

MOHAMED ELBARADEI

“IMAGINE A WORLD WHERE WE WOULD SETTLE OUR DIFFERENCES THROUGH DIPLOMACY AND DIALOGUE AND NOT THROUGH BOMBS OR BULLETS.”

Dr. Mohamed ElBaradei of Egypt served three consecutive terms as the Director General of the International Atomic Energy Agency (IAEA) from 1997 to 2009. The IAEA was created by the United Nations in 1957 to promote the peaceful use of nuclear energy.

Within the first few months of ElBaradei's tenure with the IAEA, he and his staff began to search more intensely for undeclared nuclear activities around the world. In 2002, ElBaradei and former IAEA Director General Hans Blix personally traveled to Iraq, with a team of UN weapons inspectors, to prove that documents suggesting Iraq had tried to purchase uranium for nuclear weapons were inauthentic. Despite the proof that ElBaradei and Blix found in Iraq, the U.S. invasion began on March 19, 2003.

Prior to the U.S. invasion of Iraq Dr. ElBaradei also mediated Iran's controversial nuclear policy. Later elected leader of the National Association for Change in Egypt, ElBaradei became a major voice for democratic change and played a key role in the 2011 protests, which led to the ousting of former president, Hosni Mubarak.

ElBaradei has lectured on international law, international organizations, arms control and the peaceful use of nuclear energy and has authored several books and articles on these topics. ElBaradei was awarded the Nobel Prize for Peace in 2005, for his advocacy of the safe use of nuclear energy.



Mohamed ElBaradei © Architects of Peace Foundation

EXCERPTS FROM MOHAMED ELBARADEI: 2005 NOBEL PEACE PRIZE LECTURE

Your Majesties, Your Royal Highness, Honorable Members of the Norwegian Nobel Committee, Excellencies, Ladies and Gentlemen.

The International Atomic Energy Agency and I are humbled, proud, delighted and above all strengthened in our resolve by this most worthy of honors.

My sister-in-law works for a group that supports orphanages in Cairo. She and her colleagues take care of children left behind by circumstances beyond their control. They feed these children, clothe them and teach them to read.

At the International Atomic Energy Agency, my colleagues and I work to keep nuclear materials out of the reach of extremist groups. We inspect nuclear facilities all over the world, to be sure that peaceful nuclear activities are not being used as a cloak for weapons programs.

My sister-in-law and I are working towards the same goal, through different paths: the security of the human family.

But why has this security so far eluded us?

I believe it is because our security strategies have not yet caught up with the risks we are facing. The globalization that has swept away the barriers to the movement of goods, ideas and people has also swept with it barriers that confined and localized security threats.

A recent United Nations High-Level Panel identified five categories of threats that we face:

- 1 Poverty, Infectious Disease, and Environmental Degradation;
- 2 Armed Conflict—both within and among states;
- 3 Organized Crime;
- 4 Terrorism; and
- 5 Weapons of Mass Destruction.

These are all “threats without borders”—where traditional notions of national security have become obsolete. We cannot respond to these threats by building more walls, developing bigger weapons, or dispatching more troops. Quite to the contrary. By their very nature, these security threats require primarily multinational cooperation.

But what is more important is that these are not separate or distinct threats.

When we scratch the surface, we find them closely connected and interrelated.

We are 1,000 people here today in this august hall. Imagine for a moment that we represent the world's population. These 200 people on my left would be the wealthy of the world, who consume 80 percent of the available resources. And these 400 people on my right would be living on an income of less than \$2 per day.

This underprivileged group of people on my right is no less intelligent or less worthy than their fellow human beings on the other side of the aisle. They were simply born into this fate.

In the real world, this imbalance in living conditions inevitably leads to inequality of opportunity, and in many cases loss of hope. And what is worse, all too often the plight of the poor is compounded by and results in human rights abuses, a lack of good governance, and a deep sense of injustice. This combination naturally creates a most fertile breeding ground for civil wars, organized crime, and extremism in its different forms.

In regions where conflicts have been left to fester for decades, countries continue to look for ways to offset their insecurities or project their "power." In some cases, they may be tempted to seek their own weapons of mass destruction, like others who have preceded them.

Ladies and Gentlemen.

Fifteen years ago, when the Cold War ended, many of us hoped for a new world order to emerge. A world order rooted in human solidarity—a world order that would be equitable, inclusive and effective.

But today we are nowhere near that goal. We may have torn down the walls between East and West, but we have yet to build the bridges between North and South—the rich and the poor.

Consider our development aid record. Last year, the nations of the world spent over \$1 trillion on armaments. But we contributed less than 10 percent of that amount—a mere \$80 billion—as official development assistance to the developing parts of the world, where 850 million people suffer from hunger.

My friend James Morris heads the World Food Programme, whose task it is to feed the hungry. He recently told me, "If I could have just 1 percent of the money spent on global armaments, no one in this world would go to bed hungry."

It should not be a surprise then that poverty continues to breed conflict. Of the 13 million deaths due to armed conflict in the last ten years, 9 million occurred in sub-Saharan Africa, where the poorest of the poor live.

Consider also our approach to the sanctity and value of human life. In the aftermath of the September 2001 terrorist attacks in the United States, we all grieved deeply, and expressed outrage at this heinous crime—and rightly so. But many people today are unaware that, as the result of civil war in the Democratic Republic of the Congo, 3.8 million people have lost their lives since 1998.

Are we to conclude that our priorities are skewed, and our approaches uneven?

Ladies and Gentlemen. With this "big picture" in mind, we can better understand the changing landscape in nuclear non-proliferation and disarmament.

There are three main features to this changing landscape: the emergence of an extensive black market in nuclear material and equipment; the proliferation of nuclear weapons and sensitive nuclear technology; and the stagnation in nuclear disarmament.

Today, with globalization bringing us ever closer together, if we choose to ignore the insecurities of some, they will soon become the insecurities of all.

Equally, with the spread of advanced science and technology, as long as some of us choose to rely on nuclear weapons, we continue to risk that these same weapons will become increasingly attractive to others.

I have no doubt that, if we hope to escape self-destruction, then nuclear weapons should have no place in our collective conscience, and no role in our security.

To that end, we must ensure—absolutely—that no more countries acquire these deadly weapons.

We must see to it that nuclear-weapon states take concrete steps towards nuclear disarmament.

And we must put in place a security system that does not rely on nuclear deterrence.

Are these goals realistic and within reach? I do believe they are. But then three steps are urgently required.

First, keep nuclear and radiological material out of the hands of extremist groups. In 2001, the IAEA together with the international community launched a worldwide campaign to enhance the security of such material. Protecting nuclear facilities. Securing powerful radioactive sources. Training law enforcement officials. Monitoring border crossings. In four years, we have completed perhaps 50 percent of the work. But this is not fast enough, because we are in a race against time.

Second, tighten control over the operations for producing the nuclear material that could be used in weapons. Under the current system, any country has the right to master these operations for civilian uses. But in doing so, it also masters the most difficult steps in making a nuclear bomb.

To overcome this, I am hoping that we can make these operations multinational—so that no one country can have exclusive control over any such operation. My plan is to begin by setting up a reserve fuel bank, under IAEA control, so that every country will be assured that it will get the fuel needed for its bona fide peaceful nuclear activities. This assurance of supply will remove the incentive—and the justification—for each country to develop its own fuel cycle. We should then be able to agree on a moratorium on new national facilities, and to begin work on multinational arrangements for enrichment, fuel production, waste disposal and reprocessing.

We must also strengthen the verification system. IAEA inspections are the heart and soul of the nuclear non-proliferation regime. To be effective, it is essential that we are provided with the necessary authority, information, advanced technology, and resources. And our inspections must be backed by the UN Security Council, to be called on in cases of non-compliance.

Third, accelerate disarmament efforts. We still have eight or nine countries who possess nuclear weapons. We still have 27,000 warheads in existence. I believe this is 27,000 too many.

A good start would be if the nuclear-weapon states reduced the strategic role given to these weapons. More than 15 years after the end of the Cold War, it is incomprehensible to many that the major nuclear-weapon states operate with their arsenals on hair-trigger alert—such that, in the case of a possible launch of a nuclear attack, their leaders could have only 30 minutes to decide whether to retaliate, risking the devastation of entire nations in a matter of minutes.

These are three concrete steps that, I believe, can readily be taken. Protect the material and strengthen verification. Control the fuel cycle. Accelerate disarmament efforts.

But that is not enough. The hard part is: How do we create an environment in which nuclear weapons—like slavery or genocide—are regarded as a taboo and a historical anomaly?

The Nobel Peace Prize is a powerful message for us—to endure in our efforts to work for security and development. A durable peace is not a single achievement, but an environment, a process and a commitment.

Your Majesties, Your Royal Highness, Ladies and Gentlemen.

Imagine what would happen if the nations of the world spent as much on development as on building the machines of war. Imagine a world where every human being would live in freedom and dignity. Imagine a world in which we would shed the same tears when a child dies in Darfur or Vancouver. Imagine a world where we would settle our differences through diplomacy and dialogue and not through bombs or bullets. Imagine if the only nuclear weapons remaining were the relics in our museums. Imagine the legacy we could leave to our children.

Imagine that such a world is within our grasp.

NUCLEAR ARMS CONTROL

MOHAMED EL BARADEI

LESSON GRADE LEVEL: 9–12
HUMAN RIGHTS ISSUES: NUCLEAR NON-PROLIFERATION;
FREEDOM OF EXPRESSION

UNIVERSAL DECLARATION OF HUMAN RIGHTS:

Article 3: Right to Life, Liberty, Personal Security

Article 19: Freedom of Opinion and Information

Article 28: Right to a Social Order that Articulates this Document

GUIDING QUESTIONS:

- What is nuclear energy?
- How is nuclear energy used?
- What is nuclear energy's role in international relations?
- What is non-proliferation?
- Why is non-proliferation important?
- What role should the military play in protecting human rights?

TIME REQUIREMENT:

280 minutes

OBJECTIVES:

After this lesson, students will be able to:

- Evaluate nuclear non-proliferation and its global interpretation.
- Discover ways to voice convictions of moral conscience within the military.

COMMON CORE LEARNING STANDARDS:

- CCSS.ELA-LITERACY.RH.11-12.1
- CCSS.ELA-LITERACY.RH.11-12.4
- CCSS.ELA-LITERACY.RH.11-12.7
- CCSS.ELA-LITERACY.WHST.11-12.9

VOCABULARY:

- International Atomic Energy Agency (IAEA)
- Nuclear weapons
- Non-proliferation
- Proliferation
- International War Crimes Tribunal
- Nuclear energy
- Globalization
- Threats without borders
- National security
- Human solidarity
- Armaments
- Disarmament
- Black market
- Stagnation
- Collective conscience
- Security
- Taboo
- Anomaly
- Atoms for Peace
- Interdependent

CONCEPTS:

- Change
- Conflict
- Choice
- Empathy
- Interdependence
- Human systems
- Science and technology
- Justice
- Power
- Decision making
- Human rights

TECHNOLOGY REQUIRED:

- Computer
- LCD projector
- Interactive white board

MATERIALS:

- Nobel Peace Prize acceptance speech by Mohamed ElBaradei.
https://www.nobelprize.org/nobel_prizes/peace/laureates/2005/elbaradei-lecture.html
- Nuclear Weapons: Who Has What?:
<http://www.cnn.com/interactive/2013/03/world/nuclear-weapon-states/>

STUDENT ACTIVITIES

ANTICIPATORY SET:

- As students enter the room, have this website up on the interactive white board or through the LCD projector:
<http://www.iaea.org/About/mission.html>
- As students prepare for the lesson, instruct them to read the IEAE mission statement—distribute a hard copy to students.
- To facilitate discussion, ask students the following questions:
 - Why would the IAEA be a part of the United Nations?
 - What are some of the peaceful uses of nuclear energy?
 - Why is it important to have safety standards for nuclear energy?
 - What do you think a non-proliferation treaty is?
- Show students the chart titled, “Top 10 Nuclear Generating Countries.” Have copies of the chart for each student. After a few minutes, facilitate a discussion using the following questions:
 - Why do you think those countries listed have nuclear energy?
 - Why do you think the United States leads the world in nuclear energy production?
 - What reasons can you think of for using nuclear energy for peaceful means?

ACTIVITY 1:

- Distribute Mohammed ElBaradei’s Nobel Peace Prize acceptance speech and the list of vocabulary words.
https://www.nobelprize.org/nobel_prizes/peace/laureates/2005/elbaradei-facts.html
- Instruct students to read the speech, concentrating on the list of vocabulary words. Allow enough time for all students to read the speech.
- After reading, instruct the students to take out their notebooks and write a two-paragraph summary of the speech, using as many of the vocabulary words as possible.
- Choose students to read their summaries as you write phrases that capture the text on the board or on the interactive white board.
- Ask students why they think Mohammed ElBaradei received the Nobel Peace Prize.

ACTIVITY 2:

- Separate students into groups of three.
- Show the class the “Nuclear Weapons: Who Has What?” page:
<http://www.cnn.com/interactive/2013/03/world/nuclear-weapon-states/> Assign each group six countries.
- Have showing on the interactive white board or board and on paper distributed to students the list of questions they are to research for each of their countries.
- If your country is one of the members of the Nuclear Club (Non-Proliferation Treaty—NPT), identify under nuclear weapons.
- If your country is a signatory of the Comprehensive Test Ban Treaty, identify under nuclear weapons.
- If your country is a non-NPT country, identify under nuclear weapons.
- If your country is an undeclared nuclear power, identify under nuclear weapons.

- If your country was a former Soviet republic and had nuclear weapons, identify under nuclear weapons.
- In the appropriate spaces, list how your countries use nuclear energy, nuclear medicine, or other uses of nuclear technology.
- When completed, have each group report out to the class. Instruct students to fill in the spaces for each country as it is reported.

ACTIVITY 3:

- Show students the brief clip of Mohammed ElBaradei speaking about nuclear weapons.
<http://www.youtube.com/watch?v=cw5zN9W-vRY>
- After the video, instruct students to take out their copies of ElBaradei’s acceptance speech and circle phrases that relate to his words from the video.
- Re-show the video so students can check their work.
- Facilitate a discussion on how ElBaradei’s words were reflected in the speech.
- Instruct students to write an essay using this prompt:
Mohammed ElBaradei believes that he, through the International Atomic Energy Agency, had the goal of working to improve the security of humankind. Provide evidence of this belief through a well-developed essay using ElBaradei’s speech and information from the video.

ACTIVITY 4:

- Show students the video of Mohammed ElBaradei’s report before the United Nations Security Council.
https://www.youtube.com/watch?v=AqNtS1iXh_E
- Instruct students to take notes on the video clip.
- When the clip is finished, instruct students to complete thoughts or phrases as recorded on their papers.
- Re-show the clip, instructing students to add information to their notes.
- After showing the clip, facilitate a discussion on:
 - What did ElBaradei report?
 - Why do you think the United States invaded Iraq given the report made by ElBaradei?

CULMINATING ACTIVITY:

- Separate the class into groups of four.
- Have the following instructions on the interactive white board/board with copies for each student:
 - Using the information researched in the lesson, prepare Nuclear Technology Policy for the International Atomic Energy Agency for 2012–2022.
 - Use the graphic organizer to outline your thoughts.
 - When creating the policy, be creative in presentation—PowerPoint, graphics, narrative, etc.
- Each group will present their plan to the class.

BECOME A DEFENDER

Organize a teach-in on the school campus on nuclear non-proliferation. Create brochures, posters, and use information from Student Pugwash USA <http://www.spusa.org/about/about.html> and the James Martin Center for Non Proliferation Studies—High School <http://www.nonproliferation.org/>

ADDITIONAL RESOURCES

Nobel Prize:

https://www.nobelprize.org/nobel_prizes/peace/laureates/2005/elbaradei-facts.html

The Nobel Prize is an award for achievement in physics, chemistry, physiology or medicine, literature and for peace. It is administered internationally by the Nobel Foundation in Stockholm, Sweden.

Achievement Academy:

<http://www.achievement.org/autodoc/page/elb0bio-1>

The Academy of Achievement is a non-profit organization that brings students across the globe in contact with the greatest thinkers and achievers of the age.

International Atomic Energy Agency:

<http://www.iaea.org/index.html>

The Agency works with its member States and multiple partners worldwide to promote safe, secure and peaceful nuclear technologies.

International Crisis Group Website:

<https://www.crisisgroup.org>

The International Crisis Group is an independent, non-profit, non-governmental organization committed to preventing and resolving deadly conflict throughout the world.

CNN News Website:

<http://www.cnn.com/2003/WORLD/meast/01/28/cnna.access.elbaradei/>

An interview with Mohamed ElBaradei concerning the United States invasion on Iraq and their accusations that Saddam Hussein regime had nuclear weapons.

The United Nations:

<http://www.un.org/News/dh/iraq/elbaradei27jan03.htm>

The official document by International Atomic Energy Agency to the United Nations stating that no prohibited nuclear activities had been found in Iraq after extensive searches.

Mohammed ElBaradei on nuclear weapons:

<http://www.youtube.com/watch?v=cw5zN9W-vRY>

Mohammed ElBaradei on Iraq:

https://www.youtube.com/watch?v=AqNtS1iXh_E