



## **Committee:** Disarmament and International Security - GA1

**Issue:** Installing disarmament and non-proliferation education to achieve sustainable peace and security

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#### **I. Defining the issue**

Disarmament and non-proliferation education aims to raise awareness—especially among youth—about the dangers of weapons, particularly weapons of mass destruction (WMDs), and to promote peaceful conflict resolution. It helps foster a culture of peace, reduce the risk of future conflicts, and support global security.

After World War II and the atomic bombings of Hiroshima and Nagasaki, the world saw the catastrophic potential of nuclear weapons. During the Cold War, the arms race heightened global fears, prompting the UN and other actors to emphasize education as a preventive tool. In 2002, the UN formally recognized the importance of disarmament education, calling it essential for long-term peace and responsible citizenship.

#### **II. Listing key terms**

**Disarmament:**

**Weapons of Mass Destruction (WMDs):** These include nuclear, chemical, and biological weapons, which have the capacity to cause large-scale death, destruction, and long-term



environmental damage. Nuclear weapons are the most commonly debated form of them, with a singular nuclear bomb being able to kill tens of thousands of people with the initial explosion, and many more suffering from radiation poisoning from radioactive fallout. Only once have nuclear weapons been used in combat, and they have been banned since.

### **Non-Proliferation:**

The prevention of the spread of WMDs to additional countries, thereby limiting the potential for their use and promoting global security. The NPT (Non-Proliferation Treaty) was signed in 1968 and it is the most adhered-to arms control treaty and is the foundation of the global nuclear order. It allows the P5 member states to own nuclear weapons to maintain global order, however the DPRK, India, Pakistan and Israel, all non-parties, illegally own nuclear weapons.

### **Nuclear Deterrence:**

The theory that the possession of nuclear weapons prevents war by ensuring that any nuclear attack will be met with devastating retaliation. Also known as MAD (Mutually Assured Destruction). This theory was originally made in the early 1960s.

### **Arms Control:**

International agreements and efforts aimed at regulating the development, testing, and deployment of weapons to prevent an arms race and reduce military tensions. Many Arms control treaties exist and have been signed by almost all member states, like the BWC (Biological Weapons Convention), the CWC (Chemical Weapons Convention) and the Arms Trade Treaty.

### **Peace Education:**

Educational programs designed to teach the principles of nonviolence, conflict resolution, and international cooperation, fostering peaceful societies. It helps prevent war by teaching everyone, especially younger people and upcoming generations about the horrors of conflict, WMDs and violence to make sure they are not forgotten in time.

**Nuclear-Weapons-Free-Zones (NWFZ):** an agreement that a group of states has freely established by treaty or convention that bans the development, manufacturing, control, possession, testing, stationing or transporting of nuclear weapons in a given area, that has mechanisms of verification and control to enforce its obligations, and that is recognized as such by the General Assembly of the United Nations



### **III. Major parties involved**

#### **Japan:**

Japan is the only member state in the world to have experienced nuclear attacks, and they are firm on their standpoint to strengthen international nuclear disarmament and non-proliferation, including with education. This includes museums in Hiroshima and Nagasaki reminding of the nature of WMDs and promoting peace, nuclear deterrence and non-proliferation. These topics are integrated in Japan's education system.

#### **China:**

China has a nuclear arsenal, however it firmly believes in non-proliferation and is in favor of a complete nuclear disarmament, and it partakes actively in international non-proliferation efforts. It actively supported the creation of Nuclear-Weapon-Free-Zones. China is however a major arms exporter, predominantly exporting arms to Pakistan. China also carries out non-proliferation violation investigations and deals with such violators.

#### **United States of America:**

The USA owns WMDs, and is one of the major powers in the world, both economically and militarily. The USA agrees with non-proliferation, however it is a major arms exporter, and is modernising its nuclear weapons. Its arms exports are managed by the AECA, or Arms Export Control Act, which only allows the sale of arms to those who need it for legitimate self-defence, and as long as it doesn't escalate conflict. Lots of its policies are directed at national rather than disarmament and non-proliferation. There also is very limited education about non-proliferation and disarmament, despite the USA hosting multiple NGOs rooted to this cause.

#### **Russia:**

Russia has the largest nuclear stockpile in the world and is a major military power. It does not contribute to disarmament and non-proliferation though, especially with its conflict with Ukraine. As of its 2023 Foreign Policy Concept, it believes more in nuclear deterrence as a peacekeeping force rather than nuclear disarmament and non-proliferation. In its military



conflict with Ukraine, it has constantly used nuclear threats, and is constantly its nuclear arsenal.

#### **UNODA:**

The United Nations Office for Disarmament Affairs was originally established in 1982 and aims at reaching general and complete disarmament. It works with member states and other UN entities to eliminate WMDs and limit conventional weapons, additionally promoting multilateral agreements. It also dedicates itself towards educating people on the topic.

James Martin Center for Nonproliferation Studies (CNS):

The CNS combats the spread of WMDs by training non-proliferation specialists and researching nuclear technologies. It has locations in The USA, Canada and Austria. It also helps educate the population about non-proliferation with publications, internships and fellowship programs for undergraduates.

#### **IV. Actions taken**

##### **UNODA (United Nations Office for Disarmament Affairs):**

Released a 2002 report with 34 educational recommendations and launched Youth4Disarmament in 2019 to engage youth through workshops and outreach. Updated its strategy in 2022 to focus on digital learning and global youth leadership, resulting in increased participation in UN disarmament forums.

##### **Japan:**

Leads in peace education through school curricula and memorials in Hiroshima and Nagasaki. These efforts keep public memory of nuclear devastation alive and influence global disarmament advocacy, including Japan's consistent support for UN resolutions.

##### **ICAN (International Campaign to Abolish Nuclear Weapons):**

A global NGO that helped push for the 2017 Treaty on the Prohibition of Nuclear Weapons. Won the Nobel Peace Prize that year and continues to run education campaigns and provide resources on nuclear disarmament.

##### **Reaching Critical Will (RCW):**



Produces reports and analysis on disarmament and arms control. Their materials are widely used in academic and diplomatic settings, bringing attention to gender, human rights, and civil society perspectives in arms negotiations.

### **Reverse the Trend (RTT):**

A youth-led group raising awareness about nuclear justice, especially in marginalized communities. Uses creative media, workshops, and storytelling to highlight the human impact of nuclear testing and production.

## **V. Questions to consider**

- How can disarmament education be effectively tailored to different cultural and political contexts around the world?
- What role should international organizations like the UN play in facilitating global disarmament education, and how can they ensure that education initiatives are reaching the most vulnerable populations?
- To what extent should nuclear-armed states take responsibility for promoting disarmament education within their own borders and beyond?
- What are the ethical implications of educating youth about the potential destruction caused by WMDs?
- Can digital platforms and social media effectively complement traditional methods of disarmament education, especially in regions with limited access to formal education systems?
- What is the role of educational institutions, both at the primary and university level, in fostering a culture of peace and disarmament?
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## **VI. Possible solutions**



The issue of installing disarmament and non-proliferation education has many possible solutions, some requiring more effort than others. A possible solution is integrating disarmament and non-proliferation into national curriculums, as done by Japan. This can be done with integrating disarmament and non-proliferation into subjects like ethics, or creating a separate subject dedicated to the cause or just periodical learning workshops, for young children to learn about the topic.

Another way is funding existing NGOs like the CNS, ICAN or UNODA more, which can lead to these NGOs making more efforts to educate people, allowing them to host more events, research the topic more, have larger workforces and work more efficiently. Alternatively, new organisations can be created dedicated to the cause.

Another solution is increasing disarmament and non-proliferation education online, thereby making it much more accessible. This can be done with informative websites of organisations, many of which already exist. There, research can be published, informative publications and videos can be seen by anyone. As many such websites already exist, they can be further funded, or website development specialists can work with the organisations to make the websites more informative, interactive and qualitative.

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