

# Preparatory Committee for the 2026 Review Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear Weapons

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### Disarmament and non-proliferation education

**Working paper submitted by the members of the  
Non-Proliferation and Disarmament Initiative (Australia, Canada,  
Chile, Germany, Japan, Mexico, Netherlands (Kingdom of the),  
Nigeria, Philippines, Poland, Türkiye and United Arab Emirates)**

1. Achieving and maintaining a world free of nuclear weapons requires long-term commitments and constant efforts. In this context, the final document of the 2010 Review Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear Weapons underscored the importance of disarmament and non-proliferation education as an effective means to advance the goals of the Treaty in support of achieving a world without nuclear weapons.
2. Disarmament and non-proliferation education should nurture critical thinking, skills and knowledge, attributes which can help enable people to address and discuss means on how to overcome the risks nuclear weapons pose. Education also seeks to preserve and carry over memories of those who have been affected by nuclear weapons and testing. Lessons learned from our advancements in disarmament and non-proliferation education, while considering various political, technical, historical, legal and security-related aspects of nuclear disarmament and non-proliferation and scientific evidence on the impact of the use of nuclear weapons, should also be a primary goal of disarmament education. We need to train ourselves and future generations so that we can analyse the current global situation and can put forward and implement concrete ways to overcome any obstacles in order to achieve our common goal of a world free from nuclear weapons.
3. Based on changes such as the deterioration of the security environment and the rapid advancement of science and technology, it is also vital to seek the most effective way to raise public awareness of disarmament and non-proliferation initiatives, alongside information about nuclear risks and challenges. Such an awareness should be generated among all people, regardless of age, gender, background and nationality. Scientific evidence, as well as qualitative and quantitative studies of those impacts, including personal testimony by those affected by nuclear weapons and nuclear testing, is key. Education should also consider broader perspectives, such as the humanitarian and socioeconomic aspects of disarmament, as well as the relationship between security and disarmament.



4. The members of the Non-Proliferation and Disarmament Initiative strongly believe that disarmament and non-proliferation education has a crucial role to play in maintaining and strengthening the Non-Proliferation Treaty regime. Concrete measures to be taken should include visits by leaders, young people and others to, and interactions with, communities and people affected by nuclear weapons, as well as raising awareness about the negative impact and diverse risks of nuclear weapons.

5. In action 22 of the 2010 action plan all States Parties are encouraged to implement the 34 recommendations described in the 2002 report of the Secretary-General on the United Nations study on disarmament and non-proliferation education ([A/57/124](#)). The members of the Non-Proliferation and Disarmament Initiative call on all States Parties to renew their commitments to implement these recommendations. The implementation of these recommendations also contributes to promoting and working in line with the proposed actions to further advance disarmament and non-proliferation education contained in the Secretary-General's disarmament agenda of 2018.

6. All States Parties to the Treaty are further encouraged to contribute to the report of the Secretary General on the actions that fulfil the 2002 United Nations study on disarmament and non-proliferation education, as stated in General Assembly resolution [73/59](#). In so doing, States should take into consideration the following points:

(a) **Cooperation and collaboration among actors.** Disarmament and non-proliferation education is not a State-exclusive activity. It requires efforts by educational institutions, academia, think tanks and research institutes, the scientific community and centres of excellence, as well as local municipalities, international organizations, civil society, the private sector and the media. In this regard, Governments are expected to serve as one of the main actors to promote fruitful discussions and meaningful dialogues on the ideas that various stakeholders have, while facilitating other actors in also advancing this agenda;

(b) **Active and interactive participation.** Disarmament and non-proliferation education needs to include more active, interactive and participatory engagement, such as role-playing, simulations and adaptive learning, with an emphasis on activities that bridge the gap between science and policy. The role of art, literature, the performing arts and movies should also be considered as a way of promoting disarmament and non-proliferation education and raising awareness;

(c) **Cutting-edge technologies.** Given recent developments in the fields of science and technology, including augmented and virtual reality technologies, as well as artificial intelligence, new ways to utilize these cutting-edge technologies to enrich the content of, and further promote, disarmament and non-proliferation education should also be explored. Collaboration with the private sector is expected to play a crucial role in fully utilizing the potential of those new technologies to make disarmament and non-proliferation education more effective in this regard;

(d) **Inclusivity.** As long-lasting efforts are required to achieve and maintain a world free of nuclear weapons, individuals of all generations and genders must be engaged. In particular, generating new solutions to issues of disarmament will require the empowerment and inclusion of all voices, including those of underprivileged and vulnerable populations, which remain extremely underrepresented. Testimonies and memories of those who were affected by nuclear weapons and nuclear testing should be carried over beyond generations, along with our collective efforts in advancing disarmament and non-proliferation;

(e) **Unleashing the potential of youth.** Youth are the most capable of adapting to and generating new technologies and new ideas. Education for youth is

one of the most critical means to generate leaders of the next generation who can take concrete actions towards our ultimate goal of a world without nuclear weapons. Youth also play a significant role in advancing disarmament and non-proliferation education with their technological capabilities ideas as well as bold and creative thinking for the future. In this regard, it is imperative not only to offer inclusive opportunities for youth to learn from one another with an open mind, but also to engage them more in planning and providing such education.

## Annex

Below are examples of good practices by members of the Non-Proliferation and Disarmament Initiative, as at April 2025.

### Canada

- Global Affairs Canada recently concluded a 20-year partnership with The Simons Foundation Canada, providing awards and scholarships to the winners of an essay competition focused on non-proliferation, arms control and disarmament. Over 20 years, more than 95 students from 35 post-secondary institutions across Canada and the globe were awarded financial compensation and the opportunity to present their research to a group of government officials and civil society experts. Over 50 per cent of all recipients continued their careers in international peace and security.
- Canadian government officials regularly conduct outreach with students and academics, including by making themselves available to give guest lectures in college and university seminars and courses and taking part in panels during university-organized symposiums and conferences.

### Germany

- Germany contributes funding to the United Nations Disarmament Fellowship, Training and Advisory Services Programme and hosted the group of fellows in Berlin in the fall of 2018. The fellows met with officials from the Federal Foreign Office as well as representatives from think tanks and other relevant institutions.
- The Federal Foreign Office has initiated two post-doctoral and PhD programmes with two renowned academic institutions in Germany. The objective is to strengthen academic research and expertise on disarmament, arms control and non-proliferation. Given the evolving geostrategic and security environment and the speed of technological developments, it is paramount to generate expert knowledge.
- The Federal Foreign Office provided a platform for a meeting of the Youth Group of the Preparatory Commission for the Comprehensive Nuclear-Test-Ban Treaty Organization, held on 27 November 2018 in Berlin, to discuss issues pertaining to the nuclear test ban, the Democratic People's Republic of Korea proliferation crisis and the Treaty on the Non-Proliferation of Nuclear Weapons at large. The goals were to raise awareness of nuclear disarmament and arms control issues, to foster youth engagement and to promote international networks.
- Germany contributes funding to the Organization for Security and Cooperation in Europe (OSCE) Scholarship for Peace and Security in 2018 and 2019. The OSCE Scholarship for Peace and Security offers a training course for young professionals, in particular women, providing a general orientation and knowledge about conflict prevention and resolution through arms control, disarmament and non-proliferation.

### Japan

- Since 1983, Japan has welcomed young diplomats from Member States who participated in the United Nations Disarmament Fellowship Programme to Hiroshima and Nagasaki annually. This Programme served as an effective means to emphasize the inhumane nature of nuclear weapons witnessed by hibakusha and advocate for the importance of continuing disarmament and non-proliferation efforts. To date, 1,033 fellows have travelled to Japan and visited Hiroshima and Nagasaki to learn about the realities of the use of nuclear weapons.

- Japan initiated a programme entitled “Special Communicators for a World without Nuclear Weapons” in 2010 for the purpose of sharing the first-hand experience of atomic bombing survivors (hibakusha). In addition, Japan launched a programme entitled “Youth Communicators for a World without Nuclear Weapons” in 2013. Under the programme, young people are expected to share the tragic consequences of the use of nuclear weapons beyond borders and generations. As at 31 January 2025, a total of 312 special communicators on 103 occasions, and 697 youth communicators on 48 occasions, had been dispatched around the world through such commission programmes.
- Japan established with the United Nations, in 2023, the Youth Leader Fund for a World without Nuclear Weapons, a multi-year disarmament and non-proliferation education and youth outreach programme in support of a world without nuclear weapons, to which Japan contributed \$10 million. The primary goal of this multi-year programme is to bring future leaders from both nuclear-weapon States and non-nuclear-weapon States to Japan to learn first-hand about the realities of nuclear weapons use and to bring the lessons of Hiroshima and Nagasaki to the rest of the world. The programme will conclude in 2030. The eight-year period is divided into four phases, with two years for each phase. Over the course of two years, the selected participants receive training on issues relating to nuclear disarmament and arms control through online courses, with a selected cohort going on a week-long in-person study tour to Hiroshima and Nagasaki. Upon completion of the programme, the alumni will play a key role in training and mentoring the next cohort of interested young nuclear disarmament advocates. The 100 participants of the first cohort (2023–2025) were selected from more than 2,000 applicants and are between the ages of 18 and 29, from 63 countries. The official launch of the learning programme took place in the form of an online event on 18 December 2023, under the auspices of the United Nations.
- It has also contributed approximately \$22 million in total to the Carnegie Endowment for International Peace, the Vienna Center for Disarmament and Non-Proliferation and the International Institute for Strategic Studies – Asia to establish a researcher position, called the Japan Chair, which is dedicated to researching nuclear disarmament and non-proliferation at each institute. Japan Chair researchers are expected to disseminate their works and contribute to deepening international discussions in this area, while overcoming the dichotomy between “deterrence or disarmament”.
- Japan has undertaken efforts to make the testimonies of hibakusha more widely available and translated them into Dutch, English, French, German, Hindi, Indonesian, Polish, Romanian, Russian, Spanish, Turkish, Ukrainian and Urdu.
- The cities of Hiroshima and Nagasaki, in cooperation with the Government of Japan, opened a permanent exhibition on the atomic bombings at the United Nations Office at Vienna in 2015, following those held in New York and Geneva, to promote understanding of the terrible devastation caused by the use of nuclear weapons. The exhibition in Geneva has been extended for 10 years and is to be held until 2031.

## Mexico

- Mexico, in coordination with the James Martin Center for Non-Proliferation Studies, the Agency for the Prohibition of Nuclear Weapons in Latin America and the Caribbean (OPANAL), and the Matías Romero Institute of Diplomatic Studies, has organized an annual summer school on nuclear disarmament and non-proliferation for Latin American and Caribbean diplomats, for the past 10

years. The summer school has contributed to training more than 300 Latin American and Caribbean diplomats in its first decade.

- Biennial submission to the First Committee of the General Assembly of the resolution on the United Nations study on disarmament and non-proliferation education and of the resolution regarding the United Nations information programme.
- Inclusion of materials on disarmament and non-proliferation in the curriculum of the Secretariat of National Defence and the Secretariat of Naval Affairs and the Matías Romero Institute of Diplomatic Studies.
- With the collaboration of OPANAL, Mexico has organized a nuclear disarmament and non-proliferation online course for members of the Mexican foreign service and government officials, including members of the armed forces, in 2024 and 2025, and plans to convene the course on a yearly basis.
- Participation in round tables and diverse forums in Mexico and abroad, with talks on nuclear disarmament and the humanitarian impact of nuclear weapons, as well as on disarmament education

#### **Netherlands (Kingdom of the)**

- The Kingdom of the Netherlands has finalized a non-proliferation project, started in 2010, whereby it funded three PhD spots at the universities of Utrecht and Rotterdam to conduct core academic research into various historical, legal and governance aspects of nuclear non-proliferation and disarmament, in order to generate expert knowledge.
- The Kingdom of the Netherlands attaches great importance to providing platforms for scholars to share their ideas and connect with one another to increase international collaboration in the field. Examples are the nuclear disarmament colloquium held on 15 April 2019 in Geneva; the Non-Proliferation Treaty side event held on 30 April, presenting the results of a Rotterdam University historical research project on the 1995 Review and Extension Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear Weapons; and three regional outreach meetings at which the Kingdom engaged local expert networks.
- The Kingdom of the Netherlands contributes to various educational organizations and initiatives, such as the Vienna Center for Disarmament and Non-Proliferation and the Asser Institute's summer school on disarmament and non-proliferation; this includes the funding of several scholarships in developing countries to participate in this course. The Kingdom also funds internships at OPANAL for candidates from the region.
- The Kingdom of the Netherlands provides the International Atomic Energy Agency Member State Support Programmes, which engages in capacity-building in the area of nuclear safeguards, with in-kind support through the organization of courses and trainings, as well as the development of new technologies.

#### **Türkiye**

- Türkiye has incorporated training and courses related to nuclear non-proliferation and disarmament against overall chemical, biological, radiological or nuclear proliferation in relevant in-service training programmes.
- Prominent universities in Ankara and İstanbul also offer dedicated courses and research possibilities on nuclear proliferation and nuclear security related issues.