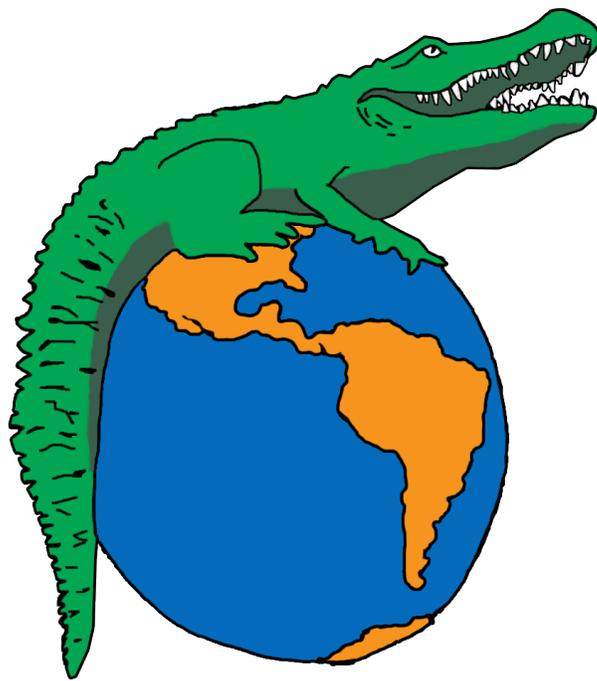


GatorMUN XVI

Background Guide



**Social,
Humanitarian, and
Cultural Committee**

Esteemed delegates,

Welcome to GatorMUN XVI! Whether this is your first conference or your last, I hope that you're extremely excited to partner up and solve some of the world's toughest problems. My name is Brittany McGivern, and I'm a fourth year Political Science major with minors in Business Administration and Public Leadership. I'm elated to be directing SOCHUM at this year's GatorMUN! We will be focusing on two topics that I believe are extremely important to a successful society, but aren't emphasized enough, if at all, on an international level: Education Systems Worldwide and their Effectiveness in Developing Nations and Cultural Disappearance in Rural Areas.

Education is essential to development, however developing nations have a difficult decision in choosing how to design their school systems. Standards are different between developed and developing nations, causing a very large learning gap between students in different countries. How do we prevent this barrier? What is the best model internationally for developing nations to follow? How should it be implemented?

Cultural disappearance has been happening since the beginning of mankind. Cultures all over the world have come and gone, mostly without a permanent record of their existence. Most tribes have rituals based on age and gender that serve as the foundation of these societies, and generations of members are dying with little to no replacement rate. Other things, like languages, disappear altogether. There are over 65,000 languages spoken in the world. Of those languages, 2,000 are spoken by 1,000 people or less. How do we prevent these languages—some with no known translations—and cultures from vanishing? How do we ensure that these tribes and their members have the ability to survive? What's the best method of preservation?

These questions, and more, are things I look forward to our committee answering. I am a big proponent of education—both primary and secondary—and I hope that I can impress upon all of you the importance of a solid foundation. I also adore history, and I hope one day there will be a large enough record to help us understand the evolution of mankind and trends through the analysis of natural actions, thought processes, and mannerisms.

Each delegation must write a position paper for each topic. You can find information on how to format and write these papers in the background guide. I've provided some questions in the background guide that I would like your position paper to answer, which are helpful for guiding you in the right direction. I'm looking forward to seeing your unique ideas and perspectives on the problems! If you have any questions, please don't hesitate to contact me at gatormun@gmail.com. Best of luck to you all, and I can't wait to meet you. Go Gators!

Sincerely,

Brittany McGivern
Director, SOCHUM

Rules of Procedure

Quorum

A majority of voting members answering to the roll at each session shall constitute a quorum for that session. This means that half plus one of all voting members are present. Quorum will be assumed consistent unless questioned through a Point of Order. Delegates may request to be noted as “Present” or “Present and Voting.”

Motion to Open Debate

This opens the floor for debate, allowing other points or motions.

Motion to Set the Agenda

This motion determines the order in which the topics of a committee will be debated. Permission to speak will be accorded to one speaker for and one speaker against, and a two-thirds majority is required for the motion to pass.

Motion to Open the Speaker’s List

Opening the Speaker’s List requires a simple majority to pass. A delegate may only be present on the Speaker’s List once, but may re-enter after he/she has spoken. If the Speaker’s List expires, debate then closes.

Motion to Set Speaking Time

Speaking Time must be indicated by this motion from the floor before any members of the body may speak on the Speaker’s List. This motion must also accompany any motion for a Moderated Caucus. In a Motion to Set Speaking Time for the formal Speaker’s List, a delegate may also specify a number of questions or comments to automatically affix to the Speaking Time. These designated questions or comments may also have Speaking Time or Response Time (in the case of a question) limits, but these are not required. The Director may rule any Motion to Set Speaking Time dilatory. This motion requires a simple majority. Any delegate may make this motion between formal speakers in an effort to change the Speaking Time.

Motion to Close the Speaker’s List

The Speaker’s List may be closed upon a motion from the floor. Permission to speak will be accorded to one speaker for and one speaker against, and a two-thirds majority is required for the motion to pass.

Motion to Suspend the Rules for the Purpose of a Moderated Caucus

This motion must include three specifications:

- a. Length of the Caucus
- b. Speaking time, and
- c. Reason for the Caucus.

During a moderated caucus, delegates will be called on to speak by the Committee Director. Delegates will raise their placards to be recognized. Delegates must maintain the same degree of decorum throughout a Moderated Caucus as in formal debate. This motion requires a simple majority to pass.

Motion to Suspend the Rules for the Purpose of an Unmoderated Caucus

This motion must include the length of the Caucus. During an unmoderated caucus, delegates may get up from their seats and talk amongst themselves. This motion requires a simple majority to pass. The length of an unmoderated caucus should never exceed twenty minutes.

Motion to Suspend the Meeting

This motion is in order if there is a scheduled break in debate to be observed. (ie. Lunch!) This motion requires a simple majority vote. The Committee Director may refuse to entertain this motion at their discretion.

Motion to Adjourn the Meeting

This motion is in order at the end of the last committee session. It signifies the closing of the committee until next year's conference.

Motion to Table the Topic

If a delegate believes that the flow of debate has become stagnant, he/she may make this motion. To Table the Topic is to halt debate on the present Topic, save the speakers' list and all draft resolutions, and move on to the next Topic on the Agenda. The delegate making this motion may also choose to specify a previously tabled Topic. This motion requires a two-thirds vote to pass. The Topic may be returned to at any time by tabling the present Topic and adding the phrase "for the purpose of returning to Tabled Topic ____," to this motion. If no Topics have been previously tabled, debate must follow the established Agenda. This motion is to be used sparingly.

Points of Order

Points of Order will only be recognized for the following items:

- a) To recognize errors in voting, tabulation, or procedure,
- b) To question relevance of debate to the current Topic or
- c) To question a quorum.

A Point of Order may interrupt a speaker if necessary and it is to be used sparingly.

Points of Inquiry

When there is no discussion on the floor, a delegate may direct a question to the Committee Director. Any question directed to another delegate may only be asked immediately after the delegate has finished speaking on a substantive matter. A delegate that declines to respond to a question after a formal speech forfeits any further questioning time. The question must conform to the following format:

Delegate from Country A raises placard to be recognized by the Committee Director.

Committee Director: "To what point do you rise?"

Country A: "Point of Inquiry."

Committee Director: "State your Point."

Country A: "Will the delegate from Country B (who must have just concluded a substantive speech) yield to a question?"

Committee Director: "Will the Delegate Yield?"

Country B: "I will" or "I will not" (if not, return to the next business item)

Country A asks their question (it must not be a rhetorical question.)

Country B may choose to respond or to decline.

If the Delegate from Country B does not yield to or chooses not to answer a question from Country A, then he/she yields all remaining questioning time to the Committee Director.

Points of Personal Privilege

Points of personal privilege are used to request information or clarification and conduct all other business of the body except Motions or Points specifically mentioned in the Rules of Procedure.

Please note: The Director may refuse to recognize Points of Order, Points of Inquiry or Points of Personal Privilege if the Committee Director believes the decorum and restraint inherent in the exercise has been violated, or if the point is deemed dilatory in nature.

Rights of Reply

At the Committee Director's discretion, any member nation or observer may be granted a Right of Reply to answer serious insults directed at the dignity of the delegate present. The Director has the ABSOLUTE AUTHORITY to accept or reject Rights of Reply, and the decision IS NOT SUBJECT TO APPEAL. Delegates who feel they are being treated unfairly may take their complaint to any member of the Secretariat.

Working Papers and Draft Resolutions

Once a Working Paper has been submitted, approved, distributed, and formally introduced to the body, it can and will be referred to as a "Draft Resolution." In order for a Working Paper to be submitted to the Committee Director, it must be in correct format and bear the names of a combination of a number of Sponsors and Signatories necessary to introduce, as determined by the Committee Director.

Sponsors are the writers of the Working Paper, and agree with it in its entirety. They should be able to vote 'yes' for the paper during voting procedure. Signatories are those delegates interested in bringing the Working Paper to the floor for debate, but do not necessarily agree with its contents.

A delegate can motion to discuss the working paper during a moderated caucus or unmoderated caucus. A delegate can also motion for an author's panel, which is essentially a moderated caucus moderated by the authors. It is the chair's discretion on the maximum amount of authors allowed on the author's panel.

Friendly Amendments

Friendly Amendments are any changes to a formally introduced Directive that *all* Sponsors agree to in writing. The Committee Director must approve the Friendly Amendment and confirm each Sponsor's agreement both verbally and in writing.

Unfriendly Amendments

Unfriendly Amendments are any substantive changes to a formally introduced Directive that are not agreed to by all of the Sponsors of the Directive. In order to introduce an Unfriendly Amendment, the Unfriendly Amendment must have the number equivalent to 1/3 of Quorum confirmed signatories. The Committee Director has the authority to discern between substantive and nonsubstantive Unfriendly amendment proposals.

Plagiarism

GatorMUN maintains a zero-tolerance policy in regards to plagiarism. Delegates found to have used the ideas of others without properly citing those individuals, organizations, or documents will have their credentials revoked for the duration of the GatorMUN conference. This is a very serious offense.

Motion to Close Debate and Voting Procedures

A motion to close debate may only pass with a two-thirds majority. Once this motion passes, and the committee enters Voting Procedure, no occupants of the committee room may exit the Committee Room, and no individual may enter the Committee Room from the outside. A member of the Dias will secure all doors. No talking, passing notes, or communicating of any kind will be tolerated during voting procedures.

Once moving into voting procedures chair can only accept these motions:

- A point of order to correct an error in procedure
- An appeal of the decision of the chair
- A motion for division
- A motion for roll call vote
- A motion for adoption by acclamation

Each Draft Resolution will be read to the body and voted upon in the order which they were introduced. Any Proposed Unfriendly Amendments to each Draft Resolution will be read to the body and voted upon before the main body of the Draft Resolution as a whole is put to a vote. The Committee will adopt Directives and Unfriendly Amendments to Directives if these documents pass with a simple majority. Specialized committees should refer to their background guides or Committee Directors for information concerning specific voting procedures. Unless otherwise specified by the Secretariat, each Committee may pass as many resolutions as it agrees are necessary to efficiently address the Topic

Delegates who requested to be noted as “Present and Voting” are unable to abstain during voting procedure. Abstentions will not be counted in the tallying of a majority. For example, 5 yes votes, 4 no votes, and 7 abstentions means that the Directive passes.

Roll Call Voting

A counted placard vote will be considered sufficient unless any delegate to the committee motions for a Roll Call Vote. If a Roll Call Vote is requested, the committee must comply. All delegates must vote: “For,” “Against,” “Abstain,” or “Pass.”

During a Roll Call vote, any delegate who answers, “Pass,” reserves his/her vote until the Committee Director has exhausted the Roll. However, once the Committee Director returns to “Passing” Delegates, they must vote: “For” or “Against.”

Voting with Rights

During a Roll Call vote delegates may vote “For with Rights” or “Against with Rights.” Delegates will be granted 30 seconds to explain their reasons for voting for or against a draft resolution. This time will come after the tabulation of votes.

Delegates should use this option sparingly. It is meant for delegates who feel that their vote may seem off policy, despite it being correct. The acceptance of rights is up to the director’s discretion. If a speaker goes off topic during their allotted time the director will rule their speech dilatory and move to the next in order.

Accepting by Acclamation

This motion may be stated when the Committee Director asks for points or motions. If a Roll Call Vote is requested, the motion to Accept by Acclamation is voided. If a delegate believes a Directive will pass without opposition, he or she may move to accept the Directive by acclamation. The motion passes unless a single delegate shows opposition. An abstention is not considered opposition. Should the motion fail, the committee will move directly into a Roll Call Vote.

Committee History

The United Nations General Assembly, the Third Committee, was established in 1945, towards the end of World War II, and its mandate is outlined under chapter IV of the UN Charter. The Social, Humanitarian and Cultural Committee's mandate includes issues relating to human rights treatment, indigenous peoples, advancement of women, and education, among others.¹ As one of the UN's six main organs, it serves as the world's "principle policy-making and deliberative organ."² The Committee meets once a year for three months, September through December, but may convene randomly throughout the year to discuss pertinent issues.

All member states are involved in the Committee's discussions, which are based on the agenda set for that conference. An integral part of SOCHUM's activities include receiving and evaluating reports from Special Rapporteurs, or Independent Expert. These reports in turn help shape the agenda and shift focus onto the world's most pressing issues.

Currently, the 17 Sustainable Development Goals that are set to be achieved by 2020 include "Quality Education" and "Reduced Inequality", which both directly relate to this Committee's topic: Education Systems Worldwide.³ The United Nations General Assembly has passed multiple resolutions on supporting an individual's right to education, including:

- The Universal Declaration of Human Rights
- The International Covenant on Economic, Social, and Cultural Rights
- The Convention on the Rights of the Child

According to these three documents, which are considered some of the most important human rights documents in the world, recognize the right of education as inalienable.⁴

1 "Social, Humanitarian & Cultural Issues (Third Committee)," *General Assembly of the United Nations*, accessed 17 October 2018, <http://www.un.org/en/ga/third/index.shtml>.

2 UN News Centre, "The UN General Assembly's Third Committee – social, humanitarian and cultural issues," *United Nations Department of Economic and Social Affairs*, 7 January 2013, <http://www.un.org/en/development/desa/news/ecosoc/un-ga-third-committee.html>.

3 "About the Sustainable Development Goals," *United Nations*, accessed 17 October 2018, <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>.

4 "A/RES/56/116," *UN Documents*, 19 December 2001, <http://www.un-documents.net/a56r116.htm>.

Topic I

Introduction

Education is the most fundamental solution to many of the world's problems, including poverty, overpopulation, and disease. Many underdeveloped countries lack a framework for how they are going to provide education to their peoples, and those states that have a framework often struggle in perfecting their programs, as there is no international standard of education, just an international understanding that education is important. Issues of gender parity in education also arise with many women in developing nations not attending school. According to the United Nations, "millions of people across the world are without access to food, education, and housing, with poverty the main obstacle."⁵

When looking at forming an education system or a department within the government that will oversee the education system, there are many things to consider: complexity, teacher qualifications, educational standards, curriculum focus, and general effectiveness based on cultural norms and ideas. Almost all countries have some form of governmental educational department, whether it's called a "ministry of education", like in Singapore, or the "Department of Education", like in the United States, ultimately, it's each to its own.⁶

PISA, or the Program for International Student Assessment, is a worldwide study conducted by the Organization for Economic Cooperation and Development, which assess students' scholastic performance on mathematics, science, and reading.⁷ However, not every nation is a partner nation, so there aren't expansive results.

History

Education is, and has been proven, to be the key to development. It is estimated that more than 59 million children and 65 million adolescents are out of school, with 120 million children not even completing primary education.⁸ Without education, these individuals are have lower prospects in finding a job, support themselves and their families, advance their socio-economic status, and develop the world around them. The Millennium Development Goals' second target, which expired in 2015, was to "Achieve Universal Primary Education". Across the globe there was a noticeable increase in school enrollment.⁹ The primary school net enrollment rate increased by 8% in 15 years, and the number of primary aged children out of school was cut in half in 15 years. The number, though, is still high at 57 million children.¹⁰

Now, the UN has created 17 Sustainable Development Goals (SDGs), which are set to expire in 2030, in hopes that countries will work towards the goals and achieve as many as possible. Goal 4, "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all" and Goal 5, "Achieve Gender Equality and empower all women and girls" of the SDGs relate directly to education, with others,

5 "With Millions Lacking Food, Education, Shelter, Targeted Approaches Needed to Meet Needs of Most Vulnerable, Mandate-Holders Tell Third Committee," United Nations Meeting Coverage and Press Releases, 23 October 2017, <https://www.un.org/press/en/2017/gashc4209.doc.htm>.

6 Sashi Gundala, "Education Systems Around The World: A Comparison," LinkedIn, 5 June 2016, <https://www.linkedin.com/pulse/education-systems-around-world-comparison-sashi-gundala/>.

7 Ibid.

8 Børge Brende, "Why education is the key to development," World Economic Forum, 7 July 2015, <https://www.weforum.org/agenda/2015/07/why-education-is-the-key-to-development/>.

9 Millennium Development Goals: 2015 Progress Chart," United Nations, accessed 17 October 2018, https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20PC%20final.pdf.

10 "The Millennium Development Goals Report," United Nations, 2015, [https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf).

such as Goal 10 and Goal 11, playing a role as well. Goals 10 and 11 relate to improving the safety of cities and the creation of resilient infrastructure, both of which are vital to the success of schools in low-income areas.¹¹ These goals all have targets and indicators which define their success. A few of Goal 4's indicators include:

“4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.A.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)”

These indicators and benchmarks are used to determine whether or not a country has made strides towards completing the goal.¹²

The Sustainable Development Goals also provide an updated progress per year, with the most recent update being at the end of 2017. A few of the results of the progress report include:

1. “On the basis of data from 65 developing countries, the average percentage of schools with access to computers and the Internet for teaching purposes is above 60 per cent in both primary and secondary education. However, the share is less than 40 per cent in more than half of sub-Saharan countries with data.

2. The lack of trained teachers and the poor condition of schools in many parts of the world are jeopardizing prospects for quality education for all. Sub-Saharan Africa has a relatively low percentage of trained teachers in pre-primary, primary and secondary education (44 per cent, 74 per cent and 55 per cent, respectively). Moreover, the majority of schools in the region do not have access to electricity or potable water.

3. Equity issues constitute a major challenge in education according to a recent assessment. In all countries with data, children from the richest 20 percent of households achieved greater proficiency in reading at the end of their primary and lower secondary education than children from the poorest 20 percent of

¹¹ “Sustainable Development Goals,” Sustainable Development Knowledge Platform, accessed 17 October 2018, <https://sustainabledevelopment.un.org/?menu=1300>.

¹² “Sustainable Development Goal 4,” Sustainable Development Knowledge Platform, accessed 17 October 2018, <https://sustainabledevelopment.un.org/sdg4>.

households. In most countries with data, urban children scored higher in reading than rural children. 4. In 2014, about 2 in 3 children worldwide participated in pre-primary or primary education in the year prior to official entry age for primary school. However, in the least developed countries, the ratio was only 4 in 10.”¹³

There are worldwide rankings completed by independent organizations which rank nations based on test scores in math, reading, and writing. Other rankings base it on a generalized list of average IQ scores in each country. The Organization for Economic Co-operation and Development (OECD), a Paris-based research organization, has recorded data for years on education policy, development, implementation, teaching and learning, and how to measure outcomes. OECD has also used surveys of general Adults to also dictate which nations are the most intelligent based on “adults’ proficiency in key information-processing skills: literacy, numeracy and problem solving in technology-rich environments.”¹⁴

World literacy rates of individuals over the age of 15 have increased over the past 35 years, from 68% to 86%, indicating that most adults now have some form of education, but more can still be done. There are still countries such as Chad, which has less than a 25% literacy rate, which affects the subsequent generations as well as the nation’s overall standing worldwide.¹⁵ The gap between male and female literacy rate has also decreased over this time.¹⁶ But, the question of how to organize the education system still stands. Yes, most nations seem to have been successful thus far, but how have they chosen which nation to model their system off of?

Key Issues

Education for elementary school is different than that of middle school, which is also different than that of high school (in countries which use this differentiating system- some just use primary, junior, and senior school grade differentiation, but despite the name, the idea is consistent). In elementary or primary school, students are learning the basics: math, reading, and writing. Without a strong foundation in these three subjects, students will undoubtedly be at a loss when they advance through school. Most universities are not considered in this as they tend to be private or unaffected by the same state or national laws that affect primary education. However, higher education is also different worldwide. Some nations, or a block of nations like the EU, have programs that they provide to students. For instance, the European Union has the Tempus Programme, the Bilateral Cooperation Programme, and the Intra-ACP Academic Mobility Scheme, among others. Some of these programs operate alongside a school or a group in a developing nation in a bilateral manner to provide these nations with a helpful idea of how to modernize higher education.¹⁷ Ultimately, it’s up to the nation to decide the type of educational standards they wish to uphold as well as how they wish to format their education system to begin with.

The problems that arise constantly are those of poverty and humanitarian standards, war and political strife. The 50 worst ranked countries for education have constantly delayed providing free education to their people, using global economic crises, poverty, and lack of aid packages from developed nations as an excuse.¹⁸ There is no means of forcing a nation to provide the option of education to its people, so a nation’s government is free to choose the practice they see fit. Some nations opt to spend a significant amount of

¹³ Ibid.

¹⁴ “Survey of Adult Skills (PIAAC),” *OECD*, accessed 17 October 2018, <http://www.oecd.org/skills/piaac/>.

¹⁵ UNESCO Institute for Statistics, “Literacy rate, adult total (% of people ages 15 and above),” *The World Bank*, accessed 17 October 2018, <https://data.worldbank.org/indicator/SE.ADT.LITR.ZS>.

¹⁶ “The Millennium Development Goals Report,” United Nations, 2015, [https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf).

¹⁷ “Programmes 2007-2013,” *European Commission Education, Audiovisual, and Culture Executive Agency*, accessed 17 October 2018, https://eacea.ec.europa.eu/sites/2007-2013_en.

¹⁸ Jessica Shepherd, “70 million children get no education, says report,” *The Guardian*, 20 September 2010, <https://www.theguardian.com>

money on their student's education and make it a point to put education at the forefront of their budget, while others only allocate leftover funds to education.

Additionally, universal practices do not exist. Yet, there are constant comparisons between nations on math, science, and reading scores, which are in turn used to describe which nations have the most advanced, sophisticated, or outright "best" schools. There isn't necessarily a way to decide which method of teaching is best, which organization structure for a classroom is most appropriate, nor which curriculum should be taught at what age. These are three of the main problems, on top of the typical struggle to find qualified teachers, as well as the spending per student.

Regional Context

There are many different types of school systems in the world. In fact, there are 13 different types of schools in the United States of America.

Contrary to popular belief, not all nations have a system of primary and secondary education. Northern and north-eastern Africa, Comoros, Haiti, and Ethiopia are among the least likely places to receive education due to poverty and normal humanitarian standards. Another issue is that culturally, young girls are not given equal opportunity to get an education because their families rely on them to take care of their younger siblings or walk miles to fetch water, especially in very poor and underdeveloped areas. War is also a barrier to education. Currently there are wars in Syria, Afghanistan, Iraq, Egypt, Columbia, and other lesser known places, like Myanmar, that impact school attendance. Safety is a top concern for students and families, and with something as unpredictable as war, attendance is noticeably reduced.

When looking at education systems, oftentimes one compares East to West, noting that "westernization" can be seen as an influencing factor in many comparatively eastern nations' current practices. However, it becomes difficult to group nation's education systems because they're all so different.

Germany, for example, provides a recommendation based on three tracks for their students after they finish primary school- either "gymnasium" (college), "realschule" (secondary school for white collar careers), or "hauptschule" (general school for trade professions). In Canada, all school is free and mandatory for students from the age of five through high school, and the curriculum is created by each province.¹⁹ Day-to-day schedules are also different amongst countries. For instance, in France, students only have Wednesday off and a half day on Saturday, meaning they have class almost every day of the week. South Korea focuses mainly on primary education, and students attend classes every day of the week. Other Asian nations and territories, including Japan and Hong Kong, also focus on primary education, but have a technology-based educational structure, which indicates that these nations spend a significant amount of money on educating their youth using the most recent technology available.²⁰ These are just a few examples of the international differences in education.

ian.com/education/2010/sep/20/70m-get-no-education.

19 Deidre McPhillips, "These Are the Top 5 Countries for Education," *U.S. News and World Report*, 23 January 2018, <https://www.usnews.com/news/best-countries/best-education>.

20 Sashi Gundala, "Education Systems Around The World: A Comparison," *LinkedIn*, 5 June 2016, <https://www.linkedin.com/pulse/education-systems-around-world-comparison-sashi-gundala/>.

Case Study

International Education: quality assurance and standards in offshore teaching: exemplars and problems

R.G. Castle and Diana J. Kelly, 2004

University education is being replicated in many “newly-industrialized countries”. Mostly, this is because older economies, like the United States, Australia, and the United Kingdom, have begun to offer satellite campuses overseas. Internationalization of these nations’ education systems opened them up to developing nations and provided examples of how an educational institution is run. There are many problems that have arisen from “offshore teaching”:

- There difference in standards and quality of education
- The significance given to a topic in the country’s cultural and lingual contexts (some nations won’t teach the Palestine/ Israel conflict, and others won’t talk about travesties that occurred in their own nations)
- The importance of subject and curriculum delivery against other aspects of delivering education (the education system and teaching methods associated with it)

Educational quality differs amongst nations and can be measured. According to the International Standards Organization (ISO), quality refers to “the totality of features and characteristics of a product that bear on its ability to satisfy stated or implied needs.” But, standards of education focus more on the expectations of student understanding and performance on standardized exams.

How are these educational institutions given accreditation? External accreditation comes by professional bodies, like those that monitor engineering, accounting, and information technology. This is mostly for universities, though the same ideas stand for primary education.

Questions to Consider

Before creating a recommendation for a nation’s education system, or instructing a nation on how to discover which education system is the best for them, there are some questions that need to be answered:

Is there a way to transfer successful education systems from nation to nation?

How does a country reform their education system based on research and known environmental factors?

Should the government play a large role in any nation’s education platform and, if so, to what extent?

Are international students at an advantage or a disadvantage when they leave their home country to study in another?

Should the international community create a standard of education for primary education? If so, how does the international community create this standard and what is it modeled off of?

Is it fair to compare nations across the world based on test scores? Is there something else to use to compare these nations?

Which education system, if any, should be used as a model for developing nations to follow or to aim for? If developing nations use this system as a model, should all nations that don’t currently use that model switch?

How do developing nations ensure teachers are qualified and that the school system doesn't become corrupt?

How does the international community monitor developing nation's systems? Should SOCHUM be in charge?

Is a high standard of education based on the typical math, reading and science scores, knowledge of problem-solving and daily functions, both, or neither? Does creativity and critical thinking play a role?

Are the results of standardized tests an accurate portrayal of the type of education or teaching worldwide, or are they simply dictating which regions have more STEM field students than others? Is it means for concern if a nation fares poorly in these rankings?

Should formal education be transformed to include more of recently developed educational aspects or stay on the 'traditional' route? How would a nation and or an international body go about reorganizing the educational standards?

Should the UN even play a role in this development? If so, to what extent?

Topic II

Introduction

Culture is one of the most essential parts of life. According to UNESCO, culture is defined as “that complex whole which includes knowledge, beliefs, arts morals, laws, customs, and any other capabilities and habits acquired by (a human) as a member of society.”²¹ Culture also affects rituals like marriages, burials, knowledge and practices concerning nature and the universe, and traditional craftsmanship.²² Diversity, on the other hand, is defined as “the co-existence of a difference in behavior, traditions and customs.”²³ Without culture and diversity, there would be no noticeable difference amongst societies besides their relative location, especially since “traditions once had a practical use and purpose, but today [it] no longer applies—yet the ritual continues.”²⁴

Disappearance of cultural heritage is not a new subject; there are many civilizations that have died off with no trace, or some with physical traces but no written record. Many things are causing this disappearance, including globalization, war, and the lack of population replacement. Countries with diverse populations, like the Sunnis and the Shiites, often resort to political strife with each other, too. The disappearance is also referred to as cultural extinction, and the world is tasked with preserving them for future generations to enjoy and to learn from. Presently, there are over 40 pieces of intangible heritage, which range from traditional pieces to contemporary pieces, which contribute to the overall cultural identity of the culture in which it represents.²⁵ These pieces are defined as “practices, representations, expressions, knowledge, skills—as well as the instruments, objects, artifacts and cultural spaces associated therewith— that communities, groups, and in some cases, individuals recognize as part of their cultural heritage.”²⁶ With the technology and methods of recording we have available today, there is even more of a burden placed on the United Nations to support the preservation of these societies.

History

Many organizations, including governmental and nongovernmental entities, exist with the purpose of protecting the rights of indigenous peoples, their heritage, and languages. UNESCO, the United Nations Environmental, Scientific and Cultural Organization is one of the most well-known. The Declaration on the Responsibilities of the Present Generations toward Future Generations urged the world that “present generations should take care to preserve the cultural diversity of humankind” by protecting and safeguarding cultures in order to transmit this information to future generations.²⁷ The ICA, the International Council on Archives, believes that “effective records and archives management is an essential precondition for good governance, the rule of law, administrative transparency, the preservation of mankind’s collective memory,

21 “Cultural Diversity,” *United Nations Educational, Scientific and Cultural Organization*, accessed 17 October 2018, <http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/cultural-diversity/>.

22 “Intangible Heritage,” *UNESCO Office in Santiago*, accessed 17 October 2018, <http://www.unesco.org/new/en/santiago/culture/intangible-heritage/>.

23 “Cultural Diversity,” *United Nations Educational, Scientific and Cultural Organization*, accessed 17 October 2018, <http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/cultural-diversity/>.

24 Nicolas Pendleton, “The Disappearance of Traditional Culture,” *VCU Globe*, 28 April 2016, <https://rampages.us/globalram-page/2016/04/28/the-disappearance-of-traditional-culture/>.

25 “Intangible Heritage,” *UNESCO Office in Santiago*, accessed 17 October 2018, <http://www.unesco.org/new/en/santiago/culture/intangible-heritage/>.

26 “Text of the Convention for the Safeguarding of the Intangible Cultural Heritage,” *United Nations Educational, Scientific and Cultural Organization*, accessed 17 October 2018, <https://ich.unesco.org/en/convention>.

27 Catherine Grant, “Speaking of future generations ... let’s not forget culture,” *The Conversation*, 15 March 2015, <https://theconversation.com/speaking-of-future-generations-lets-not-forget-culture-38707>.

and access to information by citizens.”²⁸ They aim to bring together, through means of information sharing, the world’s archivists, institutions, professional bodies and organizations to help record and preserve the world’s archival heritage through records. Not only does this organization promote measures of preservation, protection and defense against all potential hazards, they also attempt to make the sites more widely known and encourage greater ease of access for the public to enjoy.²⁹

In 1950, Japan created the first historical document that definitively outlined the preservation of cultural heritage: The Law for the Protection of Cultural Property. The definition of such items included drama, music, art, and other culturally produced items with significant value to Japan.³⁰ This document helped to draw attention to the problem of preserving cultural heritage. In 2003, UNESCO created a legal, administrative and financial framework to protect the world’s diverse populations: The Convention for the Safeguarding of the Intangible Cultural Heritage. This convention aimed to protect the most fragile of cultures that contribute to world diversity. Member states are geographically diverse and tasked with guiding the committee to select the best preservation practices for the intangible pieces of cultural heritage. Traditional dances and crafts were added to the UN’s list of intangible heritage in 2012, signaling Member States’ resolve in preserving the cultural heritage of those in small populations.³¹

Key Issues

Many argue that one of the main reasons that culture has been depleting is due to westernization and globalization, citing imposition by the United States, the United Kingdom, and other typically ‘western’ nations upon lesser developed nations through technology, culture, and the age of the internet. Westernization can be seen in countries like Nigeria and others in Africa. As a country begins to advance, most of their technology comes from the United States or the United Kingdom, and the dissemination of information based on these nations’ cultures encourages developing nations to adopt similar practices.³²

The disappearance of culture in rural, isolated areas, though, is much different than that in urban areas. Small groups often have little to no contact with those outside of their group, forming intangible heritage, like oral traditions, expressions, and performing arts. These heritage traditions disappear at alarming rates due to war and the lack of replacement rates, amongst other things. When these traditions disappear, so does the wealth of knowledge and skill that is passed down. There is a great benefit socially and economically from the knowledge, but it’s virtually worthless if there isn’t a generation to receive and pass on the information.³³

Culture in the form of languages, knowledge, and traditions die when the aging population has no replacement. Many members of the younger generations have begun to shift towards large cities, foregoing their traditional roots. One instance of generational knowledge loss can be found in the United States. Since living on a farm or in a small town isn’t as common anymore, skills like changing a tire, fishing, cooking, herding cattle, and woodwork have gone by the wayside. A large part of this is due to technological advancements and development.³⁴ Now, in most countries, one can walk into any store and buy a chair

28 “International Council on Archives,” *International Council on Archives*, accessed 17 October 2018, <https://www.ica.org/en>.

29 “SARBICA,” *International Council on Archives*, accessed 17 October 2018, <https://www.ica.org/en/about-sarbica>.

30 “Law for the Protection of Cultural Property,” *United Nations Educational, Scientific and Cultural Organization*, 30 March 2007, http://www.unesco.org/culture/natlaws/media/pdf/japan/japan_lawprotectionculturalproperty_engtof.pdf.

31 “Fighting cultural extinction, traditional dances and crafts added to UN list of intangible heritage,” *UN News*, 4 December 2012, <https://news.un.org/en/story/2012/12/427362-fighting-cultural-extinction-traditional-dances-and-crafts-added-un-list>

32 Dare Arowolo, “The Effects of Western Civilisation and Culture on Africa,” *Afro Asian Journal of Social Sciences* 1, no. 1 (2010).

33 “Safeguarding communities’ living heritage,” *United Nations Educational, Scientific and Cultural Organization*, accessed 17 October 2018, <http://www.unesco.org/new/en/culture/resources/in-focus-articles/safeguarding-communities-living-heritage/>.

34 Jimmy Sailors, “Some skills, traditions still being passed down to younger generations,” *Dothan Eagle*, 16 April 2016, https://www.dothaneagle.com/news/local/some-skills-traditions-still-being-passed-down-to-younger-generations/article_dd5cff54-00c5-11e6-8f44-b721e304169c.html.

made of a myriad of materials, whereas 100 years ago, the only option was to fashion one out of hand carved wood and twine. Activities like these have virtually become ‘unnecessary’ because of advancements, resulting in a significant decline in those following what’s thought of as traditional American culture.

Homogenization can be found worldwide through the offering of western brands in malls constructed by western building companies. Even more so, internalization has become a large factor, too. TV shows and advertisements have begun to mimic western tactics, themes, and reproductions. Additionally, the world supports more of a western market of operations, like free and fair trade, business practices, and economic models of investment. The western stock market also sees many internationally based companies on the trading block, which supports the idea of internalization.

UNESCO recently launched a Survey of the World Languages in hopes of collecting a “wide range of data on the number of languages spoken in countries and information about each language’s users and use.”³⁵ The data collected will help “promote and safeguard linguistic diversity” and empower “governments to develop protective policies based on evidence and in line with the UN Sustainable Development Goals and UNESCO’s Recommendation Concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace.” Nations can also use this information to ensure they are incorporating the largest language blocks even if the language isn’t considered a “national language” of that respective country.³⁶

Culture clashes are to blame for some of the problems. Countless works of art have been painted over or destroyed because of religious beliefs; this occurred during the Byzantine Empire under Emperor Leo III when he banned religious images, and those who sought to retain religious images fought with those who sought to destroy them. Another example of such a clash occurred as Guatemala was being colonized by the Spanish. Spanish archivists chose to preserve only documents that would be useful for the Spanish Empire, destroying many documents that included important aspects of Guatemala’s history.³⁷ These clashes alter the timeline that historians are able to create in almost every sense of the word: medical advancements, artistic development, and general culture norms.

Regional Context

War is one of the biggest destroyers of irreplaceable and inimitable cultural and natural heritage. Most recently, parts of the Middle East have felt this the hardest. Of the six World Heritage Sites listed in Syria that have survived centuries of natural wear and tear, all of them have either been completely destroyed or damaged.³⁸ Most of these sites have been around for 1,300 or more years.

The destruction of cultural heritage sites isn’t a recent problem. The Roman Army destroyed the Second Temple in Jerusalem during the first Jewish-Roman War in 70 CE, and in China, Mao Zedong destroyed thousands of ancient historical Chinese sites to “rid the country of capitalist and traditionalist influences.” The Taliban claimed two widely known and respected religious statues, the two Buddhas of Bamiyan, were false idols and completely destroyed them in 2001. Ultimately, the destruction of these sites gives power to the destroyers, as they are ultimately controlling what information or cultural legacy is passed onto the next generations. Some refer to this as a form of cultural cleansing because of the removal of important cultural items that do not align with the group’s ideology.³⁹

35 “UNESCO Survey of World Languages Launched,” *United Nations Educational, Scientific and Cultural Organization*, 20 August 2018, <http://uis.unesco.org/en/news/unesco-survey-world-languages-launched>.

36 Ibid.

37 Rachel Van Bokkem, “History in Ruins: Cultural Heritage Destruction Around the World,” *Perspectives on History*, 1 April 2017, <https://www.historians.org/publications-and-directories/perspectives-on-history/april-2017/history-in-ruins-cultural-heritage-destruction-around-the-world>.

38 Ibid.

39 Ibid.

Then, there are populations which reject most or all contact with the outside world. For instance, the Sentinelese, a small population of people living on the North Sentinel Island, are extremely hostile towards visitors and refuse to allow people on their shores, greeting them with arrows.⁴⁰ Other lost tribes, like the Carabayo people, the Jarawa people, and the Wayampi people, also participate in traditional activities. These tribes haven't adopted farming and participate in traditional hunter/gatherer activities for food. Other small, mysterious tribes are condemned to gradual extinction because of the encroachment of gas and oil companies, loggers, and miners searching more extensively for locations due to competition and resource depletion. The systems that indigenous peoples have created is based on an extremely delicate ecosystem, so any semblance of disturbance has a disastrous effect.

A campaign titled Save Syria's History was launched to "raise awareness on the current looting of museums and illegal excavation of archeological sites." It also urges all Syrians, "regardless of political beliefs, of the importance of protecting their valuable and rich cultural heritage for the benefit of future generations" by using audio-visual materials. The campaign also has helped museum staff move valuable artifacts out of harm's way and into secure places, as well as provide enhanced security around sites that are at risk of illegal excavation. Preserving these pieces of history is difficult due to illegal trafficking. Groups will illegally excavate a site or steal artifacts to re-sell them on the black market in neighboring countries to fund usually illegal activities. In Syria, ISIS is a perpetrator of illegal excavation and trafficking, and they use revenue to fund their group.⁴¹

Case Study: ISIS - Destruction of Heritage Sites

Syria and Iraq are rich with heritage, from the Tigris and Euphrates Rivers to ancient Mesopotamia. Since 2010, Iraq and Syria have suffered extremely visible damage to their countries. Now, 8 years after the conflict first began, ISIS is still destroying extremely relevant historical locations. Not only is the destruction devastating to those living in the region, but also to everyone worldwide. The sites were preserved and gave a glimpse into the ancient Roman and Ottoman Empires.

In August 2015, ISIS destroyed the 2000-year-old Temple of Bel in Palmyra, Syria. Multiple other important identifiers and remains of ancient times have been destroyed due to this conflict. Oftentimes, the locations are looted, and items are sold on the black market. UNESCO considers the intentional destruction of cultural heritage a war crime, but that hasn't deterred many groups like these. ISIS soldiers destroy artifacts in propaganda videos to attract more supporters and because the items don't support their agenda. Under UNESCO, the International Alliance for the Protection of Cultural Heritage Zones of Conflict, led by France and the United Arab Emirates, has raised millions of dollars to protect cultural heritage at risk of destruction.

Google, alongside digital archeology organization CyArk, has begun to virtually record cultural heritage sites that are at risk of destruction from war, natural disasters, like earthquakes and floods, and other factors. These recordings are transformed into detailed 3D archives of historical sites and features.⁴² They will be available through an online archive, which will give people worldwide visual access to 26 sites from Pompeii to Syria. The founders also hope that this project could lead to things like immersive virtual tours that also provide textual historical information as well as new hypothesis of understanding what existed within the structures. A 3D rendering may be the closest thing the world has to knowing what certain sites looked like if the rate of depletion continues.⁴³

40 Sean Kane, "This isolated tribe has rejected contact for centuries and remained hostile toward outsiders," *Business Insider*, 15 May 2016, <https://www.businessinsider.com/sentinelese-uncontacted-island-tribe-photos-2016-5>.

41 "Save Syria's History," *United Nations Educational, Scientific and Cultural Organization*, accessed 17 October 2018, <http://www.unesco.org/new/en/safeguarding-syrian-cultural-heritage/national-initiatives/national-campaign/>.

42 Phoebe Braithwaite, "Google's 3D models are saving the world's most at-risk heritage sites," *Wired UK*, 16 April

43 Ibid.

However, despite efforts to digitize these pieces of invaluable heritage, the underlying truth is that history is literally being destroyed. ISIS members break artifacts for fun and broadcast this destruction to recruit members to their organization; they use power tools and sledgehammers, assault rifles and explosives to turn monuments and artifacts into dust. According to ISIS media outlet films, and Dabiq articles, this destruction is a mix of theological, historical, and political reasons.

The “kaffar” is thought to be Westerners who created the states that make up the now Middle East. ISIS members reference Westerners as iconoclasts who have a record of destroying land that doesn’t belong to them, citing excavation of archeological sites and the display of the recovered artifacts in museums.

UNESCO is virtually powerless against ISIS because ISIS is not a state and therefore can’t technically have any direct punishments imposed upon them. Where does this leave the world? What’s the fate of these irreplaceable historical artifacts?

Questions to Consider

Should governments/nations try to preserve heritage sites or cultural artifacts that are soon to be destroyed?

Does, or should, the United Nations have a right to step in to war-stricken places to protect World Heritage Sites (WHS)?

Who has rightful ownership to public land and who is faulted if it is destroyed?

How should the UN be involved in protecting WHS?

How does the international community protect indigenous peoples and their way of life?

Who, if anyone, should protect the rights of indigenous people? If some entity wants to protect them, should the indigenous people be forced to obey the entity in some sense of the term, such as for protection?

Who should ensure natural disasters don’t destroy populations?

Should the United Nations, UNESCO, or any other international body/nation, be attempting to formulate written records of these tribes that are both considered “lost” and uncontacted?

How should the United Nations and member states protect culture, language, and knowledge from disappearing with the death and disappearance of indigenous tribes?

Is it the United Nation’s responsibility to facilitate this protection, or the individual states?

If indigenous peoples live on land owned by a particular country, should that country be charged with ensuring the civilization’s survival?

Should a country or the UN have any part in trying to rejuvenate history and traditional activities? If so, how should the practices be encouraged?

Should the UN or member nations be afraid of the world becoming more homogenistic? If so, how should it be stopped? If not, should any country or international organization be facilitating it?

Should countries or the UN monitor the erection of 'modern' style buildings that don't match the traditional building style near historic sites?

Are there different methods of approach to this topic depending on the region in which the heritage site, culture, or tribe is located, or is it on more of a case by case basis?

Who, if anyone, should regulate the illegal sale of items from a cultural heritage site?