CBRN Weapons

Why education about technology transfer controls matters to you ...

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Challenges in a polycentric world

- No unified model for governance of weapon control anymore
- New stakeholders and security actors
- Increased role of non-state national & transnational actors
- Shifting relative balances of powers (economy, politics, military) and multiple power centres
- Geographical decentralisation of business and industry activities
- South-south trade patterns and impact on technology diffusion
- Declining role of states in shaping developments, but many states reject formal governance responsibilities for non-state actors under BTWC & CWC
The Future: Multi-layered & multi-sectorial governance model?

- **Weapon control**
  - Multilateral agreements (Geneva protocol, BTWC, CWC)
  - Proliferation prevention arrangements (Australia Group, PSI, Global Partnership, etc.)
  - UN agencies: UNSC, UNODA, 1540 Committee, UNEP, UNDA, etc.
  - National laws and regulations (criminal, penal, trade, safety, etc.)
- **Disease prevention**
  - WHO, FAO, OIE + their regional organisations/initiatives
- **Crime and terrorism**
  - UNSC Resolutions (1540, terrorism resolutions, etc.)
  - Interpol, Europol, etc.
- **International transfers**
  - WTO, WCO, etc.
- **Economic actors**
  - Companies (national, multinational, transnational)
  - Research institutions
  - Individuals
- **Instruments of collective & individual governance**
  - Codes of conduct; Professional codes; Ethics
  - Awareness-raising & education
  - Whistle-blower protection schemes
Operationalising the assimilation model

Assimilation

Norms

Threat perception

Military doctrine

Government priority allocation

- Nature of intervention
- Volume of intervention
- Percentage of total investments

Offensive chemical / biological weapon programmes

Legitimate developments in chemistry, biology and their industrial applications

Spin on
Spin off?

Import dependency

Physical Base
- Geographical location
- Territorial size
- Population size
- Natural resources
- Easy access to resources

Societal Base
- Political culture
- Educational level
- Science base
- Technology base
- Economic development
- Industrial development

Technology importation

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Core objectives of CBRN education

- Basic knowledge about CBRN and underlying technologies
- Identification and understanding threats and risks
- Understanding responsibilities
- Knowing relevant international frameworks
- Understanding transfer controls
- Knowing partners and target audiences
- Deploying educational and outreach strategies
Who needs to be involved?
Basic knowledge about CBRN and underlying technologies

• **Basic knowledge is fundamental**
  • For yourself to appreciate risks and threats
  • To be able to appreciate when a risk or threat emerges
  • To communicate your knowledge and insights

• **Awareness of context**
  • What are the international and national regulatory frameworks governing a particular type of technology?
  • Which agencies bear responsibility for technology transfers?
  • Where can I inform myself about my own responsibilities?
Education about export controls ...

- **Is about changing attitudes of individuals or groups**
  - Audiences need to acquire enhanced awareness about the potential implications of their activities and individual actions
  - They must be able to identify and assess short-term and longer-term risks and threats
  - They must acquire situational awareness to maintain standards of responsible behaviour

- **Knowledge transfer is insufficient to shape attitudes**
  - Audiences need to be engaged
  - They need to discover for themselves *why* the issue area is important / relevant to them
  - They need to discover *how* they can mitigate risks and threats
  - The insights need to become part of the daily professional routine
Recalling where science, industry and military art converged
Challenging entrenched positions

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