

United Nations Educational Scientific Organization (UNESCO)

Committee Guide -LIMUN 2012



Index:

Introduction of Directors.....	3
II. History of UNESCO	6
III. TOPIC I: Communication and Information: Media Development and Freedom of Expression	7
1. Topic Introduction.....	7
2. Historical and Recent Developments.....	7
3. Discussion of the Problem: What needs to be addressed	8
4. Possible Bloc Positions	10
5. Questions to Consider	14
6. Further Reading	14
7. Bibliography.....	15
IV. TOPIC II Post-Conflict and Post-Disaster Responses: Coordinating Adequate Mechanisms in Education.....	17
1. Topic Introduction	17
2. Historical and Recent Developments.....	17
3. Discussion of the Problem: What needs to be addressed	19
4. Countries with particular interests	21
5. Questions to Consider	23
6. Further Reading	23
7. Bibliography.....	24

Introduction of Directors

Director: Arkaprava Bokshi

Dear Delegates

I feel very happy in being able to welcome you all aboard the United Nations Educational, Scientific and Cultural Organization, as part of LIMUN 2012.

I am a Physics graduate, currently pursuing my Masters in Fusion Science, and intending to have a career in research. (And if this isn't an aberration in itself, I am not on any social-networking site.)

So then why I am here? For the precise reason I hinted at. This concept allows me to explore and learn so much about areas that I have no existing knowledge in. And therefore as your Director, I would strongly encourage you to work with the objective of picking up something new from this experience - new in terms of what you did not know before, skills, and in terms of good memories.

On behalf of the UNESCO board, I wish you the very best in your preparations. Please do write to us for absolutely anything that you need assistance in. We will endeavour to be as prompt in our help as possible.

I look forward to meeting each one of you.

Arkaprava Bokshi

Dear Delegates,

It is our utmost pleasure to serve as your directors for this year's London International Model United Nations Conference. We have prepared two exciting topics for debate; we sincerely hope that you will enjoy researching and discussing them as much as we have in preparing this background guide. We encourage each and every one of you to prepare adequately for the conference and give it 100% of your intellect and energy - you only get out what you put into it!

Assistant Director: Nicola Hardwick

Nicola Hardwick is a final-year Politics and International Relations undergraduate student at Royal Holloway, University of London. Since starting her university degree, Nicola has developed a passion for diplomacy, international law and human rights. She has participated in Model UN conferences in New York, Geneva, Cambridge and Oxford. Nicola also co-founded the Royal Holloway Diplomatic Society, which she now manages, with the aim of creating an active network between professional diplomats, students and academics.

Assistant Director: Munkhbold Badarch

Munkhbold Badarch is currently a law and international politics student at the Cambridge branch of Bellerby's college and he will enrol into the International Relations and Modern History course at St. Andrews University September next year. He is originally from Mongolia but has lived in the US, Japan, Germany, and the Russian Federation. His love of international politics has forced him to attend numerous MUNs throughout Europe in various position mostly as a delegate and chair.

If you have any questions or concerns, feel free to contact us via e-mail. We will try our

LIMUN 2012
Study Guide for UNESCO

best to get back to you as soon as possible. We look forward to meeting all of you and listening to the lively debates during committee sessions!

Yours Truly,

Arkaprava Bokshi, Director

arka.bokshi@gmail.com

Nicola Hardwick, Assistant Director

Nicola.Hardwick.2009@live.rhul.ac.uk

Munkhbold Badarch, Assistant Director

mbadarch@yahoo.com

II. History of UNESCO

The history of UNESCO can be traced back to 1942, when European governments gathered in the United Kingdom for the Conference of Allied Ministers of Education (CAME). In the midst of the Second World War, these countries were searching for methods of reconstructing their educational systems once peace was restored. Upon the proposal of CAME, a United Nations Conference for the establishment of an educational and cultural organization (ECO/CONF) was organized in London from 1st to 16th November, 1945. At this monumental occasion, representatives of forty-four countries decided to create an organization that would embody a genuine culture of peace. At the end of the conference, thirty-seven countries founded the United Nations Educational, Scientific and Cultural Organization. Consequently, the Constitution of UNESCO was signed on 16 November 1945, and came into force on 4 November 1946. The Constitution was ratified by twenty countries: Australia, Brazil, Canada, China, Czechoslovakia, Denmark, Dominican Republic, Egypt, France, Greece, India, Lebanon, Mexico, New Zealand, Norway, Saudi Arabia, South Africa, Turkey, United Kingdom and United States.

The political divisions of the Second World War marked the composition of the founding Member States of UNESCO. It was not until 1951 that Japan and Germany decided to join the Organisation. Spain was finally accepted in 1953. Other major historical factors, such as the Cold War, the decolonization process of Africa and the dissolution of the USSR, also influenced the composition of UNESCO's membership. The USSR joined UNESCO in 1954 and was replaced by the Russian Federation in 1992 alongside 12 former Soviet republics. Nineteen African states became Members in the 1960s. Most recently, in 2011, Palestine became a controversial member of UNESCO following a vote in which 107 member states supported and 14 opposed. American legislation passed in 1990 and 1994 mean that the United States cannot contribute financially to any UN organization that accepts Palestine as a full member. As a result, the United States has announced that it will withdraw its funding which accounts for about 22% of UNESCO's budget. Israel also reacted to Palestine's admittance to UNESCO by freezing Israel's payments to the UNESCO and imposing sanctions to the Palestinian Authority.

III. TOPIC I: Communication and Information: Media Development and Freedom of Expression

1. Topic Introduction

As the spread of globalization coincides with the rapid growth of complex new technologies, culture, information and communication have become inexorably linked as we work to create a world in which everyone can freely create, share information and knowledge and be empowered to improve their quality of life and achieve their full potential. By adopting the *Universal Declaration on Cultural Diversity* in 2001, Member States reaffirmed their conviction that cultural diversity is one of the roots of global development. UNESCO is working on diverse fronts to implement the principles and action plan of the Declaration. UNESCO is also in the vanguard of international efforts to identify and protect cultural heritage. Historic buildings, locations, and sites, artworks and artifacts reflect one dimension of our shared heritage, but a tremendous wealth of cultural expression is also found in the form of intangible heritage. Languages, customs and traditional skills play an important role in helping us discover who we are and where we have come from.

2. Historical and Recent Developments

- **Media Development**

UNESCO has done many efforts to foster media development. One example of this is the Communication and Information Sector (CI), which was created in 1990. UNESCO's CI Sector aims to promote the growth of scientific knowledge through media and thus to facilitate a "free flow of ideas by word and image." In doing so, it also focuses on the promotion of pluralistic and diverse media networks, as well as enabling access to ICTs.

- **Freedom of Expression**

The Universal Declaration of Human Rights of 1948 is a fundamental document as it urges the UN member states to promote the basic human rights including freedom of

speech. With the development of media, freedom of speech has been made more crucial in society allowing individuals to express themselves easier, leading to a decline in the actual rights afforded to individuals, as they are easier to be heard. In recent decades, there have been numerous accounts of deaths as well as murders of politicians, journalist, lawyers and even expatriation of opponents of the government because they have advocated for freer societies.

- **UNESCO Programmes**

- ***International Programme for the Development of Communication (IPDC)***

- As the UN's only multilateral forum focusing on mobilising the international community to address and promote media development in the developing world, the IPDC provides support for media projects and aims to establish a healthy foundation for the growth of free and pluralistic media in developing countries. (IPDC [online])

- ***Information for All Programme (IFAP)***

- Created in 2000, the IFAP is an intergovernmental programme through which governments have pledged to make use of the opportunities of ICT to provide better access to information and thus create more equitable societies. (IFAP [online])

3. Discussion of the Problem: What needs to be addressed

- **Challenges in an Era of Digital Communication and Information**

- In the second decade of the 21st century, we live in an era of unprecedented advancement of Information and Communication Technologies (ICT). Although ICT can be a powerful tool for ensuring positive and sustainable development around the world, poverty and social and economic inequalities are still widespread. The recently created Information and Communication Technologies for Development (ICTD) community primarily focuses on achieving equitable sustainable development through education, particularly in Least Developed Countries. (Gutterman et al., 2009: 1)

The United Nations Millennium Development Goals (MDGs) Two and Three focus on reaching universal primary education (the participation and completion of primary education by all children) and gender equality (especially the elimination of gender discrimination in education), respectively. (Ahmed, 2007: 1-14) ICT is an important instrument for achieving these goals. It also provides learning access to often-marginalised sectors of society, especially girls and women, ethnic minorities and disabled persons. (Gutterman et al., 2009: 1)

Nevertheless, there remains a large gap between people in developed societies, who have easy access to modern ICT, and those living in impoverished, rural communities in lesser-developed countries. Hence, many are excluded from the advantages of technological progress. (Giri, 2002) One of the major challenges of ICT remains its implementation. If not used properly, it may lead to an increase in existing social and economic inequalities. Thus, Information and Communication Technologies for Education (ICTE) should be employed locally and on a case-by-case basis. The implementation of ICTE is extremely challenging and requires adequate support and funding, infrastructure and connectivity, as well as the knowledge of teachers' computer know-how.

An important and very recent document on this topic is *Resolution 64/96 on Questions relating to information*. Moreover, the UNESCO Institute for Statistics offers interesting monitoring insights on Information and Communication Technologies for Development. (UIS [online])

- **Sustainable Media Development**

Among the biggest challenges of sustainable media development is strengthening the communication capacities of lesser-developed countries. This can be achieved through the development of independent and pluralistic media, as well as through improved access to ICT, especially in post-conflict and post-disaster situations. UNESCO focuses on enhancing such development but also supports the creation of media facilities that

provide non-partisan information, as well as offering advice on media legislation and helping rebuild media infrastructures. (UNESCO, Media and Communication [online])

- **Freedom of Expression**

Freedom of expression is a key factor in democratic rights and freedoms and was addressed in the UN General Assembly's very first session, before it had even adopted any human rights declarations or treaties: "Freedom of information is a fundamental human right and ... the touchstone of all the freedoms to which the United Nations is consecrated." (Resolution 59 (I))

UNESCO is committed to promoting freedom of expression and of the press as a basic human right. Freedom of expression is a human right, yet the majority of the world's population are not free in this sense. However, recent events such as the Arab Spring have shown what an impact Communication and Information Technologies can have on a society and even on a whole region.

Freedom of expression is necessary to enable democratic public participation in decision-making. Without it, citizens cannot effectively exercise their right to vote or take part in public decision-making. Violations of freedom of expression are often accompanied by other violations, such as of the right of freedom of association and assembly. Through the rapid development of ICT, there are now many opportunities for greater freedom of expression. However, global media monopolies and pressures on independent media outlets may also pose significant threats. (HREA [online])

4. Possible Bloc Positions

Media development and freedom of expression are important issues for all members of the international community. However, the slant that countries take on this issue differ from one another because of the different pace at which technology has developed in different parts of the world, as well as the difference in funding, infrastructure, governmental organisation to support programs like IPDC and promote improved access to information and knowledge.

- **Europe**

The issue of communication and information in Europe has been deeply affected by the recent News International phone-hacking scandal in the United Kingdom an ongoing controversy involving the *News of the World* and other British tabloid newspapers published by News International, a subsidiary of News Corporation. Employees of the newspaper were accused of engaging in phone hacking, police bribery, and exercising improper influence in the pursuit of publishing stories. This scandal led to the creation of the Leveson Inquiry by the United Kingdom government, an ongoing public inquiry into the culture, practices and ethics of the British press. Most recently, in January 2011, UNESCO hosted an international conference on Journalism Ethics and Self-Regulation in Europe: New Media, Old Dilemmas at its Headquarters in Paris. One of the main issues for debate was media accountability in Europe. Delegates discussed the media's current woes within the context of the economic crisis, and the importance of self-regulation amid rising clientelism, politicisation of the press and self-censorship, deterioration of journalistic standards, and decline of public trust in media.

- **North America**

The efforts of affluent North American Nations in helping developing nations improve their Information Communication Technology have been vital. The U.S. aims to address key priorities such as the follow-up from the World Summit on the Information Society (WSIS), which affirms the importance of the free flow of information and technology to facilitate positive economic, social and political development. The U. S. is also pleased to be a member of the Sector's International Program for the Development of Communication Council (IPDC).

Canada's leadership in areas such as cultural diversity, heritage preservation, and illicit traffic in cultural property makes it a key player in UNESCO's work to safeguard and support cultural identity. Canadian expertise in the archives, library and ICT sectors, coupled with this country's ongoing commitment to freedom of expression and the free

flow of ideas and knowledge, make it an invaluable partner in UNESCO's work to preserve universality, diversity and dignity.

In Mexico, however, citizens are struggling to voice their opinions amidst the oppressive attempts of the Mexican government to silence any negative criticisms, as well as to gain access to vital information and knowledge, such as current affairs and the sciences, to further their educational and/or vocational objectives. The freedom of the press in Mexico is in need of greater protection, and despite improvements in the last few decades, the literacy rate among children and women is still high.

- **Latin America**

The main issue in Communication and Information facing Latin American and Caribbean Nations is upholding the freedom of expression of journalists amidst the attempts of corrupt governments to silence their voices. UNESCO is seeking to improve the freedom of expression of journalists in the region through intergovernmental efforts for better monitoring and to increase the accessibility of media information to vulnerable groups. Members identified the need to build a common agenda and to use ICT tools to enhance the role of marginalized social groups in the communication processes. One of the identified strategies consists in using social networks to give voice to the concerns of vulnerable social groups. In addition, participants proposed to build a common agenda that would reflect the priority concerns of disadvantaged groups. The objective consists in the creation by the participating media of a common pool of content, covering topics that are specific to vulnerable groups; this will give wider international visibility to their media items, while providing local content to mainstream and other media.

- **African Nations**

In Africa, the main focus is to increase the accessibility of scientific knowledge in developing countries, as well as to further develop information and communication technology in hopes of facilitating access to media information and increasing the quality of education in today's globalized world. In 2011, the Director-General of UNESCO,

Irina Bokova, signed an agreement to launch a US\$12 million project to boost the information and communication technology capacity of West African universities, notably by creating a regional virtual library network. The project aims to develop the use of information and communication technologies (ICTs) to support an ongoing reform of higher education in the UEMOA member states (Benin, Burkina Faso, Cote d'Ivoire, Guinea Bissau, Niger, Mali, Senegal and Togo). Most recently, in 2011, the Governance and AIDS Programme of the African Democracy Institute (Idasa-GAP), in partnership with UNESCO and the Rhodes University School of Journalism and Media Studies, held a symposium for journalists and journalism educators to raise awareness around citizen-centred and ethical approaches to health journalism in Africa. It emphasized the potential of journalists to give citizens a real part in the search for solutions to public problems like health care.

- **Arab Nations**

The main concern of Arab Nations in relation to Communication and Information is to protect the freedom of expression, especially that of women and minorities, in the Arab World from oppressive governments. UNESCO's Director-General Irina Bokova and Al Jazeera's Director General, Wadah Khanfar, signed the Memorandum of Understanding in Doha (Qatar). The partnership researches the status of the freedom of expression in the Arab region and shares findings through the partner networks. Another important aspect of Communication and Information in the Arab nations is journalism education. The UNESCO Model Curricula for Journalism Education takes into account social, economic, political and cultural contexts of developing countries and emerging democracies, highlighting the connection between democracy and journalism, and arguing for a more cross-disciplinary approach within journalism-training organizations.

- **Asia and the Pacific**

In Asia and the Pacific, key issues include the development of ICTs, the improvement of literacy rates in developing nations, and protecting the freedom of journalists. Representatives of Pacific media networks have agreed to cooperate as a regional alliance on media freedom and other issues of common concern. In 2010, UNESCO's Bangkok

Office released a regional guide, entitled *ICT Transforming Education: A Regional Guide*. It draws upon the best practices and lessons learnt and aims at equipping its readers with the competencies and resources to use ICT. Furthermore, during the summer of 2010, UNESCO supported the establishment of Pacific media freedom network. UNESCO. This project focuses on strengthening the capacity of media workers and other civil society advocates to document, monitor and respond to media-rights violations in the Pacific.

5. Questions to Consider

1. What are some effective enforcement mechanisms that UNESCO and/or member states can use to ensure that governments do not impinge on individuals' freedom of expression, as well as the freedom of the media?
2. Should developed countries help developing countries with their establishment and betterment of Information Communication Technology, and if so, how can this be done effectively? Remember to think about practical issues such as funding and sovereignty?
3. How important are the roles of civil society groups, the private sector, non-governmental organizations, professional organizations and institutions working in the communication and information field, and how can UNESCO cooperate with them to further its objectives in Communication and Information?
4. How can UNESCO enhance access the access of vulnerable groups (ie women, children, inhabitants of rural/isolated areas) to media information? Remember to consider issues such as literacy rates, and gender inequality.

6. Further Reading

1. <http://www.unesco.org/webworld/wcir/en/report.html>
2. <http://unesdoc.unesco.org/images/0018/001865/186547e.pdf>
3. <http://www.infodev.org/en/Publication.144.html>
4. <http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/publications-by-year/2011/>
5. <http://www.unesco.org/new/en/communication-and-information/resources/news-and-in-focus-articles/news-articles/>

7. Bibliography

A/RES/59 (I) (1946), *Calling of an International Conference on Freedom of Information*, Available: <http://daccess-dds-ny.un.org/doc/RESOLUTION/GEN/NR0/033/10/IMG/NR003310.pdf?OpenElement> (Accessed 25 December, 2011).

A/RES/64/96 A-B (2010), *Information in the service of humanity*, Available: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/ipdc_UN_resolution_ipdc_2009_en.pdf (Accessed 25 December, 2011).

Ahmed, M. (2007), "Education in Bangladesh: The Vision for 2025," *Journal of Bangladesh Studies*, 9(1): 1-14.

Giri, J. (2002), "Digital Divide: Exploring National and International Approaches to Bridge the Digital Divide and Formulating a Strategic Model That Can Be Implemented in Developing Countries" (presented at ICT and Development for Computer Association of Nepal IT Conference, Kathmandu, Nepal, January 26-27, 2002), Available: <http://www.icasit.org/ddnepal.pdf> (Accessed 25 December, 2011).

Gutterman, B., Rahman, S., Supelano, J., Thies L. and Mai Yang (2009), "White Paper: Information & Communication Technologies (ICT) in Education for Development", *Economics and Social Affairs, Global Alliance for ICT and Development*.

Human Rights Education Associates (HREA) [online] (no date available), "Freedom of Expression", Available: http://www.hrea.org/index.php?doc_id=408 (Accessed 25 December, 2011).

Information for All Programme (IFAP), UNESCO [online] (no date available), "About IFAP", Available: <http://www.unesco.org/new/en/communication-and-information/intergovernmental-programmes/information-for-all-programme-ifap/about-ifap/> (Accessed 25 December, 2011).

LIMUN 2012
Study Guide for UNESCO

International Programme for the Development of Communication (IPDC), UNESCO
[online] (no date available), “About IPDC”, Available:

<http://www.unesco.org/new/en/communication-and-information/intergovernmental-programmes/ipdc/about-ipdc/> (Accessed 25 December, 2011).

UNESCO [online] (no date available), “Communication for Sustainable Development”,

Available: <http://www.unesco.org/new/en/communication-and-information/media-development/communication-for-sustainable-development/> (Accessed 25 December, 2011).

UNESCO Institute for Statistics (UIS) [online] (no date available), Available:

<http://www.uis.unesco.org/Communication/Pages/default.aspx> (Accessed 25 December, 2011).

IV. TOPIC II Post-Conflict and Post-Disaster Responses: Coordinating Adequate Mechanisms in Education

1. Topic Introduction

A significant proportion of the 69 million children out-of-school worldwide, live in countries affected by war and natural disasters. Achieving Education for All requires that we ensure learning opportunities for these children and youth affected by emergencies. It is increasingly recognized that education must be a principal part of any humanitarian response. Education restores routine and gives people hope for the future; it can also serve as a channel both for meeting other basic humanitarian needs and communicating vital messages that promote safety and well-being. As the UN lead agency for Education, UNESCO plays an active role in promoting education as a part of emergency response and for long-term recovery. UNESCO has been a proactive organization in providing an educational response in emergencies for post-conflict or post-disaster and reconstruction settings.

2. Historical and Recent Developments

Conflicts and Natural Disasters remain a big obstacle to the achievement of the Millennium Development Goals (MDGs) and Education for All (EFA). Hence, the United Nations has undergone system-wide reforms regarding Post-Conflict and Post-Disaster (PCPD) response mechanisms. This reform's main goal was to fill the gaps between the transition of humanitarian response to reconstruction and so-called "Peacebuilding". The aim is to provide assistance beyond life-saving relief projects, such as capacity-building and technical support and assistance

- **UNESCO and the Promotion of Education in Post-Conflict and Post-Disaster regions**

The importance of education as a principal part of any humanitarian response is now widely recognised. According to UNESCO, a majority of the 69 million children who are

out-of-school worldwide, live in countries affected by war and natural disasters. In conflict and disaster-prone communities the education of children is often prioritised even over material needs. (UNESCO b [online]).

UNESCO works in close coordination with the overall UN system to provide Post-Conflict and Post-Disaster support in the fields of education, the sciences, culture and communication. The goal of Education For All promoted by UNESCO plays a vital role in humanitarian response and the long-term recovery of conflict- and disaster affected communities.

UNESCO focuses on 5 operational fields (UNESCO c [online]):

- Education in Emergencies and Reconstruction
- Natural Disaster Risk Reduction
- Culture and World Heritage in Emergency Situations
- Media in Conflict and Post-Conflict Situations
- The Promotion of Gender Equality in Crisis Situations

UNESCO's mandate is defined in the UNESCO *Strategic Programme Objective 14* entitled "Support through UNESCO's domains to countries in post-conflict situations and post-disaster situations". (UNESCO d [online]) In addition, UNESCO's strategy is outlined in its *Medium Term Strategy*. (ibid.) There has been an increasing demand for UNESCO to respond in Post-Conflict and Post-Disaster areas. In 2009, it invested USD185 million in ongoing extra-budgetary support for Post-Conflict/Post-Disaster activities in 25 countries (UNESCO c [online]).

A recent example of UNESCO's work in this field has been demonstrated through its support of the so-called "Arab Spring" in the Middle East and North Africa, with its popular demands for greater freedoms and political reforms. UNESCO's strategic objectives include improving the quality of education and in developing basic skills and economic opportunities. (UNESCO HQ, 2011)

Other examples include UNESCO's support for the literacy skills for Afghanistan's police officers, educational radio and television in Afghanistan, Peacebuilding development in Iraq, catch-up classes in Gaza and a school curriculum reform in Liberia.

An important study on this topic is *Education under Attack*, which details attacks on schools, teachers and students and aims to raise awareness of the need for concerted action to stop such violence. (UNESCO e [online], 2007)

- **Office for the Coordination of Humanitarian Affairs (OCHA)**

In 1991, the UN General Assembly adopted resolution 46/182 in order to strengthen the United Nations response to emergencies and natural disasters. At the same time, it was dedicated towards improving the overall effectiveness of humanitarian operations in the field. Moreover, the resolution also established the high-level position of Emergency Relief Coordinator (ERC) which combined into a single United Nations focal point the functions carried out by the Secretary-General's representatives for major and complex emergencies, as well as the United Nations' natural disaster functions executed by the United Nations Disaster Relief Organization. Furthermore, the Department of Humanitarian Affairs (DHA) was created by the Secretary-General. In 1998, as part of Kofi Annan's reform programme, the DHA was reorganized into the Office for the Coordination of Humanitarian Affairs (OCHA). Its mandate now includes the coordination of humanitarian response, policy development and humanitarian advocacy. OCHA executes its coordination function mainly through the Inter-Agency Standing Committee (IASC: also created by A/RES/46/182). The IASC's responses range from needs assessments, consolidated appeals, field coordination arrangements and the development of humanitarian policies. (OCHA [online])

3. Discussion of the Problem: What needs to be addressed

The necessity of creating an adequate education system in post war and post disaster regions cannot be disputed. After all an uneducated youth will most likely cause more conflict and this would in turn cause a vicious circle. However, there are many challenges to overcome in creating this educational mechanism.

- **Funding**

Funding is a major challenge in post disaster or post conflict reconstruction as a whole as they don't necessarily make it to their final destination as in Iraq where US military personnel leaked official convoy routes to insurgents which in turn ambushed the convoy carrying the funding intended for the reconstruction of Iraq on a number of occasions. This put constraints on an already very low portion of the funding meant for the creation of an educational system

- **Human Resources**

The first challenge in creating an adequate educational system in post conflict regions is recruitment and training of teaching staff as well as registering the school aged population and the creation of equal opportunity for all children. In addition to this, there needs to be continued training for the teachers and administrative staff. This is a huge challenge as it is difficult to establish exactly how many children are of school age and the training of teachers is also questionable, as it is definitely not going to be the first priority of a Post – Disaster or Post – Conflict administration.

- **Curriculum**

The creation of a curriculum, which respects all members of society and all faiths and religions, is also a major challenge in creating an adequate educational mechanism as it has been proven that it is extremely difficult to develop a curriculum which does not offend any member of society.

- **Infrastructure**

The building of new schools and restoring existing schools is also another challenge in this topic. However, this challenge does not stop at that as the maintaining of schools is equally as important. In addition to this there is a logistical challenge in distributing educational material to the schools and universities.

4. Countries with particular interests

UNESCO gives specialized policy advice and technical assistance to affected governments, UN agencies and non-profit organizations in reactivating education system in post-disaster situations. The issue of Post-disaster and Post-conflict response is particularly pertinent to those states that are currently in a state of warfare or suffering from natural disasters. Furthermore, the protection of educational systems and maintenance of educational standards from conflicts and disasters may vary in efficacy across member states, depending on the importance of education and the availability of funding and infrastructure in each nation.

- **Examples of UNESCO Projects in Post-Disaster and Post-Conflict Response:**

- Pakistan (Earthquake) : out of the 80,000 that were killed, 18,000 were children, and 1,000 were teachers. In addition, 7,000 schools were destroyed. In response to this, UNESCO implemented an earthquake response programme.
- Iran (Earthquake), Peru (Earthquake), Cuba (Hurricane)
- Indonesia (Earthquake), China (Earthquake)
- Countries in the Indian Ocean (Tsunami), Iraq (Post-conflict)
- Palestine (post-conflict)
- Caribbean : a number of collaborative activities have been undertaken on educational and communication aspects of disaster mitigation such as the preparation of information kits for the media as well as disaster preparedness teaching materials through a joint initiative between UNESCO and the Caribbean Disaster Emergency Response Agency.

- **Southeast Asian Nations**

In the wake of the recent tsunami disaster, UNESCO Bangkok is co-ordinating a sub-regional project under Japanese Funds in trust (JFIT) on Education for Natural Disaster

Preparedness in Asia-Pacific in the context of ESD in close collaboration with UNESCO New Delhi and Jakarta offices. The goal of the project is to develop the preparedness of local stakeholder groups towards disaster prevention, recognition and preparedness in selected Asia-Pacific countries.

- **Myanmar**

A notable example of UNESCO's efforts in Asia is the Myanmar Education Recovery Programme (MERP). UNESCO gives specialized policy advice and technical assistance to affected governments, UN agencies and non-profit organizations in reactivating the education system in post-disaster situations. It also serves a catalytic role, including advocacy, networking and participation in inter-agency activities, to ensure that educational needs are met in post-disaster settings.

- **Haiti**

Over the past 12 months, UNESCO has been taking part in international endeavours to bring emergency assistance and longer-term relief to Haiti. A number of projects were launched, aimed primarily at helping to reconstruct Haiti's devastated education system and protecting cultural heritage. Initiatives ranged from co-funding a centre for local journalists, providing psychosocial support for secondary school children and training masons in earthquake-resistant construction to securing key cultural sites to prevent looting and presenting theatre productions in camps for displaced people.

- **Pakistan**

Following the 2010 Pakistan floods, UNESCO launched a major project in cooperation with the Government of Japan that aims to upgrade the flood forecasting and early warning systems of Pakistan, and to conduct risk mapping of flood plains along the Indus River.

- **Afghanistan, Bosnia and Herzegovina, Cambodia, and Liberia**

UNESCO, in conjunction with the International Institute for Educational Planning, has published a paper that describes in detail the role of education in emergencies and

reconstructions in these four nations: “Understanding education’s role in fragility: Synthesis of four situational analyses of education and fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia”:

5. Questions to Consider

1. How should education be prioritized in humanitarian response to disasters and conflict, beyond the provision of supplies and physical construction?
2. How can the member states of UNESCO work together in identifying good practices in education for disaster reduction and developing new teaching and multimedia materials? What role should developed nations have in this process, in particular?
3. How can member states best educate traditional and indigenous peoples for disaster response, as well as vulnerable groups in society (disabled school children, and minorities, among others)?
4. In addition to formal education, how important is the integration of disaster risk reduction into non-formal education and extra-curricular activities?

6. Further Reading

1. <http://www.unesco.org/new/en/unesco/themes/pcpd/education-in-emergencies/publications/>
2. http://www.unesco.org/science/disaster/apell_schools.pdf
3. http://www.unesco.org/science/disaster/idrc_davos.shtml
4. http://portal.unesco.org/education/en/ev.php-URL_ID=55176&URL_DO=DO_TOPIC&URL_SECTION=201.html
5. <http://www.unescobkk.org/index.php?id=5567>
6. <http://www.unescobkk.org/index.php?id=5567>
7. http://portal.unesco.org/education/en/ev.php-URL_ID=32523&URL_DO=DO_TOPIC&URL_SECTION=201.html
8. http://www.unesco.org/science/disaster/education_disaster.shtml
9. <http://www.un.org.pk/unesco/ERP/EPM.htm>

7. Bibliography

A/RES/46/182 (1991), *Strengthening of the coordination of humanitarian emergency assistance of the United Nations*, Available:

<http://www.un.org/documents/ga/res/46/a46r182.htm> [Accessed: 25 December 2011].

Office for the Coordination of Humanitarian Affairs (OCHA) [online] (no date available),

“History of OCHA”, Available: <http://www.unocha.org/about-us/who-we-are/history>

[Accessed: 25 December 2011].

UNESCO a [online] (no date available), “UNESCO participation in UN Post-Crisis coordination mechanisms”, Available:

<http://www.unesco.org/new/en/unesco/themes/pcpd/post-crisis-coordination-mechanisms/>

[Accessed: 25 December 2011].

UNESCO b [online] (no date available), “Education in Emergencies: Preparedness, Response, Recovery”, Available:

<http://www.unesco.org/new/en/unesco/themes/pcpd/education-in-emergencies/> [Accessed: 25

December 2011].

UNESCO c [online] (2009), “Post-Conflict and Post-Disaster Responses”, Available:

<http://www.unesco.org/new/en/unesco/themes/pcpd/mission/> [Accessed: 25 December 2011].

UNESCO d [online] (no date available), *Medium Term Strategy*, Available:

<http://unesdoc.unesco.org/images/0014/001499/149999e.pdf> [Accessed: 25 December 2011].

UNESCO e [online] (2007), *Education under Attack*, Available:

<http://unesdoc.unesco.org/images/0018/001863/186303e.pdf> [Accessed: 25 December 2011].

UNESCO Headquarters Roundtable (2011), *Road Map: Democracy and Renewal in the Arab World - UNESCO supports the transitions to democracy*, Available:

<http://unesdoc.unesco.org/images/0021/002116/211659e.pdf> [Accessed: 25 December 2011].