforts of states, particularly developing countries, is often limited by the scarcity of experts, both within and outside national governments, with sufficient training in political, military, and technical aspects of nuclear arms control and disarmament. Insufficient expertise can hinder active participation in debates and negotiations, as well as the development and promotion of concrete initiatives, including more practical and technical proposals for implementing short- and long-term disarmament goals. To remedy this shortcoming, the VCDNP in partnership with CNS, developed a program of intensive training courses for diplomats and practitioners. Since September 2011, the VCDNP has conducted five week-long courses. The sixth course is scheduled for September 2013.

These courses have received an overwhelmingly positive response from participants and governments alike. Over 80% of participants represent developing countries from Africa, Asia, and Latin America. These courses were originally advertised as intended for young and mid-career diplomats. Indeed, participants from these categories continue to form the majority of admitted candidates. At the same time, the Center regularly receives inquiries from senior officials as well, including ambassador-level and heads of departments at foreign ministries. Each course accommodates 22-25 participants selected on a competitive basis. About half of the
participants come from national capitals (from relevant departments of foreign ministries) while
the rest represent their national missions in Vienna or Geneva, i.e., diplomats who directly
participate in development and implementation of their national positions on issues relevant to
nuclear disarmament and nonproliferation. Course participants note in their evaluations high
value and usefulness of the VCDNP courses. Several of the alumni became visibly more active
on the floor at the IAEA, NPT PrepComs, and other fora. They report that the courses aided them
in building their self-confidence and also provided valuable networking opportunities. As one of
the participants noted in an anonymous questionnaire: "The course will certainly assist in [my]
preparations for the 2015 NPT Review Conference, as I now have a comprehensive view of all
the main issues to be discussed and can better make policy recommendations on the position of
my country."

Courses combine in-class instruction with discussions and participatory role-playing exercises,
such as simulations. Instructors for the courses have included VCDNP and CNS experts as well
as experts from international organizations based in Vienna and well known and respected guest
lecturers, including Dr. Patricia Lewis (Chatham House, UK), Dr. Siegfried Hecker (VCDNP
and Stanford University), Lord Des Browne (European Leadership Network, UK), Dr. Scott
Sagan (Stanford University), Mark Hibbs (CEIP), Nabil Fahmy (currently Minister of Foreign
Affairs, Egypt), and others.

Outreach Programs and Expert Meetings

In addition to the intensive courses, a number of outreach activities by the VCDNP also
contribute to building expertise among practitioners in Vienna. A monthly seminar series by the
Center features some of the top experts on nuclear nonproliferation, disarmament, and
international security, including such high profile figures as Dr. Thomas Schelling, Nobel Prize
Winner and one of the best known theorists in deterrence and strategic control, and Dr. William
Perry, former US Secretary of Defense and member of the group of four senior statesmen who in
2007 initiated the re-launching of nuclear arms control and disarmament debates with a Wall
Street Journal op-ed. In addition to these public seminars, the Center hosts expert workshops,
track 1 ½ meetings, and international conferences. Among new initiatives of the Center is a
partnership with Atomic Reporters on the design, development and implementation of training
programs for journalist covering nuclear nonproliferation and disarmament issues.

High-school Program

In the spring of 2012, the VCDNP also partnered with the CNS to bring to Vienna participants in
the Critical Issues Forum, a program that brings together high school students from a variety of
countries, primarily from Russian “nuclear cities” and from the United States, to discuss nuclear
nonproliferation and disarmament issues. For the first time in the history of the Forum, the
participants came to Vienna and participated in a major international event—the 2012
Preparatory Committee of the 2015 NPT Review Conference. The participants included students
and teachers from the USA and Russia, as well as Austria and Bosnia & Herzegovina. The theme
for the 2012 Forum was issues of nuclear safety and security. Students presented their research
and had an opportunity to meet with leading experts at both the NPT PrepCom and at
nonproliferation organizations in Vienna. The first day of the program was held at the Vienna
International Center during the first day of the Preparatory Committee. Participants were greeted by the IAEA Director General Yukiya Amano, Ambassador Toshiro Ozawa, Permanent Representative of Japan to the International Organizations in Vienna, and Minister Ronald Sturm, Head of Unit at the Austrian Ministry for European and International Affairs. Participants also met with Masahito Hirose, a survivor of the nuclear explosion in Nagasaki, Japan. In the course of the day, students had an opportunity to present their final projects to an international audience, observe deliberations at the NPT Preparatory Committee, and visit monitoring and data centers of the Preparatory Committee for the Comprehensive Test Ban Treaty Organization. Later in the conference, students presented at the Diplomatic Academy of Vienna on various aspects of nuclear security and safety, including cyber terrorism, nuclear energy, non-compliant states, and potential areas of weakness.

In the working paper submitted by Austria and Japan during the first session of the Preparatory Committee for the 2015 Review Conference (NPT/CONF.2015/PC:I/WP.11), it was noted that the Critical Issues Forum can serve as a model for disarmament education for high-school and college students.

**Contribution by the VCDNP to Other Training and Outreach Programs in Vienna**

A number of academic institutions and NGOs in Vienna, as well as independent experts welcomed the establishment of the VCDNP. The Center played the role of a catalyst—it allowed other organizations to draw on the Center’s resources and expertise and created a much wider base for programs and activities with focus on disarmament and non-proliferation. VCDNP experts contribute to the development and implementation (lecturing, moderating panels, conducting table-top exercises) of a variety of programs conducted the Academic Council of the United Nations System (ACUNS), UN Disarmament Fellows program, University of Vienna, Austrian Institute of International Affairs and others. In July 2013, the VCDNP co-hosted and delivered lectures for the ACUNS 2013 Summer Workshop on International Organization Studies titled “Nuclear Disarmament and Non-Proliferation: Challenges, Opportunities and Perspectives.”

VCDNP experts have been regular contributors to scientific and policy programs of the CTBTO, they lectured and assisted in the conduct of simulation exercises within the Capacity Development Initiative (CDI) programs of the Preparatory Commission of the Comprehensive Test Ban Treaty Organization. Most recently, the July 2013 CDI course featured Dr. Siegfried Hecker, VCDNP Visiting Distinguished Fellow, Dr. Nikolai Sokov, VCDNP Senior Fellow, and Dr. William Potter, VCDNP Advisory Board Chair and CNS Director.

The VCDNP also supports outreach and networking activities of the International Network of Emerging Nuclear Specialists (INENS), a network of young scholars and practitioners with interest in nuclear nonproliferation, disarmament, security, and other issues. The Center regularly hosts briefings and workshops by the Vienna chapter of the INENS and offers its premises for networking and socializing activities to INENS members and other representatives of the next generation of professionals and scholars based in Vienna and Austria.
Other Educational and Training Programs in Vienna and Austria

Several universities in Austria offer courses or modules with a focus on nuclear nonproliferation, disarmament and international security to graduate and undergraduate students. Among those are courses at the Departments of Political Science of the University of Vienna and the University of Innsbruck as well as at the Diplomatic Academy of Vienna. Some technical courses on radiation protection and physical protection are offered at the Atomic Institute and at the Vienna University of Technology. Starting in 2013, the Vienna Technological University also participates in the pilot stage of the Executive Master in Nuclear Security program. This program is part of a collaborative effort of a consortium of five European universities, which in addition to the Vienna Technological University includes the Technical University of Delft, University of Brandenburg, University of Manchester, and University of Oslo. The program consists of six two-week courses held at each of the participating universities in support of a Master’s degree program in nuclear security. If the pilot program is successful, it could lead to a regular and formal graduate program in nuclear security.

Another recently established organization in Vienna – the World Institute for Nuclear Security (WINS) — is moving towards the development and implementation of the WINS Academy. The Academy will provide practitioners in nuclear security with opportunities to earn competency-based certification through a suite of professional development modules organized around key functional roles in management and leadership, including for non-security personnel. The WINS Academy will work in partnership with other professional development and academic programs globally to establish accreditation methodology and offer training programs to a variety of security specialists, including at management level.

The scope of this article does not include educational and training programs by international organizations headquartered in Vienna. These programs as well as outreach activities conducted as part of their mandate would require a separate paper. Nevertheless, it is important to note at least two initiatives by the IAEA and CTBTO that have a specific focus on academic education and training. The IAEA’s Office of Nuclear Security, since March of 2010, has played a coordinating role in the activities of the International Nuclear Security Education Network, which brings together faculty and instructors from several dozen universities, colleges, and research centers involved in teaching science and policy subjects in the field of nuclear security. They meet to coordinate curriculum, develop teaching materials, exchange expertise and experience, and form partnerships similar to the above-mentioned consortium of five European Universities to offer a joint degree program in nuclear security.

Another significant program on nuclear disarmament and non-proliferations issues in Vienna is the Capacity Development Initiative by the Preparatory Commission of the CTBTO launched in 2011. It brings together students, young professional, and faculty from around the world to build expertise on technical and policy aspects of the CTBT, its monitoring system, verification technologies, procedures, and other tools. Several major universities partner with the CTBTO to include test ban-related courses in their regular curriculum and count them toward degree credits. In addition to in-person instruction, hundreds of participants from all over the world follow the CTBTO programs on-line through live streaming, podcasts and on-line modules.
Concluding Remarks

The establishment of the VCDNP and its training courses on nuclear non-proliferation and disarmament, the launching of the IAEA and CTBTO educational initiatives, as well as new courses and programs at the Vienna Technological University and other academic and training organizations in Vienna are relatively recent developments – all of them started in the 2010-2012 timeframe. Despite the “young” age of these initiatives, they quickly found their constituencies both in Vienna and outside. The inflow of applications and number of participants registered for courses and programs offered by the VCDNP and other key programs continues to grow.

These initiatives enjoy an overwhelming support by national governments, international organizations, and academic institutions. They receive full support of the hosting country and its Foreign Ministry. Additional efforts, however, are required to ensure sustainability, comprehensiveness, effectiveness, and wider reach of these efforts. Synergies between these various efforts need to be examined, additional partnerships established and input from other disciplines explored.

One of the possible next steps could be a meeting of key international governmental organizations working in disarmament and non-proliferation and leading educational institutions to explore such synergies, exchange their experiences and methodologies. The VCDNP has already approached a number of these organizations with this idea. Its proposal received positive responses and the Center hopes to be able to host such event in late 2013-early 2014.
DISARMAMENT AND NONPROLIFERATION EDUCATION: THE CNS EXPERIENCE

By William C. Potter, Sam Nunn and Richard Lugar Professor of Nonproliferation Studies and Director of the James Martin Center for Nonproliferation Studies at the Monterey Institute of International Studies

The overarching mission of the Center for Nonproliferation Studies (CNS) since its founding at the Monterey Institute of International Studies nearly 24 years ago has been and continues to be training the next generation of nonproliferation experts at home and abroad. It is not only the Center’s formal mantra, but the lodestar by which the Center has set and corrected its course. It also remains the touchstone by which CNS evaluates the success of its programs. This focus also anchors the Center’s integrated program of nonproliferation training and policy-oriented research.

At the time of the Center’s creation, its distinctive mission was driven by the conviction that education and training were among the most vital but underutilized tools for promoting both nonproliferation and disarmament. This view was reinforced in the early 1990s by the growth of two post-Cold War nuclear dangers—ignorance and complacency. These tendencies found expression in most national legislatures, which were woefully uneducated about the risks posed by the spread of nuclear weapons to both states and non-state actors. More often than not, legislators and their constituents were preoccupied with pressing domestic issues, and displayed scant interest in international matters that were not directly related to economics. For many, this disposition was reinforced by the mistaken perception that with the end of the Cold War and the diminution of the traditional danger of superpower nuclear conflict, there were no longer any real nuclear dangers.

The terrorist attacks in the United States in September 2001 were a wake-up call in this respect and temporarily instilled a greater sense of urgency among Americans at least about nuclear terrorism. And yet despite periodic appeals, many otherwise well informed citizens and lawmakers today have again hit the nonproliferation snooze button. This ignorance-induced fatigue—what former UN Secretary General Kofi Annan calls nuclear “sleep walking”—makes the original CNS educational mission all the more relevant today. Indeed, it arguably is even more vital as our ability to forecast and forestall proliferation developments diminishes, the gulf separating the views of nuclear and non-nuclear weapons states expands rather than contracts, the risks of nuclear terrorism increase, and government agencies struggle to recruit nonproliferation experts with relevant language, area studies, technical, and policy skills.

Although these nonproliferation knowledge and personnel deficits are deplorable, they also are understandable given the limited opportunities for young people in the United States and abroad to pursue formal training in the field. Although headway has been made in the past decade in introducing relevant curriculum for undergraduates at a growing number of schools, at the graduate level the Monterey Institute of International Studies (since 2012, a graduate school of Middlebury College) is virtually alone in offering an MA Degree in Nonproliferation and Terrorism Studies and produces far more career professionals in the field than every other American university combined. Also contributing to the under-developed state of nonproliferation education is the fixation of governments on quick solutions to immediate crises and their corresponding failure to invest adequately in long-term training programs. As a result, at a time when there is a pressing need for new thinking about disarmament and nonproliferation matters, there are few venues available for training the next generation of specialists or for
introducing our future leaders to these subjects.

During the past 24 years, CNS has sought to promote nonproliferation education at both the secondary and higher education level, and also has pioneered the training of visiting young professors, scientists, journalists, and government officials from the former Soviet Union and China. More recently, it has embarked on an expanded training program to assist developing countries (and especially from the Non-Aligned Movement) to acquire the capacity to participate in a more informed and effective manner in a variety of nonproliferation fora including the NPT Review Process, the United Nations First Committee, the IAEA General Conference, and the Conference on Disarmament. Although the Center has made headway in this enterprise, today, more than ever, a new generation of nonproliferation specialists is needed in the United States and internationally in order to cope with grave proliferation challenges, to serve as informed institutional advocates for prudent nonproliferation policies, and to strengthen nonproliferation norms and institutions.

Specific Program Activities

CNS pursues a large variety of nonproliferation education and training activities, some of which also have a major disarmament component. Conceptually, these different activities can be divided into: (1) educational activities for degree seeking graduate students; (2) semester-long capacity-building and train-the-trainer programs for young diplomats, governmental experts, and professors; (3) summer training programs for undergraduate students; (4) intensive short courses; (5) high school training activities, and (6) on-line educational materials.

MA Program in Nonproliferation and Terrorism Studies

For many years, the Monterey Institute offered students an opportunity to pursue a concentration in and receive a Certificate in Nonproliferation Studies while pursuing a Master’s Degree in International Policy Studies. More recently, the Monterey Institute initiated a new, one of a kind Master’s Degree in Nonproliferation and Terrorism Studies. Students enrolled in this program pursue formal coursework leading to a Master’s Degree. In addition, students have an opportunity to compete for paid research assistantship positions at CNS. These positions provide students with on-the-job training in which they work with and are mentored by CNS experts. Often, these students make use of their foreign language skills, a professional skill set that CNS emphasizes. A third component—or track—available to Monterey Institute students interested in disarmament and nonproliferation is the opportunity to compete for semester-long internships at international organizations with responsibilities in the disarmament and nonproliferation realm. These organizations include, but are not limited to, the United Nations Office of Disarmament Affairs, the International Atomic Energy Agency, the Comprehensive Test Ban Treaty Organization, the Organization for the Prohibition of Chemical Weapons, and the Conference on Disarmament. Historically, graduate students who have participate in the full combination of educational opportunities have had great success in securing professional positions in the nonproliferation field upon graduation from the Monterey Institute.
**Visiting Fellows Program**

In addition to the formal academic program in the nonproliferation area offered at the Monterey Institute, for over two decades CNS has provided promising young diplomats, government experts, and educators with the opportunity to participate in a semester long program in Monterey combining lectures, tutorials, supervised research, simulation exercises, and seminar presentations. This program initially was devoted primarily to individuals from the former Soviet Union and China, but more recently has been expanded to assist selected developing countries in Asia, Africa, and the Middle East in building nonproliferation capacity. In recent years, participants have included young diplomats, experts, and educators from Argentina, Burkina Faso, Chile Egypt, Indonesia, Mexico, Romania, Sri Lanka, and South Africa. Many of these individuals have participated actively in an extended simulation negotiation of the NPT Preparatory Committee/Review Conference process, and subsequently participated in the “real world” review process negotiations.

**Summer Undergraduate Fellows Program**

Undergraduate students in the United States and in most, if not all, other countries, have surprisingly limited opportunity to take courses with a primary focus on nonproliferation subjects. Although the situation has improved somewhat in the past decade, this deficit remains the case at many colleges and universities, including those often ranked among the premier schools. In order to remedy in part this problem, CNS has launched a highly competitive two-three month summer program for students currently enrolled in undergraduate schools. Students in the program attend a structured series of lectures, undertake supervised research, and assist in a variety of Center research activities under the supervision of CNS staff members. The 2013 summer program featured 11 undergraduate students from Brown University, Middlebury College, Occidental College, Scripps College, and the University of California, Berkeley. In prior years, undergraduate students came from universities such as Carleton, Columbia, Harvard, MIT, Princeton, and Stanford.

**Intensive Nonproliferation Short Courses**

Since its establishment in 2011, CNS has made use of the Vienna Center for Disarmament and Non-Proliferation for the purpose of conducting one week nonproliferation and disarmament intensive short courses for junior diplomats and mid-career professionals. These courses are in great demand, and to date, CNS and the Vienna Center have offered four such courses (three with a primary focus on nonproliferation, and one with a primary focus on disarmament). Although the courses are open to participants from any country and international organization, CNS has been especially intent on recruiting participants from developing countries who have the greatest need to develop capacity on issues related to nuclear nonproliferation, disarmament, peaceful use, and counter-nuclear terrorism issues. In the future CNS plans to expand the venues at which such courses are offered, including but not necessarily limited to Washington, DC, New York, and Geneva.
High School Activities

CNS initiated the Critical Issues Forum (CIF) in 1998 in response to the recognition that there were few if any opportunities for high school students in the United States to learn about the dangers posed by of weapons of mass destruction and means to mitigate them. The objective of the program is to provide curricula and instructional materials on weapons of mass destruction nonproliferation to secondary schools by means of annual workshops for high school teachers and student-teacher conferences in which students from different schools share the results of the past semester’s work. Although initially focused on U.S. schools, the CIF has expanded to include participants from all of the “closed” Russian nuclear cities, as well as selected schools from China and Japan.

On-line Education

CNS, in collaboration with the Nuclear Threat Initiative, has developed numerous on-line educational modules on different nonproliferation and disarmament topics. It also has produced a variety of e-learning materials in support of short courses related to nuclear safeguards and nonproliferation. It currently is developing a pilot e-learning course on nonproliferation export controls, and anticipates producing similar courses on different nonproliferation topics.

Career Development and Professional Placement

A very large number of CNS/MIIS alumni—literally hundreds—now serve in the U.S. government, other national governments, international organizations, and university and NGO research centers around the world. This growing cadre of professionals is a tangible result of CNS’ long standing mission to educate the next generation of nonproliferation specialists. Equipped with relevant language and technical, areas studies expertise, on-the-job experience, and policy-relevant knowledge of nonproliferation issues, many of these young practitioners have already risen to senior positions in the U.S. government. Similarly, CNS graduates serve in many nonproliferation and security-related NGOs and international organizations including the IAEA (now headed by former CNS Diplomat-in-Residence Yukiya Amano), the OPCW, the CTBTO, and the U.N. Office of Disarmament Affairs.

Through its work with the Chinese Foreign Ministry and other foreign governments, especially in the former Soviet Union, CNS alumni populate an increasing number of ministries, export control and nuclear regulatory agencies, and top advisory bodies throughout the world responsible for nonproliferation policy. CNS alumni also are active themselves in training the next generation of nonproliferation specialists by virtue of the nonproliferation instruction they provide at many universities around the world. For example, the first nonproliferation courses in Russia, Kazakhstan, Ukraine, and Uzbekistan were introduced by CNS-trained faculty. Also indicative of the impact of CNS training activities is the representation of CNS alumni at major international nonproliferation negotiations. At the 2010 NPT Review Conference in New York, 18 CNS alumni and staff were on the delegations of 10 national governments and four international organizations, including those from China, Greece, Ireland, Japan, Kazakhstan, Kyrgyzstan, Norway, Russia, the United States, as well as the IAEA, UN Office of Disarmament Affairs, and the CTBTO. CNS was similarly represented at the 2012 and 2013 NPT PrepComs.
**DISARMAMENT AND NON-PROLIFERATION EDUCATION: A CASE STUDY OF ROMANIA**

By Anda Serban, Coordinator of the UN Youth Association of Romania

In the previous cases, the non-nuclear weapon states (Austria and Japan) and researchers from CNS in the United States of America have been able to successfully develop and promote nuclear disarmament and non-proliferation education. Similarly, Romania has been able to promote non-proliferation education programs and has also recently begun to develop initiatives on nuclear disarmament education. In this way, it has started to provide a balanced educational perspective on both nuclear disarmament and non-proliferation. Additionally, civil society is complementing governmental efforts by organizing informal educational initiatives.

This case study about Romania covers formal university education, informal education for diplomats ( Romanian Diplomatic Institute) and informal education provided by civil society (conferences, seminars and other events).

**Formal Education – University Level Courses**

The National School of Politics and Public Administration\(^{27}\) and University of Bucharest\(^{28}\) are perceived as prominent research facilities that address nuclear non-proliferation within their programs on international security studies and international organizations. For instance, from 2011-2013, the National School of Politics and Public Administration’s Security Studies course analyzed Iran’s potential nuclear capabilities and the DPRK’s decision to withdraw from the NPT and its subsequent nuclear tests, when discussing nuclear issues. Nuclear disarmament is also included in some specific courses on International Negotiations and Diplomacy.

In the MA Public Law Program at the University of Bucharest, faculty emphasize nuclear non-proliferation within the context of international treaties and nuclear tests by the DPRK.

**Informal Education**

The Romanian Diplomatic Institute (RDI), a training institute for diplomats, offered consistent information regarding nuclear non-proliferation through its policy briefs, e.g. *The International Crisis around the Iranian Nuclear Program* (February 2010) and *North Korea and Nuclear Policy* (May 2009). RDI has not yet dedicated a policy briefing to the topic of nuclear disarmament.

The Institute also organized a lecture in which the Secretary to the Embassy of Chile in Bucharest, Mr. Gustavo Gonzalez, spoke about Latin America, Non-proliferation, and the Tlatelolco Treaty.

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\(^{26}\) The departments of the universities, which are included in the study, are listed in Appendix II.


Information sharing has been an important part of the Romania’s role in the international machinery and in implementing the recommendations of the *UN Study on Nuclear Disarmament and Non-Proliferation Education*. In October 2011, the Romanian Government, in collaboration with the Provisional Technical Secretariat to CTBT, organized an international seminar on “Evaluation of the verification systems by national data centres.” The venue was provided by the National Institute for Earth Physics and the event was attended by representatives from 35 states. It was a forum for sharing experiences on implementing the verification responsibilities of each National Data Centre and for reporting back to the Provisional Technical Secretariat.²⁹

**Informal Education and Civil Society**

Geopolitica Club Café, a joint initiative of Geopolitical Association, and the ASAGRI Association (The Association for Strategic and Geopolitical Analysis and International Relations), is one of the most important and well-known think thanks on international relations and security issues in Romania. In October 2012 it organized a debate on “The Iranian Nuclear Program, Strategies for Regional Security.” The special guest of the event was His Excellency, Prof. Dr. Bahador Aminian, Ambassador of the Islamic Republic of Iran in Bucharest. The event was a good opportunity for the participants to engage in formal discussions about nuclear disarmament and non-proliferation with experts and officials.

Civil society has made efforts to fill in the gaps in nuclear disarmament and non-proliferation education and to create a balance of information provided on the two topics. The UN Youth Association of Romania (UNYAR) organized the 2012 UN Youth Student Conference on International Relations, Security and Economy, which was organized under the general theme of “Non-proliferation and Nuclear Disarmament: Statement or Fact?” With over 20 international students presenting academic papers, the conference generated discussions on topics such as the role and rationale of the Nuclear Non-proliferation Treaty in the 21st century, the moral framework behind nuclear disarmament, deterrence theory in approaching contemporary international security, the rise of nuclear terrorism, and a basic economic model of nuclear terrorism.

In November 2012, UNYAR organized a roundtable discussion on negotiations for the abolition of nuclear weapons. Several other NGOs and think thanks were active in the debate. UNYAR worked to establish a branch of the International Campaign to Abolish Nuclear Weapons, an effort that was subsequently supported by the NGOs present at the event, including Greenpeace Romania.

Starting in 2012, Romanian civil society has become active in promoting nuclear disarmament and non-proliferation through awareness campaigns and other educational activities. Typical educational tools (simulations, target X, paper cranes projects, etc.) promoted by the United Nations and other campaigns for nuclear disarmament, such as ICAN, are used by Romanian civil society organizations. Also, several Model United Nations simulations included the subjects

of nuclear disarmament and non-proliferation in their topics. These programs are highly successful and attended by university students, which demonstrates a growing desire among students to learn more about nuclear disarmament in both their formal and informal educations. Further collaboration between members of civil society regarding nuclear disarmament and non-proliferation education is expected in the future.

**Concluding Remarks and Recommendations**

The efforts of Romania to provide non-proliferation education should be followed by additional activities on nuclear disarmament education. In this way, Romania could fully implement the recommendations of the *UN Study on Disarmament and Non-Proliferation Education*. By supporting these recommendations, Romania can effectively educate young people and diplomats on both nuclear disarmament and non-proliferation measures.

Specific things that could be done by Romania to more fully implement the recommendations include:

- **Emphasize both nuclear disarmament and non-proliferation education.** Universities should use national legislation to facilitate the addition of new subjects and fields in the curriculum to provide opportunities for students to understand the importance of both nuclear disarmament and non-proliferation. As a state that is increasing its position in the international disarmament machinery, it should also report about its activities related to nuclear disarmament and non-proliferation education. (Recommendation 1)

- **Increase its efforts to translate relevant materials by the United Nations and other international organizations.** (Recommendation 3)

- **Improve its funding opportunities for research in nuclear disarmament and non-proliferation.** (Recommendation 20)

Finally, Romania should draw upon all the recommendations from the *UN Study on Disarmament and Nuclear Non-Proliferation Education* to develop and implement additional educational programs that promote both nuclear disarmament and non-proliferation education. It should also incorporate substantive elements from programs in Japan, Austria, and the United States to ensure that Romania can devote more attention to educating and training its future leaders.
SECTION III. RECOMMENDATIONS TO THE INTERNATIONAL COMMUNITY ON HOW TO PROMOTE NUCLEAR DISARMAMENT AND NON-PROLIFERATION EDUCATION

By Anda Serban, UN Youth Association of Romania, and Christian N. Ciobanu, Nuclear Age Peace Foundation

This section addresses recommendations from the Nuclear Age Peace Foundation and the UN Youth Association of Romania on how the international community can further promote nuclear disarmament and non-proliferation education.

1. UN Decade of Empowerment for a World Free of Nuclear Weapons

Multilateral nuclear disarmament negotiations can be seen as a joint effort of people and states to eliminate the dangers related to the existence of nuclear weapons. However, in order to tackle this problem, it is crucial for the international system to promote peace studies in schools and universities. By promoting peace studies, it is possible to shed light on the real threat that weapons of mass destruction pose to the upcoming generation of aspiring diplomats. Therefore, we contend that the international community must establish a UN Decade of Empowerment for a World Free of Nuclear Weapons.

Establishment of the Decade would indicate that the international community recognizes the importance of the subject in the current context.

The international community would affirm that, due to the humanitarian consequences of nuclear weapons and the increasing momentum for a treaty banning nuclear weapons. It is time for the UN to effectively educate the youth on nuclear disarmament related issues.

This decade would be aimed at promoting educational initiatives to achieve a nuclear weapons free world. Specifically, this decade would provide a framework to:

1. Increase grassroots knowledge about nuclear weapons and disarmament;
2. Educate a new generation of leaders in a more progressive educational system;
3. Facilitate initiatives for introduction of nuclear disarmament courses in the curricula of universities and other academic bodies;
4. Support civil society efforts to create awareness regarding nuclear weapons through educational methods and tools;
5. Encourage the exchange of knowledge and educational tools for nuclear disarmament among states, academic institutions, think thanks, and other civil society entities; and
6. Call for states to share information on their educational initiatives to fulfill the recommendations.

By establishing the UN Decade of Empowerment for a World Free of Nuclear Weapons, experts could share their knowledge with young people on the subject of nuclear disarmament. States, academic institutions, think thanks, and other civil society entities would also be reinvigorated to share good practices on nuclear disarmament education.

The UN Decade of Empowerment for a World Free of Nuclear Weapons would empower, support, and legitimize the initiatives, programs and projects proposed by UN bodies, states
agencies, academic institutions, and civil society members.

The UN Decade of Empowerment for a World Free of Nuclear Weapons would also encourage states to actively participate in the UN Study on Disarmament and Nuclear Non-Proliferation Education.

The UN Decade of Empowerment for a World Free of Nuclear Weapons would continue to use and develop the framework created by the International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010), and the Decade for Human Rights Education (1995-2004).

2. Annual International Youth Model Conference on Nuclear Disarmament and Non-Proliferation

Recognizing the need to empower youth and drawing upon Recommendation 29 in the UN Study on Disarmament and Nuclear Non-Proliferation Education, we propose that the United Nations should convene an annual international model conference on nuclear disarmament and non-proliferation. The conference would be launched on the margins of the United Nations General Assembly First Committee. The conference would be held for two days in multiple consecutive side events to the UN General Assembly First Committee. The participants would be students from different regions of the world.

Should such an opportunity arise, a coordination team would be established to organize various sessions of the meeting. The team would consist of representatives from civil society and related UN agencies. This team would select a specific theme for each session.

The participants would consist of students from different regions of the world with an emphasis on students from developing countries. The participants would be students who have extensive experience in leadership, grassroots initiatives, and exhibit a strong knowledge of both nuclear disarmament and nuclear non-proliferation.

During the sessions of the conference, participants would share their views on nuclear disarmament and non-proliferation. A senior expert would chair the first meeting on the UN Study on Nuclear Disarmament and Non-proliferation Education. Subsequent sessions would be on different topics related to either nuclear disarmament or nuclear non-proliferation.

A series of meetings with representatives from civil society and selected diplomats would be convened for the participants to gain an understanding about the positions of the different actors involved in the international disarmament machinery.

Thereafter, participants would prepare a statement to the delegations to be presented to the delegates during the civil society presentations at the UN General Assembly First Committee.

Upon the completion of the conference, participants would be encouraged to become advocates for a nuclear weapons free world by organizing lectures and other activities within their universities that complement the proposed national programs as detailed in the subsequent
recommendations in this document.

3. Establish programs on peace studies that specialize in nuclear disarmament and non-proliferation

Underscoring the serious deficit in nuclear disarmament and non-proliferation education, we propose that the international community should encourage states to provide funds and grants to help universities, institutes, and NGOs to collaborate with one another to establish programs on peace studies. These peace studies would have a focus on nuclear disarmament and non-proliferation.

To help create programs on nuclear disarmament and non-proliferation education, states and academic institutions should invite specialists from pre-existing centers and programs. These individuals would also be encouraged to meet with parliamentarians, and local officials to discuss how to develop national and/or local educational programs.

4. Encourage universities to include courses on nuclear disarmament and non-proliferation

Universities should offer a chance for their students to decide between deterrence as their leading theory and theories related to nuclear disarmament and non-proliferation. This can be achieved only by providing a balanced curriculum instead of only focusing on one dominant theory.

5. Establish an academic network on nuclear disarmament and non-proliferation

We strongly urge the international community to establish a high-level academic network on nuclear disarmament and non-proliferation that would encourage universities and other education providers to deepen their approach to nuclear disarmament and non-proliferation.

The most important role of the academic network on nuclear disarmament and non-proliferation would be an exchange program for students and fellows of member institutions of the network. This program will facilitate the sharing of best practices from institutions that specialize in peace studies.

The functionality and importance of this network will depend on the funds available for it. Thus, financial support should come from the UN, states, and universities.

6. Reinforcement of the United Nations Academic Impact

Underlining Recommendation 27 of the UN Study on Disarmament and Non-Proliferation Education, which encourages the inclusion of disarmament education and training in post-conflict programs, we call upon states to reinforce the United Nations Academic Impact. Specifically, we call for states to revise the UN Academic Impact's 7th principle, *A commitment to advancing peace and conflict resolution through education*, in order to emphasize the importance of nuclear disarmament and non-proliferation courses, projects, and programs.

The United Nations Academic Impact should have a responsibility to promote nuclear
disarmament and non-proliferation education because the current generation of youth in universities must urgently understand the destructive effects of nuclear weapons. By educating the youth, it is possible to create future leaders who will support the abolition of nuclear weapons.
APPENDIX I. RECOMMENDATIONS FROM THE UN REPORT ON DISARMAMENT AND NON-PROLIFERATION EDUCATION

Recommendation 1
Member States are encouraged to accord importance to disarmament and non-proliferation education and training in their programmes and policies, consistent with their national legislation and practices, taking into account present and future trends. They are also encouraged to use, designate or establish public advisory bodies, where appropriate, whose responsibilities include advising on disarmament and non-proliferation education and training practices. Member States are encouraged to share their experience in disarmament and non-proliferation education and training with other Member States, international organizations, civil society and the Department for Disarmament Affairs.

Recommendation 2
Relevant United Nations offices and other international organizations and agencies should prepare, adapt and disseminate a wider range of user-friendly educational material on disarmament and non-proliferation. The current experience in this field should be tapped and existing educational material, including educational modules, resource books, guides and online programmes, should be tailored to the needs of individual countries, specific audiences or the international community at large.

Recommendation 3
The United Nations and other international organizations should translate its disarmament and non-proliferation educational material and publications into all United Nations official languages and, when possible, into other languages for additional dissemination. Upon request by the United Nations or relevant international organizations, Member States, academic and research institutions and NGOs are encouraged to support or assist in translating relevant materials.

Recommendation 4
The United Nations and other international organizations should increase their capacities to disseminate disarmament and non-proliferation education-related materials (print and audio-visual) more widely to all regions of the world. While strengthening existing distribution channels, they should explore new ones, such as cooperation with educational networks, teachers unions and curriculum committees as well as electronic access. Member States, local academic institutions, research centres and NGOs are also encouraged to assist in dissemination efforts. As it is essential to reach the local community level, channels of dissemination such as school libraries, gathering places, radio and television are highly recommended.

Recommendation 5
The Department of Disarmament Affairs should gather information about the involvement of regional and intergovernmental organizations in disarmament and non-proliferation education, training and data collection activities. The Department should examine ways to foster an exchange of experiences and regional perspectives to facilitate the development of disarmament and non-proliferation education programmes.
**Recommendation 6**
The Department of Disarmament Affairs should examine, accumulate and make public and easily accessible the different disarmament and non-proliferation curricula and programmes that States have developed for their formal school systems and university courses as well as for informal training.

**Recommendation 7**
UNU and UPEACE are encouraged to develop intensive postgraduate and other courses on disarmament and non-proliferation for representatives of all regions of the world, including government officials, legislators, military officers, NGOs, the media and students, working in cooperation with academic and non-governmental institutions that have expertise in designing and implementing such courses. UPEACE, in coordination with the Department of Disarmament Affairs, may wish to host seminars and workshops as well as to develop model university and school material.

**Recommendation 8**
Member States are encouraged to include parliamentarians and/or non-governmental advisers in delegations to United Nations disarmament-related meetings, taking into account national legislation and practices.

**Recommendation 9**
The Department of Disarmament Affairs and its regional centres, in cooperation with UNIDIR, UNU and UPEACE, are encouraged to establish a virtual library of reports of “lessons learned” on disarmament-related aspects of peace operations and make it available to both Governments and NGOs on a disarmament and non-proliferation online education resource site (see recommendation 25).

**Recommendation 10**
Municipal leaders, working with citizen groups, are encouraged to establish peace cities, as part of the UNESCO Cities for Peace network, through, for example, the creation of peace museums, peace parks, web sites and the production of booklets on peacemakers and peacemaking.

**Recommendation 11**
UNU and UPEACE are encouraged to provide assistance to those city councils and prefectures that are willing to host seminars on disarmament and non-proliferation issues for the media, academics, local and national politicians, trade union representatives, religious leaders and the wider public.

**Recommendation 12**
Religious leaders and institutions are encouraged to develop educational material promoting a culture of peace and disarmament.

**Recommendation 13**
Member States, in cooperation with the United Nations and relevant international organizations, are encouraged to sponsor training, fellowships, and awareness programmes, on as wide a geographical basis as possible, for researchers, engineers, scientists and other academics in areas
of particular relevance, but not limited to treaties and agreements on weapons of mass destruction and their means of delivery. They are also encouraged to give special emphasis to training customs, licensing and law enforcement officers for the purpose of fulfilling international obligations of Member States in the disarmament and non-proliferation fields.

**Recommendation 14**
The Department of Disarmament Affairs, in cooperation with UNU and UPEACE, should be encouraged to organize a programme of training for educators and trainers in disarmament and non-proliferation. These programmes may be implemented cooperatively with international organizations such as IAEA, OPCW and the Preparatory Commission for the Comprehensive Nuclear-Test-Ban Treaty Organization.

**Recommendation 15**
The Department of Disarmament Affairs, in cooperation with UNESCO, UPEACE, UNIDIR and NGOs, should produce and maintain an updated international bibliography of reference literature for teachers, including an updated directory of peace studies programmes and disarmament and non-proliferation research centres, and make this available on a disarmament and non-proliferation online education resource site (see recommendation 25).

**Recommendation 16**
UNESCO IBE is encouraged to convene regional meetings with ministers of education, educational administrators and university presidents to discuss the issues involved in developing disarmament and non-proliferation education for primary, secondary and university students. The International Conference on Education is encouraged to devote one session of a future meeting to disarmament and non-proliferation education, for example, through a workshop on science and ethics.

**Recommendation 17**
The United Nations, relevant international organizations, Member States, NGOs and research institutes should develop and strengthen programmes, workshops, fellowships and materials on disarmament and non-proliferation topics for journalists and media representatives in order to enhance their knowledge of these issues. Special attention should be paid to the development of programmes and materials designed for local media in post-conflict situations, as essential partners in the disarmament and non-proliferation education process.

**Recommendation 18**
Disarmament and non-proliferation educational materials developed by the United Nations, such as the Cyberschoolbus web site, should include complementary material on how parents can encourage attitudes of peace and non-violence. Efforts should also be made by educators, parents and the business community to devise and produce toys, computer games and videos that engender such attitudes.

**Recommendation 19**
Additional fellowships and scholarships should be provided for various target audiences by or through the Department of Disarmament Affairs (directly or through its regional centres), UPEACE, UNIDIR and the NGO Committee on Disarmament, among others. An important
educational supplement to disarmament and non-proliferation classroom training should be on-the-job training, which may be conducted at the sites of international organizations, national governmental agencies, NGOs and research centres. Opportunities for such on-the-job training should be expanded.

**Recommendation 20**
The United Nations, relevant international organizations, Member States, and corporate and private donors are encouraged to provide assistance, including funds, educational material and equipment to NGOs in different regions of the world and to universities to establish or expand their disarmament and non-proliferation libraries with free and open public access to their resources. Member States should be encouraged to fund research institutes that focus on disarmament and non-proliferation and offer scholarships for advanced university students to carry out research on disarmament and non-proliferation and its pedagogy. The United Nations should make greater efforts to tap the financial resources of private enterprises in the fields of information and communications technology. Ways to utilize evolving pedagogic methods, particularly the revolution in information and communications technology.

**Recommendation 21**
Organizations of the United Nations system and other relevant international organizations are encouraged to promote and provide financial support for disarmament and non-proliferation education and training using such techniques as distance learning, the Internet, and videoconferencing as well as cost-efficient and cost-effective media such as CD-ROMs.

**Recommendation 22**
Regional organizations, academic institutions and NGOs are encouraged to develop and disseminate material online in languages other than English.

**Recommendation 23**
Educators should consider a full range of pedagogical methods for inclusion in any educational material. In addition to computer-based learning, model United Nations programmes, other role-playing and simulation games, videos, film, dance, song, theatre, puppetry, poetry, photography, origami, visual art and creative writing, to name a few, are all useful methods. Special emphasis should be given to participatory learning approaches that can be applied to a wide variety of disarmament and non-proliferation problems and audiences.

**Recommendation 24**
Internships in United Nations organizations with special competence in disarmament and non-proliferation are a valuable tool for educating graduate and undergraduate students and should be continued and expanded.

**Recommendation 25**
The Department for Disarmament Affairs should develop a disarmament and non-proliferation online education resource site in the six official United Nations languages.

This site should be based on:
(a) Links to existing resources of United Nations and other relevant international
organizations, Member States, universities, research institutes and NGOs having web
sites on disarmament and non-proliferation and with education-oriented online
programmes;
(b) Existing web pages of the Department for Disarmament Affairs on the United Nations
web site;
(c) Recommendations by the Secretary-General’s Advisory Board on
Disarmament Matters;
(d) Recommendations of the inter-agency group on disarmament and non-proliferation
education and training.

The Department for Disarmament Affairs should develop the online educational resource site in
cooporation with interested research institutes, IT companies, NGOs and/or regional centres for
information technology. It should have chat rooms and testing tools and be user-friendly

**Recommendation 26**
The Department of Public Information and relevant international organizations, in coordination
with the Department for Disarmament Affairs and, when appropriate, NGOs, are encouraged to
produce video programmes to promote disarmament and non-proliferation to the widest possible
audience. Ways to introduce disarmament and non-proliferation education into post-conflict
situations as a contribution to peace-building.

**Recommendation 27**
International organizations, regional organizations and representatives of civil society, where
appropriate, are encouraged to include disarmament education and training in their programmes
in post-conflict situations.

**Recommendation 28**
Member States are encouraged to ensure that their military staff colleges include disarmament
and non-proliferation elements in their curricula. Ways in which the United Nations system and
other international organizations can harmonize and coordinate their efforts in disarmament and
non-proliferation education

**Recommendation 29**
United Nations bodies and other international organizations with special competence in
disarmament and non-proliferation education and training should designate a focal point for the
subject. Representatives should meet periodically at the inter-agency level to:
  (a) Promote disarmament and non-proliferation education and training at all levels in all
regions of the world, with the active participation of civil society, especially educators
and NGOs;
  (b) Network and share experiences and best practices on disarmament and non-
proliferation education;
  (c) Consult and actively seek partnerships with Governments, regional organizations,
academic and research institutions, educators, civil society, including NGOs, and private
and corporate donors on further practical disarmament and non-proliferation education
and training projects;
  (d) Encourage the incorporation of disarmament and non-proliferation education
elements into future public information products of the United Nations and relevant international organizations;

(e) The Department for Disarmament Affairs should facilitate the work of the inter-agency group. The inter-agency group is encouraged to invite the participation of civil society, especially educators and NGOs, in its work.

**Recommendation 30**
In the context of its current mandate, the Secretary-General’s Advisory Board on Disarmament Matters is encouraged to consider periodically follow-up action related to disarmament and non-proliferation education.

**Recommendation 31**
Member States are encouraged to designate a focal point for disarmament and non-proliferation education and training and to inform the Department for Disarmament Affairs on steps taken to implement the recommendations contained in the present report.

**Recommendation 32**
The Secretary-General is encouraged to prepare a report on a biennial basis reviewing the results of the implementation of the recommendations in this study.

**Recommendation 33**
Member States and the Under-Secretary-General for Disarmament Affairs are encouraged to include in their remarks to the First Committee of the General Assembly information on the results of the implementation of the recommendations in this study.

**Recommendation 34**
In order for the Department for Disarmament Affairs to facilitate the implementation of the recommendations of this study, the General Assembly is encouraged to allocate adequate human and financial resources to the task.
### APPENDIX II. FORMAL PROGRAMS IN ROMANIAN UNIVERSITIES

<table>
<thead>
<tr>
<th>Institution</th>
<th>Department</th>
<th>Degree</th>
<th>Faculty</th>
<th>Specialization</th>
<th>Specific courses on nuclear disarmament and non-proliferation</th>
<th>The subject of nuclear disarmament and non-proliferation discussed in classes</th>
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<td>Political Science</td>
<td>Security and Diplomacy</td>
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<td>Political Science</td>
<td>Conflict Analysis and Management</td>
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<td>Law</td>
<td>International Public Law</td>
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</table>
THE FOUNDATION

The Nuclear Age Peace Foundation is a non-profit, non-partisan international education and advocacy organization. It has consultative status to the United Nations Economic and Social Council and is recognized by the UN as a Peace Messenger Organization.

Founded in 1982, the Foundation is comprised of individuals and organizations worldwide who realize the imperative for peace in the Nuclear Age.

VISION

Our vision is a just and peaceful world, free of nuclear weapons.

MISSION

To educate and advocate for peace and a world free of nuclear weapons and to empower peace leaders.