

Forum: Special Conference on Building Civil Society through Education Sub-Commission 1

Issue: Fostering the involvement of non-state actors in education

Student Officer: Ryan Sun

Position: Deputy President

Introduction

State education has existed as the traditional form of education throughout history, and has maintained its prestige throughout the years; many national universities, as well as primary and secondary schools, have existed in the past as the best alternative to the often-expensive private alternative. However, this educational system has nonetheless exhibited its problems, especially within the last six decades, which invites the involvement of additional non-state actors in both global and regional educational systems.

The first, and perhaps most prominent, problem in state education is the exploitation of youth through indoctrination and propaganda. Many countries, such as Pakistan, still incorporate elements of propaganda within their public education system and promotes its formal education around discipline, patriotism, conformity, and alignment with the general ideology. Furthermore, the economic and the political elite often have direct influence with public education systems, and can easily manipulate the public curriculum to use it as an instrument to promote a political system or agenda. Narrow opportunities and poor regulation is also a prominent problem especially in LEDCs, where governments lack the funding or structure to provide proper education to the general public. In Nepal, despite the multitude of efforts from even NGOs, the government still remains too poor to subsidize expenditure on public education. Additionally, the educational infrastructure is so lacking that it also cannot conform with Articles 13 and 13.4 of the International Covenant on Economic, Social, and Cultural Rights (ICESCR), considered as the most basic educational objectives as enumerated by international law. Multiple LEDCs also lacks the reach to extend its public education within its country; another example of the feeble infrastructure public education often sits upon. Public education is becoming increasingly narrow, and other opportunities are slowly being limited.

The importance of non-state actors, therefore, cannot be undermined. These forms of education mostly exist as a response to the problems of state education, such as that of government regulation, lack of reach, and access to greater and higher degrees of freedom. Ambitious educational institutes, such as Khan Academy, have even began to peruse new alternatives to the traditional style of education such as establishing “lab schools” and investing in additional online platforms; all of which will be further elaborated upon within the rest of this report. Alternate educational institutes, like the American-based College Board and the Advanced Placement (AP) program, regulate standardized testing for both public and private educational sectors, and carry this responsibility on behalf of the state. Aside from working directly in the field of education, NGOs can continue to support the development of education through forms of donations,

The Hague International Model United Nations 2018 28th Januarv 2018 – 2nd Februarv 2018 and providing some basic learning materials to potential students. Even additional, more expensive options regarding technological developments and its integration with educational systems can be considered; in fact, many non-state actors have already begun this process, such as digitizing school materials.

Nevertheless, integrating non-state actors within education is not a perfect solution; multiple concerns and issues still remain prominent. The first obstacle met by any non-state actor is state-approved cooperation, and whether or not their presence within the local educational environment is welcome. While many passionate educational institutions are eager to enter certain countries, for example, the country must welcome the non-state actor for both direct or indirect support. Determining the appropriate degree of non-state actors versus state actors within education still remains as a topic of contention among many education specialists, with arguments mainly taking roots in the lack of clear definitions that separate blurred lines between terms such as “private” and “public” education. Non-state actor involvement, and whether or not that satisfies or remains consistent with the principle of providing education as a human right, remain controversial.

It is indisputable that the need to foster greater involvement of non-state actors within education is now more pertinent than ever, but the approach continues to remain unclear. In addressing this issue, the state perspective should always be considered, as well as the prominence of non-state actors in MEDCs, not just LEDCs. For example, income inequality often leads to educational inequality, which the private educational sector often tries to exploit; hence, perspective remains as a principal factor in considering solutions for this topic in general. Ultimately, it is important to keep in mind that fostering education is important not simply to developed or specific regions, but rather applies to the global educational scene as a whole.

Definition of Key Terms

De facto / de jure

De facto translates to “by fact,” while de jure translates to “by law.” When approaching the varying education systems, it is crucial to maintain and understand the difference between perspectives, and whether or not one claim is de facto correct, or simply de jure correct. These two are not mutually exclusive; a phenomenon can be de facto untrue, but also de jure true. The emancipation of slaves is a good example (drawn from US History): while slavery was de jure, by law, banned, African-Americans were still de facto, by fact, discriminated against.

Lab school

A lab school, or otherwise referred to as a campus school, model school, university-affiliated school, or demonstration school, is a school established with the mission of experimental education. Pioneered by Prof. John Dewey at the University of Chicago in America, it has since begun to pick up global momentum. These schools usually aim to spark professional development, and are often used for educational research.

Non-profit / for-profit organizations

Simply defined as organizations who aim to make profit, and those who do not. It is important to keep in mind that not all non-state actors are non-profit organizations. Another key issue is how some organizations, such as the CollegeBoard, although remain on paper as a non-profit organization, continue to charge hefty fees and end up “breaking even” by increasing the margin of profit distribution.

Non-state actor

A non-state actor, in this context, is simply defined as a non-governmental entity. Because this term often can be used interchangeably with NGOs, some might feel that non-state actors refer to the common archetype of an NGO: a charity organization. Private institutions, such as private schools, CollegeBoard, and even the IB count as a non-state actors. In order to address this issue properly, the definition of non-state actors must simply apply to any organization that does not constitute as a government.

Parochial school

A parochial school is a private primary or secondary school that is affiliated with a religious belief, most commonly the Catholic Church. Although its curriculum is mostly centered around religious ideologies, it does provide proper education on secular subjects.

Private school / public school

A private school, within the context of the entire report, is a **school not affiliated with the state**, and is entirely self-governed as a separate entity. On the contrary, a public school is a school that **exists under the jurisdiction of the state**, whose educational policies cannot be changed independently. This is an important term to keep in mind, especially in acknowledging this current usage (the US usage), and its difference with the European usage, where the definitions are flipped.

Public-Private Partnerships (PPP)

Sometimes otherwise denoted as P3, a PPP is exactly as its name suggests: a cooperative arrangement between multiple public and private sectors. Although this can be applied to any agreement or contract established between a private and public entity, it is most often used in this context referring to a private school or non-state actor. The exact definition of PPPs has not been agreed upon universally, although the fundamental definition stated above has remained relatively constant throughout the decades, as there has been a dramatic increase in PPPs being established globally.

Raison d'être

The Hague International Model United Nations 2018 28th Januarv 2018 – 2nd Februarv 2018
Literally translated into “reason for being,” it is most often used within an educational pretext in reference to the purpose and goals of heterogenous organizations. In analyzing the different interests of both non-state actors and state actors, the separate entities can ensure that the instituted actions are all coherent- or not- with individual interests.

Social contract of education

The responsibility (or lack thereof) of the state to ensure and protect the right to non-discriminatory, free education systems and thereby fulfill each citizens' right to education. This also includes the necessity to continue educational services, and extend it to all citizens underneath the state. One aspect of controversy is whether or not non-state actors who help ensure this right count fulfills the social contract, as governments are most commonly expected to do so instead.

Background Information

The purpose of the background information is to depict a clear, chronologically sound line of thought to discuss the varied aspects of education. Starting from historical evolution, this section will continue to explore the modern approach and current educational situation of countries. All key organizations will be mentioned in the following section; this section only exists to establish enough context for an intellectual interpretation of the issue at hand.

History

Both public and privatized education has existed across history. State-sponsored education can be seen in the ancient institutions of the Library of Alexandria, for example, sponsored under the rule of Ptolemy I, a general of Alexander the Great, was the exemplum of ancient education and the most sophisticated European intellectual hub at the time. Plato's Academy, on the flip side, is a private institution established by Plato, and was recognized as the first official European institution that promotes higher thinking; the trivium and the quadrivium. Ever since these early beginnings, public and private education have always existed in parallel, with certain exceptions that combine both elements of private and public institutions. Oxford University, for example, has existed since the year 1096 while retaining both public and private aspects of the school; it is private in that it is completely self-governed, it is public in that it accepts public funds. The establishment of religions also promote education. Through established religious centers, like the Catholic Church, missionaries, as non-state actors, not only preach their belief but also begin to promote and further the spread of education. The Jesuit Order, founded by Ignatius of Loyola, deeply believed that education must be provided globally; and despite the fact that the education itself was clearly biased and promoted the culture of the Church, the example goes to show that the concept and attitude towards education still existed. In other parts of the world, education was approached the same way, where some nations promoted public education over private education, and vice versa. In China, the bureaucracy dominated by graduates of state academies reinforced the power of public schools, and in the Muslim Caliphates, state-sponsored

madrasas were perceived as the highest educational institution. Many schools established much later in the Americas, such as Harvard University and Yale University, however, were mostly private.

These trends continued to persist through a couple centuries, until the first Industrial Revolution around 1760 changed education forever. The focus of education regarding the fine arts, one of the most prestigious studies promoted in the Renaissance, shifted towards the now deemed more practical and useful mathematics, engineering, and physics. This slow transition away from education of the “beauty” to education of the “practical” started around the Scientific Revolution, and was bolstered dramatically during the Enlightenment. Reason soon triumphed, and soon, universities across the continent shifted its focus to these subjects. This trend continued to exist modern day; in fact, the modern day educational systems can be traced back to the Industrial Revolution. Some educational institutes, like Minerva Schools at KGI (Minerva) and Khan Academy, have pointed this out and began to act to change the modern educational format by themselves. Thus, non-state actors within education slowly began to intensify, and to an unparalleled extent ever since the Internet became popularized in the 2000s.

Existing modern perspectives

Modern perspectives on education is what drives the involvement of private and non-state actors to invest in creating a separate system regarding education. By understanding the complex modern approaches to education, a solid context can be established to approach the issue as a whole, with a more informed mind about what the differences between views truly are.

Contemporary non-state actor approaches towards education

As of now, there are two main branches of non-state actors that are involved with education: those who exist to spark change within education, and those who exist simply to extend its reach and allow for increased ease of access.

On the one hand, those who seek to improve education directly, usually do so by establishing a learning platform in which the materials used, environment in which it occurs, or the method employed to educate differ from the mainstream form of education. Minerva, for example, is a higher education institution that attempts to revamp the current majors available in an average university by incorporating exclusively interdisciplinary studies with its curriculum, and challenges the standard college experience by hosting all of its classes online through a self-created platform.

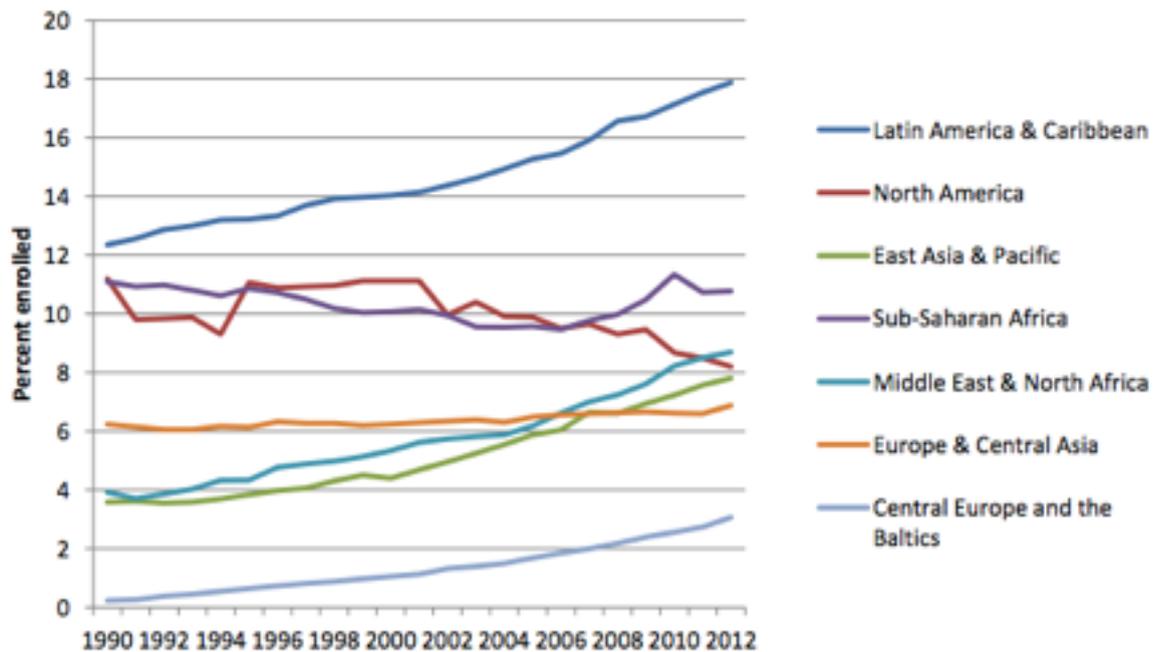


Figure 1: Enrollment in non-state primary schools as a share of total enrollment by region

On the other hand, the contrasting archetype aims to bring education into impoverished and disenfranchised areas, often in LEDCs. The organizations that usually do so have no educational agenda they seek to promote; many service organizations worldwide often encourage volunteers to teach. Others, such as the Association for Childhood Education International (ACEI), aim to seek professional advice and make learned decisions about how to best promote education. The ACEI especially hosts global conferences where the summit is dedicated to a multitude of topics surrounding education, such as health, well-being, and practicality of implementation.

There is a third type of non-state actor that participates in the education system: the “regulators:” those who regulate test scores and the efficacy of developing students, mainly the enfranchised seeking for higher degrees of education. Due to its economic influence and monetary aspects, it comes to no surprise that organizations such as the CollegeBoard and the International Baccalaureate only exist within advanced educational infrastructures, often MEDCs. Despite their importance in many of the world’s leading educational systems, their heavy reliance on money and funding severely limits their willingness to invest in low-income areas, which further increases the correlation of educational advantage with income.

Perpetuated innovations throughout the 20 and 21st century

Although many institutions vary in the extent in which they alter the conventional educational experience, innovation and incorporation of new technologies is a common theme within the two different types of non-state educational institutes.

The innovation aspect is understandable amongst many institutions. With novel approaches towards modifying and spreading education globally, each organization can effectively carry out their mission as a whole. Although innovation usually manifests in the form of a product, it can

often take shape in the form of educational philosophies: the flipped classroom, for example, promotes a different style of education that focuses around the application and learning aspect of the student, as opposed to the mundane lectures and casually assigned homework. Despite the fact that in most cases the framework is often incomplete, education experts, researchers, and professionals continue to develop more effective strategies that aim to improve the way that education is brought to the student.

Additionally, the modern perspective has also reshaped how education is viewed since the early 20th century. Virtual systems, the increased capacity to collaborate, and the general integration of technology have led to the creation of a new field of study: educational technology. Public school systems, especially under economic regulation, cannot usually afford the relatively advanced and expensive equipment to promote this mode of learning, which gives non-state actors the significant role in providing for what the public schools cannot. Novel solutions ultimately lead to an increased demand for the positive change, which indirectly fosters non-state actors' development in the regions desperate for the innovation. Non-state actors, especially private schools, often possess more resources and the potential funding to help pioneer technological solutions that public schools often cannot afford.

Current educational situations by region

Education, needless to say, has evolved differently in different regions of the world, especially over the past couple centuries. However, with the advent of the digital age, the educational systems began to evolve as per globalization trends; and while for some, more established educational systems, this is a healthy phenomenon, for other, more underdeveloped systems, the explosion of information led to detrimental results. Regional education systems must be understood, before practical, encompassing solutions can be determined effectively.

Dependent relationships with GDP and economic output

Regardless of the region, the trend that links economic output with quality of education still persists; nations who have a higher GDP tend to provide higher levels of education, whether in terms of increased opportunity or ability to maneuver the broadness and depth of provided institutions.

It is important to note additionally that the percentage of GDP expenditure on education does not correlate with education quality. According to a 2012 report published by the United Nations Development Program (UNDP), the country with the largest percentage on educational expenditure is the Marshall Islands, with 14.6%, followed up by Lesotho, with 13%; both of which exist as LEDCs. One of the most robust educational programs (although not necessarily of the highest quality), such as that of the USA and the UK, spend only approximately 5.6% of their respective national GDP within education.

Naturally, this can be explained with the existing involvement of non-state actors, namely, private

The Hague International Model United Nations 2018 28th January 2018 – 2nd February 2018

schools. Most nations' elite educational institutions exist as private institutions, whose operations are not as dependent on the economy as do public schools. Despite that fact however, the wealthy nations still often provide better education, because private schools charge tuition affordable only by the upper-middle class, and a higher GDP indicates an increased monetary capacity for these upper-middle class citizens to invest in education for the posterity. While the unequal wealth distribution remains a serious issue, there is no doubt that richer countries can provide better education.

Americas

In North America, namely the USA and Canada, education is well established. With sufficient funding, both MEDCs provide state education as well as private education. Education itself within these areas are mostly not plagued by the lack of opportunity, but the equality of opportunity; both public and private institutions favor the rich over the poor, and give more opportunities to those who are economically capable. Most NGOs that work within these two nations attempt, therefore, to equalize education by giving the disenfranchised more funding, or establishing a separate institution that welcomes the poor. Nonetheless, the general superiority and advanced existing infrastructure of educational institutions within North America still act as a golden standard for other less developed educational institutes.

South America, however, is a wholly different environment. Unlike its northern counterpart, educational systems within South America experience more difficulty in the extent and reach of education, especially because it is so underdeveloped. LEDCs near Latin America and scattered across South America lack the funding and time to invest in its education, when other, more drastic issues are more prevalent- such as homicide rates- and must be dealt with first. NGOs who work within this region, especially to foster education, aim mostly to provide education and extend the reach. Over the past few decades however, both government and NGO involvement within the region, such as the Educación y Cooperación Para el Desarrollo (EDUCO) reform bill instituted by the World Bank under the assistance of UNESCO in El Salvador, have greatly improved the educational circumstances within the LEDCs of this region. When considering solutions to solve the problems within LEDCs of this type, it is ultimately important to secure the country to a certain extent, before any safe involvement from non-state actors can be conducted within the country.

Eurasia

The same trend applies to regions across Asia and Europe, with some variations; strong institutions within China and Singapore, one of the most well-established educational systems in Asia, produce prestigious students as both state and private institutions. The National University of Singapore, for example, produces strong graduates recognized in their proficiency in especially law and applied sciences as a state actor, and is not an isolated example: the University of Tokyo, furthermore, is widely known for its repute as well. NGOs that often involve themselves in these

regions serve the same purpose as those introduced in North America: to equalize opportunity, or provide a perceived better form of education.

Similar trends also exist in Europe; however, in the Scandinavian regions, they differ. In most other European nations, like France, Poland, Germany, and the UK, educational institutions operate in the same method as their public and private counterparts in other MEDCs, with the standards of admission based on merit, which correlates highly with income, representing the same issue. In the Scandinavian region mainly including Finland, Sweden, and Norway, however, the educational system is considered as excellent. Finland, as an example, requires all of its citizens to go through 9 years of mandatory public education, and as a result, has a near-perfect 99.8% literacy rate. The educational model as instituted in these nations and their respective success, with the requirement to participate for all citizens, exists as a paragon for other educational models to follow.

Africa

Contrary to the conditions of Asia and Europe, the African field of education is mostly in disarray; with more than 101 million individuals not receiving any education, Africa experiences major problems, such as corruption in education, lack of proper facilities and qualified teachers, and the existing conflicts that increase the obstacles of establishing a safe learning environment. Although it is crucial to bring in education into this region, it is important to consider that similar to some parts in South America, security must be established first before the majority of non-state actors can intervene, aside from the UN, who may be the only viable non-state actor that is able and willing to manage and maneuver the existing situation efficiently.

Key Issues and Criticisms

As said previously, it is important to acknowledge and analyze the criticisms of the current system because many motives of non-state actors in regards to their involvement in education stem from these motivations. One such criticism against current public educational institutes is the severe inequality of opportunity presented to the citizens.

Critics not only cite that the current education system within many regions give the disenfranchised an unfair disadvantage, it even perpetuates this disparity gap. As many public school systems centralize around achievement and student performances in standardized tests or exams, the increased emphasis on such achievements increase the education gap, for only the rich can afford special lessons on taking such tests, preparations, or other techniques that boost scores without increasing merit. Studies show that performance on standardized tests positively correlate with income; by syllogism, if public schools focus their general efforts in pushing for better performances on these tests, it is in a sense further allocating the rich into more secure and powerful positions. In turn, the unequal economic distribution of wealth is also related to race. In the US, according to the National Assessment for Educational Progress (NAEP), only 63% of fourth-graders perform at basic or lower

The Hague International Model United Nations 2018 28th Januarv 2018 – 2nd Februarv 2018
levels in reading and 69% in mathematics, with students of African-American, Hispanic, and Native American descent consistently scoring below the curve. Nevertheless, nations have attempted to balance this inequality through introducing legislation; however, without the help of non-state actors, this process may take up to a few decades before opportunity is equalized.

Of course, the other aspects regarding educational reach, the complex and bureaucratic systems, and the increasingly monetary-based agenda for schools especially of higher education still remain as vital issues and criticisms of modern education. These criticisms co-exist with one another; with the Kafkaesque procedures that one potential student has to go through even to be just considered for a school, the disenfranchised groups, often unaware of the complete processes, becomes increasingly ostracized out of current education programs. This problem, in turn, affects the reach of education; not only geographically, but also economically and politically.

But in spite of all these challenges, governments are continuing to reform their educational policies, without the involvement of many non-state actors (although potentially caused by pressure exerted by these groups), in ensuring that education can be ensured for all. Non-state actors, as critics point out, not only have a vital role in reforming education on the ground-level, they also possess the ability to speed up the reformation process as instituted by the governments; to encourage change by instituting it first.

Major Countries and Organizations Involved

World Education Forum

The World Education Forum is a forum comprising of major organizations involved with education, such as the World Bank and the UN Educational, Scientific, and Cultural Organization (UNESCO), and the Asian Development Bank. Additionally, other government representatives from around the world, including more than 100 government workers, and educational experts are also part of the World Education Forum. Throughout the past years, one of the most important actions conducted through the World Education Forum would be passing the Dakar Framework for Action. and as such reaffirming the commitment to the Education for All doctrine, which would be further elaborated upon in the Timeline and Events section.

CollegeBoard and the International Baccalaureate

The CollegeBoard, in charge of the Advanced Placement (AP) Program and the general standardized test, the Scholastic Aptitude Test (SAT), whose name has changed across the years, is one of the major organization that manages the testing of higher level and high-school education. The International Baccalaureate (IB) is a similar organization: one that provides tests accepted by the majority of colleges worldwide, aimed to indicate the student's aptitude for higher-level learning with tests and essay requirements. The CollegeBoard operates mainly within the US, and the IB mainly in Europe; these organizations, however, both offer their services and tests to other schools and regions of

the globe. Despite the criticisms and controversies regarding the monetary status of the CollegeBoard and IB, they are both officially registered in their home state as non-profit, private organizations, although affiliated with the government nonetheless. The main criticisms of the CollegeBoard and the IB- which is the reason why their involvement is as significant- is that the educational and monetary aspects of these organizations have been blurred. Colleges and higher educational institutions have often referenced the scores and results of the CollegeBoard and IB provided exams in determining student acceptance, which in turn, gives significant power to the CollegeBoard and IB to potentially capitalize on the demand for higher education. Over the years, both the CollegeBoard and the IB have increased the prices for their tests, and the CollegeBoard especially has released study materials of their own test, the SAT, and advertises them as the official SAT preparatory book.

UN Educational, Scientific, and Cultural Organization and UN Children's Fund

UNESCO and the UN Children's Fund, or the UN International Children's Emergency Fund (UNICEF), are two major UN programs that aim to assist children across the world by helping them gain access to education. On the one hand, while UNESCO peruses all of its main objectives: education, promotion and protection of natural sciences, and the pursuit of social and human sciences, it does spend a major portion of its budget in advancing its education agenda. For example, currently, UNESCO sponsors multiple global literacy and instructor/professional development programs, and continues to promote and fund additional non-state actors in investing their resources in especially impoverished regions for the purpose of encouraging education. On the other hand, UNICEF, although mostly similar to the UNESCO purpose and conduct congruent actions, has a focus that is mainly specified within the field of education. While it was initially created for the purpose of providing food and healthcare to child refugees in WWII, hence its original name, it eventually evolved to provide general education assistance and humanitarian aid in respect to education since it became incorporated into the UN as an official system since 1953. UNICEF currently has field workers in more than 190 countries worldwide, and carry their missions through both non-state and state actors; its actions has earned UNICEF a Nobel Peace Prize in 1965.

Khan Academy

Khan Academy started out as an online organization, with a mission to bring proper, direct education to students worldwide through online YouTube videos, and since its founding, it has now expanded into a separate non-state actor, with its own platform and supportive infrastructure for fostering education. Generally, Khan Academy has produced lectures, as well as supplementary materials such as quizzes, tests, and practices available to all provided subjects. Its resources and educators can be accessed worldwide, and so far, supports a multitude of languages ranging from the base language, English, to Russian and even Hindi. In the physical educational sphere, Khan Academy has founded its own lab school (referenced throughout the report), with the sole purpose of offering personalized teaching that promotes innovation. It's motto, "*Everyone's a teacher. Everyone's a student.*" reflects its educational model; for more information about lab schools, refer to the Define Key Terms section.

The Hague International Model United Nations 2018 28th January 2018 – 2nd February 2018

Ultimately, the importance of Khan Academy lies within what it is trying to accomplish as a non-state actor, by reforming education directly through establishing institutions that serve as paragons for the new educational model.

Relevant UN Treaties and Events

- Universal Declaration of Human Rights (UDHR)
- The Dakar Framework for Action - Education for All: Meeting our Collective Commitments
- The Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs)
- Convention on the Rights of the Child, 2 September 1990 (**A/RES/50/155**)
- United Nations Literacy Decade: education for all (**A/RES/56/116**)

Timeline of Events

Date	Description of Event
December 22 nd , 1899	Originally under the name of the College Entrance Examination Board, the now CollegeBoard was one of the first non-governmental educatory regulator founded that incorporates elements of higher education into the traditional education system. The CollegeBoard has since then maintained most of its original mission, and continues to provide college preparatory tests like the AP and the SAT.
November 16 th , 1945	UNESCO was founded, with the main purpose of promoting intellectual collaboration between each nations' education, scientific, and cultural aspects, for the ultimate goal of promoting peace within the post-World War II (WWII) era. It itself is a specialized agency within the UN, and has since been actively involved in promoting education.
December 11 th , 1946	Originally called the UN International Children's Emergency Fund, UNICEF's original mandate was to simply provide humanitarian aid and relief to European countries that were severely damaged by WWII. In the modern day, however, it now acts with a similar mandate alongside UNESCO. In 1953, UNICEF became a permanent part of the UN system, and was renamed to the UNICEF.
December 10 th , 1948	Arguably the most important human rights document internationally, the Universal Declaration of Human Rights was passed through the General Assembly of the UN, after WWII, which witnessed an unparalleled amount of slaughtering and human rights abuses. The right to education is guaranteed in the UDHR per Article 26.

1968	The European counterpart of CollegeBoard, the International Baccalaureate, was founded in the year 1968 to offer standardized scholastic aptitude testing for many higher-level institutions across Europe. Although this system operates within Europe mostly, like the CollegeBoard, many IB program scores can be accepted within other universities worldwide.
1990s	Dubbed as “one of the most significant inventions in history to society,” the official modern establishment of the Internet by Tim Berners-Lee allowed for an unprecedented explosion in global communications and streamlined technicalities, logistics, and intellectual diffusion. With the creation of the modern Internet, education itself has been improved, as direct education no longer requires a physical presence of a teacher, and books and supplemental materials can now take a digital form.
November 20 th , 1989	The UN Convention on the Rights of the Child was passed through the General Assembly, under the facilitation of the Office of the High Commissioner on Human Rights. Outlining the simple rights of a child, education, naturally, was a crucial aspect of the convention, as the convention reinforced the consideration of the child’s right to education. This convention was entered into force on September 2 nd , 1990, and remains applicable today.
2000-2015	The Millennium Development Goals, goals that were introduced through the UN Millennium Summit in 2000, were a set of 8 goals that were scheduled to be met by 2015. One of these goals was “to achieve universal primary education.”
2003	The UN Literacy Decade (UNLD), launched by the General Assembly with UNESCO, aims to empower and enable all individuals to gain access to education, and increase the global literacy rate in general. The entire initiative is centered upon three main stipulations: first, the recognition that one in five adults of the modern world is illiterate, with two-thirds of this group being women; two, literacy is a human right, like the right to education, recognized by the UDHR; and three, that so far, efforts to improve literacy have remained insufficient.
2016-2030	Following up with the termination of the MDGs are the Sustainable Development Goals (SDGs), which aim to further the purpose and continue the mission of setting goals to be attained in 15 years. Within the new set of 17 goals, “quality education” is the fourth goal.

Previous Attempts to solve the Issue

In the past and present, non-state actors have continued to support educational programs

The Hague International Model United Nations 2018 28th Januarv 2018 – 2nd Februarv 2018

around the globe through all the methods as expressed above; and as this issue is less of a short-term crisis but instead a perpetual issue. Nonetheless, there have been significant attempts in the past, by the UN specifically, to improve the current condition of the educational standard. This issue cannot be solved with an instant fix, and organizations understand this; only through continuous efforts can this issue be fully resolved, so it is logical to assert that these attempts to solve the issue continue to today. Most of these attempts have already been mentioned in the report, within mostly the Background Information section as well as the Major Countries and Organizations Involved section. The timeline provided above also discusses the multiple actions as conducted by UN organizations.

Possible Solutions

Essentially, there are two aspects of non-state involvement as continuously mentioned within the report: the first being within the spread of education itself, and the second being the depth and quality of education provided.

Within the first issue regarding the spread of education, possible solutions include the basic continuous promotion of activity; to ensure that non-state actors continue their investment in certain areas and developing education, a non-state actor must be aware of an existing problem and hence potential for investment. In some more specific countries, however, non-state actors might not be welcome to provide their support, or simply incapable to do so. By improving domestic infrastructure of certain impoverished nations, non-state actors may more easily integrate their itinerary within the now more structured government and provide better assistance towards areas in need. Additionally, the improved infrastructure also allows for online resources to be utilized, not necessarily for the non-state actor but to foster and encourage these non-state actors and amplify the scope to express potential for improvement.

On the other hand, regarding the more private investment aspect of education in respect to non-state actors, an important solution that combats the potentially exploitative nature of CollegeBoard could be to increase infrastructure surrounding test administration and reach, as well as equalizing opportunity so that all individuals may be able to access the higher standard of education. In fact, the introduction of fee waivers is already in practice, although the requirements sometimes is too high and complex for impoverished individuals. Furthermore, in some governments, solutions must push for reform as non-state actors do experience trouble in helping raise the educational quality of certain nations due to resistance from the government. The country, however, must also have sufficient infrastructure before any effective changes can be made, so investment in rebuilding infrastructure if necessary is important to allow non-state actors to operate in an efficient environment. Finally, in addressing this issue, it is important to again keep in mind of the criticisms and international restrictions on possible actions (such as national sovereignty) which limit the scope of the issues, and that the focus of the topic is on fostering the involvement of non-state actors.

Bibliography

- Arasli, Jahangir. "States Vs. Non-State Actors: Asymmetric Conflict And Challenges To Military Transformation." *Eurasia Review*, Eurasia Review, 13 Mar. 2011, www.eurasiareview.com/13032011-states-vs-non-state-actors-asymmetric-conflict-and-challenges-to-military-transformation/.
- Ashley, Laura Day, and Joseph Wales. "Rigorous review of non-State actors in education." *ODI*, ODI, Dec. 2015, www.odi.org/projects/2824-rigorous-review-non-state-actors-education.
- Bezner, Kristen. "7 Organizations Supporting Global Education." *The Borgen Project*, The Borgen Project, 30 July 2014, borgenproject.org/7-organizations-supporting-global-education/.
- "Criticism of Public Education - Inequality of Opportunity, Highly Bureaucratic Systems, Achievement-Based Outcomes, School Choice, Reform after Reform." *StateUniversity.com*, Net Industries, education.stateuniversity.com/pages/2341/Public-Education-Criticism.html.
- Dorsi, Delphine. "A Framework to Assess the Role of Non-State Actors in Education against Human Rights." *Right to Education Project*, Right to Education Initiative, 23 June 2016, www.right-to-education.org/blog/framework-assess-role-non-state-actors-education-against-human-rights.

The Haque International Model United Nations 2018 28th January 2018 – 2nd February 2018
HDRO. "Human Development Reports." *Expenditure on education, Public (% of GDP) (%) | Human Development Reports*, UNDP, 15 Nov. 2013, hdr.undp.org/en/content/expenditure-education-public-gdp.

Jackson, Abby. "This college startup has a 1.9% acceptance rate, making it tougher to get into than Harvard." *Business Insider*, Business Insider Inc., 5 Apr. 2016, www.businessinsider.com/for-profit-college-minerva-is-harder-to-get-into-than-harvard-2016-4.

Minerva. "Minerva Schools at KGI." *Minerva Schools at KGI*, Minerva Project, 2017, www.minerva.kgi.edu/.

Srivastava, Prachi, and Geoffrey Walford. "Non-State actors in education in the Global South." *Taylor & Francis*, Taylor & Francis Group, 24 Aug. 2016, www.tandfonline.com/doi/abs/10.1080/03054985.2016.1217695?journalCode=core20.

Steer, Liesbet, et al. "Non-State actors in education in developing countries." *Brookings*, Brookings, 28 July 2016, www.brookings.edu/research/non-state-actors-in-education-in-developing-countries/.

"The Roles and Responsibilities of Non-State Actors: The Case of Education and Training." *NORRAG NEWSBite*, NORRAG, 17 Aug. 2016, norrags.wordpress.com/2016/08/18/the-roles-and-responsibilities-of-non-state-actors-the-case-of-education-and-training/.

United Nations. "Sustainable development goals." *United Nations*, United Nations, www.un.org/sustainabledevelopment/sustainable-development-goals/.

Walford, Geoffrey, and Prachi Srivastava. "Non-State actors in education in the Global South." *Taylor & Francis*, *Oxford Review of Education*, www.tandfonline.com/doi/abs/10.1080/03054985.2016.1217695?journalCode=core20.

Forum: Special Conference on Building Civil Society Through Education
Sub-Commission 1

Issue: Measures to Strengthen Lifelong Education

Student Officer: Guilherme Grupenmacher

Position: President

Introduction

Education is something that is widely heard about around the world, as is defined as the act of giving or receiving knowledge. One of the center-pieces for international discussions regarding human rights and social stability, this concept is often seen as the igniting factor for human beings to be successful in their respective communities and contributing back to their nations. Once individuals receive some form of education, they are prone to be more participative in their governments and help elevate the quality of life in the place where they live. Many of our modern problems are solved with specific skills that are only acquired through education, and therefore are essential. For instance, a doctor is needed to cure diseases that kill a big part of the population, but the only way for this doctor to be able to perform such operations would be with a university-level degree in medical training. This is just one of the many examples that justify the necessity of education in society.

As many of us know, education can be both formal and informal. Informal education is comprised of the knowledge that individuals receive from their surroundings, being their culture and the experiences they have in their lifetime. For instance, developing a specific physical ability through practice is a form of informal education, and so is learning family values and moral standings from elders that have more extensive experiences. Yet, on the other hand, there is the concept of formal education. Formal education is composed of primary and secondary school, which lays the foundation for basic academic skills and later on further formal education methods include attending University and even pursuing more advanced levels of collegiate education. In this scope, the elements of highest importance the foundational areas of primary and secondary education.

In essence, “lifelong education” entails the combination of both formal and informal educational methods in a manner that is continuous and essentially non-exhaustive. Whenever citizens are prepared to be academically driven and curious, they take a closer step in the path of lifelong learning. According to the UNESCO Education Strategy Report, “The entire education system is designed to facilitate lifelong and ‘lifewide’ learning and the creation of formal, non-formal and informal learning opportunities for people of all ages... The concept of lifelong learning requires a paradigm shift away from the ideas of teaching and training towards those of learning, from knowledge-conveying instruction to learning for personal development and from the acquisition of special skills to broader discovery and the releasing and harnessing of creative potential. This shift is needed at all levels of education and types of provision, whether formal, non-formal or informal.” (source: [UNESCO Education Strategy 2014-2021](#)).

Definition of Key Terms

TVET stands for Technical and Vocational Education and Training and is an educational method that provides knowledge and skills for specific scenarios in employment, it use informal, formal and other types of learning to teach citizens how to develop specialized skills. It is a very vastly common method of lifelong education that is seen in most countries around the world as an attempt to achieve social equity.

Lifelong Education

Lifelong Education is the combination of several educational methods that last several years and instructs a specific individual to be a successful, active learner all through life. The ability of lifelong education is something that will be carried out extensively throughout an individual's existence and therefore entails acquiring the ability to learn in the first place more than anything else.

Levels of Literacy

Levels of Literacy are important in the study of lifelong learning because literacy is the central element that empowers successful education. As a result, and individual has to be literate to take on the academic responsibilities of a lifelong learner. A common view of Levels of Literacy can be seen below :

Level 1 indicates persons with very poor skills, where the individual may, for example, be unable to determine the correct amount of medicine to give a child from information printed on the package.

Level 2 respondents can deal only with material that is simple, clearly laid out, and in which the tasks involved are not too complex. It denotes a weak level of skills, but more hidden than Level 1. It identifies people who can read, but test poorly. They may have developed coping skills to manage everyday literacy demands, but their low level of proficiency makes it difficult for them to face novel demands, such as learning new job skills.

Level 3 is considered a suitable minimum for coping with the demands of everyday life and work in a complex, advanced society. It denotes roughly the skill level required for successful secondary school completion and college entry. Like higher levels, it requires the ability to integrate several sources of information and solve more complex problems.

Level 4 and **level 5** describe respondents who demonstrate command of higher-order information processing skills.

Decency of Work

Decency of Work is a concept that is defined as the ability of an individual to be successful in their employment endeavors, this has an important role in lifelong learning because it is one of the essential measuring points that define the quality and prove the existence of lifelong learning in a specific scenario or community.

Second Chance Programs for Youth

Second Chance programs for Youth are defined by the opportunities that are given to students that didn't receive a basic education due to roadblocks including prison, felony, lack of access and opportunity, etc. These students are then given a second chance on their basic education, and as a result countries that have these opportunities are considered better off in the context of lifelong learning.

Formal Education

Formal education is the education that occurs in the classroom through primary and secondary study and then extended into university and further educational opportunities.

Informal Education

Informal education is the education that occurs outside of a classroom as is shaped by the cultural and social experiences that contribute to shape the character of an individual.

Background Information

To begin an exploration of what it means to strengthen lifelong learning in an international scope it is important to further define this concept and its implications, the following infographic will attempt to do that :

Lifelong Education in Different Contexts

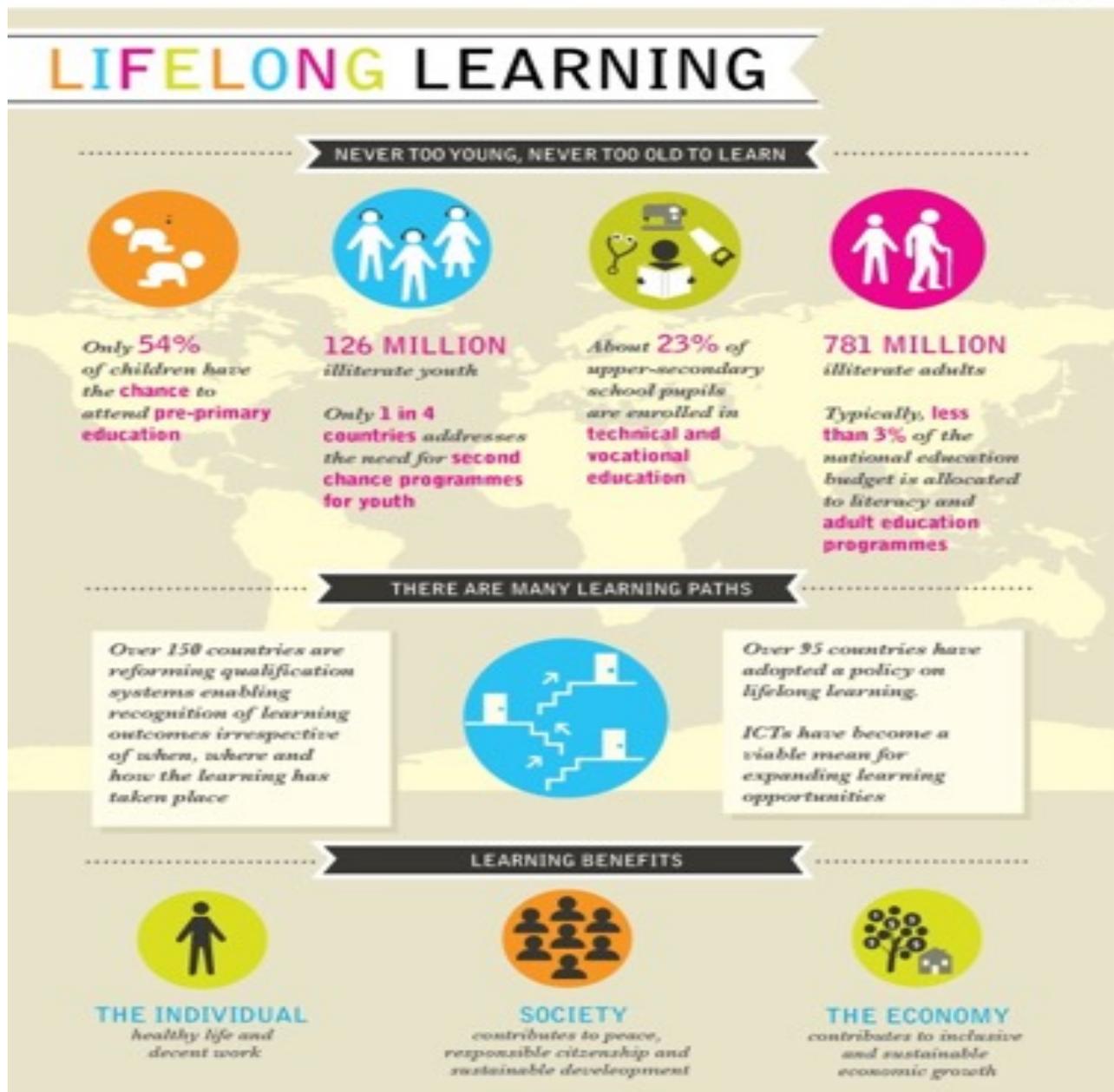
To examine the role of lifelong education, it is important to look at it through the lenses of different scenarios and perspectives. For that, we will be analyzing the role of this specific approach to global education through the view of the world economy, sustainable development and social-political limitations.

The World Economy

When looking at lifelong learning in the perspective of the world economy, it is important to understand that this approach favors the constant development of economies and industries worldwide. In the 21st Century, technology is always evolving and the systems and products that are created/put to test are always different from what they were just a day before. As a result, lifelong education is necessary because without it the knowledge of the individuals that operate these processes would be extremely limited.

Sustainable Development

Sustainable Development is the idea that for the world to move forward in a way that is healthy to both our planet and its population, processes of expansion need to be continuous. There is a



necessity for lifelong education there because it empowers people to become constantly more and more adapted to the necessary measures that promote sustainable growth and creation of new technologies.

Socio-Political Limitations

One of the largest roadblocks in the way of successful global lifelong education are social-cultural factors that limit that certain national education systems must stay the same they have always been. This new approach to education is about making changes constantly and never actually ending formal education, and as a result, cultural shifts and social compromises must occur in the long-run.

Major Countries and Organizations Involved

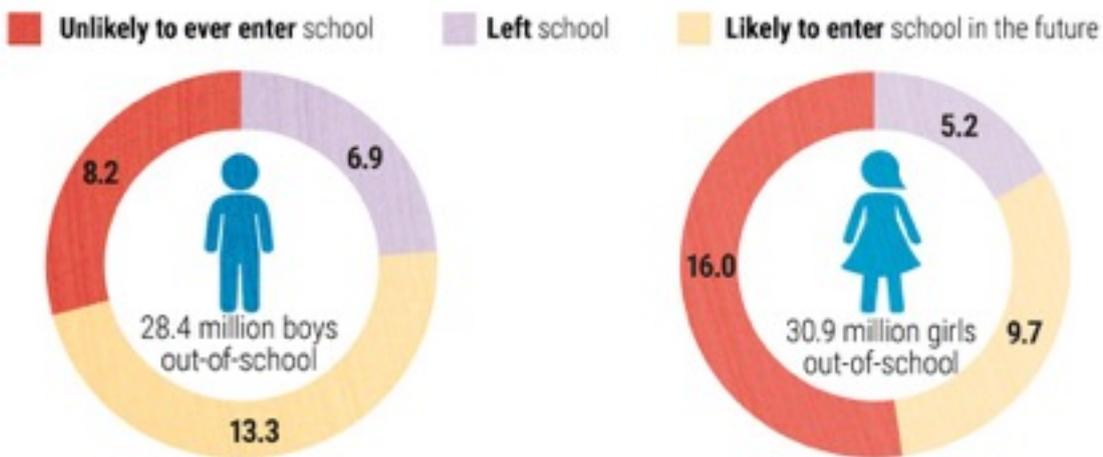
UNESCO (United Nations Educational, Scientific and Cultural Organization)

UNESCO is one of the most important branches of the United Nations and stands for the United Nations Educational, Scientific and Cultural Organization, and its purpose is to help shape international peace and security by creating endeavors that promote educational, cultural and scientific reforms that increase the attention to areas like justice, human rights and freedom. Currently, UNESCO has 195 members states and therefore it is an extremely prominent organization in the international scope, it is also headquartered in Paris.

According to its central charter, the organization's objective is "to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information". Therefore, its work aligns heavily with the goal of improving lifelong education worldwide.

TWICE AS MANY GIRLS AS BOYS WILL NEVER START SCHOOL

Out-of-school children of primary school age



Source: UNESCO eAtlas of Gender Inequality in Education - <http://on.unesco.org/gender-map>



Norway

Norway is a country with a state-of -the-art educational system that is very encompassing and therefore serves as an example of character-oriented educational planning and Lifelong Education as well. The Norwegian system intelligently provides a place for everyone, for all children and adults, with their various talents and ability levels, in accordance with a vision of a society "where citizens master the art of

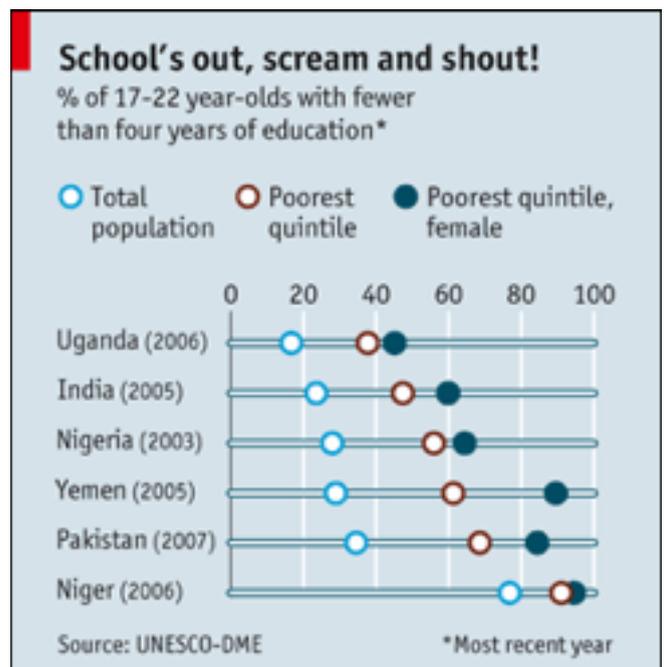
The Hague International Model United Nations 2018 | 28th Januarv 2018 – 2nd Februarv 2018
living together"; this may be contrasted with a society and government of the people by the highly educated for the well placed vested interests.

As a reference in global education, Norway is a key player in the United Nations when promoting very advanced methods of educational well-being for the global population.

Niger

Niger is just one of the several examples of extremely flawed nations in the context of Lifelong Education. Rock bottom of the U.N.'s Education Index, this West African country of 21 million tallies their mean years of schooling at a mere 1.5 years. The least-literate nation in the world, only 5.2 percent of citizens have any secondary education and nearly 31 percent dropout in primary school.

In Niger he stats are even worse for young women. In 2012, 70 percent of the poorest girls in those nations had never attended primary school. For those who went, it was a serious financial struggle. School supplies and materials totaled up to almost 75 percent of the poorest household's spending on education. It is little wonder, then, that the number of years Niger expects its students to complete is less than six years.



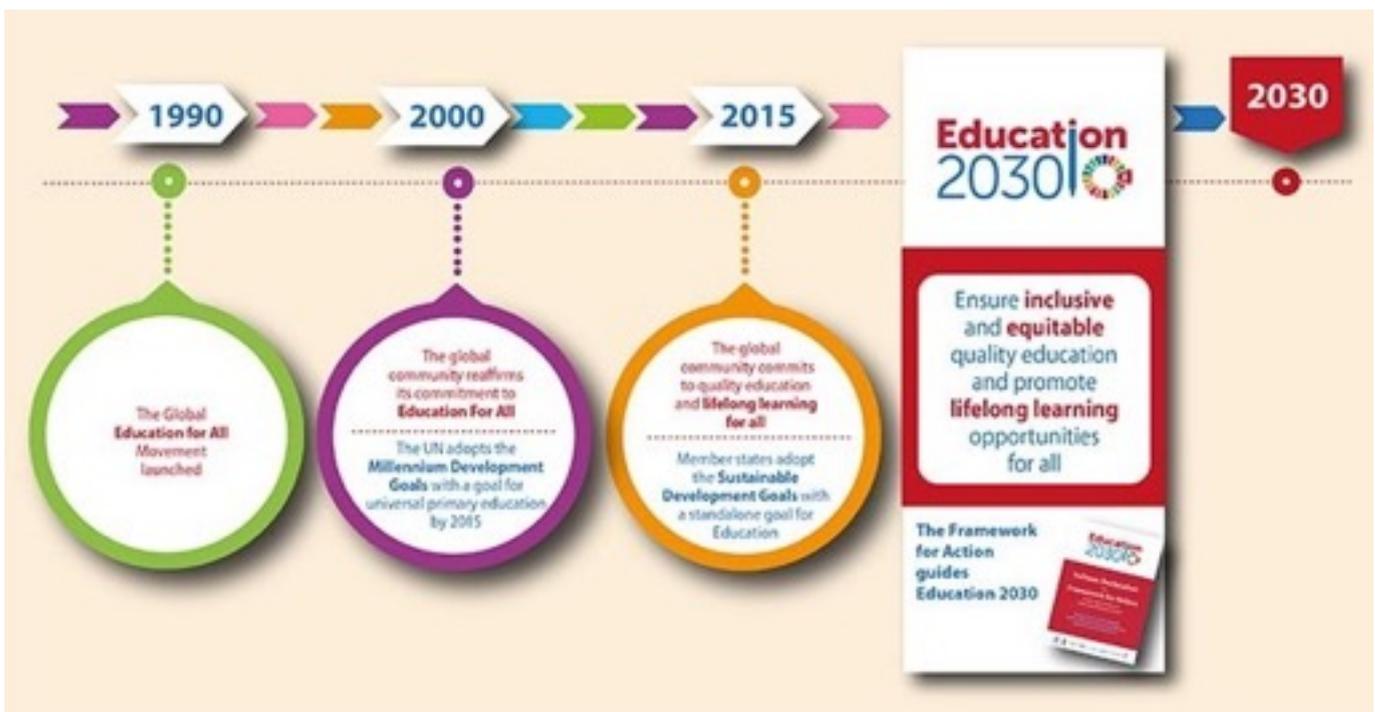
Further Countries and Organizations Involved

Lifelong Education is important in all countries in the world and more extensive research into the nation of each delegate and it's allies is recommended.

Important organizations that work with this topic in the non-governmental basis can be found [here](#).

Timeline of Events

Because Lifelong Education is such a broad topic that has a lot of relevance in several different countries and time periods, it is hard to shape a specific timeline of events that characterizes the nature of such a concept. Therefore, this is the UNESCO Lifelong Learning objectives timetable for reference:



Relevant UN Treaties and Events

- The Resolution Education for Democracy (**A/RES/71/8**)
 - Official description from UNESCO: "Co-authored by Mongolia and 42 member states, was adopted with consensus in New York on 16 November, 2016. It encourages national, regional and local education authorities to integrate education for democracy, along with civic education, human rights education and education for sustainable development into the education standards, in order to facilitate the empowerment of citizens and their participation in political life and policy-making at all levels."
- UNESCO Constitution
 - http://www.unesco.org/education/pdf/UNESCO_E.PDF

Previous Attempts to solve the Issue

Educational reforms have been widespread in the world for as long as countries have been collaborating to find an accurate solution for all the issues that relate to this broad topic. The United Nations in general has played a key role in the development of communication mechanisms that allow countries from different geographical areas to collaborate on educational policies. Lifelong learning is defined by a web of systematic integrated actions that allow for individuals to be continuously educated about their societies and their surroundings, and as a result having a consistent basis for collaboration really improves its quality.

Through several different projects international mechanisms and NGOs collaborate to create educational reforms that in conjunction contribute to solving the issue of lifelong learning.

Possible Solutions

Possible solutions for the issue of lifelong learning will entail several reforms that would shift the mindset of what it means to provide education in a global scale. In essence, it is important to note that education is always a priority to most countries and organization, yet, it is important that this body helps show these countries the difference between direct simple forms of education and all the concepts that define lifelong education that have been previously mentioned in this report. When countries are able to come together and create this differentiation, than individual nations can begin acting in regional manners to spread these ideals.

Reforming essential documents of international educational relevance plays a very important role in defining what Lifelong Learning means and disseminating these ideals all over the international community. It is up to the country that compose these international forums to decide whether or not defining international guidelines of basic educational system requirements is a breach of national sovereignty, and if not, institute such measures as well.

Bibliography

Coleman, John. "Lifelong Learning Is Good for Your Health, Your Wallet, and Your Social Life." *Harvard Business Review*, 17 May 2017, <http://www.hbr.org/2017/02/lifelong-learning-is-good-for-your-health-your-wallet-and-your-social-life>.

"Concept of Information-Related Competencies." *Levels of Literacy - Tallinn University*, www.tlu.ee/~sirvir/Information%20and%20Knowledge%20Management/Concept%20of%20Information-related%20Competencies/levels_of_literacy.html.

SchoolBoard. "Always Be Learning!: A New Model For Lifelong Education." *Forbes*, *Forbes Magazine*, 16 Mar. 2016, www.forbes.com/sites/schoolboard/2016/03/16/always-be-learning-a-new-model-for-lifelong-education/#3a92604246bf.

"Lifelong Learning Systems." *UNESCO*, 20 Sept. 2017, en.unesco.org/themes/lifelong-learning-systems.

"Youth." *Second Chance - Reentry Services & Programs | San Diego*, www.secondchanceprogram.org/youth-program/.

Bruce. "Founding Principles." *Why the Norwegian School System Might Be the World's Best*, 1 Jan. 1970, <http://www.principalfoundations.blogspot.com.br/2011/08/why-norwegian-school-system-might-be.html>.

"Worst Places for Education Around The World." *Global Citizen*, www.globalcitizen.org/en/content/worst-schools-world/.

"Ten Innovative NGOs in Education." *AU School of International Service*, 12 Sept. 2014, <http://www.ironline.american.edu/ten-innovative-ngos-in-education/>.

"Lifelong Learning Is Becoming an Economic Imperative." *The Economist*, *The Economist Newspaper*, 12 Jan. 2017, www.economist.com/news/special-report/21714169-technological-change-demands-stronger-and-more-continuous-connections-between-education.

Appendix or Appendices

10 shifts to transform the higher education system

<p>1 </p> <p>Holistic, Entrepreneurial and Balanced Graduates</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"> › Enhancing the student learning experience › Coming up with an integrated CGPA (cumulative grade point average) system › Creating opportunities for students and academic staff to get entrepreneurial skills and pursue their own enterprises 	<p>2 </p> <p>Talent Excellence</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"> › Positioning higher learning institutions according to their areas of excellence › Allowing these institutions to develop multi-track career pathways › Providing best practice guidelines to support public and private higher education institutions in developing stronger end-to-end talent development strategies 	<p>3 </p> <p>Nation of Lifelong Learners</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"> › Creating a framework to recognise prior learning › Launching stakeholder engagement programmes that incentivise participation and improve the existing marketing infrastructure › Providing financial support to disadvantaged groups and tax reduction incentive schemes to companies and working with financial institutions to create financial assistance for all groups 	<p>4 </p> <p>Quality Technical and Vocational Education and Training (TVET) Graduates</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"> › Allowing the industry to lead curriculum design and delivery › Enhancing coordination across the Education Ministry's TVET providers › Coordinating with other ministries and agencies offering TVET programmes to streamline and go after international accreditation for these programmes 	<p>5 </p> <p>Financial Sustainability</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"> › Improving the funding formulae of higher education institutions › Enhancing PTPTN (National Higher Education Fund Corporation) performance and sustainability › Incentivising the creation of endowment and waqf funds as well as the contributions to higher education
<p>6 </p> <p>Empowered Governance</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"> › Defining five-year outcome-based performance contracts between the ministry and public higher learning institutions › Strengthening quality assurance in the private sector › Moving decision rights from the ministry to public university leadership 	<p>7 </p> <p>Innovation Ecosystem</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"> › Focusing on creating scale and growth in strategic research areas › Securing investments, particularly through matching schemes like the Private-Public Research Network (PPRN) › Incentivising higher learning institutions to establish supporting systems for the commercialisation of ideas 	<p>8 </p> <p>Global Prominence</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"> › Working with other ministries and agencies to improve and streamline immigration procedures to match international best practices › Increasing the proportion of postgraduate international students and students from high priority markets such as Asian nations › Strengthening the promotion and marketing of Malaysia's higher education system 	<p>9 </p> <p>Globalised Online Learning</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"> › Launching MOOCs (massive open online courses) in subjects distinctive to Malaysia such as Islamic banking and finance › Making online learning an important component of higher education and lifelong learning › Establishing the required infrastructure and strengthening the capabilities of academic community to deliver online learning 	<p>10 </p> <p>Transformed Higher Education Delivery</p> <p>Key Initiatives:</p> <ul style="list-style-type: none"> › Launching the University Transformation Programme › Restructuring ministry organisation › Creating greater consistency in performance standards and regulations across both private and public higher learning institutions <p><small>Source: Malaysia Education Blueprint 2015-2025 (Higher Education), Education Ministry</small></p>

Forum: The Hague International Model United Nations 2018 | 28th January 2018 – 2nd February 2018
Special Conference on Building Civil Society Through Education Sub-Commission 1

Issue: The power of social media in shaping society beyond the school setting

Student Officer: Remco Holstege

Position: Deputy President

Introduction

Social media, one of today's most recent and most relevant innovations, has significantly changed the world's society and how it operates. It has formed a link between almost all corners of the world. In today's modern, interconnected, and globalized society, it plays a key role in everyday lives in a large proportion of the world's population. It has proven to be a key player in shaping society.

Social media has allowed key actors to easily communicate with other societal members, such as political leaders and citizens or businesses and their consumers. It has decreased the barriers between consumers and businesses, which in turn has made it easier for the consumer base to express their remarks and for the businesses to acknowledge their remarks. Additionally, it has allowed for businesses to easily receive personal information about their consumers. As a result, social media has allowed for economic growth to occur between societies. Furthermore, social media has allowed for more employment with social platforms such as LinkedIn. Seeing as social media has made the world more interconnected across the globe, it has been easier for globalization to occur across all borders, allowing businesses to spread international influence easily. Besides this, it has never been easier for citizens to communicate with key political leaders.

Social media has also had various negative effects on society as a whole. Due to easy access to social media and easy distribution, various hoaxes and false articles can be sent between others. This can lead to large consequences, such as the 2016 USA Presidential Election, where it is believed that the spread of false news articles has skewed the election results. Moreover, it is believed that social media has several effects on our physical and mental health, including how we socialize with each other in real life. Social media has also had other threats to society, allowing for terrorist groups, such as ISIS to easily recruit members from all over the world. Additionally, social media has proven to have various security issues for all, such as social engineering, site compromising, and its use in the spread of viruses.

It is clear to see that social media has worked its way through society and become one of the most important lifelines for modern society to operate. It has allowed for the democratization of the distribution of information and ideas for all individuals. Therefore, it is important to recognize the effects

and to ensure the enforcement of the proper use of these platforms to fully utilize the positive effects of social media on society.

Definition of Key Terms

Civil Society

The United Nations defines civil society as the “third sector” of society. This refers to the components of society beyond the government and business. This comprises of non-governmental organizations (NGOs) and other groups that mainly focus on the well being of the citizens of a society, such as labor unions, non-profit organizations, etc.

Cyberbullying

Cyberbullying can be defined as the act of harassing or provoking an individual through the use of virtual communication, mainly social media through means such as, but not limited to sending or posting rude and harmful messages towards the individual.

Social-circles network model

A social-circles network model is one that includes bases virtual communication based off of social circles (e.g. friends, acquaintances, colleagues, etc.). This type of social network model is one of the most popular amongst social media websites. Some examples of social-circles network models include Facebook and LinkedIn.

Social Engineering

Social engineering is a term used to describe a specific type of security breach, mainly using the use of social media. It is a type of information security, where information is used as blackmail to manipulate individuals to perform certain actions. With the rise of social media, it has never been easier for this to occur.

Social Media

Social media can be defined as the use of electronics in order to communicate, or socialize with other users. Social media can be used to share information, ideas, messages, videos, or any other electronic content (“Definition of SOCIAL MEDIA”). The three largest social media platforms of this age are Facebook (with 2 billion monthly users), YouTube (with 1.5 billion monthly users), and Instagram (with 800 million monthly users).

Background Information

Case Study: 2016 USA Presidential Election

One example of social media’s effect on society is the 2016 USA Presidential Election. Being in the current world, social media played a huge role within the democratic process of various member states. Social media has allowed for easy communication between political leaders and societal members as well as direct dialogue between all political candidates at all times. However, this very democratization can be the root of its negative aspects, which can be seen through the 2016 USA Presidential Election. This election has both effectively used social media, yet has also seen the negative effects of it throughout the election.

As stated before, social media has allowed for the democratization of the expression of ideas and information amongst all members of a society. However, in the presidential election we can see the negative effects of this if not used properly. The free expression of ideas has led to bullying not only between political candidates, but between all members of society if different views coincided. In societies, a disagreement of views is bound to occur nonetheless, yet social media can improperly amplify these points resulting in conflicts between members of society. During the presidential election, the United States of America did have various factors which led to the division of the country, yet by linking all members together on one social media platform, bullying occurred between almost every individual, including presidential candidates. Donald Trump’s form of communication between other candidates can be interpreted as such a form.

Another significant aspect in shaping the outcome of the election using social media was the spread of fake news. Due to the easy spread of information and ideas, it is easy for the spread of false information to be spread which is portrayed as factual news. As a result, fake news spread immensely through social media. These fake news articles have no specified publishers and no specified authors, yet spread at an unprecedented rate. Due to the spread of false information portrayed as factual, the results of the election were largely believed to be effected by this. Due to the liberal aspect of social media, it can

be negatively utilized in order to spread false information within a society. As seen in this case study, it can have drastic consequences. It is widely believed by many experts that the spread of fake news drastically affected the outcome of the election and that it was the spread of the fake news which cost Hillary Clinton the election.

With all of these factors combined, social media amplified all voices of all people, however, due to the negative reactions of all social media members, social media affected various aspects of the presidential elections. To some degree, social media has the power to skew the results of the election, and therefore, plays an important role in the way society is shaped. It is clear to see, through this case study, the main issues which social media has on a society: that it's very democratization of people from vastly different sources, bullying and dispersion of misinformation can occur and negatively affect society.

The power of social media on societies

Economical aspect

From an economical aspect, social media allows for a wide opportunity for economic growth of any society, including its businesses. As stated before, social media can be used to advertise. Although this mostly pertains to products, it can also include the advertisements of job offers. By using the easy connection between various users of social media, it can effectively be used as a tool to raise awareness on specific aspects which can foster economic growth (e.g. an increase in demand or a rise in employment). Additionally, by allowing businesses to use social media effectively, through the use of advertisements as well as through proper dialogue between users, social media can definitely boost the economy of a society. This is extremely beneficial for small scale businesses where competition from megacorporations can make it difficult for small scale businesses to reach the consumer market.

Political aspect

As seen in the 2016 USA Presidential Election, social media can have a large influence on the operation of a democracy and its politics. Social media allows for the equal rights of distribution between different users, which is extremely beneficial in a political aspect as politicians of a society are able to communicate properly with the members of society directly, as seen in the case study. However, social media can also lead to various degrees of bullying and discrimination of politicians, having an overall negative effect on the society as a whole.

Social aspect

The social aspect of social media on society is an important aspect for the issue at hand. Social media has revolutionized the way we interact with other socially, both virtually and physically. Virtually, the rise of discrimination of various users has increased as social media usage has increased. In the school setting, social media has led to the increase of cyberbullying amongst peers. This further translates to larger political scenes, as seen in the case study.

The rise of the usage of social media has also led to various health issues, both mental and physical. An increase in social media usage has also led to some in a decrease of physical social interaction. This is due to the convenience of accessibility and communication which social media has to offer. However, it has been scientifically proven numerous times that human's need physical social interaction, due to the evolutionary process which we have endured. Essentially, social media is unnatural when compared to how humans have been communicating for most of their existence. This can lead to various psychological issues such as depression, which can severely harm the efficiency and well-being of an individual as well as the efficiency of a society.

The increase of social media usage can also lead to a decrease in productivity within a society. This closely relates to the economic growth of a society. With easy access to a wide variety of information as well as friends and acquaintances, it is easy for an individual to get distracted and indulge within the social media platform. Clearly, this will lead to more time to be allocated to spending time on social media, something which should be avoided during the correct times.

In certain societies, it can be difficult to locate or find like-minded individuals by using physical socialization. Through certain social media platforms, the gathering of like-minded individuals is made far easier due to the increase of the distribution of content. This can lead to further integration of certain members within a society rather than the alienation of certain members of society. When worked effectively, social media can have a clear effect on the unification of all participants of a society, which can lead to a more effective, humane, and overall better societies.

However, if social media is not controlled and maintained properly, separation within societies can occur. Social media allows for all members to communicate with each other directly. Some individuals may not be used to having various mind-sets communicating with them, which can lead to debate within society. Although debate itself is not fully negative, it has the potential to separate societies. An example of this is the rise of racism and sexism which can clearly be seen on social media, mainly due to a conflict of opinion. It is important to note that most of these debates occur between people who have not had the opportunity to extend their social network further, and therefore are unaware of the differences within their society. Therefore, it is important to properly utilize social media in order to avoid this.

Ethical aspect

Social media also raises a variety of ethical questions within society. As stated before, various social media platforms analyse and collect personal data which can be sold off to businesses for products. Additionally, various governments have had issues where social media is used as a medium to gather information on citizens in the name of protection. Is this invasion of privacy ethical for a society? There are also various countries which have stripped the right of usage of certain social media platforms. Is it ethical to ban the usage of social media within a society? Seeing as social media is fairly new in today's world, societies have yet to establish the ethical decisions which social media raises. In essence, the main ethical question is whether or not it is ethical to manipulate the usage of social media within a society. Seeing as social media is mainly used as a

tool to communicate between two individuals, does anyone have the ethical right to revoke this right?

Key Issues of Social Media on Society

Although social media's main aim is to connect people from all over the world and allow them to socialize, it has done the reverse for many in the physical world. It has fundamentally changed the way many people interact socially with others. As mentioned beforehand, social media has limited the amounts of physical social interaction between individuals. According to a study from [dnx](#), a trend is occurring where people are going longer times without any human interaction due to a rise in technology replacing human jobs. This thus decreases the need of any interaction, which can have disastrous effects on an individual. It has been proven by various psychologists that this has a negative effect on our mental health. As we have developed through collaboration and societies, negative effects occur when this evolutionary and natural instinct is conflicted. It has been proven that when social isolation occurs, the possibility of developing psychiatric disorders increases. This will certainly affect how a society operates if the trend continues.

Another social issue which has been discussed is the increase in cyberbullying, both in the school setting and outside of it. For any individual in a society, it can be mentally difficult to deal with cyberbullying. On the long term, this can affect how one develops through their education as well as their lives. This can also increase the chances of anxiety and of depression to develop for the victim. In many cases, this can also lead to suicide. In some cases, it is extremely difficult for these victims to become proper members of society if cyberbullying occurs.

Furthermore, social media has also shown to decrease the productivity of a society when exposed to an individual while they are working. For many people, it is difficult to separate themselves from work and from social interaction. It has been proven on the corporate level that exposure to social media consecutively can restrict the productivity for that corporation. For a society, this can have large effects when entire societies are hindered on a large scale.

Additionally, social media have also acted as platforms for hackers to expose private information. This is since the main function of social media is to share information between individuals. However, a sense of privacy must be considered. Many social media platforms do have the ability for privacy settings, however, it is mainly up to the user's discretion to post appropriate information. Therefore, hackers can easily access private information and distribute them.

Major Countries and Organizations Involved

Facebook

Facebook is the current most popular social media platform. Launching in 2004, Facebook has had a large effect on the current society, amassing a total of 2 billion monthly users as of June 2017. Facebook was one of the first social media platforms which sold personal details of various users to several businesses. However, Facebook was also one of the first social media networks which implemented an in-depth policy on hate speech, which included topics such as gender and racial

The Hague International Model United Nations 2018 | 28th January 2018 – 2nd February 2018
discrimination, domestic and sexual violence, and other “vulgar and offensive content”. This thoroughly addresses the social issue relating to separation and debate. Besides this, Facebook does allow for many aspects of free speech within its platform. As a result, the Republic of China has implemented an internet block on the website as it freely spread information regarding Ürümqi riots in July 2009.

United States of America

The United States of America, specifically Silicon Valley in California has been one of the leading pioneers regarding the development of social media. A large majority of the most popular social media globally has affiliation with the United States of America, if not was created in the United States of America. The USA has also had a variety of issues relating to the invasion of privacy for individual members of society, in order to increase the security of the country. The National Security Agency (NSA), a national intelligence agency in the USA is responsible for collecting, monitoring and processing information in order to increase the protection of the USA. However, various questions have been raised regarding the ethics of the NSA seeing it as a breach of privacy. The NSA has been speculated to use social media as one of its primary sources of information.

People’s Republic of China

The People’s Republic of China has had a history of banning various social media websites in an effort to maintain the structure of its society. An example of this occurring is China’s ban on Facebook, Google, YouTube, Twitter, and Instagram. Besides this, there have been various accusations of the People’s Republic of China using social media to manipulate its society. This raises the question of what degree governments should utilize social media and how much control various governments should have over the social media rights of the citizens.

Philippines

The Philippines has the highest number of average number of hours spent on the internet per computer. Although this is not directly how much social media is used per computer, the two issues are closely related. Therefore, it can be estimated that the Philippines has the highest number of social media users compared to other member states. Making this issue very relevant for their country. For more statistics regarding internet usage per country, see Appendix I.

Timeline of Events

Date	Description of event
1971	Talkomatic is created which allowed multiple users to chat virtually. Although this only had private access, it is regarded as the first social media creation and set the standard for the future platforms.

1997	The creation of the first public social media website, SixDegrees.com, occurred. Which set the basis for thousands of other types of social media which appeared on the internet in the future
February 4 th , 2004	Facebook launches, the current most popular social media. Currently, Facebook has around 2 billion active monthly users.
February 2005	YouTube, the internet's second most popular social media platform launches.
July 2009	The People's Republic of China decides to block two of the largest social media platforms: Twitter and Facebook. This was speculated to happen due to the spread of social and political commentary which was occurring on these platforms
2013	Documents were released regarding PRISM, the NSA surveillance system, were released. PRISM was one of the largest privacy scandals of a government regarding social media

Previous Attempts to solve the Issue

Mark Zuckerberg, the CEO of Facebook has been attempting to ensure that almost all individuals in the world have access to the internet and social media in order to push media to a more global setting. Facebook is planning to ensure this by spreading internet access through building appropriate and proper infrastructure for many individuals in LEDCs where internet access can be extremely difficult.

Social media platforms consistently work on addressing security issues and ensuring that their social media can operate properly. It is in their best interest to do so. However, for various social media websites, lack of proper funding results in many security breaches of private information.

In the United States of America, Facebook has teamed up with the government in order to raise awareness and educate both teenagers and adults about the issue of social media and how to maximize security for all. The main reason as to why this failed was due to the fact that it was only limited to 19 states and did not spread well. The campaign was advertised on a low level, which ultimately made its aims ineffective on the large scale.

The United Nations has also recognized the relevance of using social media and how it can influence society, and has thus created a social media team where it makes usage of social media due to its recognized positive effects on society.

Possible Solutions

One issue revolving around social media, as stated previously, was the rise of conflicts between individuals which may have drastic effects on society, such as cyber bullying on a variety of settings. One of the root causes for this issue is the lack of international awareness. The main reason as to why many individuals lack this is due to the lack of diversity within their social network. Therefore, it is extremely important for the integration of individuals with various backgrounds in order to minimize this. A good example of a government urging integration is Singapore with their Housing and Development Board (HDB) public housing, where housing is allocated based off of ethnicity and religion in order to ensure the integration and international mindset within the city. Various other social media platforms also have created special algorithms in order to prevent the conflict by using personal information and gradually increasing more diverse content, which will most likely increase intercultural acceptance and prevent cyberbullying and discrimination.

An important aspect of the resolution would have to be education on the issues which social media can cause, especially on mental health and physical health. If this issue were to be brought upon different educational curriculums and systems, more individuals will be educated on the consequences of social media on them as individuals as well as on society. The more educated a population is, the less of an issue this will be on a large scale. Besides including this in educational curriculums, various campaigns could be brought to light from governments educating not only the young, yet all members of society about the consequences of social media. This can be in the form of advertisements, brochures, or even public events which can be run by the campaign.

One of the main issues which relates to social media is the privacy issues which arise. As all information is shared throughout your social network, private information is easily accessible. Throughout the educational aspects aforementioned, members of societies can be educated on how to maximize security and decrease the chance of privacy issues to occur on the issue at hand. Furthermore, more resources of a member state could be allocated on the technological aspect of its government, where the security of various social media platforms can be increased.

Furthermore, an Intergovernmental Organization (IGO) could be established where the resources of various member states are put together in order to ensure this. Seeing as the issue is fairly new, there is a lack of organizations which recognize and take action upon this specific issue. Therefore, an IGO could help member states fulfill specific requirements and help them enforce certain aspects of a resolution as well as helping member states to fulfill specific requirements.

Bibliography

Akter, Tutku. "Critical Review of the Internet Crimes Law in Turkey: Social Structure, Social Media and Legislative Regulations." *Current Politics & Economics of Europe*, vol. 27, no. 3/4, July 2016.

- EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=bth&AN=122436765&site=ehost-live. Accessed 24 Nov. 2017.
- Allcott, Hunt, and Matthew Gentzkow. "Social Media and Fake News in the 2016 Election." 2017, Accessed 24 Nov. 2017.
- De Zúñiga, Homero G. "Social Media Social Capital, Offline Social Capital, and Citizenship: Exploring Asymmetrical Social Capital Effects." *Taylor & Francis*, 26 Oct. 2016, www.tandfonline.com/doi/abs/10.1080/10584609.2016.1227000?journalCode=upcp20&. Accessed 24 Nov. 2017.
- "Definition of SOCIAL MEDIA." *Dictionary by Merriam-Webster: America's Most-trusted Online Dictionary*, www.merriam-webster.com/dictionary/social%20media. Accessed 24 Nov. 2017.
- Force, Jenny. "How Social Media Continues to Affect Society." *Sysomos*, 23 Aug. 2016, sysomos.com/2016/08/23/how-social-media-continues-to-affect-society/. Accessed 24 Nov. 2017.
- "Is Social Media Addiction a Threat to Society?" *UK Rehab*, www.uk-rehab.com/blog/is-social-media-addiction-a-threat-to-society/. Accessed 24 Nov. 2017.
- Kerpen, Carrie. "How Has Social Media Changed Us?" *Forbes*, 21 Apr. 2016, www.forbes.com/sites/carriekerpen/2016/04/21/how-has-social-media-changed-us/#fc234be5dfc4. Accessed 24 Nov. 2017.
- Sam, DeeJay. "Civil Society: Meaning, Features and Role of Civil Society." *Preserve Articles*, 2012, www.preservearticles.com/2014051433460/civil-society-meaning-features-and-role-of-civil-society.html. Accessed 24 Nov. 2017.
- Shellabarger, RuthAnne. "Social Media's Impact On Society." *The Odyssey Online*, 16 Aug. 2016, www.theodysseyonline.com/social-medias-impact-society. Accessed 24 Nov. 2017.
- "What Impact Has Social Media Truly Had On Society." *Business 2 Community*, 13 Aug. 2014, www.business2community.com/social-media/impact-social-media-truly-society-0974685#b9PUEyjZgZpfmOJs.97. Accessed 24 Nov. 2017.
- "What is Social Engineering? Examples and Prevention Tips." *Webroot*, www.webroot.com/us/en/home/resources/tips/online-shopping-banking/secure-what-is-social-engineering. Accessed 24 Nov. 2017.
- Wolpert, Stuart. "UCLA Neuroscientist's Book Explains Why Social Connection is As Important As Food and Shelter." *UCLA Newsroom*, 10 Oct. 2013, newsroom.ucla.edu/releases/we-are-hard-wired-to-be-social-248746. Accessed 24 Nov. 2017.
- Zhao, Jensen and Sherry Y. Zhao. "Security and Vulnerability Assessment of Social Media Sites: An Exploratory Study." *Journal of Education for Business*, vol. 90, no. 8, Nov-Dec 2015. EBSCOhost, doi:10.1080/08832323.2015.1095705. Accessed 24 Nov. 2017.

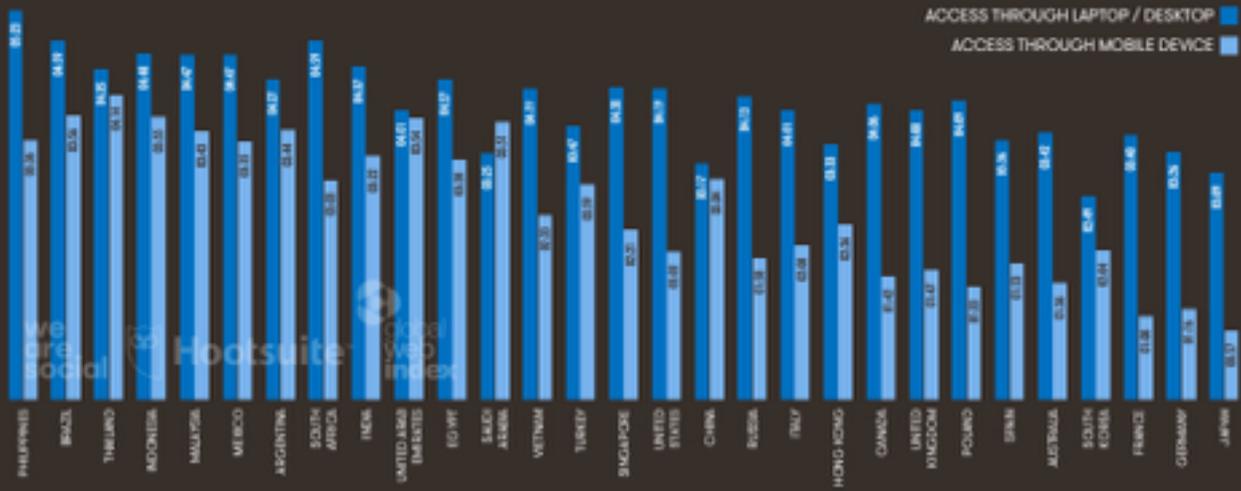
Appendix

- I. Diagram Showing the Internet Usage per Computer per Country according to WeAreSocial.sg

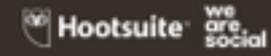
JAN
2017

TIME SPENT ON THE INTERNET

AVERAGE NUMBER OF HOURS SPENT USING THE INTERNET PER DAY, SPLIT BY COMPUTER USE AND MOBILE PHONE USE (SURVEY BASED)
NOTE THAT TIMES CAN BE ADDED TOGETHER TO FIND TOTAL INTERNET TIME BY COUNTRY; RANKINGS ARE IN ORDER OF TOTAL TIME SPENT USING THE INTERNET EACH DAY



24 SOURCE: DIGITALWORLD, Q2 & Q3 2016, BASED ON A SURVEY OF INTERNET USERS AGED 16-64



Forum: Special Conference on Building Civil Society Through Education Sub-Commission 1

Issue: Promoting education and programs regarding cultural and natural world heritage

Student Officer: Anna Kokla

Position: Deputy President

Introduction

Accumulated in geographically suitable regions, cultural and natural heritages have developed and passed on from generation to generation. They represent the uniqueness of each historical period and, therefore, it is important that the global community is engaged in preserving, protecting and conserving those heritages which are the endowment to the world civilization. For this engagement to be as successful and fruitful as possible, one must first identify which they are and appreciate their contribution to the world, and, secondly, acknowledge their significance in shaping a local and at the same time, national and international identity for the countries which host them. It is, therefore, understood that education on cultural and natural world heritage is of utmost importance for the society. Education that is not just focused on simple awareness but in depth understanding of the significance of cultural heritage. This thorough comprehension will make every individual understand the fact that each nation's cultural background brings us one step closer to one another because it makes us part of a whole. As it was mentioned in the 30th anniversary of the World Heritage Convention: "...deterioration or disappearance of any part of the cultural or natural heritage constitutes a harmful impoverishment of the heritage of all the nations of the world". At the same time, rigorous understanding of cultural heritage not only on a local scale but on an international scale promotes tolerance for diversity and acceptance. Understanding our cultural and natural background brings us closer together politically, socially, economically and culturally, as knowing the contribution of a nation to the worldwide civilization boosts respect for that nation and, thus, the perspective from which one views it changes. What is more, when one learns about the substance of preserving cultural and natural sites and landscapes, they subconsciously assimilate to respect and realize that they have a responsibility for safeguarding the greatest cultural and natural sites on earth, for handing over something valuable to the future generations. Lastly, scrupulous education and comprehension gives a different perspective of viewing life, as culture goes hand in hand with values, norms and principles. There are indeed some values that are timeless and it is our duty as the current "hosters" to transfer them unchanged to the next generation.

Definition of Key Terms

Heritage

Cultural Heritage

Cultural heritage comprises tangible cultural heritage which includes movable cultural heritage, such as paintings, immovable cultural heritage, such as monuments or temples, underwater cultural heritage, namely shipwrecks, and intangible cultural heritage, such as languages, oral traditions and everything oral that has been handed down from the past to the next generations. Cultural heritage also involves natural sites with cultural nature such as cultural landscapes and geological formations, while heritage which is created after an armed conflict cannot be forgotten.

Natural World Heritage

Natural World Heritage sites usually refer to iconic and unique places such as the Great Barrier Reef, and are recognized as the world's most significant protected areas, since they constitute a representation of the past and are characterized by exceptional beauty.

Archaeological Site

Any place where physical remains and evidence of any past activities are evident.

Artifact

“A usually simple object (such as a tool or ornament) showing human workmanship or modification as distinguished from a natural object; especially: an object remaining from a particular period.”²

Ruin

The remains of something destroyed or demolished.

Background Information

The preservation of cultural and natural world heritage is an issue that has concerned the global community for many years. As mentioned before, however, prior to taking action one should first have a sufficient background information on cultural heritage.

Designating World Heritage Sites

There are three types of heritages. Cultural, natural and mixed.

Cultural sites

Cultural heritage sites comprise historic buildings and town sites, important archaeological sites,

¹ Dictionary.com. *Heritage*. n.d. 29 11 2017. <<http://www.dictionary.com/browse/heritage>>.

² Merriam Webster. *Artifact*. n.d. 29 11 2017. <<https://www.merriam-webster.com/dictionary/artifact>>.

which constitute the built and immovable environment, and works, such as sculptures or painting, which are the artifacts.

Natural heritage sites

Natural heritage sites are restricted to those natural areas that:

- (1) demonstrate impressive examples of Earth's record of life or its geologic processes
- (2) show excellent examples of ongoing ecological and biological evolutionary processes
- (3) manifest natural phenomena that are rare, unique, superlative, or of much beauty
- (4) furnish habitats for rare or endangered animals or plants or are sites of exceptional biodiversity.

Mixed heritage sites

Mixed heritage sites contain elements of both natural and cultural significance.

World Heritage List

The World Heritage List consists of the World's Heritage Sites. A World Heritage Site is a landmark or area which is selected by the United Nations Educational, Scientific and Cultural Organization, also known as UNESCO, as having cultural, scientific or any other accepted form of significance, and is legally protected by international treaties signed by the majority of the nations.

The criteria for a site to be labelled as a World Heritage Site are the following:

Cultural criteria

- I. "represents a masterpiece of human creative genius and cultural significance"
- II. "exhibits an important interchange of human values, over a span of time, or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning, or landscape design"
- III. "to bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared"
- IV. "is an outstanding example of a type of building, architectural, or technological ensemble or landscape which illustrates a significant stage in human history"
- V. "is an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture, or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change"
- VI. "is directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance"

Natural criteria

- VII. "contains superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance"
- VIII. "is an outstanding example representing major stages of Earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features"

- IX. "is an outstanding example representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems, and communities of plants and animals"
- X. "contains the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation"³

Legal status of designated sites

"UNESCO designation as a World Heritage Site provides prima facie evidence that such culturally sensitive sites are legally protected pursuant to the Law of War, under the Geneva Convention, its articles, protocols and customs, together with other treaties including the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and international law.

Thus, the Geneva Convention treaty promulgates:

Article 53. PROTECTION OF CULTURAL OBJECTS AND OF PLACES OF WORSHIP. Without prejudice to the provisions of the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict of 14 May 1954,¹ and of other relevant international instruments, it is prohibited:

- (a) To commit any acts of hostility directed against the historic monuments, works of art or places of worship which constitute the cultural or spiritual heritage of peoples;
- (b) To use such objects in support of the military effort;
- (c) To make such objects the object of reprisals."⁴

The Global Strategy

In 1994, the World Heritage Committee put in action the Global Strategy for a Representative, Balanced and Credible World Heritage List. Its main goal is to make sure that the List reflects the world's cultural and natural diversity on an international level.

The main objectives of the Global Strategy

By adopting this global strategy, the World Heritage committee aimed at broadening the definition of World Heritage in order to better demonstrate the full spectrum of our world's cultural and natural treasures and to provide a comprehensive framework and operational methodology for implementing the World Heritage Convention. This strategy does not stick to the narrow definition

³ UNESCO. *The World Heritage Convention*. n.d. 15 11 2017. <<http://whc.unesco.org/en/convention/>>.

⁴ UNESCO. *The World Heritage Convention*. n.d. 15 11 2017. <<http://whc.unesco.org/en/convention/>>.

of heritage and, therefore, strives to recognize and protect sites that reflect human cooperation and spiritual creativity.

At the same time, crucial to the Global Strategy are efforts to encourage countries to become State-Parties to the Convention, to prepare Tentative Lists and to prepare nominations of sites that are not currently well-represented on the World Heritage List.

A global study revealed that Europe, historic towns and religious monuments, Christianity, historical period and “elitist” architecture were over-represented on the World Heritage List. On the contrary, all living cultures and especially the traditional ones were underrepresented in the list.

The World Heritage Committee, in 2004, reviewed the most recent analyses of the World Heritage List and concluded that the reasons for the under-representation or the over-representation fall into two categories. The first one concerns structural matters, and more precisely the nomination process, while the second one concerns qualitative matters, relating to the way properties are identified, assessed and evaluated.

There are major gaps in the World Heritage List, such as regions of vital natural importance, for example savannas, tundra, lake system and cold winter deserts.

Most well-known World Heritage Sites

The Taj Mahal

Located in Agra, India and built in the 17th century is one of the most iconic World Heritage Sites and attracts visitors from all around the globe.

Great Barrier Reef

Situated in Australia, it is one of the most outstanding displays of marine wildlife. It has a length of 2,300 kilometers and includes 900 islands.

Grand Canyon

It is a deep canyon in the state of Arizona and attracts millions of visitors every year.

Easter Island

It is situated in Chile has been a subject for research for many historians and archaeologists to discover how and why it was created.

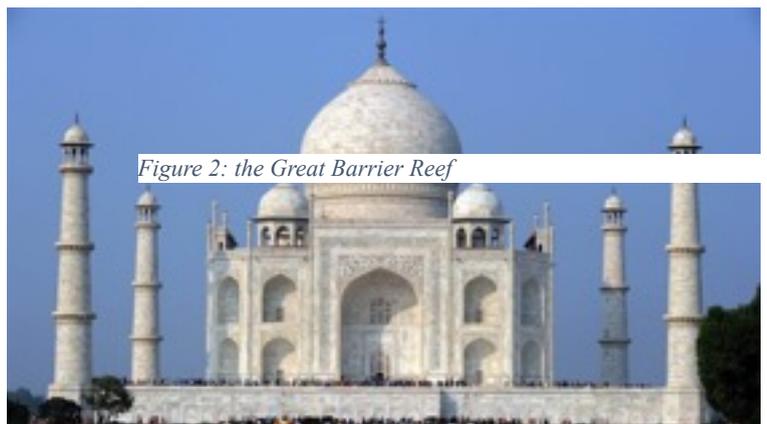


Figure 2: the Great Barrier Reef

Other famous sites are the Acropolis in Athens, the Stonehenge in England, the Palace and Gardens of Versailles, the Historic Centre of Rome, the Great Wall in China, the old city of Jerusalem and its walls, the Pyramids of Giza in Egypt, the Statue of Liberty in the USA, the old Havana in Cuba, and other more.

The World Heritage Convention

considered for inscription on the World Heritage List. It also sets out the duties of each state party in identifying potential sites and their obligations in protecting and preserving them.”⁵By ratifying the Convention, each state undertakes to conserve not only the sites that are situated in its territory but also its national heritage. Each state party is encouraged to integrate the protection and preservation of cultural and natural world heritage into regional planning programs, as well as set up staff and the needed support for the conservation of the respective sites. Carrying out scientific research is also supported by the Convention, in order to ensure that the sites will be functioning for the benefit of the local, the national and the international community. The Convention also asks from the States to regularly report to the World Heritage Committee on the state of preservation of their national properties, so as to enable it to quickly respond to any problems that might arise. Last but not least, the Convention invites the states to comprehend the importance of cultural and natural world and, therefore, make an effort to spread this message through educational and information campaigns.

Why do we need to preserve cultural heritage?

Not everyone seems to have a connection with their cultural heritage, but the majority of people do realize its importance. Culture represents the connection with the past, with values and beliefs that are timeless. It enables individuals to identify with others of similar backgrounds and, therefore, create stronger bonds, reinforcing a sense of unity all over the world.

The advance of technology and the increasing usage of the media has shunt people away from being in touch with their traditions. Globalization has also played an important role in undermining the significance of cultural heritage in the minds of people. Society now puts emphasis on international affairs and “forgets” the local identities.

Therefore, the importance of raising awareness of the population on the significance of cultural heritage is more urgent than even before. Since the local traditions contribute to the formation of a global culture and since a global culture is influential at an unprecedented rate, all stakeholders should be mobilized to preserve cultural heritage.

Major Countries and Organizations Involved

India

India is a major stakeholder in the issue of preserving cultural and natural world heritage, since it possesses many cultural, natural, as well as mixed sites. Examples of them are the well-known Taj-Mahal, the Elephanta Caves, the Great Himalayan National Park Preservation Area and the Khangchendzonga National Park. India is also actively engaged in preserving those sites, as it has launched many educational programs, and, at the same time, it has provided technical assistance for the conservation of the Group of monuments at Hampi, it has supported the creation of the Indian Heritage Cities Network and has carried out workshops on urban conservation. India will be

⁵UNESCO. *Global Strategy*. n.d. 2 12 2017. <<http://whc.unesco.org/en/globalstrategy/>>.

participating in the International Training Workshop on “Enhancing Capacity for Effective Management of Coastal and Marine World Heritage Sites of the Asia-Pacific Region”.

The government of India has implemented an educational program, named RMSA, with the aim of making cultural heritage education an integrated part in the learning process.

United States of America (USA)

The USA also possesses a variety of cultural, national and mixed heritage sites, such as the Independence Wall, the Statue of Liberty, the San Antonio Missions, the Grand Canyon, the Olympic National Park and the Papahānaumokuākea. Additionally, it has proposed some other sites to be inscribed in the World Heritage List, one of them being the Civil Rights Movement Sites. Except for being gifted with so many sites, USA is currently on the worldwide matter that has to do with preservation. More precisely, it will be participating in the 15th Annual US/ICOMOS International Symposium, dedicated to the 40th anniversary of the World Heritage Convention. This Symposium will be held in San Antonio, Texas, from May 31 to June 2, with the participation of experts from all the Americas and the intent to launch a permanent process of regional cooperation that will ensure greater participation and contributions to the spirit and the aims of the World Heritage Convention. The Bureau of Educational and Cultural Affairs has created the Cultural Heritage Center, which has launched many online cultural preservation learning courses.

Spain

Spain, being a really cultural nation, possesses a great number of cultural, natural and mixed heritage sites. The Historic City of Toledo, the Monastery and the Site of the Escorial in Madrid, the Palau de la Música Catalana and Hospital de Sant Pau in Barcelona, the Tower of Hercules and the Teide National Park constitute a treasure for the Spanish culture. Since Spain has understood the significance of its cultural and natural properties, it has participated in 4 forums, during which the participants acquired new skills to preserve the sites. What is more, it will be a state party, out of 21, which will be participating in the 42nd session of the World Heritage Committee in June and July 2018. The Ministry of Education in Spain has set up “two different and separate paths for official training in conservation: a 3 years diploma in conservation in an Official School of Restoration (a non-university degree approximately equivalent to a Bachelor’s degree) or a five years university licenciatura (approximately equivalent to a Master’s degree) in Fine Arts, with the Speciality of Conservation-Restoration.”

Greece

Greece hosts a variety of cultural heritage sites, the endowment of the ancient Greek civilization to the world. Some of the most outstanding monuments are the Acropolis in Athens, the Archaeological site of Mycenae and Tiryns, Delos, the Old Town of Corfu as well as the Sanctuary of Asclepius at Epidaurus. Greece also possesses two mixed heritage sites, namely Meteora and Mount Athos. Greece has also taken part in the World Heritage Youth Forum in 2003 and 2013, when the representatives exchanged their experiences, positions and opinions about the future of the heritage and philosophy of protection.

Syrian Arab Republic

Damascus. Since many of the ancient monuments have been bombarded during the war that is currently taking place there, UNESCO brought together Syrian stakeholders and international experts to evaluate damage to historic monuments including the citadel, madrasa al-sultaniya, grand serail, and souk of the Ancient City of Aleppo and to strategize Aleppo's recovery.

The Islamic State of Iraq and Syria (ISIS) has destroyed and damaged many ancient sites with bulldozers and explosives. More precisely, they have destroyed the largest Palmyra temple and have launched a propaganda campaign that includes videos of militants rampaging through Iraq's Mosul Museum with axes and hammers, and the dynamiting of old Christian and Muslim shrines.

United Nations Educational, Scientific and Cultural Organization (UNESCO)

UNESCO has created a committee, named the World Heritage Committee, which meets every year and consists of 21 representatives of the States Parties to the World Heritage Convention. The specific committee is responsible for the correct implementation of the Convention by all States Parties and the allocation of financial assistance upon the request of the States. It has the final say on whether a site will be included in the World Heritage List and intervenes by asking a state to take action when there has been a right response to an issue. This Committee could be used in further cooperation and coordination of actions that are connected with preservation. The Committee should continue conducting the actions it is entitled to, in order to ensure that all activities are being carried out under the framework of the United Nations and equality among the states is achieved.

The Heritage Management Organization (HERITAGE)

The Heritage Management Organization was established in November 2008. Its main aim is to provide effective training to key managers in order to enable them to preserve heritage assets. The specific organization could get active to provide further training to more and more nations in order to achieve equal treatment.

International Council on Monuments and Sites (ICOMOS)

It is "a network of experts that benefits from the interdisciplinary exchange of its members, among which are architects, historians, archaeologists, art historians, geographers, anthropologists, engineers and town planners. ICOMOS works for the conservation and protection of cultural heritage places. Its work is based on the principles enshrined in the 1964 International Charter on the Conservation and Restoration of Monuments and Sites (the Venice Charter)." ⁶

Exchange of information among the members of the council will contribute to the states deeply acknowledging the problem in order to deal with efficiently. Information will facilitate adequate response to potential threats to cultural or natural world heritage.

U.S. National Committee of ICOMOS

⁶ Society for American Archaeology. *Organizations Protecting or Interpreting Heritage Sites* . n.d. 16 11 2017. <<http://www.saa.org/ForthePublic/Resources/OrganizationsProtectingorInterpretingHeritage/tabid/1037/Default.aspx>>.

“The U.S National Committee of ICOMOS fosters heritage conservation and historic preservation at the national and international levels through education and training, international exchange of people and information, technical assistance, documentation, advocacy and other activities accordant with the goals of ICOMOS and through collaboration with other organizations. US/ICOMOS membership includes professionals, practitioners, supporters and organizations committed to the protection, preservation and conservation of the world's cultural heritage.”⁷

Training and education provided by the specific committee are of utmost importance, since this is what society needs. The specific committee is the National Committee of the USA and enables the state to protect its sites more effectively.

World Tourism Organization

It is an intergovernmental organization that offers a global forum for discussing tourism policy, with the aim of promoting the ethics of tourism and ways in which tourism does not negatively affect the cultural and natural heritage.

Timeline of Events

Date	Description of event
1648	Taj Mahal was created
1687 War	The Parthenon in Athens was extensively damaged during the Great Turkish War
September 1875	The Statue of Liberty was built
21-22 March 1941	Charles Church in Plymouth, UK was entirely burned out by incendiary bombs dropped by the Luftwaffe
16 November 1945 Nations	Creation of UNESCO in London, in the 7 th Plenary session of the United Nations
April-July 1954	Adoption of the Paris Convention
16 November 1972 Convention	The General Conference of UNESCO adopted the World Heritage Convention

⁷ Society for American Archaeology. *Organizations Protecting or Interpreting Heritage Sites* . n.d. 16 11 2017. <<http://www.saa.org/ForthePublic/Resources/OrganizationsProtectingorInterpretingHeritage/tabid/1037/Default.aspx>>.

1990	The Hague International Model United Nations 2018 28 th January 2018 – 2 nd February 2018 The Global Education for All Movement is launched by UNESCO.
1994	UNESCO Special Project on Cultural Heritage Preservation is launched.
1995	First World Heritage Youth Forum in Norway.
26 April 2016	The National Museum of Natural History, New Delhi in India and its valuable collection of animal fossils and stuffed animals was destroyed by fire.
August 2016	Several churches were destroyed by the Central Italy earthquake.

Relevant UN Treaties and Events

- The World Heritage Convention 1972 signed by UNESCO
- The Paris Convention of 1954 (development of the national contribution to the common cultural heritage of Europe)
- The Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict 1954
- Destruction, Smuggling of Cultural Heritage by Terrorist Groups, 24 March 2017 (SC/12764) The Security Council unanimously adopted a resolution which condemned the destruction and smuggling of cultural heritage by terrorist groups
- Convention on the Means of Prohibiting the Illicit Import, Export and Transfer of Ownership of Cultural Property (1972)
- The Florence Convention 2000

Previous Attempts to solve the Issue

The United Nations have made considerable efforts to deal with the issue of protection and preservation of cultural heritage. Through the above-mentioned conventions and resolutions, nations have tried to ensure collaboration among them.

As far as education is concerned, the Rapid Response Facility in China has achieved much, while UNESCO, throughout its programs and in cooperation with the respective stakeholders, coordinates efforts in raising awareness about the significance of cultural heritage. Additionally, UNESCO's Endangered Languages Program tries to mobilize international cooperation in order to focus attention on the issue of the danger of languages disappearing. UNESCO has been also involved in the training of underwater archaeologists worldwide, engaging in policy work to achieve a better protection of sites.

A really interesting initiative has been taken in Greece by Centre of Sustainable Entrepreneurship and the Athens University of Economics and Business (AUEB). It is about the introduction of a summer school, where upper-year undergraduates, master's degree students and all other faculties are able to

educated on the basic concepts of marketing in the cultural heritage sector. Particular emphasis is placed upon cultural activities and visits to museums and monuments.

Possible Solutions

The organizations mentioned in the part “Major countries and organizations involved” have made a significant contribution to the raising of awareness, as well as promoting educational programs, with UNESCO being at the forefront of this effort. However, more has to be achieved.

To begin with, effective cooperation among the states has to be attained. If this takes place, then every initiative will be carried out in a more organized and scrupulous manner, a fact that will increase the chances of, if not ensure, a satisfying result. If all states put aside their national interests and decide to work towards the common goal of educating the public on the importance of cultural and natural world heritage sites, a great step will be made. Therefore, the delegates of the Special Conference on Building Civil Society Through Education should conduct thorough research and discover why it is so difficult to achieve international cooperation and hence propose ways that could change this situation.

At the same time, the organizations involved should continue their work in launching educational programs. Nonetheless, there is a challenge here, which the delegates have to find ways to overcome. Not all states can afford such costly schemes of educational programs. Thus, the International Monetary Fund and the World Bank could assist those countries and allocate the needed sums of money, in order to enable those states to support those programs.

Furthermore, it is more than obvious that better mobilization by the states takes place when there is an incentive, which further motivates them to take action. An international competition could be organized by UNESCO and the other institutions, where students would have to create a 10 minute film about a specific cultural site of their country. The winner would be awarded for that. The process of making the video could help the youth become aware of their culture at a local level, while the concept of an international competition would underline the importance of the global heritage and the fact that culture brings all of us closer. The specific initiative will follow the example of F1 in Schools, which is a global challenge for students aged 9 to 19 interested in engineering to develop software to analyze information, manufacture, test, and then race miniature formula one cars.

Concerning the educational programs, there are some changes that could be made. More emphasis should be put on the making of videos and pictures, and not simple texts. One can easily assimilate visual and auditive stimuli. Picture and sound are more vivid and influential.

The conferences and forums that already take place should be maintained and even expand to the scale when all countries would be represented and able to have a say.

Bibliography

Culture and Heritage Education under RMSA. n.d. 29 11 2017. <http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Knowledge%20Exchange%20Heritage%20Education.pdf>.

Dictionary.com. *Heritage* . n.d. 29 11 2017. <<http://www.dictionary.com/browse/heritage>>.

The Hague International Model United Nations 2018¹ 28th January 2018 – 2nd February 2018
Excelixi. *Summer School Cultural Heritage Marketing for Sustainable Tourism*. n.d. 16 11 2017. <<http://www.excelixi.org/en/training/training-programs/summer-school-cultural-heritage-marketing-for-sustainable-tourism>>.

Heritage portal. *Spain*. n.d. 29 11 2017. <<http://www.heritageportal.eu/Resources/EU-Countries/Spain.html>>.

Historic Englan. *International Heritage Conventions, Treaties and Charters*. n.d. 16 11 2017. <<https://historicengland.org.uk/advice/hpg/coventionstreatiesandcharters/>>.

IUCN. *World Heritage*. 2017. 29 11 2017. <<https://www.iucn.org/theme/world-heritage>>.

Merriam Webster. *Artifact*. n.d. 29 11 2017. <<https://www.merriam-webster.com/dictionary/artifact>>.

Merriam-Webster. *Ruin*. 29 11 2017. <<https://www.merriam-webster.com/dictionary/ruin>>.

Necessity of Cultural Historical Heritage Education in Social Studies Teaching. n.d. 29 11 2017. <https://file.scirp.org/pdf/CE_2016031415590861.pdf>.

Office of Environment and Heritage. *Timeline of the history of cultural heritage*. n.d. 16 11 2017. <<http://www.environment.nsw.gov.au/sop04/sop04fig19timeline.htm>>.

Saward, Brooke. *100 of the Most Beautiful UNESCO World Heritage Sites to discover*. n.d. 29 11 2017. <<http://www.worldofwanderlust.com/100-of-the-most-beautiful-unesco-world-heritage-sites-to-discover/>>.

Society for American Archaeology. *Organizations Protecting or Interpreting Heritage Sites*. n.d. 16 11 2017. <<http://www.saa.org/ForthePublic/Resources/OrganizationsProtectingorInterpretingHeritage/tabid/1037/Default.aspx>>.

—. *What is archaeology*. 2017. 29 11 2017. <<http://www.saa.org/Default.aspx?TabId=1346>>.

The Heritage Management Organization. *Workshops*. n.d. 16 11 2017. <<http://www.inherity.org/training/workshops/>>.

UNESCO. *China*. n.d. 16 11 2017. <<http://whc.unesco.org/en/statesparties/cn>>.

—. *Chronology of UNESCO*. n.d. 16 11 2017. <<http://unesdoc.unesco.org/images/0007/000790/079049eb.pdf>>.

—. *Global Strategy*. n.d. 2 12 2017. <<http://whc.unesco.org/en/globalstrategy/>>.

—. *Greece*. n.d. 16 11 2017. <<http://whc.unesco.org/en/statesparties/gr>>.

—. *India*. n.d. 16 11 2017. <<http://whc.unesco.org/en/statesparties/in>>.

—. *Italy*. n.d. 16 11 2017. <<http://whc.unesco.org/en/statesparties/it>>.

—. *Promoting nature, culture and World Heritage in the Lake Ohrid region*. n.d. 2 12 2017. <<http://whc.unesco.org/en/events/1306/>>.

—. *Safeguarding Cultural Heritage*. n.d. 16 11 2017. <<http://www.unesco.org/new/en/venice/culture/safeguarding-cultural-heritage/>>.

—. *Spain*. n.d. 16 11 2017. <<http://whc.unesco.org/en/statesparties/es>>.

—. *Syrian Arab Republic*. n.d. 16 11 2017. <<http://whc.unesco.org/en/statesparties/sy/>>.

—. *The World Heritage Committee*. n.d. 16 11 2017. <<http://whc.unesco.org/en/committee/>>.

- . *The World Heritage Convention*. n.d. 15 11 2017. <<http://whc.unesco.org/en/convention/>>.
- . *UN Security Council adopts historic resolution for the protection of heritage*. n.d. 16 11 2017. <<https://en.unesco.org/news/security-council-adopts-historic-resolution-protection-heritage>>.
- . *UNESCO WORLD HERITAGE EDUCATION PROGRAMME*. n.d. 29 11 2017. <[file:///C:/Users/Lenovo/Downloads/activity-829-1%20\(2\).pdf](file:///C:/Users/Lenovo/Downloads/activity-829-1%20(2).pdf)>.
- . *UNESCO World Heritage Programme*. 29 11 2017. <<http://whc.unesco.org/en/wheducation/>>.
- . *UNESCO's Work and Achievements in the Protection of the Underwater Cultural Heritage*. n.d. 16 11 2017. <<http://www.unesco.org/new/en/culture/themes/underwater-cultural-heritage/protection/unescos-work/>>.
- . *United States of America*. n.d. 16 11 2017. <<http://whc.unesco.org/en/statesparties/us>>.
- . *What is meant by "cultural heritage"?* n.d. 11 2017. <<http://www.unesco.org/new/en/culture/themes/illicit-trafficking-of-cultural-property/unesco-database-of-national-cultural-heritage-laws/frequently-asked-questions/definition-of-the-cultural-heritage/>>.
- . *World Heritage Education Programme*. n.d. 29 11 2017. <<http://whc.unesco.org/en/wheducation/>>.
- . *World Heritage Youth Forum*. n.d. 16 11 2017. <<http://whc.unesco.org/en/youth-forum/>>.

Pictures

Figure 1: <http://www.aljazeera.com/news/2017/10/taj-mahal-dropped-tourism-booklet-uttar-pradesh-171008161648332.html>