

Joint Statement on practical measures for
further promoting Disarmament and Non-Proliferation Education
Delivered by Japan
the 11th Review Conference of the Parties
to the Treaty on the Non-Proliferation of Nuclear Weapons
Main Committee I (Nuclear Disarmament)
New York
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Mr. Chair,

On behalf of the following 116 NPT States Parties — Albania, Andorra, Argentina, Armenia, Australia, Bangladesh, Belgium, Bosnia and Herzegovina, Botswana, Brazil, Bulgaria, Cambodia, Canada, Central African Republic, Chile, Colombia, Comoros, Côte D'Ivoire, Croatia, Cyprus, Czechia, Denmark, Djibouti, Dominican Republic, Ecuador, Egypt, El Salvador, Eritrea, Estonia, Fiji, Finland, Gabon, Ghana, Gambia (Republic of The), Georgia, Germany, Greece, Guatemala, Guinea Bissau, Honduras, Hungary, Iceland, Iraq, Italy, Jamaica, Jordan, Kenya, Kuwait, Lao People's Democratic Republic, Latvia, Lebanon, Lithuania, Luxembourg, Madagascar, Malaysia, Maldives, Marshall Islands, Mauritania, Mexico, Micronesia (Federated States of), Mongolia, Montenegro, Morocco, Nepal, Kingdom of the Netherlands, Nicaragua, Nigeria, North Macedonia, Norway, Oman, Palau, Panama, Papua New Guinea, Paraguay, Peru, Philippines, Poland, Portugal, Qatar, Republic of Korea, Republic of Moldova, Romania, Rwanda, Samoa, San Marino, Saudi Arabia, Senegal, Serbia, Seychelles, Sierra Leone, Singapore, Slovakia, Slovenia, Spain, Sri Lanka, State of Palestine, Sudan, Suriname, Sweden, Switzerland, Thailand, Timor-Leste, Tonga, Trinidad and Tobago, Türkiye, Tuvalu, Uganda, Ukraine, United Arab Emirates, United Kingdom of Great Britain and Northern Ireland, United Republic of Tanzania, Uruguay, Vanuatu, Yemen, Zambia, and my own country, Japan, I would like to deliver a joint statement on nuclear disarmament and non-proliferation education.

Mr. Chair,

Eighty years have passed since the atomic bombings of Hiroshima and Nagasaki. Over the past eight decades, national governments, local municipalities, educational, academic and research institutions, the private sector, media, and civil society have amassed a profound body of knowledge on the devastating and multifaceted impacts and consequences resulting from the use of nuclear weapons, in both short and long term. This understanding spans disciplines as diverse as medicine, public health, civil engineering, social sciences, environmental sciences, and cultural studies. The vast wealth of knowledge has made significant contributions to multilateral disarmament and non-proliferation diplomacy and education.

Among the disarmament education efforts around the world, the invaluable testimonies of

those who experienced and witnessed the devastation caused by nuclear explosions and its aftermath have played an indispensable role, including the distinguished work of Nihon Hidankyo which was awarded the Nobel Peace Prize, and of other long-standing advocacy endeavors of the hibakusha, those who have suffered the use of nuclear weapons irrespective of their nationalities and origins. In this regard, disarmament and non-proliferation education, while multidisciplinary in nature, is always human-centered.

However, with time, it is becoming more and more difficult to have the opportunity to hear firsthand accounts of those who experienced, witnessed and were embroiled in such devastation, making each remaining testimony even more precious. We, the 116 countries joining this statement, commend the visits to affected sites and engagement with them by political, senior, mid-career and young leaders as well as youth delegations, and encourage all NPT States Parties to promote such initiatives, to ensure the stories and memories of those affected are preserved and passed on to future generations.

Mr. Chair,

The value of disarmament and non-proliferation education itself has long been recognized by the vast majority of the international community. In the Final Document of the 2010 NPT Review Conference, education was underscored as a useful and effective means to advance the goals of the Treaty in support of achieving a world without nuclear weapons.

Moreover, Action 22 of the 2010 NPT Action Plan encouraged all NPT States Parties to implement the 34 recommendations contained in the 2002 report of the Secretary-General entitled “United Nations Study on Disarmament and Non-Proliferation Education (A/57/124).” The same point is repeatedly reaffirmed in the biennial UN General Assembly resolutions on the United Nations study, led by Mexico, and in other relevant resolutions, co-sponsored by a large number of delegations each year. We call on all NPT States Parties to renew their commitment to implement these recommendations.

Mr. Chair,

Educating, empowering, and equipping each and every individual with critical thinking and other essential skills are crucial in navigating the complexities of the contemporary Atomic Age. This should aim at fostering a new generation of experts both inside and outside governments, capable of addressing risks, challenges and opportunities brought by the power of atoms, while simultaneously raising public awareness of the importance of nuclear disarmament and non-proliferation.

At the same time, the international community must remain mindful of the rapidly changing technology landscape. As those risks, challenges and opportunities become more diverse, complex, and interconnected, reflecting the realities of current international situation,

disarmament and non-proliferation education must continuously evolve. In doing so, it is particularly essential to promote scientific understanding and education. In addition, advances in information and communication technologies, including artificial intelligence, have transformed the way people access, process, and accumulate information. This is particularly relevant for younger generations, who have prolific use and good command of such technologies. Education providers must adapt accordingly and ensure that their programs remain relevant in such a dynamic environment.

To this end, we emphasize the necessity of expanding engagement with new actors, particularly from the private sector, while fostering greater cooperation and collaboration among a diverse range of stakeholders, such as governments, international and regional organizations, civil society, academia, and educational institutions. We underscore the importance of engaging with and investing in youths. Such an approach will create synergies and maximize the impact of educational initiatives.

Mr. Chair,

Recognizing the significance of young people as the inheritors, protectors and shapers of the disarmament and non-proliferation architecture, we believe in the power of education to ensure that they have a voice and decision-making role towards achieving these goals and ensuring a peaceful world from today. The 2026 NPT review cycle presents an invaluable opportunity for the international community to reaffirm the essential contribution of education on disarmament and non-proliferation to the objectives of this Treaty, as well as to sustaining peace. We therefore call on all NPT States Parties – nuclear-weapon States and non-nuclear-weapon States alike – to actively promote disarmament and non-proliferation education, share progress, and exchange expertise within the review process. By strengthening our collective commitment in this regard, the international community can build upon existing efforts and advance towards a world without nuclear weapons and sustain it.

I thank you, Mr. Chair.

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