



**UN Educational, Scientific and
Cultural Organization President's Letter
Lake Erie International Model United Nations
Lake Erie Conference XVIII
November 3-6, 2011**

CHAIRING STYLE

Welcome to the Lake Erie International Model United Nations Corporation's Lake Erie Conference XVIII. I am the President of the UN Educational, Scientific and Cultural Organization (UNESCO). I have been participating in Model United Nations conferences for many years, as both a delegate and a Staff Volunteer.

The purpose of this portion of my President's Letter is not to dwell on my person, but rather to introduce you to my unique style of chairing so that you gain the most from this experience and are aware of what to expect from me and what is to be expected from you.

I am a self-described stickler for the rules of procedure. Nothing can replace the benefit from a committee which knows their rules well. As such, please take the time to learn these well as much time for debate is lost to a committee which does not know the rules. Aside from my adherence to the rules, I am a rather laid-back chair, believing that the role of the chair is to facilitate the conduct of the body, not control it. I will rarely intervene in the business of the committee and will do so only in extreme cases or when help has been requested by the entire committee. I believe that as delegates to UNESCO, this is your committee, not mine, and that you should have as much control as possible of your committee.

As a chair, I am not only a facilitator of debate, but an evaluator of delegate performance. It is imperative that I focus on evaluating delegate performance rather than guiding it. As such, I cannot and will not answer specific questions regarding individual topics, country policies, or parliamentary procedure. If a question is posed, it must be done through the proper parliamentary procedures and will be answered only to the committee as a whole and not to any individual delegate or delegation. Please keep in mind that while I have researched the positions of the states represented in my committee and have a fair understanding of the topics to be discussed, the burden of work is on the delegate. I am a resource for the committee—not individual delegates. Come prepared and energized for debate and it will be a rewarding and enjoyable three days.

Delegates to UNESCO should prepare and or meet the following guidelines:

1. Substantial research should be conducted concerning UNESCO, the delegate's individual country (including history, government, resources, allies and enemies, and foreign policy), and the assigned topics.

2. Know the Rules of Procedure and know how to use them. Failure to know and use the rules properly will cause delegations' to receive lower evaluations—***nothing is more frustrating to me than a good delegation who does not know the rules of procedure.***
3. Know the Conference Handbook and the Conference Policies therein. Failure to adhere to these policies will cause delegations' evaluations to suffer.
4. ***Come to the conference prepared. Arrive at each session on time. Be ready to debate at the beginning, middle, and end of each and every session.***
5. Treat one another, as well as the conference staff, with respect and common courtesy.
6. Learn from and teach one another.
7. ***Have Fun!!***

More detailed information on the evaluative process, rules of procedure, and conference policies can be found on our conference website, www.leimun.com.

****A Preface: As I stated above, we are here to have fun, learn and be competitive. I am all for passionate debate—believe me I took Model UN seriously while I was participating as a delegate. That being said, I am assuming that you all want to do well at this conference and in this committee. To do well, you must read this guide and take its suggestions. Be prepared—reiterating this guide will probably just annoy me--you really haven't learned anything and it won't fool anyone: your advisor, fellow delegates and the dais. If you want to have a good committee, the buck stops with you. I have done my research, and it will help you to do yours. This guide is not inclusive and it was compiled from reputable sources with the idea that you will use it as a foundation for research, not your sole source. Happy researching.*

The Topics

Climate Change Adaptation

Current scientific knowledge on future climate change has been focused on global monitoring, analysis, and projections that seek to identify the human role in climate, and the consequences under different mitigation scenarios. There is a growing concern expressed by many nations on the need to provide scientific information to underpin adaptation to climate change. The scientific community is, therefore, improving its climate projections by increasing its focus on regional and local climate information that can help managers and community-based organizations to address the needs of a spectrum of users from different sectors influenced by climate variability and change.

UNESCO, along with the World Meteorological Organization (WMO), was tasked in 2008 by the UN System Chief Executives Board for Coordination with convening the cross-cutting area of “Climate knowledge: science, assessment, monitoring and early warning.” This proposal builds on the official UN-designated lead role for UNESCO, to develop the climate science aspect of the UNESCO climate initiative, but also goes beyond.

Beyond the basic understanding and monitoring of global climate change is the issue of how climate change impacts the human factor, especially in the developing world. Special attention

should be paid to the areas where global climate change and the Millennial Development Goals intersect. Below is a brief listing of how climate change is already impacting the MDGs:



Agricultural production and food security, access to clean and abundant water resources and gainful employment that underpin the solution to extreme poverty and hunger are vulnerable to climate change.



Climate change stresses pose additional burdens on agricultural production and other subsistence activities like water collection, which may burden families enough to remove children from school. Livelihood activities must become more resilient to future climate for education goals to be met. Climate change also threatens to destroy infrastructure (e.g. schools) and increase the displacement and migration of families thus disrupting and limiting education opportunities.



Women, the majority of the world's poor, are the most vulnerable to climate change. Their traditional roles as the primary users and managers of natural resources, primary caregivers, and unpaid laborers mean they are involved in and dependant on resources that are put most at risk by climate change. Further women lack rights and access to resources and information vital to overcoming the challenges posed by climate change.



Climate change will worsen health primarily through: increased vulnerability to poor health due to reduced food security and water security; water-borne diseases associated with reduced water quality due to floods and drought; more favorable conditions for the spread of vector-borne and air-borne diseases; and the direct link between temperatures and heat stress.



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Climate change threatens environmental sustainability because it will cause fundamental alterations in ecosystem relationships, change the quality and quantity of available natural resources, & reduce ecosystem productivity. The poor depend on these resources for their day-to-day survival and livelihoods in many parts of the developing world.



Climate change threatens to exacerbate current challenges to the achievement of the MDGs. Funding for development and adaptation must be greatly increased to meet the needs of the poor.

Various UN development programs promote pro-poor and pro-growth adaptation that encourages climate-resilient economic development and sustainable livelihoods in the face of climate change. That means supporting countries to integrate climate-related risks and opportunities into national planning and poverty reduction, while addressing the needs of more vulnerable groups like women and indigenous people. It also means ensuring that those efforts are flexible and resilient enough to navigate the challenges that climate change may bring in the future.

The UN has a number of capacity development initiatives ongoing around the world, with the goal of aligning human development and climate change management efforts. A key focus has been on building capacities of developing countries, at all levels, to embed and integrate resilience building and adaptive capacity into domestic policies, and investment decision-making processes and practices. The UN has been developing analytical resources to step up its policy-oriented capacity development services on climate change to enable developing countries and vulnerable groups to achieve this objective. This is a process of transformation from the inside, based on nationally determined priorities, policies, and desired results.

With this aim, capacity development lies at the heart of the UN's approach to climate change adaptation. The UN supports the creation of robust and responsive state institutions, capable public and private sector management, and skilled human resources able to innovate, adapt and deliver to the changing conditions. This is done by working through UN Country Teams, UNDP Country Offices, governments and other partners to provide a number of services to support regional, national and sub-national stakeholders in addressing climate change risks.

Consider past UN and UNESCO actions and the following questions when developing policy for this topic:

Questions

- Consider how climate change impacts your state.
- Consider past actions of your state with regard to climate change.
- What is the attitude of your state towards climate change in general?
- Consider how your state's global position vis-à-vis other states impacts how you handle this issue.

- Consider how the implementation of the MDGs impacts your state and the progress towards the fulfillment of those goals.
- Consider efforts not only towards the science of climate change but also how new science and the resulting changes in attitudes towards this issue impact development.
- Are responsible development and the implementation of the MDGs mutually exclusive?

Resources

<http://unesdoc.unesco.org/images/0019/001901/190101E.pdf>
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/sc_climChange_initiative_EN.pdf
http://portal.unesco.org/science/en/ev.php-URL_ID=6734&URL_DO=DO_TOPIC&URL_SECTION=201.html
<http://www.undp.org/climatechange/gender.shtml>
http://www.undp.org/climatechange/integrating_cc.shtml
<http://www.undp.org/climatechange/subnational.shtml>
http://www.undp.org/climatechange/pillar_ccpov.shtml
<http://www.unesco.org/new/en/natural-sciences/special-themes/global-climate-change/education/visualization-of-climate-change/>
http://www.unfoundation.org/assets/pdf/adaptation_to_climate_change.pdf

Gender and Disaster Risk Reduction

Women and environment experts have raised concern over the absence of women in the discourse and debate on climate change and disaster risk reduction, both of which are global mainstream issues that are currently impacting the entire world. The involvement of women in areas of environmental management and governance should not be perceived as an afterthought. Women's roles are of considerable importance in the promotion of environmental ethics.

The current imperative is for women to understand the phenomenon of climate change and disaster risk reduction and their impacts and implications at the individual, household, community and national levels. Studies show that women have a definite information deficit on climate politics, climate protection, and preparedness through disaster risk reduction. Only with this information can women take their proper, significant and strategic role in the issues of climate change and disaster risk reduction.

Consider that there is no such thing as a 'natural' disaster, only natural hazards.

Disaster Risk Reduction (DRR) aims to reduce the damage caused by natural hazards like earthquakes, floods, droughts and cyclones, through an ethic of prevention.

Disaster risk reduction is the concept and practice of reducing disaster risks through systematic efforts to analyze and reduce the causal factors of disasters. Reducing exposure to hazards, lessening vulnerability of people and property, wise management of land and the environment, and improving preparedness for adverse events are all examples of disaster risk reduction.

Disaster risk reduction is about choices.

Disasters often follow natural hazards. A disaster's severity depends on how much impact a hazard has on society and the environment. The scale of the impact, in turn, depends on the choices we make for our lives and for our environment. These choices relate to how we grow our food, where and how we build our homes, what kind of government we have, how our financial system works and even what we teach in schools. Each decision and action makes us more vulnerable to disasters - or more resilient to them.

Disaster risk reduction is everyone's business.

Disaster risk reduction includes disciplines like disaster management, disaster mitigation and disaster preparedness, but DRR is also part of sustainable development. In order for development activities to be sustainable they must also reduce disaster risk. On the other hand, unsound development policies will increase disaster risk - and disaster losses. Thus, DRR involves every part of society, every part of government, and every part of the professional and private sector.

The Hyogo Framework for Action

The Hyogo Framework for Action (HFA) is a 10-year plan to make the world safer from natural hazards. It was adopted by 168 Member States of the United Nations in 2005 at the World Disaster Reduction Conference, which took place just a few weeks after the Indian Ocean Tsunami.

The HFA is the first plan to explain, describe and detail the work that is required from all different sectors and actors to reduce disaster losses. It was developed and agreed on with the many partners needed to reduce disaster risk - governments, international agencies, disaster experts and many others - bringing them into a common system of coordination. The HFA outlines five priorities for action, and offers guiding principles and practical means for achieving disaster resilience. Its goal is to substantially reduce disaster losses by 2015 by building the resilience of nations and communities to disasters. This means reducing loss of lives and social, economic, and environmental assets when hazards strike.

Priority Action 1: Ensure that disaster risk reduction is a national and a local priority with a strong institutional basis for implementation.

Countries that develop policy, legislative and institutional frameworks for disaster risk reduction and that are able to develop and track progress through specific and measurable indicators have greater capacity to manage risks and to achieve widespread consensus for, engagement in and compliance with disaster risk reduction measures across all sectors of society

Priority Action 2: Identify, assess and monitor disaster risks and enhance early warning.

The starting point for reducing disaster risk and for promoting a culture of disaster resilience lies in the knowledge of the hazards and the physical, social, economic and environmental vulnerabilities to disasters that most societies face, and of the ways in which hazards and

vulnerabilities are changing in the short and long term, followed by action taken on the basis of that knowledge.

Priority Action 3: Use knowledge, innovation and education to build a culture of safety and resilience at all levels.

Disasters can be substantially reduced if people are well informed and motivated towards a culture of disaster prevention and resilience, which in turn requires the collection, compilation and dissemination of relevant knowledge and information on hazards, vulnerabilities and capacities.

Priority Action 4: Reduce the underlying risk factors.

Disaster risks related to changing social, economic, environmental conditions and land use, and the impact of hazards associated with geological events, weather, water, climate variability and climate change are addressed in sector development planning and programs as well as in post-disaster situations.

Priority Action 5: Strengthen disaster preparedness for effective response at all levels.

At times of disaster, impacts and losses can be substantially reduced if authorities, individuals and communities in hazard-prone areas are well prepared and ready to act and are equipped with the knowledge and capacities for effective disaster management.

Consider past UN and UNESCO actions and the following questions when developing policy for this topic:

Questions

- Consider the scope of the term “disaster.”
- Did your state sign the HFA?
- Consider past responses to disaster by your state, your neighbors, the international community, etc. What worked, what didn't? What was learned?
- Should gender be a consideration when handling disaster? Do the cases vary?
- Do some responses to disaster negate the need for special attention to gender?

Resources

http://www.iucn.org/about/work/programmes/gender/gender_work/gender_drr/

<http://unesdoc.unesco.org/images/0015/001504/150435e.pdf>

http://www.unisdr.org/files/9922_MakingDisasterRiskReductionGenderSe.pdf

http://www.gdnonline.org/resources/UNISDR_DRR-CC-good-practices.pdf

http://www.gdnonline.org/resources/GDN_Gendering_DRR_Glossary.pdf

<http://www.undp.org/cu/crmi/genderstudy/index.asp>

<http://allafrica.com/stories/201102160484.html>

<http://www.slideshare.net/Oxfamgb/gender-and-disaster-risk-reduction-key-concepts-in-disaster-risk-reduction>

http://www.un.org/womenwatch/directory/women_and_environment_disaster_risk_reduction.htm (This link is crucial for research.)

Preserving Indigenous Languages

Every language reflects a unique world-view with its own value systems, philosophy and particular cultural features. The extinction of a language results in the irrecoverable loss of unique cultural knowledge embodied in it for centuries, including historical, spiritual and ecological knowledge that may be essential for the survival of not only its speakers, but also countless others.

It is estimated that, if nothing is done, half of 6000 plus languages spoken today will disappear by the end of this century. With the disappearance of unwritten and undocumented languages, humanity would lose not only a cultural wealth but also important ancestral knowledge embedded, in particular, in indigenous languages.

However, this process is neither inevitable nor irreversible: well-planned and implemented language policies can bolster the ongoing efforts of speaker communities to maintain or revitalize their mother tongues and pass them on to younger generations

Links to the Environment

While it is widely acknowledged that the degradation of the natural environment, in particular traditional habitats, entails a loss of cultural and linguistic diversity, new studies suggest that language loss, in its turn, has a negative impact on biodiversity conservation.

There is a fundamental linkage between language and traditional knowledge (TK) related to biodiversity. Local and indigenous communities have elaborated complex classification systems for the natural world, reflecting a deep understanding of their local environment. This environmental knowledge is embedded in indigenous names, oral traditions and taxonomies, and can be lost when a community shifts to another language.

Ethno-botanists and ethno-biologists recognize the importance of indigenous names, folk taxonomies and oral traditions to the success of initiatives related to endangered species recovery and restoration activities.

For example, a study carried out among the **Amuesha tribe of the Peruvian Upper Amazon**, whose language is severely endangered, concluded that the loss of speakers and knowledge-keepers among the Amuesha has directly and negatively impacted the diversity of crops. Another study on **ancestral sayings of Maori** revealed new pertinent information concerning plant growth, soils and nutrients, ecological niches and ecological communities, as well as landscape processes.

Such studies demonstrate that efforts to preserve biodiversity can greatly benefit from engaging with local communities on one hand and anthropologists and linguists on the other hand, the former can share their unique traditional ecological knowledge, while the latter can serve as bridges between TK and eco-science. UNESCO considers the safeguarding of TK and the indigenous languages used to transmit such knowledge as a yet underused but promising tools for the conservation and sustainable management of biodiversity.

When is a language endangered?

A language is endangered when its speakers cease to use it, use it in fewer and fewer domains, and use fewer of its registers and speaking styles, and/or stop passing it on to the next generation. No single factor determines whether a language is endangered, but UNESCO experts have identified nine that should be considered together:

- Intergenerational language transmission
- Absolute number of speakers
- Proportion of speakers within the total population
- Shifts in domains of language use
- Response to new domains and media
- Availability of materials for language education and literacy
- Governmental and institutional language attitudes and policies including official status and use
- Community members' attitudes toward their own language
- Amount and quality of documentation



Methods of Protection

The most important thing that can be done to keep a language from disappearing is to create favorable conditions for its speakers to speak the language and teach it to their children. This often requires national policies that recognize and protect minority languages, education systems that promote mother-tongue instruction, and creative collaboration between community members and linguists to develop a writing system and introduce formal instruction in the language. Since the most crucial factor is the attitude of the speaker community toward its own language, it is essential to create a social and political environment that encourages multilingualism and respect for minority languages so that speaking such a language is an asset rather than a liability. Some languages now have so few speakers that they cannot be maintained, but linguists can, if the community so wishes, record as much of the language as possible so that it does not disappear without a trace.

Current Efforts

UNESCO acts on many fronts to safeguard endangered languages and prevent their disappearance:

- In education, UNESCO supports policies promoting multilingualism and especially mother tongue literacy; it supports the language component of indigenous education; and raises awareness of the importance of language preservation in education.
- In culture, UNESCO collects data on endangered and indigenous languages, develops standardized tools and methodologies, and builds capacities of governments and civil society (academic institutions and speaker communities).
- In communication and information, UNESCO supports the use of local languages in the media and promotes multilingualism in cyberspace.
- In science, UNESCO assists programs to strengthen the role of local languages in the transmission of local and indigenous knowledge.

Consider past UN and UNESCO actions and the following questions when developing policy for this topic:

Questions

- Consider the language groups within your own state. Are there minority speakers present?
- Are there efforts currently underway in your state on this issue? Which have been successful?
- Is this an issue that transcends the global community, or does language preservation merit solely individual efforts?
- What are the causes of language disappearance?
- How should these causes be handled? Is it case specific?
- What is the relationship between traditional knowledge, language and environment? What role does it play in the resolution of this issue?
- What is the benefit for the global community to use technology to archive endangered languages?

Resources

http://www.unimas.my/index.php?option=com_content&view=article&id=369:unimas-researchers-to-preserve-indigenous-languages-digitially&catid=49&Itemid=355

<http://www.ilinative.org/>

<http://www.nationalia.info/en/news/295>

<http://www.unisa.edu.au/news/2008/160508.asp>

<http://www.un.org/News/Press/docs/2007/ga10592.doc.htm>

<http://portal.unesco.org/culture/en/ev.php->

URL_ID=35525&URL_DO=DO_TOPIC&URL_SECTION=-477.html

<http://www.unesco.org/new/en/culture/themes/cultural-diversity/languages-and-multilingualism/endangered-languages/language-vitality/>

<http://www.unesco.org/new/en/culture/themes/cultural-diversity/languages-and-multilingualism/angered-languages/temp/languages-and-multilingualism/programmes-and-activities/>

<http://www.unesco.org/culture/languages-atlas/index.php?hl=en&page=atlasmap> (*Very cool interactive map.*)

Disaster Preparedness and Mitigation

Disaster Risk Reduction (DRR) is a systematic approach to identifying, assessing and reducing the risks of disaster. It aims to reduce socio-economic vulnerabilities to disaster as well as dealing with the environmental and other hazards that trigger them: it has been strongly influenced by the mass of research on vulnerability that has appeared in print since the mid-1970s. It is the responsibility of development and relief agencies alike and it should be an integral part of the way such organizations do their work, not an add-on or one-off action. Its scope is much broader and deeper than conventional emergency management. There is potential for DRR initiatives in just about every sector of development and humanitarian work.

The most commonly cited definition of DRR is one used by UN agencies such as UNISDR and UNDP: "The conceptual framework of elements considered with the possibilities to minimize vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards, within the broad context of sustainable development."

Only 4% of the estimated \$10 billion in annual humanitarian assistance is devoted to prevention and yet every dollar spent on risk reduction saves between \$5 and \$10 in economic losses from disasters.

The evolution of disaster management thinking and practice since the 1970s has seen a progressively wider and deeper understanding of why disasters happen, accompanied by more integrated, holistic approaches to reduce their impact on society. The modern paradigm of disaster management – disaster risk reduction (DRR) – represents the latest step along this path. DRR is a relatively new concept in formal terms, but it embraces much earlier thinking and practice, and it is now being widely embraced by international agencies, governments, disaster planners and civil society organizations.

DRR is such an all-embracing concept that it has proved difficult to define or explain in detail, although the broad idea is clear enough. Inevitably, there are different definitions of the term in the technical literature but it is generally understood to mean the broad development and application of policies, strategies and practices to minimize vulnerabilities and disaster risks throughout society. The term ‘disaster risk management’ (DRM) is often used in the same context and to mean much the same thing: a systematic approach to identifying, assessing and reducing risks of all kinds associated with hazards and human activities. It is more properly applied to the operational aspects of DRR: the practical implementation of DRR initiatives.

There have been growing calls for greater clarity about the components of DRR, and about indicators of progress towards resilience – a challenge which the international community took up at the UN’s World Conference on Disaster Reduction(WCDR) in Kobe, Japan, in 2005, only days after the 2004 Indian Ocean earthquake. The WCDR began the process of pushing international agencies and national governments beyond the vague rhetoric of most policy

statements and towards setting clear targets and commitments for DRR. The first step in this process was the formal approval at the WCDR of the Hyogo Framework for Action (2005–2015) (HFA). This is the first internationally accepted framework for DRR. It sets out an ordered sequence of objectives (outcome – strategic goals – priorities), with five priorities for action attempting to ‘capture’ the main areas of DRR intervention. The UN's biennial Global Platform for Disaster Risk Reduction provides an opportunity for the UN and its member states to review progress against the Hyogo Framework.

UN initiatives have helped to refine and promote the concept at international level, stimulated initially by the UN's designation of the 1990s as the International Decade for Natural Disaster Reduction.

Priorities

It is unrealistic to expect progress in every aspect of DRR: capacities and resources are insufficient. Governments and other organizations have to make what are in effect ‘investment decisions’, choosing which aspects of DRR to invest in, when, and in what sequence. This is made more complicated by the fact that many of the interventions advocated are developmental rather than directly related to disaster management. Most existing DRR guidance sidesteps this issue. One way of focusing is to consider only actions that are intended specifically to reduce disaster risk. This would at least distinguish from more general efforts towards sustainable development. The concept of ‘invulnerable development’ attempts this: in this formulation, invulnerable development is development directed towards reducing vulnerability to disaster, comprising ‘decisions and activities that are intentionally designed and implemented to reduce risk and susceptibility, and also raise resistance and resilience to disaster.

Partnerships and inter-organizational co-ordination

No single group or organization can address every aspect of DRR. DRR thinking sees disasters as complex problems demanding a collective response. Co-ordination even in conventional emergency management is difficult, for many different organizations may converge on a disaster area to assist. Across the broader spectrum of DRR, the relationships between different types of organization and between different sectors (public, private and non-profit, as well as communities) become much more extensive and complex. DRR requires strong vertical and horizontal linkages (central-local relations become important). In terms of involving civil society organizations, it should mean thinking broadly about which types of organization to involve (i.e. not just conventional NGOs but also such organizations as trades unions, religious institutions, amateur radio operators (as in the USA and India), universities and research institutions).

Governance

The DRR approach requires redefining the role of government disaster reduction. It is generally agreed that national governments should be main actors in DRR: they have a duty to ensure the safety of citizens, the resources and capacity to implement large-scale DRR, a mandate to direct or co-ordinate the work of others, and they create the necessary policy and legislative frameworks. These policies and programs have to be coherent. More research is needed into why some governments are more successful than others in disaster management. There is still no general consensus on what drives changes in policy and practice. The shifting relationship between central government and other actors is another area requiring research.

Accountability and rights

The principle of accountability lies at the heart of genuine partnership and participation in DRR. It applies to state institutions that are expected to be accountable through the democratic process and to private sector and non-profit organizations, which are not subject to democratic control. Accountability is still an emerging issue in disaster reduction work. Accountability should be primarily towards those who are vulnerable to hazards and affected by them.

Many organizations working in international aid and development are now committing themselves to a 'rights-based' approach. This tends to encompass both human rights (i.e. those that are generally accepted through international agreements) and other rights that an agency believes should be accepted as human rights. In such contexts, the language of rights may be used vaguely, with a risk of causing confusion. Security against disasters is not generally regarded as a right although it is addressed in some international codes, usually indirectly. The idea of a 'right to safety' is also being discussed in some circles.

Consider past UN and UNESCO actions and the following questions when developing policy for this topic:

Questions

- Consider the level of DRR in your state.
- Has your state contributed to past actions of DRR? Were they successful?
- What are the links between DRR and development?
- Is there an obligation for the developed world to developing world with regard to DRR?
- How is DRR handled in cross-border issues?
- Consider how DRR is related to other topics before this committee. How are they linked together?
- How are rights associated with DRR? Is there an obligation of safety?
- What role does technology play in DRR? What role should it play? Is it accessible to all? Should it be?

Resources

<http://www.paho.org/english/d/P73.pdf>

http://www.akdn.org/focus_disaster.asp

<http://www.fema.gov/mitigationbp/brief.do?mitssId=7790>

http://www.povertyenvironment.net/poverty.net_focal_area/Natural+Resources

<http://www.fao.org/docrep/006/ad346e/ad346e0d.htm>

<http://www.unesco.org/new/en/natural-sciences/>

http://multimedia.peacecorps.gov/multimedia/pdf/library/T0123_dpm_pst.pdf