

# Project Completion Report 2021 Cycle

## HIROSHIMA TRAINING PROGRAMME ON NUCLEAR DISARMAMENT AND NON-PROLIFERATION

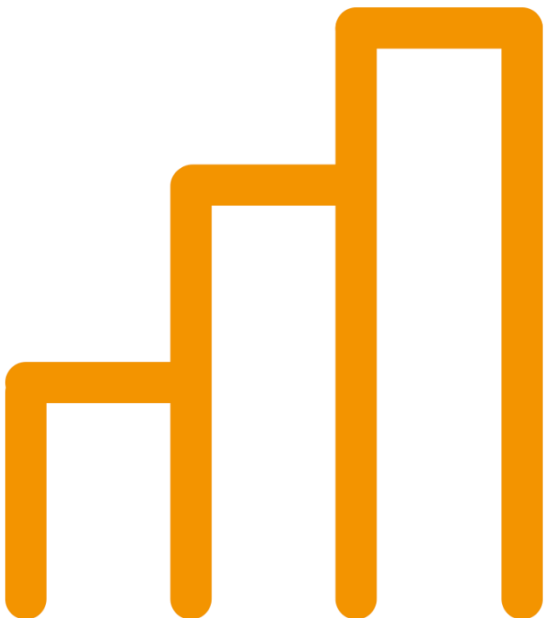
DIVISION FOR PROSPERITY  
April 2021, Hiroshima, Japan



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DISARMAMENT AND NON-PROLIFERATION**

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## Acknowledgements

The United Nations Institute for Training and Research would like to express its deep gratitude to the following supporters of the UNITAR Hiroshima Training Programme on Nuclear Disarmament and Non-Proliferation – 2021 Cycle.

- Hiroshima Prefectural Government
- City of Hiroshima

In addition, we would like to recognize

- United Nations Office for Disarmament Affairs
- United Nations Institute for Disarmament Research (UNIDIR)
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“Thank you, UNITAR, Hiroshima Prefecture and the City of Hiroshima, for this enriching and memorable three-week training. This programme taught us the need to abolish nuclear weapons to maintain world peace and security and provide prosperity for all.”



June 2021

## About Us

### *United Nations Institute for Training and Research*

UNITAR was established in 1963 as an autonomous body within the United Nations and is headquartered in Geneva, Switzerland. As a training arm of the United Nations system, UNITAR provides innovative learning solutions to individuals, organizations and institutions to enhance global decision-making and support country-level action for shaping a better future. UNITAR designs and conducts some 500 different global training activities per year for more than 133,000 participants. Our alumni include diplomats and other government officials, non-governmental representatives, and local authorities.

### *UNITAR, Division for Prosperity*

The Division for Prosperity is one of the eight divisions of UNITAR and consists of the Trade and Finance Programme Unit and the Hiroshima Office. We offer cutting-edge training and learning opportunities that promote inclusive and sustainable economic growth.

The Division for Prosperity programmes fall under six thematic pillars that support the Sustainable Development Goals (SDGs):

- Anti-corruption and Combatting Crime
- Entrepreneurship and Private Sector Development
- Finance and Trade
- Frontier Technologies
- Hiroshima and Peace
- Leadership and Empowerment

Leveraging our Division's extensive experience in designing relevant and targeted training, we adapt our methodologies and technologies to the needs of the regions and individuals we serve. We work with learners in least developed countries, small island developing states, and fragile states, with special attention to the most vulnerable including women, youth, and those in conflict situations.



A handwritten signature in black ink, appearing to read 'M. Kumamoto'.

Mihoko Kumamoto  
Director  
Hiroshima Office, Division for Prosperity  
United Nations Institute for Training and Research



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## Executive Summary

### Introduction

The international forums which govern the discourse on nuclear disarmament and non-proliferation are, by their very nature, complex. To achieve national goals and progress, representatives attending these forums must not only be well versed in the current state of discussion but also communicate effectively, using approaches suitable for such international meetings.

In 2021, 76 years after the first use of nuclear weapons, the Treaty on the Prohibition of Nuclear Weapons entered into force. In this historic year, UNITAR relaunched its upgraded Disarmament and Non-Proliferation Programme as a fully online training to accommodate the challenges posed by the COVID-19 pandemic.

### Programme Objectives

The 2021 Programme focused on preparing trainees for the upcoming Tenth Review Conference of the Parties to the Treaty on the Non-proliferation of Nuclear Weapons (NPT), scheduled for August 2021. The Programme aimed to increase the trainees' understanding of the nuclear disarmament debate and the structure and practice of negotiations at international meetings on disarmament and non-proliferation of nuclear weapons, and to equip them with the skills to communicate and negotiate for disarmament.

### Demographics

In 2021, the Programme was delivered fully online for the first time. The shift in modality from the traditional in-person training helped increase the number of the participants, from 20 in the previous cycle to 35 in 2021. The gender balance among participants was good: 46% were male and 54% were female. Representing the ministries that usually lead disarmament-related discussions, 54% of the participants were from ministries of foreign affairs and 46% from ministries of defence.



June 2021

### *Programme Structure and Methodology*

In the three-week Programme, participants learned through a combination of on-demand e-learning courses and six live webinars consisting of expert lectures and preparatory groupwork for the final online conference simulation. Participants were assigned to three groups representing three different positions on disarmament and non-proliferation of nuclear weapons and negotiated to draft a paragraph of an NPT Foreign Ministers Communiqué.

### *Summary of Outcomes*

Ninety-five per cent of the participants rated the Programme as useful overall. Ninety per cent indicated that the Programme content was relevant to their professional roles, and 97% expressed their intent to use the newly acquired knowledge in the future.

The Programme significantly helped increase the participants' knowledge: more than 75% of the participants indicated that their knowledge levels were moderate or high on nine out of the 10 topics after completing the Programme, as compared to 20% at the outset.

### *Lessons Learned*

The comprehensive learning experience aligned with the participants' professional roles helped extend their knowledge in nuclear disarmament and non-proliferation. Providing opportunities to meet **like-minded fellows** in similar roles helped advance dialogue and coordination among states in the Asian region. The experience fostered a common understanding among participants that the regionally aligned movements are one of the best ways to achieve nuclear disarmament and global peace.

The Programme used the “**flipped classroom**” model, where participants studied the background of the topics through the EdApp e-learning courses before the live webinars, asked questions to the experts in the live webinars, and revisited the EdApp courses to deepen and reinforce their understanding further. This model maximized the use of the live interactions and contributed to better knowledge retention among the participants.

The online modality posed some challenges, however, especially for the **virtual negotiation conference simulation**. For example, compared to an in-person simulation, a shorter time was allocated for the online workshop due to the limitation of webinar time. Some participants needed more time to get used to the online tool before they could virtually work with their groupmates; for future online simulations, more time may need to be allocated. Should travel become possible again, UNITAR may also wish to explore a hybrid online/in-person Programme to make the most of both modalities.





## Programme Summary

### *Programme Overview*

The twenty-first century has been referred to as the era of nuclear power. As global and regional geopolitics become increasingly complex, addressing nuclear security is more challenging than ever. Nonetheless, growing awareness of the catastrophic humanitarian consequences of even limited use of nuclear weapons has prompted new actions towards prohibiting and eliminating nuclear weapons. On 24 October 2020, the fiftieth instrument of ratification of the Treaty on the Prohibition of Nuclear Weapons was deposited with the United Nations Secretary-General. The Treaty thus entered into force on 22 January 2021, cementing a categorical ban on nuclear weapons 75 years after their first use. This historic instrument will form a key component of the nuclear disarmament and non-proliferation regime.

Despite these continuing international efforts and important advances to eliminate nuclear weapons, approximately 13,400 remain in the stockpiles of nine countries, with hundreds ready to launch. Major military powers are turning away from disarmament and arms control as a means to ease international tensions and to improve the security environment. Advancing dialogue and coordination among states are thus essential to foster a common understanding that nuclear disarmament is the best means for preserving global peace.

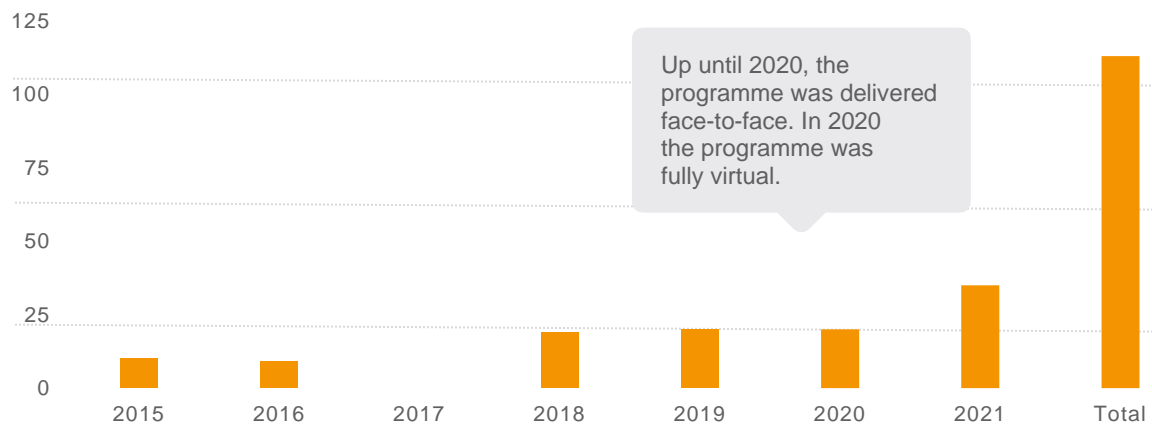
The year 2020 marked the seventy-fifth anniversary of the bombing of Hiroshima and Nagasaki and the fiftieth anniversary of the Treaty on the Non-Proliferation of Nuclear Weapons (NPT). The postponed NPT Review Conference will be held in August 2021 in New York, which will be the next major opportunity to engage in nuclear disarmament and non-proliferation efforts.

The international forums which govern the discourse on nuclear disarmament and non-proliferation are, by their very nature, complex. To achieve national goals and progress, representatives attending these forums must not only be well versed in the current state of discussion but also communicate effectively, using approaches suitable for such international meetings.

Started in 2015 with the financial support of the Hiroshima Prefectural Government and the City of Hiroshima, the UNITAR Hiroshima Training Programme on Nuclear Disarmament and Non-Proliferation (hereafter the “Programme”) works with government officials from Asian countries who are on the frontline of nuclear disarmament negotiation. The Programme gives participants a deep understanding of the current state of the nuclear arms control debate, globally and regionally, as well as detailed insight into the processes, protocols, and procedures of disarmament and non-proliferation conferences.



### Number of Participants by Year



### 2021 Cycle Participants

The 2021 cycle of the Programme was delivered fully online to accommodate the challenges posed by the COVID-19 pandemic. Despite the uncertainty, transforming this Programme and delivering it fully online helped to increase the number and diversity of the participants.

In the 2021 cycle, 35 participants successfully completed the Programme. Of the 35 participants, 16 (46%) were male and 19 (54%) were female.

### Gender Representation

♀ 54% identified as female

♂ 46% identified as male



Participants included 19 (54%) officials from the ministry of foreign affairs (or equivalent) and 16 (46%) from the ministry of defence (or equivalent), who are in charge of nuclear arms control or on the negotiation frontline. In the 2021 cycle, participants were from the following 13 Asian countries.

1. Afghanistan
2. Cambodia
3. Indonesia
4. Kazakhstan
5. Lao PDR
6. Malaysia
7. Maldives
8. Mongolia
9. Nepal
10. Philippines
11. Sri Lanka
12. Turkmenistan
13. Viet Nam

Since 2015, the Programme has trained a total of 114 government officials from the region.

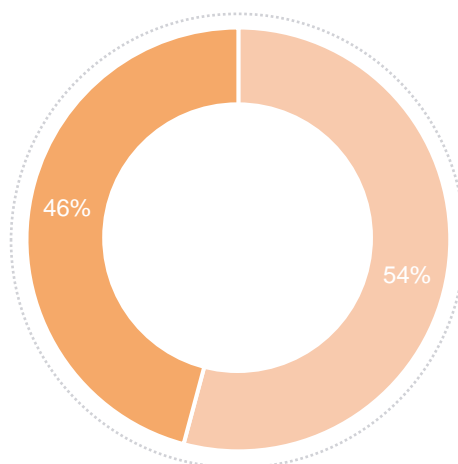
### *Programme Objectives*

Designed especially for officials from Asian nations, the three goals of the Programme are to:

1. Increase the officials' understanding of the nuclear disarmament debate
2. Equip them with insights into their own communication practices to improve their ability to negotiate for disarmament
3. Learn about the structure and practice of negotiations at events concerned with disarmament and non-proliferation of nuclear weapons

The 2021 cycle focused especially on preparing trainees for the upcoming Tenth Review Conference of the Parties to the Treaty on the Non-proliferation of Nuclear Weapons in August 2021.

### **Professional Affiliation**



- Ministry of Foreign Affairs (or equivalent)
- Ministry of Defense (or equivalent)

### *Program Structure and Methodology*

In the three-week intensive Programme, participants learned through a combination of on-demand e-learning courses and live webinars with experts in the field, as well as a hands-on workshop at the end.

#### **1. On-demand e-learning courses**

Using the EdApp, a microlearning platform, participants completed on-demand e-learning courses designed to give a solid grounding in the topics that were then explored in-depth in the live webinars. Each course included bite-sized lessons accompanied by short exercises such as quizzes and true/false statements to reinforce their learning. The course topics included:

- Introduction and Programme Overview
- Pre-learning: UNODA – Disarmament and Non-Proliferation Regimes
- Confidence-Building Measures
- Humanitarian Impact of Nuclear Weapons and Consensus Building
- Virtual Visit to Hiroshima
- Initiatives to Eliminate Nuclear Weapons
- Hiroshima's Road to Recovery

#### **2. Live webinars**

As the participants worked their way through the EdApp courses, they took part in six webinars consisting of:

- Lectures by experts providing insights into the current global and regional state of the nuclear arms control debate
- Preparatory group work and final negotiation workshop

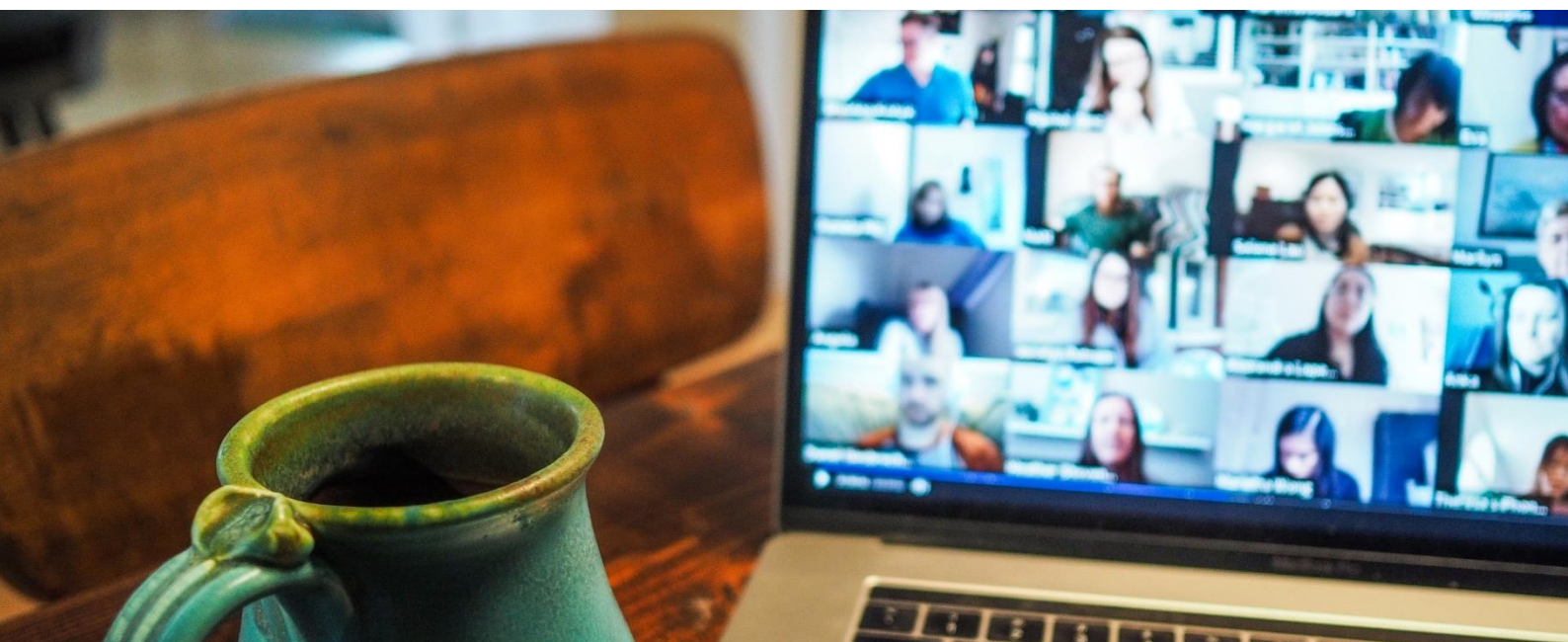
#### **3. Negotiation workshop**

Participants were assigned to a working group representing one of the three positions.

- Nuclear Weapon State (NWS)
- Umbrella State (UMB)
- Non-Aligned Movement (NAM)

During the live webinars, participants engaged in one-hour group work to deepen their understanding of their group's positions, through reading materials and a series of assignments, with inputs from the experts.

The final event was an online conference simulation, where the three groups representing the three positions met and negotiated to draft a paragraph of an NPT Foreign Ministers Communiqué.



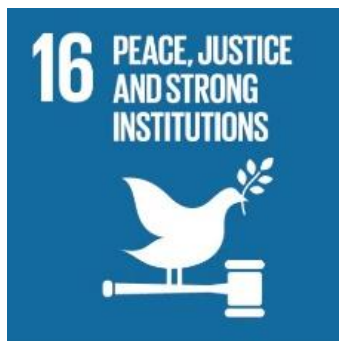
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### *Needs Assessment*

A needs assessment was essential to ensure that the Programme's training modules were in line with not only the recent trends in the international discussion on nuclear disarmament and non-proliferation, but also with the needs of the targeted group. The assessment included a review of feedback and evaluations from the Programme's previous cycle, a review of relevant literature, and interviews with thematic experts.

### *Experts*

The global experts who gave lectures and guided the participants included Setsuko Aoki, professor at Keio University Law School, Japan; Tim Caughley, non-resident senior fellow with the United Nations Institute for Disarmament Research; Yuriy Kryvonos, director, United Nations Regional Centre for Peace and Disarmament in Asia and the Pacific; Keiko Ogura, a *hibakusha* (atomic bomb survivor); Sho Ono, director of the Arms Control and Disarmament Division, Ministry of Foreign Affairs of Japan; and Tariq Rauf, consulting advisor on policy and outreach to the executive secretary of the Comprehensive Nuclear-Test-Ban Treaty Organization.



### *Strategic Alignment: Sustainable Development Goals*

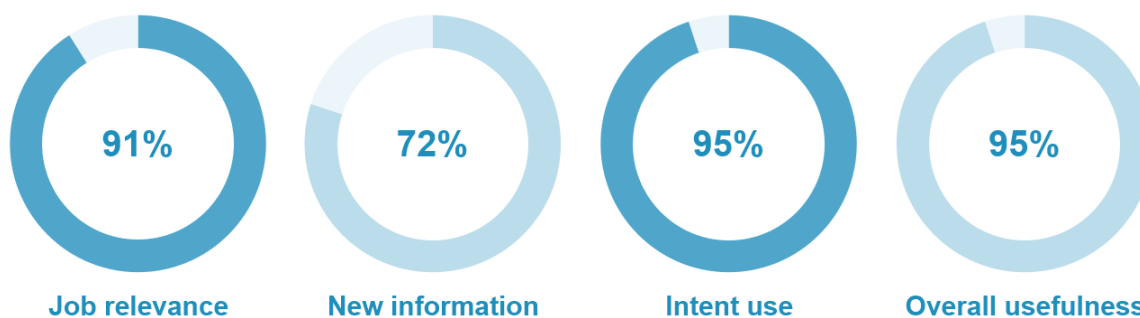
In accordance with the United Nations 2030 Agenda for Sustainable Development, this programme meaningfully contributes to SDG 16.



## Outcomes

The outcomes of the Programme were measured by a post-programme survey submitted online by the participants on the last day of the Programme. The response rate was 100%. The survey assessed four areas, including UNITAR’s standard programme evaluation indicators (job relevance, new information, intent to use, overall usefulness), the extent to which participants met learning objectives, effectiveness of the methodologies, and knowledge changes from before to after the Programme.

### Job Relevance, New Information, Intent Use, and Overall Usefulness



UNITAR’s standard programme evaluation indicators include “job relevance,” “new information,” “intent use” and “overall usefulness.” The minimum target is positive feedback from more than 75% of the participants.

“The Programme provided an opportunity to engage in constructive dialogue and enabled me to network with my peers.”

“**Job relevance**” evaluates to what extent the Programme was relevant to the participant’s professional roles. Participants were asked whether they agreed with the statement “The content of the Programme was relevant to my job.” The survey shows that 90.5% of the participants either agreed or strongly agreed with this statement.

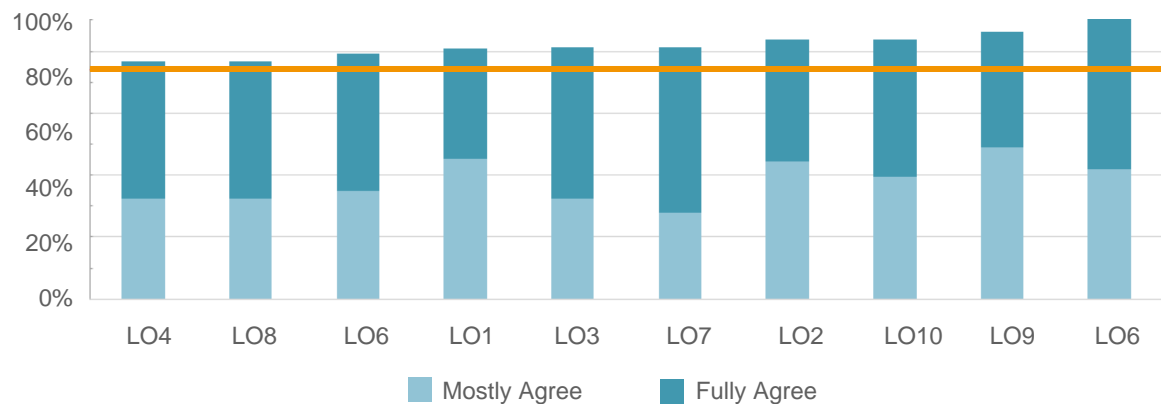
“**New information**” evaluates to what extent the Programme imparted new knowledge to the participants and was assessed by the statement “The information presented in this Programme was new to me.” The survey shows that 71.5% of the participants either agreed or strongly agreed with this statement.

“**Intent use**” evaluates to what extent the participants intend to use their newly acquired knowledge in the future and was assessed by the statement “It is likely that I will use the information acquired.” The survey shows that 95.2% of the participants either agreed or strongly agreed with this statement.

“**Overall usefulness**” evaluates to what extent the participants see the Programme as useful and was assessed with the statement “Overall, the Programme was useful.” The survey shows that 95.1% of the participants either agreed or strongly agreed with this statement.

The responses to “Job relevance,” “Intent use” and “Overall usefulness” exceeded the minimum target of 75% positive feedback, which allows us to conclude that the Programme provided a helpful learning experience aligned with the participants’ professional roles and needs. However, the response to “New information” was below the target. In the next cycle, the Programme may consider modifying the content to deliver more new information to the participants.

### The Extent to Which Participants Met Learning Objectives



The survey asked participants to what extent they felt they reached each of the Programme’s 10 learning objectives. Again, the minimum target is positive feedback from more than 75% of the participants.



## Learning objectives

By the end of the Programme, participants will be able to describe:

1. The current state of the global nuclear debate, including key challenges and opportunities
2. Hiroshima's road to recovery and initiatives to eliminate nuclear weapons
3. The recent history of the NPT, including trends and outcomes
4. The interactions between UN disarmament and non-proliferation bodies
5. The impact of the Treaty on the Prohibition of Nuclear Weapons on the current nuclear discourse
6. Key elements of the debate on the humanitarian impact of nuclear weapons
7. The contributions made by Nuclear-Weapon-Free Zones to nuclear non-proliferation
8. Processes behind confidence-building measures
9. The operation of the consensus rule at international forums
10. Effective negotiation and communication strategies used at international forums

The survey indicates that more than 75% of the participants “mostly” or “fully” met all of the objectives. The response was remarkably positive on “6. Key elements of the debate on the humanitarian impact of nuclear weapons.” The reason may be that the Programme repeatedly and visually showcased the history of the atomic bombing on Hiroshima and the city's recovery using videos and pictures in the on-demand e-learning courses, in addition to a lecture by a thematic expert and a hibakusha (atomic bomb survivor).

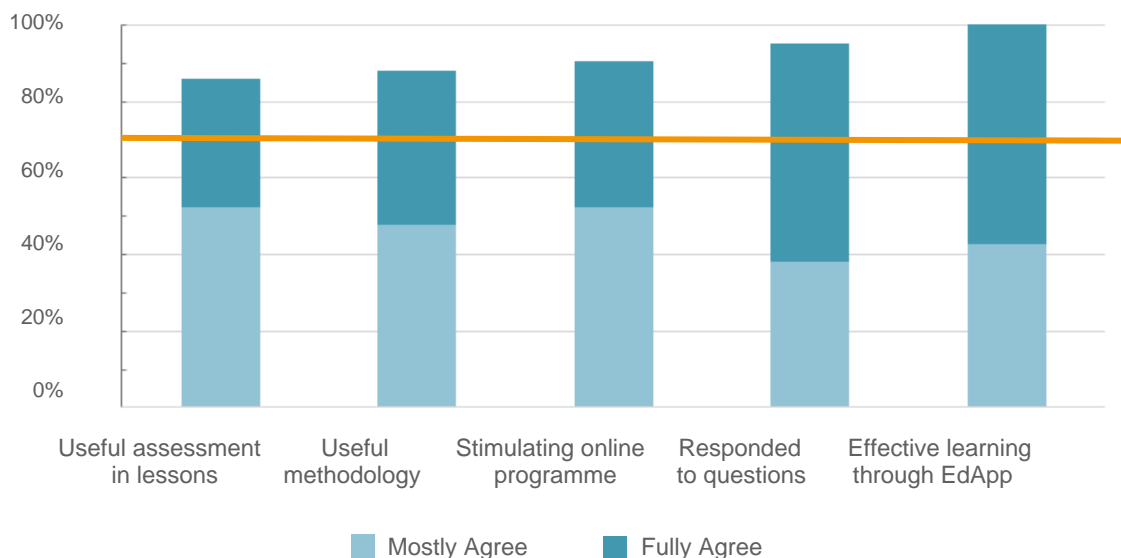
“The Programme showed us two sides of Hiroshima: 1) devastation and effects by a nuclear weapon and 2) message for hope and peace.”



“[The] program was very fruitful. We could understand ...the subject and it was [an] interesting course.”

KALPANA KUMARI KHATIWADA  
Nepal

### Effectiveness of the Programme Methodologies



To assess the effectiveness of the Programme’s methodologies and structure, the participants were asked to rate the following five statements on a scale of 1 (“strongly disagree”) to 5 (“strongly agree”):

- The Programme was effective at using EdApp as a mobile microlearning platform to impart new knowledge, tools and resources to learners
- The Programme was effective at responding to questions of learners
- The Programme was effective at stimulating learner engagement in online discussions and webinars
- In-lesson assessments and assignments were useful to help you achieve the learning objectives
- The Programme’s methodology was useful given the learning objectives
- The minimum target was positive feedback from more than 75% of the participants.

The results show that more than 75% of the participants agreed or strongly agreed with the statements on the effectiveness of the methodologies. Notably, 100% of the participants answered positively on the use of the EdApp mobile learning platform. These results encourage us to consider developing a hybrid training programme that combines in-person and on-demand e-learning courses for future cycles, even when international travel becomes possible.

“I loved EdApp since it enabled us to learn anywhere and anytime we want”

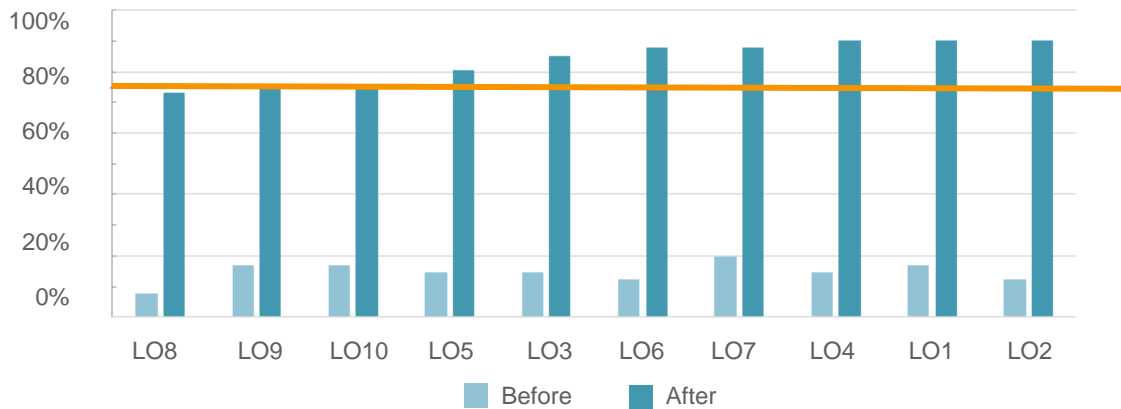


“I have gained excellent experience on the area of disarmament and Non proliferation of nuclear weapons through actively engaged resource personals. It is important that consensus building for the betterment of all mankind.”

DILINI LENAGALA  
Sri Lanka



### Knowledge Changes: Before/After the Programme



The survey assessed changes in the participant’s knowledge from before to after the Programme. Participants rated their knowledge of the 10 topics described in the learning objectives on a scale of 1 (“low”) to 5 (“high”). The minimum target is for more than 75% of the participants to evaluate their knowledge level as 4 (“moderate”) or 5 (“high”) after the Programme.

“I really appreciate the breadth of knowledge and experience that the resource persons brought to the training.”

Overall, the survey results indicate that the Programme significantly helped increase the knowledge of the participants in the targeted areas. More specifically, over 75% of the participants said that their knowledge levels became either “moderate” or “high” for nine out of the 10 topics after completing the Programme. Given that less than 20% of the participants evaluated their knowledge levels as “moderate” or “high” before participating in the Programme, the Programme played a crucial role in improving their knowledge in this field.

“Process behind confidence-building measures” was the only topic marked below the target. It was the least familiar topic for the participants before taking the Programme, with only less than 10% of the participants evaluating their knowledge level as either “moderate” or “high” before joining the Programme. Considering these findings, future cycles of this Programme may need to consider spending additional time and resources on this topic.



“[With] this course in UNITAR, I got alot of knowledge about the rule of nuclear weapons control, the power of diplomacy and how to do...multilateral diolomacy.”

MUHAMMAD UBAIDILAH FADHIL  
Indonesia



## Lessons Learned

The 2021 cycle of the Programme ran smoothly and was completed successfully, despite having to be delivered fully online for the first time, due to the COVID-19 pandemic. The Programme illuminated opportunities and challenges for future iterations of the Programme.

### Opportunities

- **Providing opportunities for learners to meet like-minded fellows helped extend their knowledge in nuclear disarmament and non-proliferation and advance dialogue and coordination among states**
  - As shown in the Outcomes section, the Programme provided a comprehensive learning experience aligned with the participants' professional roles and needs. Some participants highlighted how the Programme provided a networking opportunity with people engaged in a similar professional roles. The Programme contributed to advancing dialogue and coordination among states in the Asian region and fostering a common understanding that nuclear disarmament is the best way to preserve global peace.
- **Online delivery can help expand and diversify the participant pool**
  - Despite the uncertainty caused by the pandemic, transforming this Programme and delivering it fully online helped to increase the number and diversity of the participants. In the 2021 cycle, there were one and a half times more participants (35) and participating countries (13) than past cycles, when no more than 20 participants from 5-7 countries could be invited to join per cycle due to financial limitations. In the future, opening the call for applications sooner and using broader communication channels may help further increase the participant pool.
- **Combining self-paced e-learning and live webinars enriches the Programme content**
  - The Programme could provide more content to the participants by combining self-paced e-learning courses with live webinars. The participants could virtually visit historic places in Hiroshima and learn about the atomic bombing and the city's recovery, whereas in previous in-person cycles, it was not possible to cover as much material due to time limitations. Future cycles should continue to update the courses to align with participant needs and global developments in the nuclear disarmament and non-proliferation field.

- **Using the “flipped classroom” model improves knowledge retention**
  - To go entirely online, the Programme used the “flipped classroom” model, where students reviewed the lesson content on their own through EdApp and the live sessions were used for engagement with the experts and each other.
  - Participants studied the background of the topics through the e-learning courses before the live webinars.
  - Participants asked questions to the experts in the live webinars.
  - Participants revisited the e-learning courses to deepen and reinforce their understanding.
  - This maximized the use of the live interactions and contributed to better knowledge retention.
  
- **The experience of delivering the training fully online suggests that a hybrid format may be better**
  - Delivering the Programme fully online had substantial benefits. However, the advantage of physically visiting Hiroshima and meeting *hibakusha* in person will remain irreplaceable. The experience of the 2021 online cycle suggests that a hybrid format, combining online and face-to-face training modalities, may be better for future cycles. One suggestion is to design a two-tailed Programme, with a selection process:
    - Participants study the essential topics through the on-demand, e-learning course first
    - UNITAR selects only those participants who demonstrated excellent results in the e-learning and invites them to Hiroshima
  - Another suggestion is to have the participants select online or face-to-face training, since the preference may vary between participants.



### Challenges

- **The online negotiation workshop has room for improvement**
  - A shorter time was allocated for the online negotiation workshop than what would normally be set aside in-person trainings, due to the limitation of webinar time. This led to confusion among some participants. Since getting used to online tools used in the workshop and working online with groupmates takes time, some participants requested a longer time to be allocated for future workshops.
  - Another recommendation for future cycles is to present a video of actual diplomatic negotiations and a lecture on negotiation skills at the beginning of the workshop. Group allocation and group assignments can be shared in advance (e.g., before the Programme begins), so that participants have more time to understand the requirements and befriend their groupmates.
- **The course content can be expanded covering emerging issues**
  - The post-Programme survey indicated that the extent to which the Programme imparted new knowledge to the participants did not meet the minimum target. The EdApp online courses focus on the fundamentals critical to understand the overall landscape of nuclear disarmament and non-proliferation. In the future, UNITAR may expand the course coverage and include more emerging issues such as the latest nuclear weapons delivery technologies.
- **Technical problems can disrupt online training**
  - While online training is, in some aspects, more efficient than conventional in-person training, both participants and the UNITAR admin team experienced technical difficulties during the Programme. Some participants commented that their internet connections were interrupted so frequently that they could not hear the lectures most of the time. Other participants had to communicate through the chat function during group work due to microphone issues. Such technical problems are critical but difficult to avoid. Since many participants are based in developing countries with issues with infrastructure, and internet connectivity differs by country and location, future cycles may need to pre-research and prepare strategies to address the technical limitations.



“Through UNITAR's Programme, I gained more knowledge about nuclear disarmament and nonproliferation, and more about negotiation skills.”

NGUYEN VAN THANG  
Viet Nam

- **Engaging the participants in online training can be more difficult compared to in-person training**
  - In general, participants tend to be more passive during webinars compared to in-person training, where reactions of others are sensed easily. It was even more difficult when participants had to turn off their webcams because of their low bandwidth. Although the Programme provided forums for discussions and Q&A as much as possible, in addition to a series of group work during the live webinars, some participants commented that they could have been more active if it were in-person training.
  - Others commented that since the live webinars were scheduled during the participant's working hours, it was difficult for them to fully concentrate on the Programme. Even though the participants enrolled in this Programme with their supervisor's approvals, ensuring participants' full engagement was a challenge. To keep the participants motivated and increase their engagement, frequent follow-up during the Programme and detailed instructions are essential.
- **Time differences need to be considered for online delivery**
  - Time differences were another challenge for the Programme. The Programme was limited to countries in Central Asia, South Asia, Southeast Asia and East Asia so that reasonable training hours could be set. While online training can potentially increase the number of participants and participating countries, time zones of participants, experts and the admin team need to be considered.

