

## EDITOR'S NOTE

The United Nations has long recognized the critical role of education in combating poverty, inequality, injustice and conflict. Every aspect of the UN's work is touched by education. United Nations Secretary-General Kofi Annan has gone as far to say that 'Education, is quite simply, peace-building by another name. ... Experience and learning are indeed crucial pillars of peace.' It should be no surprise that disarmament education has been part of the UN's work for over two decades—and yet few people are aware of the UN's efforts in this area.

The latest UN disarmament education initiative was agreed last November through General Assembly resolution 55/33 E, which established a Group of Governmental Experts on Disarmament Education. The resolution invites representatives of UN organizations with special competence in disarmament, education or both to participate in the Group's work. UNIDIR is extremely pleased to be taking part.

UNIDIR is convinced that education is one of the crucial 'missing pieces' of global security. This *Disarmament Forum* is dedicated to an exploration of previous education initiatives and potential future directions. We have taken a broad approach to this theme, looking at both peace education and disarmament education, formal education initiatives and non-formal ones. We have asked 'what sort of education' and 'for whom'. After a short comment by the Chairman of the Expert Group, Ambassador Miguel Marín Bosch, Bill Potter proposes a new agenda for disarmament and non-proliferation education. Edith Ballantyne and Felicity Hill look back on past UN disarmament education efforts and offer some lessons learned. A current global education campaign, that of the Hague Appeal for Peace, is outlined in Betty Reardon's contribution. Jean Pascal Zanders and Kurt Laforce describe the development of an innovative tool for education on chemical and biological weapons. Serge Franchoo, Arjun Makhijani and Arthur Petersen offer three different perspectives on engaging scientists in disarmament through education. Lastly, Ian Hill explores the topic of education more broadly through examination of the International Baccalaureate Organization's curriculum, notably its emphasis on respect and ethics. I extend my heartfelt thanks to Colin Archer, Michael Cassandra and Bill Potter for their help in conceptualizing and planning this issue.

This publication will hopefully be only the first of several activities to be undertaken by UNIDIR on education for disarmament. Starting with this issue of *Disarmament Forum* and through our participation in the Group of Governmental Experts, we will be trying to identify where UNIDIR, as a UN research institute, could best serve as an interface between international organizations and the research community for the promotion of education for disarmament, as well as co-ordinate with other international organizations, governmental initiatives, and non-governmental and civil society projects.

The next issue of *Disarmament Forum* will address the implications of the Revolution in Military Affairs (RMA) on arms control and disarmament. The fact that technological evolution permits a constantly changing array of possibilities for new weapons systems is well documented. Yet most information on this subject is written from a scientific, industrial or military strategic perspective. Nearly the entire debate to date has covered the implications of RMA for the current and future battlefield. By contrast, what UNIDIR intends to approach with this issue of *Disarmament Forum* are the consequences of RMA in a political rather than a military or scientific context—the central question to be addressed is: what are the implications of RMA for arms control, non-proliferation and disarmament?

UNIDIR is pleased to announce the continuation of our work on tactical nuclear weapons (TNWs). Ten years ago Presidents Michail Gorbachev and George Bush issued directives to begin one of the deepest and most comprehensive programmes of nuclear weapons reduction the world had ever seen. These reciprocal unilateral declarations represent the only regime covering TNWs. The 1991 regime does not have common guidelines on implementation or provisions on verification—elements normally associated with nuclear weapons reductions—and therefore this important and unique regime is highly vulnerable to political change.

UNIDIR, the Center for Nonproliferation Studies in Monterey and the Peace Research Institute Frankfurt are taking the opportunity of the tenth anniversary of the 1991 declarations to focus attention on addressing TNWs in the European context and on strengthening the TNW regime. We shall hold a seminar entitled *Time To Control Tactical Nuclear Weapons* at the United Nations in New York on 24 September 2001. See page 76 for contact information and details.

The regional focus of UNIDIR's Visiting Research Fellowship programme for 2002 will be the Middle East. Four researchers from the region will be invited to UNIDIR for a six-month period, scheduled to begin in January. The researchers will work co-operatively on a single research paper focused on regional security. Interested potential applicants will find further information on UNIDIR's web site. Closing date for applications is 14 September 2001.

Were you affiliated with UNIDIR as a researcher, staff member, fellow or intern? We want to know what you are doing and get back in touch! Please send an e-mail with your name, mailing address, your relationship with the Institute and the dates you worked with us to [abletry@unog.ch](mailto:abletry@unog.ch).

On a final note, the renovation of UNIDIR's web site is well underway. In the next few months you will see major improvements in our cyber presence. We are looking forward to your feedback.

*Kerstin Vignard*