



The Impact of Education and Training by CNS

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I am currently posted in Geneva at the Delegation of Japan to the Conference on Disarmament. I have been working here for the past four years as a special assistant for disarmament and nonproliferation affairs as well as first secretary. This article was written in my personal capacity.

I joined the Foreign Service of Japan in 1996 because I wanted to work in the disarmament and nonproliferation field. In my second year in the Foreign Ministry, I had an opportunity to go to any graduate school in the United States. So the Center for Nonproliferation Studies (CNS) at the Monterey Institute for International Studies—the only graduate school in the world that offered intensive classes and a certificate on nonproliferation studies—was a natural and obvious choice.

I have a number of fond memories of CNS, but when I recently reviewed all the files I kept from my Monterey days, I was surprised afresh how much education and training CNS has given me. The biggest impact that my education from CNS has had on my career is probably my appointment as a special assistant for disarmament and nonproliferation affairs, a title newly created a few years ago to retain expertise in certain diplomatic fields (unlike the regular diplomatic rotation every few years). Of all the invaluable classes I took, the most outstanding one was, and I believe many alumni will also agree, the Arms Control Simulation class by Dr. William Potter. This participatory learning class resembles an actual negotiation and forces you to think from the standpoint of others. For example, our simulation focused on possible Strategic Arms Reduction Treaty III negotiations and many American students had to negotiate from the Russian side.

What I learned from this class remains as the bedrock of my work as a diplomat. For instance, it is often said that a diplomat should be a good listener. However, you should not only listen to the other side's stated position, but try to understand where their real interests lie. Also, when you consider your response to another's position, you need to anticipate how the other side may then react to your response. These principles and lessons sound very easy but cannot be really mastered through reading how-to books—you have to

actually experience them. I believe that young diplomats and even senior diplomats can greatly benefit from this type of simulation class.

As disarmament and nonproliferation education is a big part of my work portfolio, I would like give my personal view on this issue. In 2002 there was a UN study group on education, in which Dr. Potter was deeply involved. Incidentally, Yukio Amano, the new director general of the International Atomic Energy Agency, was also a member of this UN study group. As the title of the 2002 UN secretary-general's report, "Disarmament and Non-Proliferation Education," suggests, education should not focus either on disarmament or nonproliferation, but on both.

It may be true that disarmament and nonproliferation education cannot be always lumped together, since they often require different timelines and different measures, but there are many common elements in disarmament and nonproliferation education. In my opinion, the most important is increasing public awareness so that people around the world and future generations know what actually happened in Hiroshima and Nagasaki. How to carry on the legacies of the *hibakusha* is a critical matter for humankind. All the effort we devote to this realm, even the prevention of nuclear terrorism, originates from the horrific and inhumane nature of nuclear weapons. For example, if a counterterrorism strategy involves the devaluing or delegitimization of the use of nuclear weapons by terrorists, we need to convey the inhumane nature of nuclear weapons.

This is the starting point of all of our work. Hiroshima and Nagasaki have a unique and universal value in human history. I strongly believe that everyone should visit Hiroshima or Nagasaki at least once in their lifetime. As Japan's Prime Minister Yukio Hatoyama suggested at the UN Security Council Summit on Nuclear Non-Proliferation and Nuclear Disarmament last September, "all leaders of the world should visit Hiroshima and Nagasaki and absorb with their own eyes and ears the cruelty of nuclear weapons." Through the UN Disarmament Fellowship Program, the government of Japan has invited more than 650 diplomats to these two cities over the past two decades, a privilege that should perhaps be extended to world leaders as well.

Within a decade or so, we will be unable to hear first hand the testimonies of the ordeals of atomic bomb survivors or feel the pain they experienced. Testimonies of atomic survivors should be digitally recorded and be made available online, as recommended in the 2002 UN report. On the UN educational website, "UN Cyberschoolbus," there is a section called "Ask a Hibakusha," which allows users to interact with atomic survivors. I think this kind of effort is very valuable.

By sharing the experience of Hiroshima and Nagasaki, we learn what to think about. We need to learn how to think practically. "Critical thinking," a key phrase in disarmament and nonproliferation education, becomes important here. Participatory learning processes such as the Arms Control Simulation class I mentioned earlier is one of the very useful tools for this. Critical thinking forces one to think in a way that breaks through conventional wisdom, exploring new ideas from new perspectives. Only through sustained nonproliferation and disarmament education can we hope to realize the ultimate goal of reducing and eliminating nuclear weapons.