

# CBRN Weapons

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

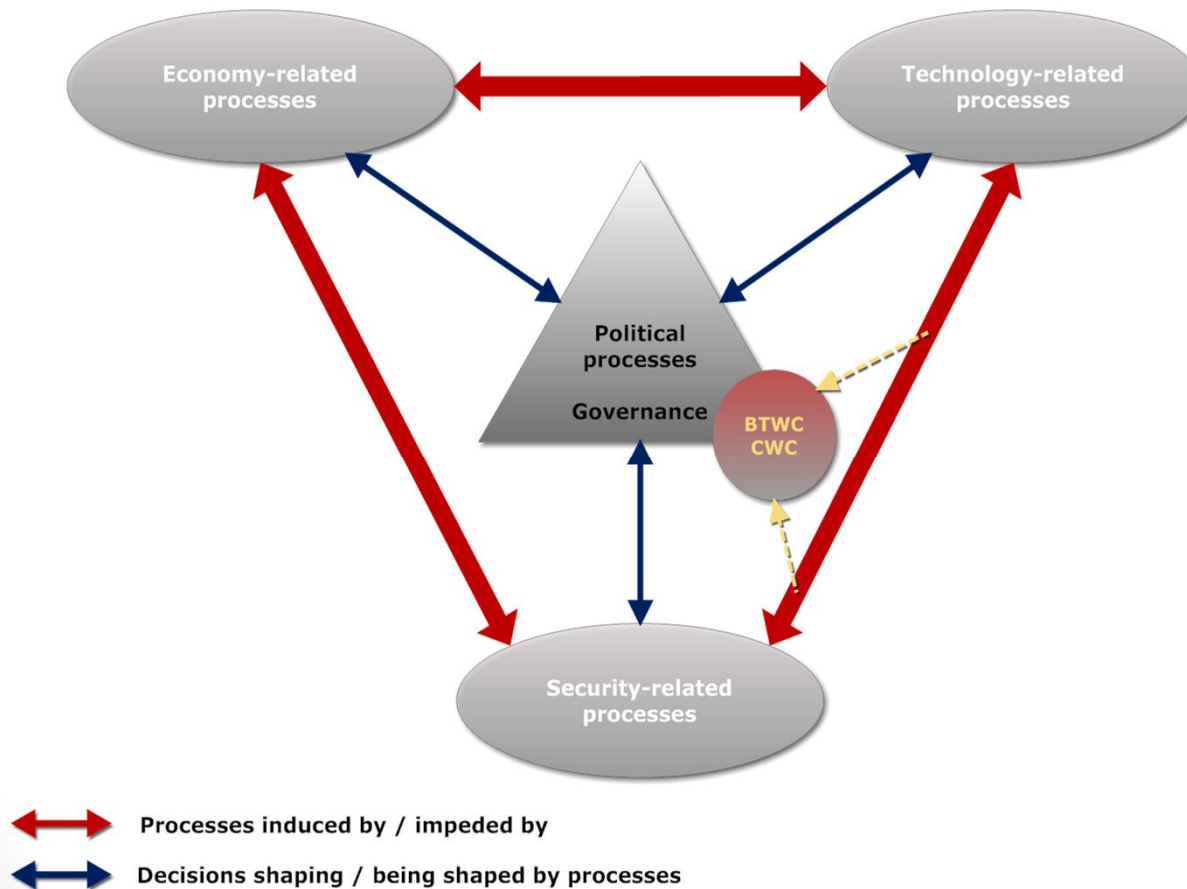
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*The Trench*

*Taras Schevchenko National University Forum*

*Kyiv, Ukraine, 22 May 2019*

# Challenges in a polycentric world

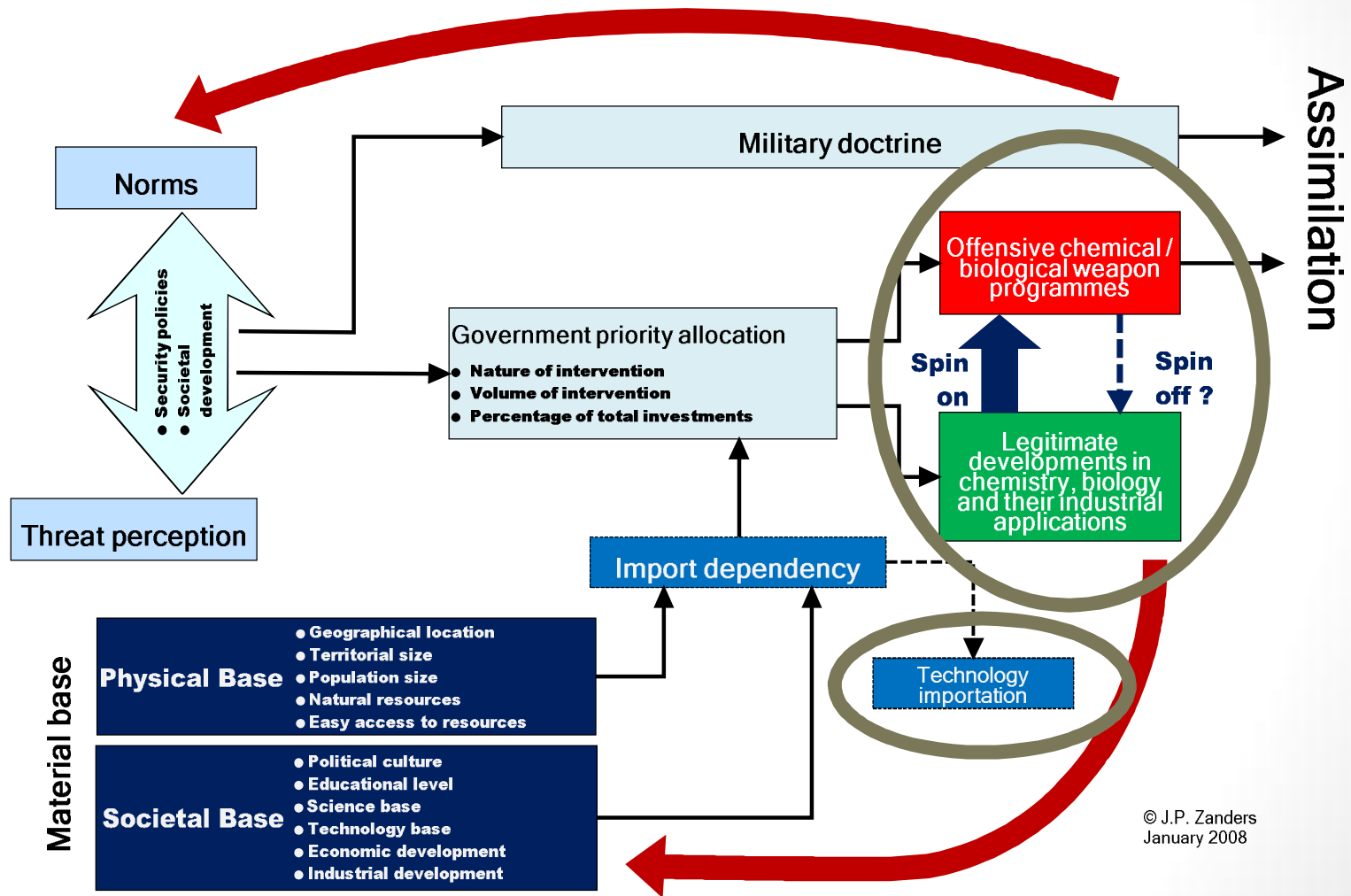


- § No unified model for governance of weapon control anymore
- § New stakeholders and security actors
- § Increased role of non-state national & transnational actors
- § Shifting relative balances of powers (economy, politics, military) and multiple power centres
- § Geographical decentralisation of 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

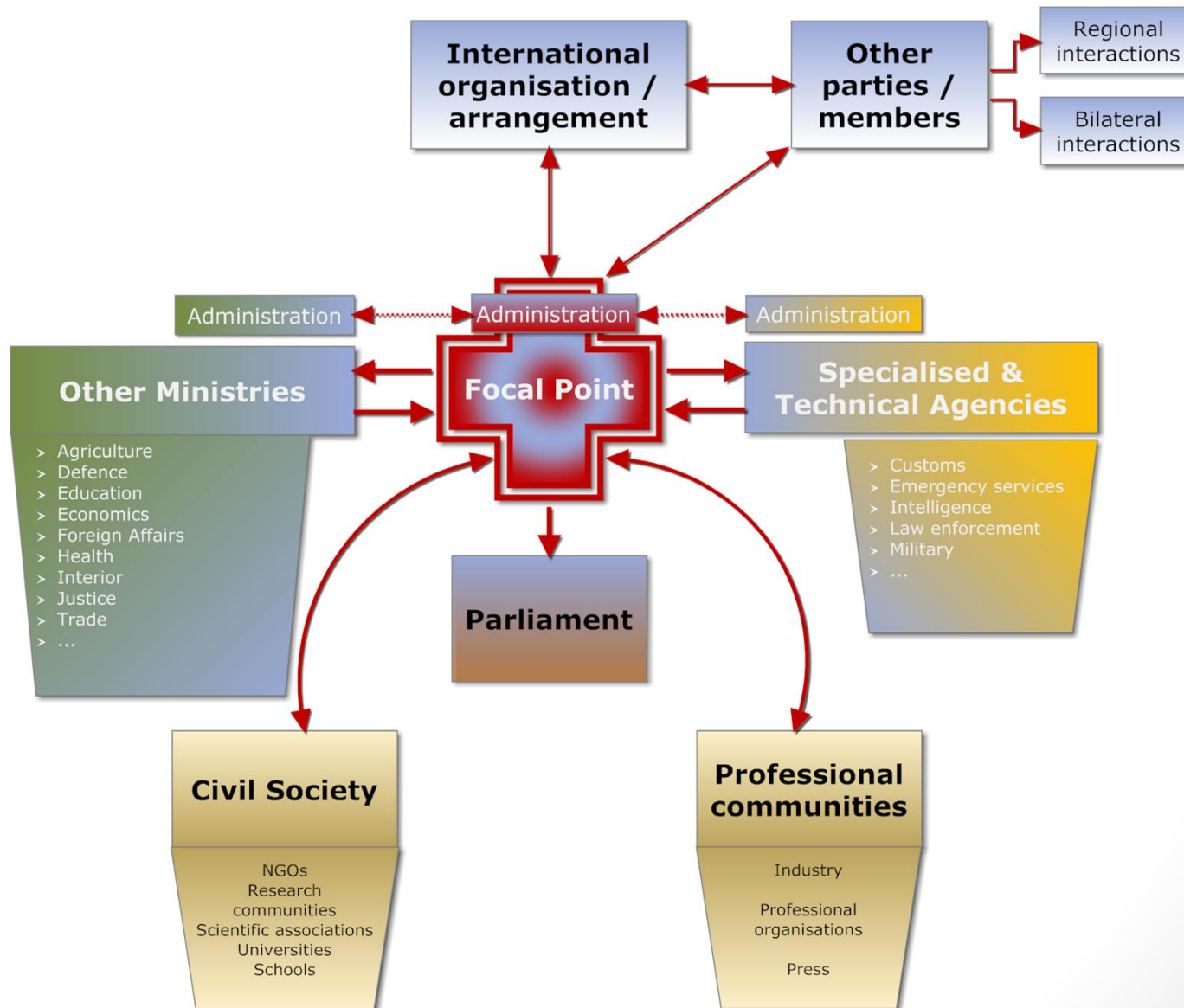
# Operationalising the assimilation model



# 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





# THE TRENCH

**Recalling** where science, industry and military art converged  
**Challenging** entrenched positions

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