



Fifty-seventh session

Item 67 (c) of the provisional agenda*

General and complete disarmament**United Nations study on disarmament and
non-proliferation education****Report of the Secretary-General*****Summary*

There has never been a greater need for education in the areas of disarmament and non-proliferation, especially with regard to weapons of mass destruction, but also in the field of small arms and international terrorism. Since the end of the cold war, changing concepts of security and threat have demanded new thinking. Such new thinking will arise from those who are educated and trained today.

The overall objective of disarmament and non-proliferation education and training is to impart knowledge and skills to individuals to empower them to make their contribution, as national and world citizens, to the achievement of concrete disarmament and non-proliferation measures and the ultimate goal of general and complete disarmament under effective international control.

Different groups require different pedagogic approaches and methods. What a school-age child in a refugee camp needs to know about disarmament is not the same as what is required for a border guard, let alone for a political official or a high school teacher. The recommendations put forward in the present study cover a diverse spectrum of actors and audiences, infrastructures and technologies.

Additional disarmament and non-proliferation related educational and enrichment materials are needed at all academic levels: primary, secondary, and in particular the university and postgraduate levels. Support by the United Nations and its Member States is crucial. Since most material is in English, translation into other languages is an essential first step.

* A/57/150.

** This report was submitted upon the conclusion of the work of the Group of Governmental Experts on the subject in July 2002.

New technologies, especially the Internet, create unprecedented opportunities in disarmament and non-proliferation education for both the academic audience and the general public. The new technologies, however, complement rather than replace traditional education and training.

Coordination among United Nations and other relevant international organizations and programmes is crucial for the successful implementation of the recommendations of the present study.

The study offers a series of recommendations for immediate and long-term implementation, reinforcing ongoing efforts and suggesting new avenues of action.

Contents

	<i>Paragraphs</i>	<i>Page</i>
Foreword by the Secretary-General		4
Letter of transmittal		5
Note on the organization of the Group of Experts		7
Abbreviations		9
I. Introduction	1-5	10
II. Definition of contemporary disarmament and non-proliferation education and training	6-10	10
III. Assessment of existing experience in disarmament and non-proliferation education and training	11-19	11
A. Past and present efforts	11-15	11
B. Work of the Expert Group	16-19	12
IV. Education and training in disarmament and non-proliferation education at all levels	20-24	12
V. Ways to utilize evolving pedagogical methods, particularly the revolution in information and communications technology	25-29	13
VI. Ways to introduce disarmament and non-proliferation education and training into post-conflict situations as a contribution to peace-building	30-40	14
VII. Coordination among United Nations and other international organizations with special competence in disarmament, non-proliferation or education	41-42	15
VIII. Promotion of disarmament and non-proliferation education and training: practical recommendations	43-44	16
Recommendations 1-34		16

Annexes*

1. A resource list of United Nations representatives, educators, researchers and representatives of non-governmental organizations who have participated in the work of the Group of Experts
2. Information received from Governments, research institutes, educators and educational institutions and non-governmental organizations (based on the results of the survey)
3. Resources for disarmament and non-proliferation education and training, including web links
4. Summary of activities in disarmament and non-proliferation education and training by organizations of the United Nations system, including web links

* The annexes are available in electronic format only on the official web link of the Department of Disarmament Affairs (<http://disarmament.un.org/education>).

Foreword by the Secretary-General

It is striking for someone of my generation to think that an entire new generation of human beings is coming to maturity without an ever present terror of nuclear catastrophe. Yet it is so, and that is for the better. The downside, however, is ignorance of the real dangers that do exist, especially the legacy of nuclear weapons inherited from the last century. Moreover, the companion of ignorance is complacency: what we know little about, we care little to do anything about.

The present study on disarmament and non-proliferation education is meant to complement the peace studies and conflict resolution programmes that became widespread in the 1980s and 1990s. It is important to understand how the excessive manufacture, trade, procurement and stockpiling of weapons can exacerbate war and make it more lethal and dangerous, or how this affects health, destroys the environment or hinders development. Indeed, the more that is known about conflict the better.

The face of disarmament education has changed substantially since the United Nations Educational, Scientific and Cultural Organization World Congress on Disarmament Education in 1980, expanding to examine the conventional arms trade, in particular small arms, light weapons and landmines. Today it must evolve once again to incorporate the heightened threat of international terrorism and the possibility that weapons of mass destruction could be used for terrorist purposes.

The Advisory Board on Disarmament Matters, a specialized group — including educators — that advises me on disarmament and arms control, recommended a United Nations study on the matter. In 2001, pursuant to General Assembly resolution 55/33 E of 20 November 2000, I appointed a group of governmental experts from different regions and educational systems to carry out this task. I should like to express my appreciation to them for their diligence and careful work, and in particular for the incisive recommendations they have made.

Disarmament education seeks to inform and empower citizens to work with their Governments for positive change. I hope that Governments, the United Nations family, other international organizations, disarmament-related organizations, non-governmental organizations and others in a position to contribute will do their part to sustain the process of consultation and cooperation started by the Group of Experts, so that disarmament and non-proliferation education becomes an integral — and natural — part of the education of the next generation.

Letter of transmittal

13 August 2002

Mr. Secretary-General,

I have the honour to submit herewith the United Nations study on disarmament and non-proliferation education prepared by the Group of Governmental Experts appointed by you in pursuance of General Assembly resolution 55/33 E of 20 November 2000.

In March 2001, you appointed the following experts:

Ms. Birgitta Alani
Deputy Director
Stockholm International Peace Research Institute (SIPRI)
Solna, Sweden

H.E. Mr. Yukiya Amano
Director-General for Arms Control and Scientific Affairs
Ambassador, Ministry of Foreign Affairs
Tokyo

Ms. Kate Dewes
Vice-President
International Peace Bureau (IPB)
Disarmament and Security Centre
Christchurch, Aotearoa/New Zealand

H.E. Mr. Alioune Diagne
Ambassador of Senegal to Nigeria
Lagos

Ms. Anna Grupinska
Minister Counsellor
Deputy Head of Mission
Permanent Mission of Poland to the United Nations Office at Vienna
(First and second sessions)

H.E. Mr. Hugo E. Palma
Ambassador of Peru to Italy
Rome

Ms. Beata Pełsa-Krawiec
Director, Department for Security Policy
Ministry of Foreign Affairs of the Republic of Poland
Warsaw
(Fourth session)

Mr. Mohamed Shaker
Chairman
Board of the Egyptian Council for Foreign Affairs (ECFA)
Cairo

Mr. Venkatesh Varma
Counsellor
Embassy of India
Moscow

Mr. Attila Zimonyi
Senior Counsellor
Department for Security Policy and Arms Control
Ministry of Foreign Affairs of the Republic of Hungary
Budapest

The report was prepared over a period of four sessions: 18-20 April 2001 in New York; 8-10 August 2001 in Monterey, California; 11-15 March 2002 in Geneva; and 22-26 July 2002 in New York.

The Expert Group benefited from the collective experience of representatives of United Nations offices and agencies and other international disarmament-related organizations, which contributed actively to its work.

The Expert Group wishes to extend its special thanks to William C. Potter, a member of your Advisory Board on Disarmament Matters, for his contribution to its work. It also wishes to express appreciation to the Monterey Institute for International Affairs for hosting the second session of the Group.

Further, in an innovation for an expert group of this kind in the disarmament field, the Group consulted with a large number of members of civil society from the non-governmental, academic, research and media communities, from all regions of the world, and wishes to underline the important contribution that they made to developing the present study.

Finally, the Expert Group wishes to express its appreciation for the excellent support that it received from the Secretariat. It has expressed its thanks to the Under-Secretary-General for Disarmament Affairs, Mr. Jayantha Dhanapala. Its special appreciation goes to Mr. Vladimir Orlov and Mr. Michael Cassandra, who served as consultant and secretary of the Group, respectively.

The Group of Governmental Experts has requested me, as its Chairman, to submit to you, on its behalf, the present study, which was adopted unanimously.

(Signed) Miguel **Marín-Bosch**
Chairman of the Group of
Governmental Experts

Note on the organization of the Group of Experts

The General Assembly, in its resolution 55/33 E of 20 November 2000, requested the Secretary-General to prepare with the assistance of a group of qualified governmental experts, a study on disarmament and non-proliferation education and training.

In March 2001, the Group was established and began its task of preparing a study with the following aims:

(a) To define contemporary disarmament and non-proliferation education and training, taking into account the need to promote a culture of non-violence and peace;

(b) 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;

(c) To 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;

(d) To examine ways to utilize more fully evolving pedagogic methods, particularly the revolution in information and communications technology, including distance learning, to enhance efforts in disarmament education and training at all levels, in the developed and the developing world;

(e) To recommend ways in which organizations of the United Nations system with special competence in disarmament or education or both can harmonize and coordinate their efforts in disarmament and non-proliferation education;

(f) To devise ways to introduce disarmament and non-proliferation education into post-conflict situations as a contribution to peace-building.

The Secretary-General appointed governmental experts from the following 10 States: Egypt, Hungary, India, Japan, Mexico, New Zealand, Peru, Poland, Senegal and Sweden.

The Group held four sessions: from 18 to 20 April 2001 in New York; from 8 to 10 August 2001 in Monterey, California; from 11 to 15 March 2002 in Geneva; and from 22 to 26 July 2002 in New York. The Group extended its thanks to the Monterey Institute of International Studies for hosting its second session.

On behalf of the Group, the Under-Secretary-General for Disarmament Affairs requested information from Member States, academic research institutions and non-governmental organizations in order to assess contemporary disarmament and non-proliferation education and training in all regions of the world. The results of the inquiry are contained in the report.

The General Assembly encouraged the Group of Experts to invite representatives of organizations of the United Nations system with special competence in disarmament or education or both to participate in its work. The following United Nations and other international organizations responded to the invitation: Department for Disarmament Affairs, Department of Public Information, United Nations Institute for Disarmament Research, Office of the Special Adviser to

the Secretary-General on Gender Issues and the Advancement of Women, International Atomic Energy Agency, United Nations Educational, Scientific and Cultural Organization, United Nations Children's Fund, United Nations University, United Nations-associated University for Peace, Preparatory Commission for the Comprehensive Nuclear-Test-Ban Treaty Organization, Organization for the Prohibition of Chemical Weapons, The United Nations Development Programme and the World Health Organization requested that they be kept informed of the outcome of the Group's work (see annex 1).

Recognizing that civil society, NGOs and the media have in many ways taken the lead in providing both formal and informal disarmament and non-proliferation education and training, the Group consulted academic experts, educators, students and representatives of NGOs from all regions of the world. Efforts were made, within the available resources, to meet with as wide a spectrum of representatives as possible (see annex 1).

In the implementation of the recommendations contained in the present report, the principles of the Charter of the United Nations should be fully observed.

Abbreviations

IAEA	International Atomic Energy Agency
IBE	International Bureau of Education
IBRD	International Bank for Reconstruction and Development
ICJ	International Court of Justice
ICRC	International Committee of the Red Cross
ILO	International Labour Organization
IOM	International Organization for Migration
IT	Information technology
NGOs	non-governmental organizations
OPCW	Organization for the Prohibition of Chemical Weapons
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNDP	United Nations Development Programme
UNHCHR	Office of the United Nations High Commissioner for Human Rights
UNHCR	Office of the United Nations High Commissioner for Refugees
UNIDIR	United Nations Institute for Disarmament Research
UNIFEM	United Nations Development Fund for Women
UNU	United Nations University
UPEACE	University for Peace
WHO	World Health Organization

I. Introduction

1. Science and technology transformed the world in the twentieth century. Living standards improved but warfare was rendered more deadly. Weapons of mass destruction — biological, chemical and nuclear — and their means of delivery were developed, as ever more sophisticated conventional armaments were produced and disseminated. The horrors and destruction of armed conflict persist. The need for disarmament and non-proliferation education and training has never been greater. Indeed, changing concepts and perceptions of security and threat magnify the urgency for new thinking to pursue disarmament and non-proliferation goals.
2. More than a decade after the end of the cold war and at the start of the twenty-first century, there is a pressing need to combat ignorance, complacency and a culture of violence. These can be countered through long-term programmes of education and training, especially those related to disarmament and non-proliferation of weapons of mass destruction and their means of delivery, with a view to their reduction and complete elimination.
3. At the same time, concern has heightened over the global threat of the excessive and destabilizing proliferation of conventional weapons, especially small arms and light weapons, rendering more acute the need to combat such proliferation in a sustained way through disarmament and non-proliferation education and training.
4. Additionally there is a need to raise awareness of new challenges to international security and the process of disarmament. Among them, terrorism, with the possibility of the use of weapons of mass destruction, is a source of particular concern. Other challenges, such as organized crime, poverty, human rights abuses and environmental concerns must also be taken into account.
5. Education and training remain important but underutilized tools for promoting peace, disarmament and non-proliferation. The present report addresses that issue and proposes ideas for action.

II. Definition of contemporary disarmament and non-proliferation education and training

6. The overall purpose of disarmament and non-proliferation education and training is to impart knowledge and skills to empower individuals to make their contribution, as national and world citizens, to the achievement of general and complete disarmament under effective international control. Such education offers tools for taking steps to enhance national and international security at lower levels of armaments and reinforces the connections between peace, comprehensive security and sustainable development in an increasingly interdependent world.
7. The objectives of contemporary disarmament and non-proliferation education and training are:
 - (a) To learn *how* to think rather than *what* to think about issues;
 - (b) To develop critical thinking skills in an informed citizenry;
 - (c) To deepen understanding of the multiple factors at the local, national, regional and global levels that either foster or undermine peace;
 - (d) To encourage attitudes and actions which promote peace;
 - (e) To convey relevant information on and to foster a responsive attitude to current and future security challenges through the development and widespread availability of improved methodologies and research techniques;
 - (f) To bridge political, regional and technological divides by bringing together ideas, concepts, people, groups and institutions to promote concerted international efforts towards disarmament, non-proliferation and a peaceful and non-violent world;
 - (g) To project at all levels the values of peace, tolerance, non-violence, dialogue and consultation as the basis for interaction among peoples, countries and civilizations.
8. Disarmament education is broadly focused on the need to reduce armaments with a view to their complete elimination as a means of reducing both the likelihood and the severity of armed conflict. Disarmament education focuses on the process of

