Topic: Establishing International Standards for the Teaching of History

Committee: UNESCO

Delegation: Saudi Arabia

A. The current debate over establishing curriculum standards, specifically in history, stemmed from the desire to have international understanding of different cultures and a just society. Many people do not believe that their governments are able to produce long-term education programs and believe that their governments are not able to adjust to the needs of diverse populations. An issue faced today is that there are still large holes in the standards and universalization of education. (UNESCO, 2013)

People need to be taught history so that they can have guides from their past showing them previous success and failures and they can have an understanding of how their society got to the place it is today. Due to globalization, the world already has intertwined cultures and to ensure the respect of pluralism and diversity, common education for all nations is imperative. Knowing one’s nation’s history ties all the people together and unites them. Knowledge of history enhances open mind-ness.

Education systems cannot be the same for every person around the world.

Often, the social necessities that should be taught at school conflict with the political desires of what should be taught in the classroom. UNESCO stated that there must be a purpose to teaching and learning. Actual circumstances must be taken into account when creating standards for education and not just ideals. The curriculum decided upon for teaching history around the world will demonstrate a global political and societal collaboration of what is important in our world today. (UNESCO, 2013)

The international community has recently taken notice to the “learning crisis” occurring around the world. Even though the percent of the world that has access to primary education has increased exponentially in the last century, there are still over 250 million children globally that are poorly educated and can barely do basic reading and mathematics. The majorities of the 250 million children that are poorly educated are living in poverty or are apart of ostracized communities. Not only is it important to provide children with the access to education, but the education must be useful, sufficient and quality knowledge. In addition to promoting the access to education for all, IBE also strives to promote the love for learning to people around the world and life long learning. (IBE, 2013)

A problem faced today in international education is that standardized tests and calculable proof of leaning are highlighted and school subjects, such as history, are forgotten. The results are the main objective and learning styles, teaching styles and the environment and needs of a classroom are ignored. Often, children are only learning basic knowledge and are not learning social knowledge, emotional development, social development or other varying factors of education and its effectiveness. (IBE, 2013)

The curriculum of a school reflects the societies values and teaches people of diverse backgrounds had to act socially acceptable with one another. It demonstrates how people should learn and what they should learn and why and it demonstrates the values of the society. Therefore, many countries believe it is very important that they teach their own history in school so that the people of their nation have a formalized education of their history. For example, in the United States it is mandatory for high school kids to take an American history class before graduation. By teaching a nations own history, it helps give an understanding to their people where they come from and why they should act the ways they do. UNESCO stated that in order for reforms to be successful in nations, the curriculum in those nations must take into account “local, national and global needs and expectations.” Based off of the curriculum decided upon, to ensure the maximum success possible, appropriate textbooks and materials must be allocated. (IBE, 2013)

A major issue regarding education globally is the competence of teachers. Teachers must be able to adapt to the needs of diverse students, such as marginalized groups and the poor. Many areas where competent teachers are lacking are in conflict-zones and war areas.

There has been a problem of Eurocentrism in World History. Europeans have been the writers of world history and because of that there have been many biases on the retelling of history. History is the story told by the victor, and because of this, events may often be skewed or all together incorrect. Europeans believed they were socially and biologically superior to other races and did not record the history of other nations, leading to missing information about other societies. Euro-centrism has diminished the legacies of other cultures due to the belief that European culture is greater than any other. This has lead to falsified information and has made other civilizations look lesser than European ones. Revisionism, eurocentrism and bias are all issues that occur whilst teaching history and curriculum established should avoid all three things. JM Blaut, a historian and critic of eurocentrism, put eurocentrism this way, “It is Eurocentric to make the claim that Europeans are more inventive, innovative, progressive, noble, courageous, and so on, than every other group of people: or that Europe as a place has a more healthy, productive, stimulating environment than other places.” (Eurocentrism, 2005).  For the most part, Eurocentrism is focused on European superiority in the areas of religious sophistication, race, environment and culture. This leads to arguments stemming from historians with Eurocentric views that promote European progress over other cultures and races- especially in the debate of Asian history and innovations versus the achievements of Europeans. (Eurocentrism, 2005). This poses a threat to the validity of a history curriculum, in addition to promoting a biased view of history.(JStor, 2005)  
 In the United States, the teaching of world history has national standards, which state that each world history teacher has to cover nine critical areas. Teachers must cover the beginning of human society, early civilizations and pastoral people in 4000-1000BCE, empires and religions in 1000BCE-300CE, the fall of European empires and rise of Southern American, African and Islamic empires in 300-1000CE, technology developments in 1000-1500CE, new global interactions in 1450-1770CE, revolutions in 1750-1914CE, World Wars in 1900-1945CE, and the modern era from 1950 to now. (NCHS, 2012)

Along with help of the UN and NGOs, many countries have made it mandatory to teach about the Holocaust in their history classes. Russia began their Holocaust educational programs in the early 1990s with the help of The Russian Research and Educational Holocaust Center and the Holocaust Foundation. There has been national curriculum standards put in place in Russia for teaching about the Holocaust. Russia’s main goals from teaching about the Holocaust are to eliminate racism and anti-Semitism, and to never forget the horrors committed. (UN, 2005)

Also, in Germany it is required for the Holocaust and the Nazi Era to be taught in all schools in addition to classroom curriculum. Virtually every child in Germany has been to either a concentration camp or a Holocaust museum. In Germany they start teaching about the Holocaust at a relatively young age so that they hear it first from a teacher as opposed to another child and receive skewed facts. (PBS, 2005)  
 A large part about teaching history is teaching about the religions that emerge and shape the worlds history throughout the past 6,000 years or so. According to the First Amendment Center, “Social studies programs bear the weight of many other expectations. Civics and national history are invested with responsibility for developing future citizens who will contribute to the stability and growth of democratic government and society. Acquisition of historical thinking skills, or habits of mind, are highly valued as an aspect of general academic training. Instruction in psychology, anthropology, sociology and history often includes decision-making skills, psychological health issues, and tolerance toward those who think and act differently. Improving geographic and economic knowledge has been cited as a key to the nation’s future prosperity. In short, the entire human experience – past, present and future – comes under the rubric of social studies education.”(First Amendment Center, 2013) Therefore, when considering making international standards for teaching history, a issue that must be addressed is the depiction of different cultures and societies to ensure future tolerance. (First Amendment Center, 2013)

A large issue facing history teachers is the ability to cover the extremely broad topics and time periods in world history while still being able to focus and give in depth education of the events. The most contested aspect of teaching history is the information and curriculum. Since the 1980s social studies has shifted to primary history teaching in grades K-12. Many countries such as the United States have sequential history courses that extend the teaching of a subject over the course of many grades. This style of history teaching called “draping” has proven to be very beneficial for students and has allowed students to retain more information. The history taught in most schools is the history of literate cultures.

The history curriculum taught in Israel in Arab communities is debated highly. Arabs in Israel have to choose whether to teach their own Palestinian history to students to further perpetuate their culture, or to teach Israeli history so their students will be able to get accepted into Israeli universities. Education curriculum in Israel has been politicized. (NY Times, 2014)

Historical revisionism is an issue plaguing the curriculum debate. According to Princeton University, “Historical revisionism is either the legitimate scholastic re-examination of existing knowledge about an historical event, or the illegitimate distortion of the historical record such that certain events appear in a more or less favourable light.” Revisionism can lead to the denial of historical crimes. (Princeton, 2013)

According to David Sadkr of the Myra Sadkr Foundation, seven types of bias exist in history curriculums. These are invisibility, stereotyping, imbalance/selectivity, unreality, fragmentation, linguistic bias and cosmetic bias. Each of these forms of bias impact the information and view of history that a student is receiving. For example invisibility bias occurs when events or groups of people are just blatantly left out of the text, prior to the 1960s in America this happens to African American history, and continues in the US today by neglecting to include the struggle for gay rights and many contributions of women in history textbooks and curricula. Stereotyping occurs when "a rigid set of characteristics (is applied to) all members of a group." (Seven, nd). For example, it is often applied that all women live domestic lives and are home mothers. Imbalance/Selectivity bias occurs when a singular or limited view is given on a time or event in history. Eurocentric texts and history are huge purveyors of this form of bias often claiming or insinuating such things as the Europeans were responsible for all technological and scientific advancements or that portray other groups as savages due to religious or cultural inferiority. Unreality is similar to invisibility bias in that text with unreality bias fails to mention certain topics, however they tend to be less concrete and more themes that are left out as they can serve as a source of embarrassment to a government or peoples. For example texts with unreality bias often ignore sexism, racism and other hard topics such as genocides and civil wars. Fragmentation occurs in textbooks mostly as it is the physical separation of a group from a text. This can most often be seen in many nations textbooks in terms of women's history being told separately and mostly in little blurbs along mainstream historical events. Linguistic bias often is used to promote one group over another for example using words such as mankind and forefathers, which discounts women's roles on history. Linguistic bias can also be employed in racial or ethnic slurs against certain groups within a text. Finally, cosmetic bias occurs solely in textbooks and is the misrepresentation of the content of the book. An example could be if there was a picture of a female astronaut on the cover or displayed predominantly, and then the boom fails to highlight women's achievements in history. (Seven, nd)  
 In Israel, one part of history that has been used as a form of political control and teaching is that of the Arab-Israeli conflict. According to the New York Times, both parties of the conflict have instituted curriculum in their schools that promote their own party over the other and serve as propaganda. In East Jerusalem, schools were offered an incentive of $550 per student if they chose to teach Israeli curriculum over Palestinian. (Only 4 out of 185 schools accepted this however).  A Palestinian child in East Jerusalem put it this way, “’My history is not in the Israeli textbooks, its here in the Palestinian books.” (Shuttleworth, 2014). Additionally, in 2014 the Israeli government revised Palestinian Authority textbooks in order to remove parts that insinuated that the Israeli government has caused violence in the region, in addition to removing parts that include Koranic text and information on Yasser Arafat. (Shuttleworth, 2014).

B. ISTE

UNESCO

The United Nations Educational, Scientific and Cultural Organization was founded to help ensure long lasting peace between nations on the basis on “humanity’s moral and intellectual solidarity.” UNESCO’s main goals are that every boy and girl has the access to high quality education, that heritage and cultures are preserved throughout the world and to protect the freedom of expression. UNESCO wants to globalize the world and connect societies so that we may be able to live cohesively but recognize our diversity. UNESCO can create non binding resolutions, standards, suggestions and organize conferences as well as operate databases. However, UNESCO cannot force a nation or a group of people to do anything. (UNESCO, 2014)

The United Nations has taken steps to fight against bias and revisionism in history curriculum but has not yet developed any standards. The 2015 Education For All (EFA) goals are coming to a close within a year, so in December of 2013, UNESCO held a Conference, comprising of 190 member states, in Paris to discuss the post-15 education goals. The goals decided upon were “access, equity, and quality, in the perspective of lifelong learning for all.” (UNESO, 2013)

The National Board for Professional Teaching Standards (NBPTS) is an NGO that strives to help create standards for teachers around the world. “The National Board for Professional Teaching Standards (NBPTS) is a nonprofit, nonpartisan organization governed by a board of directors, the majority of whom are practicing teachers. NBPTS recognizes that teaching is at the core of education and that the single most important action the nation can take to improve schools is to strengthen teaching.” (NBPTS, 2010)  
 The UN created the Holocaust and the United Nations Outreach Program to ensure that there is no denial of the Holocaust around the world and it is remembered and taught everywhere to ensure that genocides like that never occurs again. This body completely condemns violence against groups of people based on their religion or race. (UN, 2014)   
 The UN General Assembly adopted Resolution A/RES/60/7 on November 1st, 2005. Resolution A/RES/60/7 was aimed to tackle Holocaust remembrance. This resolution assigned January 27th as the International Day of Commemoration for the victims of the Holocaust. Pressures nations to create Holocaust remembrance educational programs to ensure that there will be no genocides in the future. The UN is completely against the denial of the Holocaust. Applauds states, which have, and urges further states to preserve locations that were used for concentration camps, death camps and prisoners of war camps to serve as proof of the horrors of the Holocaust. This resolution denounces any forms of religious intolerance, and violence of harassment towards any people because of their ethnic or religious backgrounds. And lastly, this resolution created the Holocaust and the United Nations Outreach Program. (UN, 2005)  
 The Stanford History Education Group is an organization founded and located in Stanford University, which does research on the issues of how history is taught and learned. They have found that the most effective way to learn is through critical thinking as opposed to memorization. Their main objectives are free education and knowledge.   
 The Council of Europe is a organization that promotes legal standards, human rights, democratic development, the rule of law and cultural cooperation amongst member states. One of their objectives is to improve education systems around Europe. They have been involved in improving the standards of teaching history in Europe. They try to eliminate prejudices from textbooks, modernize curriculum and train teachers.   
 Peace Education is a program under the UN, which is "directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms." Peace Education are schools that act as “safe-zones,” helps children, facilitates peace, to have empathy of other nations and to end war.

C. The main goal of the Saudi Arabian educational program is to prepare students for life and work in a modern and ever changing world once they graduate. Education in Saudi Arabia addresses the values of the Kingdom, including their religious values, social values and economic values. Saudi Arabia hopes to eradicate illiteracy of adults within their country. Subjects taught in Saudi Arabia include math, science, literature, Islam, Arabic and history. Saudi Arabia’s Ministry of Education oversees their education standards and policies and is constantly trying to improve their standards by training programs for teachers and integrating new technologies into their classrooms.

(Saudi Embassy, 2013)

Saudi Arabia has a total of 13 years of general education like most countries. Saudi Arabia has one year of kindergarten, six years of elementary school, three years of middle school and three years of high school. Children in Saudi Arabia have the choice which type of high school they would like to attend after completing elementary school and middle school. Saudi Arabians can choose from schools with programs in commerce, the arts and sciences or vocational programs. Saudi Arabia issues standardized tests to high school students biannually. In Saudi Arabia the student to teacher ratio is 12.5 to one. (Saudi Embassy, 2013)

Sunni Muslims make up over 90% of the total population in Saudi Arabia. Saudi Arabia believes that the Koran, the Wahhabi Islam version: promoting Sunni Islam, should be taught in Saudi schools because Islam originated in Saudi Arabia and Saudi Arabia is an Islamic country. The Saudis need to know the history of their people. Saudi Arabia spends about 6.8% of their nation’s GDP on education. Saudi Arabia allows the education of women. Education is currently allowed for every citizen in Saudi Arabia. Sunnis have a more open hierarchy, however a much more strict interpretation of the Quran, while Shiites have a more open interpretation of the Quran and a more strict hierarchy. Thus, they do not often get along and it most nations they live separately and attend different schools. (UN, 2013)

Saudi Arabia employs an Integrative Education Management System (Noor), which allows all schools in Saudi Arabia to use electronics and email to access the grades of students. Saudi Arabia hopes to establish an inclusive information technology program. Saudi Arabia is hoping to be one of the world’s leading countries in science and technology studies. The Saudi Arabian Basic Education System Comprehensive Enhancement Project plans to enhance all aspects of education in Saudi Arabia, including programs, teachers, teaching strategies and technological education environment to stay current in the scientific advancement, social, economic and global variables. Saudi Arabia hopes to improve their electronic education sector by providing online education systems. (Saudi, 2013)

In Saudi Arabia education is required for every Muslim and the studying of the Koran and about Islam is urged. Islam is the core of studies in Saudi Arabia. Saudi Arabia has over 32 universities and 25,000 schools. The first school in Saudi Arabia for girls was built in 1964 and by 1990 education for girls was available in all parts of the country. (Saudi Embassy, 2013)

There is absolutely no link between the religious teachings in Saudi Arabia and Islamic extremism. Saudi Arabia has been criticized by many nations for their religious education and many nations have said it propagates anti-western sentiments in the nation, however this is not true. Saudi Arabia believes that the teachings of Islam are an integral part of their society and must be taught. Teaching Islam also teaches the history of Saudi Arabia because that is where the religion originated. About 30% of time children spend in elementary school is spent teaching religious subjects. According to Chatham House Organization, “History classes (history of Islamic civilization, history of the life of the Prophet and his companions, history of Saudi Arabia, history of Islam) and Arabic literature classes are also heavily influenced by Islamic teachings.” (Chatham House, 2013)

During World War II Saudi Arabia was allied with the Allies and aided them with oil. This is taught in their curriculum.

D. Along with the guidelines of the UN, nations must create a standard curriculum for their schools. The curriculum in those nations must take into account “local” national and global needs and expectations.” Based off of the curriculum decided upon, appropriate textbooks and materials must be allocated.

Countries should be allowed to decide what aspects of history to be taught and not to be taught within their own nation, however, it is also imperative to have the UN create a database of world events, which it believes that everyone should be educated about. If countries please, they can sign this protocol, however, the societal beliefs of a nation are of the utmost importance and countries should teach which historical events they find most crucial to world history.

Everyone all around the world should be taught about the history of religion, namely Islam. Countries should have the liberty to teach their own religious histories without a scrutinizing response from the international community.

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Topic: Stability in Brazil

Delegation: China

Committee: Security Council

Delegate: Caroline Blanck

A. Brazil is located in South America. Brazil gained its independence from Portugal in 1822. Civilian rulers have been ruling Brazil since 1985. Currently the population of Brazil is about 201 million people. Brazil’s population has been declining since the 1960s and their work pool in decreasing rapidly. Brazil has a high poverty rate of about 21%. About 87% of the population lives in urban areas. Sao Paulo is the largest city in Brazil with about 19.96 million residents and the next largest city is Rio de Janeiro with about 11.836 million residents. The current President of Brazil is Dilma Rousseff. (CIA, 2014)

Brazil made itself known in the global economy beginning in 2003. Brazil developed its macroeconomic stability by increasing its foreign profile and reducing its debt. Like almost all nations around the world, Brazil experienced a recession for two quarters in 2008. The recession was short lived because in 2010, Brazil’s GDP grew 7.5%. The GDP of Brazil in 2012 was $2.394 trillion. Unemployment is at an all time low in Brazil currently, being at about 5.5%. The largest portion of Brazil’s GDP comes from services, being about 68.5%, then industry which is about 26.3%, and then agriculture which is about 5.2%. (CIA, 2014)

Brazil has been chosen to host the 2014 World Cup and the 2016 Olympics. Brazil is currently struggling financially and hosting both the World Cup and Olympics will put further stress on their economy. Hosting such large events causes the need for new stadiums and infrastructure. Brazil is allocating taxpayers money to build these new projects, forcing public transportation costs and taxes to increase. Brazil is using the World Cup and the Olympics as a chance to train builders and constructors at a local level and not outsource for the construction of their new buildings. Due to the recent choosing of Brazil as the host of the World Cup and the Olympics, Brazil has begun allocating more money into vocational education programs. Funding has increased from $385 million to an approximate $3.8 billion in the past several years. Enrollment in technical institutes in Brazil has nearly quadrupled. However, Brazil has had technical institutes since 1901. By training locals this is stimulating the economy. (American Quarterly, 213)

Brazil is the 121st most corrupt country in the world. Corruption is the largest issue Brazil has to deal with in regards to hosting the Olympics. In 2003 there was a 4.8% drop in corruption in the Brazilian Government. Fighting crime and corruption in Brazil costs about 3-5% of the countries GDP annually. Crime hinders economic growth in Brazil greatly.(World Bank, 2006) Tax payers pay for the Government’s corruption as well. In Brazil, officials were using tax payers’ money to pay off their campaign debts and various other personal costs. In 2013 alone, corruption cost Brazil up to $53 billion. (Forbes, 2013)

The Brazilian Government has high levels of corruption. In 2013, 11 members of the government were arrested and 25 found guilty for the Mensalao (big monthly stipend) scheme. The ruling party, the Worker’s Party (PT) was caught bribing people for votes, money laundering, misuse of public funds and conspiracy. Prior to this scandal corruption in the Brazilian Government was not uncommon, however this is the first case where the culprits were actually tried and arrested appropriately. (Economist, 2013)

Protests in Brazil were sparked by a 9-cent rise in the fare of public transportation. The 7% raise of the fare was just the tip of the iceberg. The protests began as a small minority protesting the public transportation fare, however because the police responded with such brutality, it fueled the whole situation. Starting in June 2013, millions of people have gathered in Sao Paul, Rio de Janeiro, Brasilia and 100 other Brazilian cities to debate the World Cup and the Olympics.(BBC, 2013) The people were protesting corruption, police brutality, social inequality and the fact that billions of dollars were being spent on the World Cup and Olympics and not to improve Brazilian education or health care. Due to the mass demonstrations, there have been violent clashes between the police forces and participants. President Rousseff has been listening to the demands of the protestors and is trying to make social transformations. (Marketwatch, 2013)

In reaction to the protests of the World Cup, Brazil created a special riot force for the event. Demonstrations are predicted to occur during the 2014 World Cup so a 10,000-person riot force was formed to control them. The Black Bloc is a major anarchist group in Brazil and they have planned protests to take place during the 2014 World Cup, beginning on the opening day June 12th. (USA Today, 2014) Protestors are angry that public money has been spent on stadiums, when in 2007 it was promised that only private funds would help create them. (Reuters, 2013)

Construction for the 2016 Games has been delayed several times due to financial issues, environmental issues and protests. The World Cup construction is facing the same issues and 3 of the stadiums will not meet the deadline put forth by FIFA. Two workers have died on the construction site due to the collapse of a crane. The IOC’s main goal is to have “seamless cooperation between all stakeholders.” (Vancouver Sun, 2014)

Not only do stadiums need to be built for the 2014 World Cup and 2016 Olympics, but also a huge amount of internal infrastructure must me improved or built. New roads, subways, ports, airports and hotels must be built to host the millions of tourists that will attend the 2 events. Also, new electricity plants must be built in order to power the new developments. Also restaurants and entertainment must be improved for the arrival of all the tourists.

The Organizing Committees of the Olympic Games (OCOGs) has stated that the host country of the Olympics break even, however these reports do not include the costs of stadiums, infrastructure and things like that. The Olympics in fact only generate about 5 billion dollars, most of which going to the IOC and can cost anywhere between 10-40 billion dollars to put on. The same is true for the World Cup, only generating about 3-4 billion dollars and costing 10-20 billion dollars to put on. Because the workers are under such time constraints to finish building and stadiums, many inexperienced workers have constructed low quality buildings. Also, even though there is the allure of the Games, the number of tourists in major cities generally remains constant. Most stadiums built for Olympic games usually end up being unused and bare. (American Quarterly, 2014)

The Government planned to build “Olympic Park” as an attraction to the games. The Olympic Park was to be a water park and amusement area, however they planned to build it in one slum of Rio de Janeiro where over 4,000 people currently live. 30,000 people total in Rio will have been evicted by the time of the 2016 Olympic Games. The people living in the slums would not leave quietly. The people have taken their fight to the courts. It is estimated that up to 170,000 people could be evicted because of the World Cup and Olympics. The authorities insist on compensating families who have been evicted. (NY Times, 2012)

Brazil has received much criticism for their human rights abuses committed by forcing thousands of people to leave their homes and communities, destruction of cultural heritage, police brutality and many other actions taken to prepare for the World Cup and the Olympics. (HRW, 2013)

B. The United Nations Security Council was created by the initial member states of the UN and the P-5; China, France, Russia, the United Kingdom, and the United States. It was created to act as a peacekeeping force and the main mediator for the United Nations. The Security Council is able to condemn actions taken by individuals, coalitions of nations, or countries if they violate international law or violate human rights. The Security Council has the ability to create and deplore peacekeeping forces, often including forces from many different nations. The Security Council has sent peacekeeping missions to various national including Egypt, Sudan, Haiti, the former Yugoslavia, and dozens of other places. (UN, 2014)  
 The Security Council works with many different NGOs and private corporations to assist them in achieving their goal of international peace, stability around the world, economic, economic growth and safe guarding human rights in areas of intense conflict all around the world. Often working with NATO, the United Nations protects civilians in regions where conflict is occurring. Usually the UN and NATO assist civilians using air powers. (UN, 2013)  
 The UNSC has not published any resolutions regarding Brazil and the 2014 World Cup or the 2016 Olympics. The International Olympic Committee (IOC) has ensured that all seafood served at the games will come from wild-caught, responsible, sustainable farms and all the wood used will be certified sustainable. The seafood and wood used will be local. By doing this, the Brazilian Government hopes to boost local revenue and leave a long lasting, positive impact from the Games. The IOC is aiming to make the 2016 Rio Games the most sustainable ones thus far and use practices that are less harmful to the environment. (Olympic, 2014)  
 In March of 2013, Brazil signed a $17 million agreement with the United Nations in exchange for help with the 2014 World Cup. The UN will give impermanent buildings that aren’t attached to the stadium. The purpose of the buildings will be to house support services and security services. (Big Story, 2014)

The International Olympic Committee serves as the governing body over all Olympic affairs. The IOC’s main purposes are to ensure that the Olympics are held every four years, that athletes do not cheat, to promote education through the games, to ensure there is not discrimination against minorities and women at the games, to make sure the Olympics are fair and people do not cheat and various other things related. The IOC works with [National Olympic Committees (NOCs)](http://www.olympic.org/ioc-governance-national-olympic-committees), the [International Sports Federations (IFs)](http://www.olympic.org/content/the-ioc/governance/international-federations/), the athletes, the [Organising Committees for the Olympic Games (OCOGs)](http://www.olympic.org/ioc-governance-organising-committees), to the TOP partners, broadcast partners and United Nations agencies. (IOC, 2014)

The International Atomic Energy Association (IAEA) assists in running the Olympics. The IAEA ensures safety at the Olympics by incorporating radioactive testing for security, protection, and response to a nuclear emergency. (IAEA, 2008)

Interpol, the International Police Organization, will be supporting security at the 2016 Rio Games. In October of 2013, Brazil signed an agreement that would combine different security methods using a database of DNA samples, license plate numbers, wanted criminals list, and various other data similar. The agreement will began for the Olympic Trials. The agreement also calls upon Interpol to assist Brazil in fighting crimes related to the Games such as counterfeit and stolen commodities. (Xinhuanet, 2013)

C. China is Brazil’s largest exporting partner. Brazil exports commodities to China and imports manufactured goods from China. In June 2012, China and Brazil signed a trade agreement. The agreement was made to increase the investment and amount of trade between the two nations. The two nations concurred on joint investment in various aspects of trade. The main aspects of trade the nations agreed to strengthen together were the mining, industrial, aviation and infrastructure sectors. The two nations would work on these jointly and increase business in these areas. Brazil and China teamed up because both the nations are emerging global powers. The countries set up currency swaps with one another, meaning that they give out loans in their local currencies. China wants to invest in South America’s vast amount of natural resources such as oil and natural gases. In 2011, China allowed the Brazilian aviation company, Embraer, to start making planes in China. (NY Times, 2012)

China was in a similar situation as Brazil is in currently. China held the 2008 Olympics in Brazil. China was more financially stable than Brazil when they held the Olympics.

Although importing Chinese products into Brazil is beneficial for both nations, it can also be hurtful to the Brazilian economy by relying on imports and having less local goods. China is Brazil’s second largest trading partner. (IMD, 2013)

Brazil, Russia, India, China and South Africa all signed the BRICS agreement in 2001 where they created a pool of money reserves for each other in case of economic hardships and the nations made a pact that they would not use American currency and they would use each other’s currency instead. BRICS created a $100 billion reserve in the BRICS Bank for the five nations. China contributed $41 to the reserve, India, Russia, and Brazil each gave $18 billion and South Africa gave $5 billion. The purpose of the bank is to provide monetary aid for infrastructure projects. (BRICS5, 2013)

China and Brazil have been working together for many years now, however as of 2007, 66% of Chinese investment, $70 billion, has been pulled out of Brazil. Brazil is buying large amounts of commodities from China; however, China is not returning the favor and buying commodities from Brazil. Brazil exports primary resources to China, such as ore, iron, soybeans, to China and imports much more expensive commodities from China. It is harder for Brazil to export things into China than for China to bring things into Brazil. This has angered Brazil and strained the two nations relationship. (The Atlantic, 2014)

In March of 2013, China and Brazil agreed to trade in their respective currencies as much as $30 billion annually. This makes over 50% of their trades not in US currency. In 2012 alone China and Brazil traded about $75 billion. (Reuters, 2013)

D. In order to hinder the amount of crime in Brazil the Government must create prevention platforms that aim to help kids that are at risk of undertaking to crimes and gender-based violence, the Government should regulate the selling of alcohol in Brazil, improve the police programs and create urban and country-wide public security programs.

Brazil should make the Olympics and the World Cup as safe as possible for athletes and tourists. They should team up with the IAEA and provide more and fuller security checks to ensure that no weapons can be brought into the facilities. The IAEA security force should train the Brazilian security force in order to teach them the proper way to detect for nuclear or chemical weapons that a person could be hiding.

Brazil security forces must also fix their protester problem. The security forces must ensure that the protesters are far enough from the stadiums during the games that they do not cause conflict. The government should try to meet the demands of the protesters before the Games so there are none by the time of the Games. The Brazilian Government should hold a conference with the head of the protesters and listen to their demands and attempt to comply. If there are protestors at the Games, security forces must keep them away from all tourists. The security forces must also monitor who is entering the stadiums extremely carefully because of terrorists. The Brazil security forces must cooperate with the UN security forces to ensure that all the information they have is shared and that the people are as safe as possible.

The Brazilian Government should give people who were forced to evacuate from their homes compensation for their losses. The Brazilian Government should ensure that the people getting relocated are relocated to homes with adequate supplies and living standards. The people relocated should be given monthly pensions until they are able to find jobs again and are settled into their new communities. Education programs must also be implemented for the children relocated.

Brazil should utilize the $17 million dollar deal with the UN for help with the World Cup as much as possible. However, Brazil cannot be reliant on the UN for help running the Olympics and World Cup. Brazil requested to hold both of these events and because of that, they must use their own money and resources as much as they can to run these events. Brazil must not rely on state funds for the expenses of the Olympics and the World Cup. Private sectors must increase their investments to ensure that Brazil does not use its entire state budget for these two mega events.

Brazil must decrease its amount of crime before the games start in order to attract more tourists. The government must target kids who are at high risk of committing crimes and create programs to steer them away from it. The government should create community centers for teens to attend after school where they can do their homework and have food. This would allow more kids to stay off the streets and would allow for them not to have resorting to stealing for food.

China would lie to continue trading with Brazil. As Brazil’s largest importer, China would like to see Brazil increase the amount of goods they import from China for the Olympics because China believes that the Chinese goods will be cheaper and more efficient. China would like to assist Brazil as much as possible in the endeavors of hosting both the World Cup and the Olympics by providing them with commodities for trade. As members of BRICS, China will work with Brazil financially.

E. What can I do?

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Topic: Nuclear Weapons And The Islamic Republic of Iran

Committee: DISEC

Delegation: Israel

Delegates: Caroline Blanck

A.       The Islamic Republic of Iran has always been extremely invested into their nuclear program. Iran is believed by many nations to be creating a nuclear program for weaponry, however, Iran has stated that the purpose of their uranium enrichment program is to harness it to be used for peaceful energy purposes. This has caused great controversy in the international community because of the Islamic radicalism in Iran and the many people there who are anti-Zionists, including many government officials, which has lead many people to believing that Iran could and possibly would use their nuclear weapons against Israel.

Beginning in 1957, Iran began its nuclear program in conjunction with that of the united states, working together to research peaceful purposes for atomic energy because of Eisenhower’s Atoms for Peace  program. From this, Iran has further developed their nuclear program, however nations are not aware of what the exact capabilities Iran’s program is because they do not allow IAEA, UN or any inspectors into their nuclear facilities. Before the Iranian Revolution in 1979, Iran was one of the first countries to comply with the IAEA safeguard agreements and sign the NPT in 1974, however more recently, Iran has not been adhered to IAEA regulations. In 1967, the same year as the Tehran Nuclear Research Center was built, the United States gave Iran 5.45 kg of enriched uranium for the purpose of fuel in a nuclear reactor, however, enriched uranium can also be used to create nuclear weapons. In 1983 the IAEA even proposed a cooperation agreement with Iran to help them produce their own enriched uranium. Due to accusations by the United States claiming Iran had a nuclear program, in 2003 Iran created compromises with the US, one being complete transparency in the Iranian nuclear program to ensure that they do not create weapons of mass destruction. Later that year it was said by the Director General of the IAEA that Iran was not meeting the regulations of the NPT. Later in 2003 it was found that there were traces of elements of HEU in the Iranian nuclear facilities. Finally, by the end of 2003, Iran agrees to postpone all uranium enriching endeavors, fully cooperate with the IAEA, signs the additional protocol to the NPT safeguards agreements and gives substantial disclosure to inspectors from the IAEA. (iaea.orf, 2012)

Countering all the improvements made in Iran’s nuclear transparency, it was discovered that Iran had been holding back on information regarding their nuclear facilities which they failed to share with the IAEA. Iran had been discovered converting and enriching uranium in 2005 and 2006 respectively. Because of Iran’s actions regarding their nuclear program, the UNSC has placed many economic sanctions on the country. The sanctions were placed under the condition that they would not be released until Iran lets IAEA inspectors into their nuclear facilities and they do not engage in nuclear enhancing activities for sixty days.

The International Atomic Energy Agency is an organization that works alongside the United Nations, and has the mission of ensuring that all nuclear and fissionable material is distributed and utilized in a way that is not harmful to humans. The IAEA provides technical guidance and resources to develop nuclear energy, as well as assists developing countries in using it as an energy source. Additionally, the organization ensures that assistance for using nuclear power in military weapons is restricted. They have created a set of safety standards and security guidelines for nations to abide by. These two areas, nuclear safety and security, are the areas that cause the most destruction on a global scale to human lives and our environment. ([www.iaea.org](http://www.iaea.org), 2012)

        While these two areas sound like the same thing, they do vary; however, both types of precautions have the same goal of protecting the people and the environment from the spread of harmful radioactivity, from either natural disasters or outside intervention such as terrorists or bombings. Nuclear security has to do with the actual safekeeping and security of nuclear weaponry and fissionable materials, nuclear technology and information. Many western countries that have nuclear weapons, such as the US, France and the UK, do heavily protect their nuclear weapons. However, in many nations where the nuclear material is not protected well, it is feared that terrorists could obtain nuclear warheads or enough fissionable materials that they could assemble their own weaponry.  Additionally, it is feared that countries may act secretly, without the guidance of the UN and IAEA, and sell their nuclear weapons and materials to terrorists or between themselves and other nations. ([www.ns.iaea.org](http://www.ns.iaea.org), 2012)

Nuclear safety has to do with the specific design elements and strategies for storing and utilizing weapons-ready, fissionable materials. Highly enriched uranium (HEU) and man-made plutonium are the two materials needed to construct nuclear weapons, and it is imperative that secure strategies are implemented to protect these materials from damaging the environment in ways such as the after effects of the Fukushima Daichii power plant from the natural disasters there. Also, these materials must be protected to decrease and stop the proliferation of nuclear weaponry. With the spread of radioactive materials, vast areas of land become uninhabitable because of the health issues that it can cause on humans. It is known that the type of fissionable material used in power plants, low-enrich uranium (LEU), can be harmful to the well being of human life and the environment if not protected in the right way. The disposal of LEU material and the sicknesses radioactive materials can cause are also major issues, and clear strategies for the disposal of these materials must be implemented. ([www.IAEA.org](http://www.iaea.org), 2012)

The Chernobyl incident in Ukraine is an example of how incredibly important it is for nuclear power plants and reactors to have extremely stable infrastructure. Without it, in the case of a disaster, radioactive material will spread and cause immense disease and make the land for miles around uninhabitable. The severeness of the accident was largely due to design flaws in the Chernobyl reactor, and through the destruction, it let much nuclear material escape. This proves how important it is that countries follow the regulations of the IAEA and perform safe nuclear practices.

        After World War II, it was difficult to decipher which countries were in the possession of nuclear weapons. Within a 20 year period after the United States bombed Hiroshima and Nagasaki, China, France, the Soviet Union, and the United Kingdom all obtained the information necessary to make nuclear weapons and since then, India, Israel, North Korea, and Pakistan have all obtained the information necessary to make nuclear weapons as well. The United States and the Soviet Union both built up very large supplies of nuclear weapons to protect themselves from each other, and large portions of these nuclear weapons are still present today.

Keeping nuclear weapons out of use, and stopping the proliferation of creating nuclear warheads is another difficult task that must be addressed. Looking at the case of Pakistan shows us this. The A. Q. Khan network in Pakistan worked under the radar of the international community and created enrichment facilities producing weapons-grade uranium for Pakistan’s nuclear program. Then, the network went even further and shared nuclear material and technology, supplying HEU to China, and sharing technology with Libya, Iran and the Democratic Peoples Republic of Korea. With the current significant concerns that Pakistan’s nuclear materials can be used for intentional proliferation, or stolen by terrorists, we see clearly that the world’s weapons-usable nuclear material is a serious issue that must be addressed. (<http://www.fas.org>, 2012)

The need for increased and heightened nuclear safety and security is one of the most prominent security issues on a global scale that is faced today. Due to the nuclear renaissance in the past decade, because of the rise in fossil fuel prices, the need for nuclear safety and security is as high as ever. Recent discourse on nuclear energy has brought an emphasis onto the importance of strong nuclear safety and the global preparedness and response system to nuclear disasters. In the past, nuclear plants, stockpiles, weapons and fissionable material have caused immense damage on the human race as well as our environment because of the lack of sufficient nuclear safety; for example, the Fukushima power plant meltdown and the Chernobyl disaster. Catastrophes like these will continue if the international community, with the help of the IAEA, does not come together to address the many problems surrounding nuclear safety and security that are faced in multiple countries. ([www.IAEA.org](http://www.iaea.org), 2012)

A large part of the nuclear issue in Israel has to do with the current speculation on the nuclear situation in Iran. Israel has said that their biggest threat is a nuclear-armed Iran. The IAEA recently published a report saying that it has evidence that Iran has been carrying out activities “relevant to the development of a nuclear explosive device”#. However, Iran claims that it’s nuclear program is purely civilian. In the sense that Iran may be creating nuclear weapons, it is not surprising that Israel has also taken steps to ensure its safety from their largest security threat. Israel may be using their nuclear weapons as solely a deterrent against Iran;  however, in order to deter and intimidate another country using your nuclear weapons, your own nuclear abilities must be known to the public. Because of the fact that Israel is not admitting to possessing nuclear weapons, this makes it unlikely that they are merely a tool to deter Iran.

During the Cold War, nuclear weapons helped keep the peace between the United States and the Soviet Union. But in that situation, both nations were very careful about what weapons they owned, and a key aspect is that there were channels of communication between them. If Iran holds a nuclear weapon without any channel of communication with Israel, or vice-versa, given the state of relations between Iran and Israel, this will create more heightened tension and a will lead to a potential nuclear crisis#. Israel has said that they will not be the first nation to introduce nuclear weapons into the Middle East, but because of the intense tension between them and Iran, they could be seen as pushing Iran to develop their own nuclear weapons in order to protect themselves against Israel, and that may lead to one of the countries introducing nuclear weapons to the region.

In December of 2007 an estimate by National Intelligence stated that Tehran “halted its nuclear weapons program” as of 2003, although Tehran is “keeping open the option to develop nuclear weapons”. This statement was reiterated in January 2012 by US Director of National Intelligence James Clapper. Analysts have estimated that Iran would need over a year to produce a nuclear weapon. At least one year would be sufficient to complete the weapon; another year would be needed to engineer a complimentary delivery vehicle ([www.fas.org](http://www.fas.org), 2012). Iran has recently reiterated its confidence in the “peaceful nature of its nuclear program”. This statement was made at the Conference on Disarmament in February 2012 by Iranian foreign minister Ali Akbar Salehi ([www.nytimes.com](http://www.nytimes.com), 2012). However, just days earlier the IAEA released an assessment expressing concern over the aims of Iran’s nuclear program, as Iran denied IAEA inspectors into military facilities that are affiliated with the nuclear program. Iran’s seemingly adamant stance against the development of nuclear weapons has not been taken seriously by many nations, including Israel and the United States. This is primarily due to Iran’s failure to comply with international obligations, lack of transparency in its nuclear program, and continued enrichment of uranium. Laura E. Kennedy, the American ambassador at the Conference on Disarmament was a supporter of this stance ([www.nytimes.com](http://www.nytimes.com), 2012).

B.        DISEC is the First committee of General Assembly. The resolutions created by DISEC are not obligatory and cannot be enforced, but solely suggested. In many cases resolutions passed by DISEC are recommended to the Security Council which has the power to enact many of the clauses in the resolutions.DISEC deals with issues regarding disarmament  and national security. (un.org, 2012)

The International Atomic Energy Agency (IAEA) was created in 1957, with the goal of guaranteeing that materials used to make nuclear energy will only be used for peaceful purposes. The IAEA is also concerned with protecting human life from the dangers of using nuclear energy and overseeing the functioning of power plants, seeing as the dispersion of fissionable materials such as uranium can cause life-threatening sicknesses, such as acute radiation syndrome, cancer, immediate death, and deformities at birth. Currently, there are 159 member states of the IAEA. Iran became a member of the IAEA, however they do not abide by the rules and regulations of the IAEA.  ([www.IAEA.org](http://www.iaea.org), 2012)

The IAEA has definitely had limited success in the past when dealing with these complicated issues. One action that the organization takes to ensure security of nuclear materials is by administering inspections of nuclear plants, which gives the IAEA valuable data, but the problem is that countries choose the sites that the IAEA goes to and they can also deny them all together (something that Iran is known to do).  The IAEA also helps with nuclear security by distributing and circulating important information for countries regarding their nuclear security, as well as giving UN bodies this knowledge to produce effective and comprehensive resolutions. ([www.IAEA.org](http://www.iaea.org), 2012)

        Additionally, the IAEA has the power to create binding treaties and agreements. Some of these include the 1997 Additional Protocol (requires states give agency increased information and strengthen inspection process), the 1994 Convention on Nuclear Safety (gives incentives to nations to ensure that plants are secure and government can deal with disasters), and amended in 2005 the Convention on the Physical Protection of Nuclear Material (prevents nuclear material from theft while in transport).

        In a press release following the most recent IAEA Board of Directors meeting in June 2011, UN Secretary General Ban Ki Moon stressed the fact that nuclear safety is not a fixed condition, but an evolving process, and that the disasters as Fukushima and Chernobyl should serve as a wake up call that development on a global scale must increase towards having nuclear safety must be met. (<http://www.un.org>, 2012)

On 10th, September 1996 the Comprehensive Nuclear-Test-Ban Treaty, which forbids the use of nuclear weapons for any military or civilian purposes was adopted by the UNGA in 1996. The Comprehensive Nuclear-Test-Ban Treaty is not yet in effect in Iran. In September 2011 Secretary General, Mr. Ban conducted a UN system-wide study on the affects of the event at Fukushima, Japan. This study is to be on aspects affected by the tsunami such as the environment, health, food security, sustainable development, and the nexus between nuclear safety and security. Later, in December 2011 the UN GA a conference regarding the Comprehensive Nuclear-Test-Ban Treaty was held. As a result of Resolution 1737 in 2006, a Security Council Iran Sanctions Committee was created with the task of monitoring and imposing sanctions on Iran. Most recently, the European Union began an oil embargo on Iran, as encouraged by the United Nations in their goal to isolate Iran from the energy market. In 2012, oil and gas imports, which make up nearly half of the government’s revenue, fell by over 40%. In addition, the oil embargo is costing roughly 4 to 8 billion dollars per month. While Iran and its citizens are feeling the effects of these sanction, a study by Gallup reveals that 63% of Iranians want the government to continue with its nuclear activities. (<http://www.un.org>, 2012)

Regarding Iran and the IAEA, the Security Council passed six resolutions between 2006 and 2010. These were SC Resolution 1696 (2006), SC Resolution 1737 (2006), SC Resolution 1747 (2007), SC Resolution 1803 (2008), SC Resolution 1835 (2008), SC Resolution 1929 (2010). Each resolution discussed how Iran has failed to meet IAEA standards and they are violating international codes. Many of these resolutions include the implementation of sanctions on Iran. The United States first froze Iranian assets in 1979 and then in 1987 in an attempt to influence the Iranian government. The United Nations and other countries have also put sanctions on Iran. These sanctions include freezing the assets of individuals and companies involved in the nuclear program, banning the supply of materials that are used to assemble a nuclear plant, an arms embargo, and monitoring the activity of Iranian banks and trade. In addition, the United Nations has encouraged nations to prohibit Iranian banks from opening branches in their territories. (<http://www.un.org>, 2012)

UN Security Council resolution 1540 was passed and adopted on April 28th, 2004. This resolution’s main purposes are to prevent nuclear, chemical, and biological proliferation, to maintain international peace and security. Member states of this resolution are not allowed to encourage or help non-member states create, develop or further their nuclear programs.  (<http://www.un.org>, 2012)

The Security Council also works with governments to help reduce violence in regions and stabilize. Nations quite often offer their military and intelligence forces to the Security Council. Regarding the intelligence, the United States Central Intelligence Agency informed the Security Council of Iran’s nuclear program. ([www.un.org](http://www.un.org), 2012)

The concept of a Middle East Zone free of nuclear weapons (MENWFZ) was first introduced by Egypt in 1974, and in 1990, the Egyptian President Hosni Mubarak again proposed the establishment in the Middle East of a zone free of all types of weapons of mass destruction. In the “Resolution on the Middle East” adopted in 1995 at the NPT Review Conference, all of the state parties supported this resolution, and the weapons-free concept.# The resolution calls on all Middle Eastern states to join the NPT, place their nuclear facilities under the IAEA safeguards and inspection systems, and to work towards the establishment the MENWFZ. There was not much action from 1995 to 2010 in this effort, but at the 2010 NPT Review Conference Arab countries pushed for the cooperation of all states to take steps to reach this goal, and created a meeting on the creation of the MENFWZ for 2012 to be attended by all states of the region. The issue with this plan is that Israel wants a peaceful resolution of the Arab-Israeli conflict before they will negotiate on a Middle East Nuclear-Weapon-Free-Zone; however, the Arab states have generally made clear that Israeli nuclear disarmament is one of their conditions for peace. In this situation, it is clear that bilateral and multiparty talks will be essential for creating some sort of a compromise between the two parties.

The Treaty on Non-Proliferation (NPT) entered into force in 1970 and has been signed by 190 parties. The purpose of this treaty is to prevent the spread of nuclear weapons, promote nuclear disarmament, and examine the use of nuclear power for energy. A safeguards system included in this document is the responsibility of the IAEAE and includes inspections of nuclear facilities by trained IAEA personnel ([www.un.org](http://www.un.org), 2012). Iran has been found in clear violation of safeguards established by the IAEA. These include not informing the IAEA of nuclear material inventory, not updating the location and design of buildings holding nuclear material, and not allowing inspectors to verify the peaceful use of all fissionable material ([www.iranwatch.org](http://www.iranwatch.org)). One instance of noncompliance with the NPT occurred in 2003, when Iran failed to report the development of the P-2, a new centrifuge.

Most recently, the IAEA has held talks with Iranian officials in Tehran in January 2013. IAEA Deputy Director General for the Department of Safeguards Herman Nackaerts announced the continuation of negotiations on the 12th of February and also stated “What I can also say is that on this occasion no access was granted to Parchin” ([www.iaea.org](http://www.iaea.org)). Parchin is a military complex less than 20 miles outside of Tehran. In 2005, IAEA inspectors were granted limited access to this military base. Since that time, even after pressure by the United States, France, Germany, Russia, China, and the United Kingdom in March 2012, Iran has refused IAEA inspectors to visit Parchin ([www.isisnucleariran.org](http://www.isisnucleariran.org), 2012).

Starting in 2006, there have been four sets of sanctions placed on Iran by the UN because of it’s nuclear program. The Security Council passed resolution 1696 on July 31, 2006, which demanded the suspension of enrichment and reprocessing activities. Resolution 1737 was also passed in 2006, and again mandated the suspension of enrichment-related activities and imposed sanctions that banned the supply of nuclear materials and froze assets of individuals and companies connected to the program. Resolution 1747 was passed in 2007 and continued the freeze on assets as well as imposing an arms embargo on Iran. Resolution 1803, passed in 2008, expanded on previous resolutions and encouraged nations to monitor connected individuals in their countries and inspect ships and aircraft. Resolution 1929 in 2010 was the most comprehensive of actions against Iran. It reinforced other mandates as well as banning any ballistic missile related activities, freezing the assets of the Iranian Revolutionary Guard and the Islamic Republic of Iran Shipping Lines, and discouraging states from allowing Iranian banks to work with or establish branches in foreign territories. Another important aspect of this particular resolution was the establishment of the Iran Sanctions Committee’s Panel of Experts, whose role was to monitor and improve the implementation of sanctions (UN.org, 2010). This Committee originally operated under a timeframe of 1 year, but this was later renewed for another 13 months as of June 7, 2012. These sanctions were imposed on Iran because of its continual failure to meet IAEA standards, and the risk of proliferation associated with their nuclear program. These resolutions also have to do with the fact that Iran did not meet the requirements of previous ones, and they demand Iran to  comply with the IAEA and to stop their uranium enrichment related activities.

The European Union has also imposed sanctions on Iran, such as an embargo on Iranian oil which went into place on January 23, 2012. The EU also froze the assets of Iran’s central bank and disconnected them from the Society for Worldwide Interbank Financial Telecommunication (SWIFT), which is a center of financial data and transactions.

<http://en.wikipedia.org/wiki/Sanctions_against_Iran#UN_sanctions_against_Iran>

C. Israel neither denies nor confirms it’s nuclear status, however most countries, including the US, are under the assumption that Israel does possess nuclear weapons, amounting to somewhere between 75-200 nuclear warheads. Currently, Israel is not a member of the National Proliferation Treaty (NPT) and had refused to sign it whenever encouraged#, claiming they cannot because of their security needs, meaning that they possibly wish to have the nuclear weapons as a deterrent against their adversaries in the Middle East, such as Iran and Syria. All other countries in the Middle East have signed the NPT, while Israel is thought to be the only country in the Middle East to currently contain nuclear weapons. However, in the mid-1960’s, Prime Minister Levi Eshkol said that Israel will not be the first country in the Middle East to launch nuclear weapons, and they continue to voice and uphold this concept. Israel has tried to make other nations in the Middle East unable to create nuclear weapons, leading air strikes against Iraq's Osiraq Reactor in 1981, and in 2007 Syria's suspected reactor near Al-Kibar.#

Recently, Israel has showed interest in creating a civil nuclear sector and using nuclear energy for electricity. The Israeli Atomic Energy Commission (IAEC) has addressed the need for nuclear power because of the current domestic decreasing capacity for electricity, and the hope of the Israeli government to decrease dependency on foreign energy. The Israel Electric Corporation (IEC) and the IAEC, in 2007, signed an agreement, which ensures the building of engineering and technical infrastructure that is needed for the creation of the future power plants in Israel, for cities such as Tel Aviv. This would include the building of a third reactor, possibly with guidance from the French and possibly in cooperation with Jordan for this project. It was not stated if the facilities would be subject to IAEA inspections, seeing as Israel continues their refusal to sign the NPT. Currently, however, the power produced by Israel’s nuclear reactors is not for civilian use.

Through meetings of the International Commission on Nuclear Non-Proliferation and Disarmament (ICCND), Israeli representatives have explained that Israel is willing, in principle, to discuss the Middle East as a nuclear-free zone. Israel is in a unique strategic situation, with the need for strengthened regional security, and wishes for security arrangements to be agreed upon and a peace agreement sealed before they would feel at liberty to discuss the topic of nuclear weapons.

Israel currently has 3 nuclear facilities, the Soreq Research Center, the Dimona Radar Facility and the Negev Nuclear Research Center. The Soreq Research Center is a center for the research and development of nuclear technology, working under the auspices of the Israel Atomic Energy Commission. Some of the institutes research facilities include a 5MW pool type light water nuclear reactor, which was supplied in the 1950’s from the United States, through the program Atoms for Peace. The Dimona Radar Facility is still under construction and consists of two radar towers to track ballistic missiles coming towards the country, and can detect them and shoot the missiles while they are in the air. The Negev Nuclear Research Center is a highly classified facility in the Negev Desert, dedicated to researching nuclear technology and weaponry.

Part of the 2010 Non-Proliferation Treaty Review Conference’s final documents call on Israel to sign the NPT and place all of their nuclear facilities under the IAEA safeguards (including inspections by the IAEA), as well as a multiparty commitment to hold a conference in 2012 on establishing a Middle East Nuclear-Weapon-Free-Zone.# In order for the conference to effectively discuss reaching a weapons-free Middle East, Israel’s constructive participation is required; however, because Israel is not a member of the NPT its officials did not undertake in creating this plan. Israel continues to stress that it cannot accede to the NPT, adopt full IAEA safeguards and join other non-proliferation acts as long as nations in their region possess chemical and biological weapons, as well as the means to deliver them.

Israel is completely against Iran possessing nuclear weapons. In an address by Israeli Prime Minister Benjamin Netanyahu to the UN General Assembly in September 2012 he stated, “At this late hour, there is only one way to peacefully prevent Iran from getting atomic bombs. That's by placing a clear red line on Iran's nuclear weapons program… Red lines could be drawn in different parts of Iran's nuclear weapons program. But to be credible, a red line must be drawn first and foremost in one vital part of their program: on Iran's efforts to enrich uranium.” One month later, he reiterated Israel’s firm position regarding Iran; “Therefore, the international community, first of all, needs to set very clear demands to Iran: Halting uranium enrichment, removing all enriched uranium and dismantling the underground installation in Qom. Israel thinks that the best chance to succeed in halting Iran's nuclear program diplomatically is a combination of very sharp sanctions and a credible military option. In any event, I can say that as long as I am the Prime Minister of Israel, Israel will not allow Iran to reach a military nuclear capability" (Israel Ministry of Foreign Affairs).

Israel is particularly invested in Iran’s nuclear status, as relations between the two nations are hardly favorable. Iranian President Ahmadinejad is known to be anti-Zionistic and Iran refuses to recognize the Israeli state. Iranian General Mohammad Ali Jafari referenced Israel as a “cancerous tumor” in September 2012, predicting the eradication of Israel by Iran if war were to break out. Additional tension between the nations stems from the funding of anti-Israel militant groups, primarily the Hamas and the Hezbollah. The Hamas were organized as a jihadist group aiming to destroy Israel and currently receives funding and political support from Iran. In a report from early 2012, Iran gave $400 million to the Hezbollah, which has “Israel’s final departure from Lebanon as a prelude to its final obliteration” as one of its goals. President Mahmoud Ahmadinejad has been outspoken in his hatred for Israel and wish for the state to “vanish from the pages of time”. A prominent Iranian official included the following statement in a speech given in May of 2012: “The Iranian nation is standing for its cause and that is the full annihilation of Israel”. It is clear that Iran has the capability to attack Israel and is therefore a great concern for Israeli officials and civilians.

Israel has not ignored the possibility of staging an attack on Iran. In 2005, the Israeli military planned for a possible attack on uranium enrichment sites in Iran. No attacks have been carried out, but Israel has not ruled out taking military action against Iran, although this would be a last resort. Support from the United States would be crucial in mounting an attack. GBU-31 bunker bursting bombs which the US has in its possession are said to be needed for effective military action on Iran’s nuclear facilities. However, in November 2012 Prime Minister Netanyahu again stated that he was willing to prepare an attack on chosen nuclear facilities with or without support from the United States. The threat Iran poses specifically to the Israeli state gives ample reason for Israel to be completely against Iranian possession and production of nuclear weapons.

D. Iran cannot posses nuclear weapons, it would be extremely detrimental to the Middle Eastern region and to the world. Sanctions must be continued to be placed on Iran until they dismantle the entirety of their nuclear weapon program. Monitors must be allowed in Iran to regulate the use of their uranium to make sure that they are only using it for peaceful energy uses as they have stated. The monitors should be sent by the UN. They should have biannual visits to Iran’s nuclear facilities and should be allowed to inspect all parts of the facilities.

A large issue in creating the MENWFZ is that Israel has made the condition for having a peaceful solution to the Arab-Israeli question before negotiations for the weapons-free zone, while at the same time, the Arabs want Israeli nuclear disarmament to come first. This is where negotiations between the parties are essential. There have been many peace talks in the past to deal with the question of Palestine and the Arab-Israeli conflict, but setting up negotiations between these two parties with the solitary issue being nuclear disarmament is definitely a step in the right direction. Bilateral talks with a third party observer, such as UN mediators as well as the help of IAEA experts, will be the most effective route to take. We encourage the similar process of negotiations to occur between Iran and Israel, seeing as relations between the two parties currently are not strong, and the two countries feel that the other is a threat. These negotiations must include a third party observer, such as UN mediators, with the goal of Iran and Israel discussing the possibility of a nuclear-weapons-free Middle East.

Seeing as Iran already has plans to develop their civil nuclear sector, we strongly encourage that they look into converting their reactors from HEU fuel to LEU fuel for use in civilian electricity. This will be a huge international confidence builder seeing as they will not have the capability to create nuclear weapons anymore. The Global Threat Reduction Initiative (GTRI) led by the National Nuclear Security Association (NNSA) is a three step program, convert-remove-protect, that could go into Iran and convert their high-enriched reactors to low-enriched fuel using ones for commercial usage.This program provides financial incentives to dismantle thousand of warheads, destroys hundreds of tons of weapons-usable materials, and employs thousands of Russian workers (the actual down-blending process takes place in Russia), all at a very modest cost to the U.S. tax payer. Israel encourages the IAEA to create a down-blending program of this same nature, and not just between Russia and the US but essentially any other nations that possess nuclear warheads. This is a surefire way to get rid of the excess amount of HEU in the world, as well as actually dismantle warheads, and provide the countries with an economic incentive as well.

Looking into the future, the program Megatons to Megawatts is an effective way to disassemble the Irani warheads safely, which converts the highly enriched uranium or plutonium and other necessary chemicals for the weapon into low enriched materials that can be used in commercial nuclear reactors for electricity, and Iran is looking into creating a civil nuclear sector for electricity. This is done through the process of “down-blending”, converting HEU into a gas and then mixing with the right uranium that cannot sustain an explosive chain reaction, making LEU. This program provides financial incentives to dismantle thousand of warheads, destroys hundreds of tons of weapons-usable materials, and employs thousands of Russian workers (the actual down-blending process takes place in Russia), all at a very modest cost to the U.S. tax payer. Israel encourages the IAEA to create a down-blending program of this same nature, and not just between Russia and the US but essentially any other nations that possess nuclear warheads. This is a surefire way to get rid of the excess amount of HEU in the world, as well as actually dismantle warheads, and provide the countries with an economic incentive as well.

Looking into the future for long term stability of nuclear energy in Iran, as well as other nations in the Middle East, a fuel bank, or fuel reserve, could be an effective way to safely provide nuclear energy to an unstable region. As an increasing number of nations plan for the development of civilian nuclear energy, concern has grown over the potential for diversion of nuclear material and technology from peaceful to military use, especially in unstable or developing nations. A nuclear fuel bank would limit the dissemination of enrichment technologies and fissionable material by providing a secure and reliable supply of the fuel needed for nuclear power generation . The establishment of a nuclear fuel supply system, through an international body such as the IAEA,  has been considered as a means of not only minimizing this risk, but also in assisting nations in their peaceful development of nuclear power. Providing a reliable fuel supply to nations with a flourishing nuclear power programme eases the economic cost and nuclear weapons-related risks that go along with constructing enrichment capabilities in a nation. If a stable and trustworthy organization would control the enrichment facilities and nuclear materials and supply them to nations for use in their own reactors to generate power, this would greatly help decrease the risk that these materials will end up in the wrong hands, or be used for creating nuclear weapons. Israel supports the use of a nuclear fuel reserve bank under the auspices of the IAEA for nuclear facilities in Iran or other unstable regions on a global scale.

E.

How would an attack on a major Iranian nuclear facility affect oil prices in the Middle East and globally?

Does Iran realizes that if they used a nuclear weapon the whole Middle East would be destroyed and in chaos?

How have the sanctions been so ineffective?

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