

UTMUN



**United Nations
Educational, Scientific,
and Cultural Organization**

DIRECTOR
Kristal Sinaj

VICE-DIRECTOR
Nathan Ching

MODERATOR
Gina Fasseland

Contents

| | |
|---|-----------|
| Content Disclaimer | 3 |
| UTMUN Policies | 4 |
| Equity Concerns and Accessibility Needs | 4 |
| A Letter from Your Director | 5 |
| Topic A: The Implementation & Usage of AI in the 21st Century | 6 |
| Introduction to Artificial Intelligence (AI) | 6 |
| Developments in AI | 8 |
| Developments in AI have been most prominent in Business, Education and Humanitarian Aid. | 8 |
| Issues & Problems | 11 |
| Case Study: The Right to Privacy in the 21 st Century | 14 |
| Questions to Consider | 18 |
| Topic B: Using Education to Prevent Extremism and Child Exploitation | 19 |
| Introduction: A New Type of Rule | 19 |
| Current Developments & UNESCO’s Role in Prevention | 20 |
| Roots of the crisis | 23 |
| Case Study: Using Education to Fight Extremism | 26 |
| Deradicalization Schools | 28 |
| Questions to Consider | 29 |
| Topic C: Protection of World Heritage Sites from Tourism, Urbanization & Pollution | 31 |
| Introduction to World Heritage Sites | 31 |
| Current Developments | 31 |
| UNESCO’S role | 34 |
| Issues & Problems | 35 |
| The Current Approach to Sites considered in Danger | 36 |

| | |
|--|-----------|
| Case Studies: Reducing Disaster Risk at World Heritage Sites | 37 |
| Questions to Consider | 42 |
| Advice for Research and Preparation | 43 |
| Topic A – Artificial Intelligence & Privacy Key Resources | 44 |
| Topic B – Education and Extremism Key Resources | 44 |
| Topic C – World Heritage Sites Key Resources | 45 |
| Bibliography | 46 |
| Topic A | 46 |
| Topic B | 46 |
| Topic C | 47 |

Content Disclaimer

At its core, Model United Nations (MUN) is a simulatory exercise of diplomatically embodying, presenting, hearing, dissecting, and negotiating various perspectives in debate. Such an exercise offers opportunities for delegates to meaningfully explore possibilities for conflict resolution on various issues and their complex, even controversial dimensions – which, we recognize, may be emotionally and intellectually challenging to engage with.

As UTMUN seeks to provide an enriching educational experience that facilitates understanding of the real-world implications of issues, our committees' contents may necessarily involve sensitive or controversial subject matter strictly for academic purposes. We ask for delegates to be respectful, professional, tactful, and diplomatic when engaging with all committee content, representing their assigned country's or character's position, communicating with staff and other delegates, and responding to opposing viewpoints.

The below content warning is meant to warn you of potentially sensitive or triggering topics that are present in the formal content of this background guide, as well as content that may appear in other aspects of committee (e.g., debate, crisis updates, directives), so that you can either prepare yourself before reading this background guide or opt-out of reading it entirely:

One of the issues being debated in this committee focuses on extremism and the exploitation of children. Due to the nature of this topic, some difficult subjects may arise, such as violence, abuse, and religious discrimination including Islamophobia. We ask that delegates remain respectful during debate, both of the subject matter and of other delegates.

If, because of this committee's content warning, you wish to request switching committees and you registered with UTMUN as:

- a) part of a group delegation, please contact your faculty advisor and/or head delegate with your concerns and request.
- b) an individual delegate, please email our Equity Officer at equity@utmun.org with a brief explanation of your concerns based on this committee's content warning and your request to switch. You will be contacted shortly regarding your request

UTMUN Policies

We ask for your cooperation in maintaining order, both inside and outside of committee session, so that we may provide a professional, safe, inclusive, and educational conference.

Throughout the conference, please note that delegates shall only:

1. Wear Western Business Attire (i.e., no costumes, no casual wear)
2. Embody their assigned country's/character's position, not their mannerisms (e.g., no accents, no props)
3. Use laptops or electronic devices during unmoderated caucuses to draft paperless resolutions/directives (subject to their committee director's permission)
4. Opt for diplomatic, respectful, and tactful speech and phrasing of ideas, including notes (e.g., no foul language, suggestive remarks, or obscene body language)
5. Make decisions that contribute to a professional, safe, inclusive, and educational space for debate

The rest of our conference policies can be found on our website at <https://www.utmun.org/conference-policies>. By attending all or part of a UTMUN conference, attendees agree to abide by all of our conference policies.

Furthermore, delegates' efforts to contribute to a culture of collaboration, inclusivity, and equity at our conference, both inside and outside of committee session, will be considered by the dais and Secretariat when determining conference scholarships and committee awards.

In cases of failing to adhere to any of UTMUN's policies, the Secretariat reserves the right to take any action it deems necessary, including rendering delegates ineligible for awards, taking disciplinary action, and prohibiting delegates from participating further in the conference.

Equity Concerns and Accessibility Needs

UTMUN 2020's Secretariat and Staff are committed to ensuring every attendee has an enjoyable, comfortable, and safe experience and is able to participate fully and positively at our conference.

If you have any equity concerns (e.g., concerns about barriers to participation) or accessibility needs now or during the conference, please do not hesitate to contact your committees' dais and/or our Equity Officer at equity@utmun.org.

A Letter from Your Director

Dear Delegates,

It is my pleasure to welcome you to UTMUN 2020! My name is Kristal and I'm incredibly excited to serve as the Director of this year's United Nations Educational, Scientific and Cultural Organization Committee (UNESCO). Through our committee sessions, our goal is to explore, discuss and analyze this century's most pressing and forthcoming issues. UNESCO deals with the preservation of natural and manmade landmarks as well as the promotion of education and scientific development. We seek to build peace through international cooperation through Education, Culture, and the Sciences.

Our focus for this year's topics include the exciting - but equally mysterious - new technological frontier of Artificial Intelligence (AI), the ever-complex question of how education relates to extremism around the world, and the responsibility that we all have in preserving World Heritage Sites. You will be faced with questions that will challenge your thinking and push you to consider the world with a fresh, new pair of eyes. This committee will deal with questions to issues relating to ethical legislation, education, the power and importance of accountability, the right to privacy, and human rights, among others.

Successful delegates are individuals who come to committee prepared with a strong understanding of their respective positions and global stance; who diplomatically, coherently and concisely advocate for their country's policies; respect, listen and engage with fellow delegates in thoughtful debate. We expect all delegates to be familiar with the Model UN rules and procedures and suggest that delegates come prepared with questions to raise in discussion with fellow delegates prior to the conference.

In preparation, I strongly encourage all of you to conduct your respective research about the committee beforehand. This guide is for you to use and become thoroughly familiar with prior to the start of conference. It should be a starting point, but further research is highly encouraged. The fields of AI, the relationship between extremism and education, and UNESCO's work in World Heritage Site preservation are fascinating topics about which I'm sure you will discover a lot of information to inspire debate during committee sessions.

We're excited to analyze and discuss these topics along with you. We hope your time in this committee will be an enjoyable one; an experience which teaches you to critically analyze and immerse yourself in engaging global issues.

We wish you the best of luck in your research and preparation and look forward to meeting you all in February.

Kristal Sinaj,
Director, United Nations Education, Scientific and Cultural Organization (UNESCO)
k.sinaj@mail.utoronto.ca

Topic A: The Implementation & Usage of AI in the 21st Century

Beginning in 1945, in the aftermath of one of the deadliest wars in history, humanity began a search for a better life. A better society; a better way of living, working, eating, and thinking. The latter half of the 20th century was an era in which humans truly began to think outside their comfort zone and dive deep into the new frontier. One of them was space exploration. The other was technology.

We have come a long way from the radio and black and white television sets of the 20th century to the revolutionary “World Wide Web” (otherwise called the Internet) in the 1990s to present-day technology that is thinner, portable, and more efficient. The past 20 years have experienced incredible technological advancement, so it’s natural that the next step is AI (Artificial Intelligence).

But what *is* AI? How will it affect our lives and the way we do things? What are the dangers that come with new developments in AI? There is a potential scale of disruption that is created by technological developments in AI, machine learning and Big Data that requires governments to think deeply about how they can help mitigate the risks of these new technologies while fully harnessing the opportunities they bring.

Introduction to Artificial Intelligence (AI)

What is AI?

Artificial intelligence is any action performed by a program or a machine that, if a human carried out the same activity, we would say the human had applied “intelligence” to accomplish the task¹.

AI systems will typically demonstrate at least some behaviour associated with human intelligence. This includes planning, learning, reasoning, problem solving, knowledge representation, perception, motion and manipulation. Occasionally, as this guide will further explore below, social intelligence and creativity are also occasionally portrayed by AI systems².

What are the uses for AI?

AI is everywhere and is used for almost every possible modern scenario and problem solving that exists in this century. From engineering usages like visual drone inspections; to customer service work; to the medical field, being used by radiologists to spot potential tumors

1 Heath, Nick. “What Is AI? Everything You Need to Know about Artificial Intelligence.” ZDNet. ZDNet, July 1, 2019. <https://www.zdnet.com/article/what-is-ai-everything-you-need-to-know-about-artificial-intelligence/>.

2 Daley, Lauren Pasquarella. “Artificial Intelligence and Gender Bias.” Catalyst, n.d. <https://www.catalyst.org/research/trend-brief-gender-bias-in-ai/>.

in X-rays; to privacy, flagging inappropriate content online; and virtual assistant devices like Amazon's Alexa and Apple's Siri. Many of us already interact with artificial intelligence in our daily lives, often without even realizing it. It is responsible for everything from search engine results to what we see on social media.

How Does Artificial Intelligence Work?

There are 3 main ways.

(I) Assisted Intelligence helps us improve what we are already doing. It automates our daily tasks based on what information we give it, making tasks easier for us. People who control this type of AI are people working in **STEM** (science, technology, engineering and mathematics). They create, monitor and frequently fine-tune its **programs** and **algorithms**. For example, Assisted Intelligence can be a machine in a factory assembly line, or a voice-activated digital assistant (like Siri or Alexa).

(II) Augmented Intelligence helps organizations and people complete tasks they otherwise wouldn't be able to do. It heavily relies on humans to help develop, interact with, and train AI. This type of AI is becoming more widespread as human skills (collaboration, creativity, persuasion and innovation) become more valuable in the workplace due to the ability to become better at problem-solving and decision-making. An example of this AI is a program that makes recommendations on whether or not to approve a consumer's loan application³.

(III) Autonomous Intelligence is an emerging technology that acts on its own. It can reason, learn from experience, and make autonomous decisions within strict lines of accountability. It is unclear how humans will interact with autonomous intelligence, although it may serve as part of a work team with people. Many see this as automating some complex human decision-making, while others see it as freeing up people to do more creative, complex work in new types of jobs. An example is a self-driving car⁴.

Artificial Intelligence is a type of "flexible" intelligence that is capable of *learning* how to carry out vastly different tasks. It accumulates information and experience and details about a certain scenario, stores that information, and uses it to approach the current and/or future tasks. The most important term for you to understand is Machine Learning. **Machine Learning** (ML) is defined as "the ability to learn without being explicitly programmed"⁵. At its most basic form, ML is the practice of using algorithms to analyze data, learn from it, and

³ Daley, Lauren Pasquarella. "Artificial Intelligence and Gender Bias." Catalyst, n.d. <https://www.catalyst.org/research/trend-brief-gender-bias-in-ai/>.

⁴ Ibid.

⁵ Shah, Dhruv. "AI, Machine Learning, & Deep Learning Explained in 5 Minutes." AI, Machine Learning, & Deep Learning Explained in 5 Minutes. Becoming Human: Artificial Intelligence Magazine, July 29, 2018. <https://becominghuman.ai/ai-machine-learning-deep-learning-explained-in-5-minutes-b88b6ee65846>.

then make a prediction about something in the world⁶.

Developments in AI

Developments in AI have been most prominent in Business, Education and Humanitarian Aid.

Business

The business world has seen an increase in AI-supported automation, which has affected the economy of the state and consequently the job market. Essentially, automation performs tasks that were previously performed by humans and has expanded into areas such as manufacturing, transport, utilities, defense, operations and IT.⁷The effects of automation are positive and negative, with results varying from industry to industry, impacting, employment, productivity, economic competition, education and quality of life⁸. Advancements in robotics research is key to the development of automation and has resulted in job loss in certain industries; people are replaced by technology that is more productive and efficient. The long-term effects of automation on employment and unemployment rates vary.

There is a greater emphasis placed on knowledge-based work and technical skills rather than physical work. Presently, most governments dedicate resources towards helping low-skilled workers secure better jobs through training and education. Note that this argument can succeed so long as the company (and the economy in general) are growing at a rate fast enough to create new positions from jobs lost to automation⁹.

The traditional approach of helping workers upgrade by “up-skilling” will not necessarily reduce a worker’s susceptibility to being displaced by the new wave of automation. This brings us to the question of education and training that is reflective of the constantly changing job market. Workers in automated facilities must be technologically proficient to perform these new jobs, otherwise they are no longer competitive.

Digitization in the job market is inevitable in the 21st century. Business digitalization produces higher productivity and more efficiency. Technological innovation in recent years has made computers, robots and software so sophisticated that machines are now entering the realm once thought to belong exclusively to humans: cognition. Artificial intelligence algorithms can process thousands more documents – and then act faster – than any human and are hypothetically free from human biases. Their productivity also need not be

6 Shah, Dhruv. “AI, Machine Learning, & Deep Learning Explained in 5 Minutes.” AI, Machine Learning, & Deep Learning Explained in 5 Minutes. *Becoming Human: Artificial Intelligence Magazine*, July 29, 2018. <https://becominghuman.ai/ai-machine-learning-deep-learning-explained-in-5-minutes-b88b6ee65846>.

7 Techopedia.com. (2019). *What is Automation? - Definition from Techopedia*. [online] Available at: <https://www.techopedia.com/definition/32099/automation> [Accessed 28 Aug. 2019].

8 Groover, Mikell P. “Automation and Society .” *Encyclopædia Britannica*. Encyclopædia Britannica, inc. Accessed September 6, 2019. <https://www.britannica.com/technology/automation/Consumer-products#ref24863>.

9 Ibid.

interrupted by rest breaks or lapses of concentration. The new technological revolution will create tremendous societal benefits – the creation of new goods, services, markets and jobs, greater productivity¹⁰.

Education

The rise of AI in education has been a growing field that has found its most important work in regions of the world where education isn't widely available to all children and is elitist. In general, AI and education has been used to:

- a) Provide individualized learning for students based on their learning styles and particular need
- b) Provide universal access to all students. AI tools can help make classrooms globally available so that language is not a barrier and students with visual or hearing impairments are able to participate
- c) Automate administrative tasks so that AI helps educators close the gaps in learning
- d) Extend learning outside the classroom by providing AI-assisted tutoring and studying programs that help further development of smart content and increase a student's personal development¹¹

Humanitarian Aid

Artificial Intelligence is widely used on humanitarian missions to deliver medical supplies and vaccines but also in tracking human migration, agricultural development, or for environmental research relating to climate change in parts of the world that are at risk. There are several countries whose access to the internet is minimal, and sometimes nearly non-existent. We can use AI (and data processing) to provide aid to these regions, such as a 2010 project in Ljubljana where Machine Learning was used to identify flood zones in rural areas¹². The use of drones has increased in popularity in the past twenty years, both in military operations and humanitarian missions. They are especially useful in countries which have poor road infrastructure – or areas with roads that don't have year-long accessibility as a result of extreme weather –where it can take several hours or even days to get where you need to go to have access.

Humanitarian aid in the form of supplies – medical, food or infrastructure – is becoming increasingly reliant on drones to reach populations in need of these resources. Completely autonomous drones that fly themselves and coordinate with each other in extreme weather conditions in real time across networks can be very useful in reducing

10 Wong, Jill, and Public Service Division. "How Will Automation Affect Society?" World Economic Forum. Accessed September 6, 2019. <https://www.weforum.org/agenda/2015/01/how-will-automation-affect-society/>.

11 Marr, Bernard. "How Is AI Used In Education -- Real World Examples Of Today And A Peek Into The Future." Forbes. Forbes Magazine, July 25, 2018. <https://www.forbes.com/sites/bernardmarr/2018/07/25/how-is-ai-used-in-education-real-world-examples-of-today-and-a-peek-into-the-future/#11a13067586e>.

12 Brilly, M. & Rusjan, Simon & Vidmar, Andrej. (2012). Flood Problematic of the City of Ljubljana and the September 2010 Flood. 4158-.

travel times and reaching isolated communities in need of aid.

The Importance of Data in Artificial Intelligence & the role of Algorithms

There is a relationship between AI and data policy.

Data is the untouched raw input that is cleaned, structured, and integrated before it is used within an algorithm. Artificial intelligence takes that data, analyzes it, learns from it, and produces something new. AI is the output; it is the intelligence that results from the processed data.

The continuation of Machine Learning systems is dependent on regulation and access. Algorithms are created based on data research in the field which this piece of AI will be applied to. In order to use this data, one must initially have access to it. So, the question comes to who has access to this data, when, and under which terms. Data is important. It is the foundation upon which AI is based.

UNESCO's role in AI

Given AI is still a new form of technology, the question of regulation must be addressed. UNESCO's goal is to promote widespread access to knowledge for AI. We must initiate efforts to raise awareness among various global actors about the basics and consequences of this new technology, and how it can be harnessed to benefit everyone. The relationship between AI and data is simple. Without data, AI does not exist. Data is a major driving force of AI, so to truly understand AI, it is critical to recognize that data is the key to smart regulation.

All the exciting progress made in the field of AI has so far been made possible through human collaboration, teamwork, and cooperation. We must continue to expand and better understand AI through this process. As such, in establishing a foundational regulation for AI, the UN Declaration of Human Rights must be the reference framework for all aspects related to AI – and more generally – to all aspects associated with the internet. With this framework as the basis for future AI and new technology legislation, the core issues related to citizenship, Human Rights, and democracy are addressed.

An international strategy on AI must be based on 3 components:

1. **Privacy**
Determining how best to protect the data of individuals
2. **Expertise**
Ensuring that we have experts of diverse backgrounds engaged in AI building
3. **Access**
Establishing accessibility to vulnerable and isolated populations, as well as ensuring that multinational companies and governments are aware of new AI research developments, internet legislation and the associated benefits and consequences

Issues & Problems

AI comes with its own set of problems that can very quickly become dangerous if not regulated.

Bias & Data Collection Techniques

The field of artificial intelligence is growing at a rapid pace, developing algorithms and automated machines that show promise in making the workplace more efficient and less biased. However, this is all dependent on the data collected and the individuals who work on collecting that data.

AI is a big part of our daily lives, gathering data based on our habits and “personalizes” our experience with that technology. The risks of AI are related to what can be automatically deduced about a person (ex. social media ads, suggestions on YouTube). To generate AI, there is a lot of data that is needed. It is personal data that needs to be addressed here. We need to be aware of what **bias** is present with data before using it for AI. AI is a system that interprets the world based on the data that it is given. It intelligently recognizes faces, people, and places and makes sense of things. Because of the nature of AI processes, it is very easy for bias to be introduced into the framework.

How is Bias introduced?

Bias is introduced by the people who are involved in data collection and developing the AI algorithms. There isn't always an equal contribution of work by people from diverse backgrounds. As such, there may be a genuine risk that minority populations and demographics will not be properly, accurately, or fairly reflected within these new AI technologies, simply due to the flawed data collection and presence of bias. If a person collecting the data has a bias (even a subconscious one), then the AI will “learn” that bias.

To avoid this, there needs to be a conscious initiative to include minorities and other populations in technology development. It's harder to detect a flaw in the system if the consequences of that flaw doesn't affect you. Bias in AI is hard to isolate unless there are a fresh pair of eyes to study it from another perspective, especially since bias is subconscious.

There are multiple examples in real life where this is an issue.

In the judicial system, the introduction of AI has brought learned racial biases where there is a consistent mislabelling of people of colour as “higher risk” than white counterparts perpetrating the same crimes¹³.

Google demonstrates such bias in its Imagine Search results. Think of the word

13 Angwin, Julia, Jeff Larson, Lauren Kirchner, and Surya Mattu. “Machine Bias.” ProPublica, March 9, 2019. <https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing>.

“professor”. There is no uniform idea of what a professor looks like; they can be young, old, male or female, and of multiple ethnic backgrounds. However, Google images yields results in which the majority of the photos are of white men and occasionally white women. If white men are the individuals gathering data, building AI technologies to process this data and producing reports based on the findings, they probably would not see that these results are flawed. A female person-of-colour, on the other hand, would likely notice the discrepancy between the results and reality.

This is a simple example. Once applied to the entirety of the internet and social media, the problem of bias is bound to be more widespread and complex.

Technology provides a mirror to us for what is going on in our society. If our society is comprised of data that is flawed, and of AI systems that incorrectly interpret this data, then there will be widespread misrepresentation of the information that is crucial for understanding how the world works.

There’s a significant underrepresentation problem in all areas of STEM, and this is much more prominent in computer science and AI research.

But there’s another aspect to this: the technology being created is so important in so many lines of work and in so many businesses that leaving a large part of the population out of the conversation leaves these people ineffective in a whole bunch of areas in our society – not just computer science, but everywhere.

Take, for example, the case of automatic soap dispensers. There have been cases in the United States of automatic soap dispensers – the one which you stick your hands under – that don’t work for African Americans simply due to the technological make up of that sensor¹⁴. Apparently, the sensors installed into these dispensers reflect light better off of lighter skin. It is a flaw that wasn’t caught due to sample-like testing and a team of developers, coders and builders that weren’t diverse enough.

Organizations have introduced AI into many work processes, especially recruiting and talent-management functions. In many cases, algorithms sort through numerous factors to profile people and make predictions about them. What happens if the algorithm is actually relying on bias input to make predictions? Can machines and artificial intelligence develop unintentional biases, creating the same inequities as people with unconscious biases?¹⁵ More and more evidence indicates that humans are programming their own biases around gender and race into the algorithms behind AI. How is this happening? What can be done to prevent bias in AI in workplaces?

14 Kirkland, Rik. “The role of education in AI (and vice versa).” McKinsey & Company. Accessed September 6, 2019. <https://www.mckinsey.com/featured-insights/artificial-intelligence/the-role-of-education-in-ai-and-vice-versa>

15 Daley, Lauren Pasquarella. “Artificial Intelligence and Gender Bias.” Catalyst, n.d. <https://www.catalyst.org/research/trend-brief-gender-bias-in-ai/>.

Ethics & Access to Information

Decision models of machine learning technologies will involve bias that will increase discrimination. Ethical principles may be able to correct this bias. Societal progress will be difficult without democratic and social conversations about how we want to use AI.

Open data is the life stream of intelligence. To benefit from AI, we need data integrity. However, there are some governments that don't invest enough in human access to information. Therefore **ethics** and developing **ethical legislation** stems not only from countries that have technology and information that is easily available, but also from countries that are much stricter in their approach and usually deny access to technological resources. There should be a right to access information without penalty. It is wise to acknowledge a counterpoint of privacy. Impersonal data such as satellite imagery can infringe on an individual's privacy when that data is released to the public.

There must be oversight, accountability and morality with AI and machine learning processes. There needs to be a **motivation** to act morally. This can only come from the creation of ethical frameworks to build legislation upon. Algorithms must be taught ethical code. How can we create a unified ethical framework for which to establish ethical legislation? Can it be done at all?

How can we shape AI to understand and consider the ethics of a situation? How can we teach it to be human? Our vulnerabilities – defined as our capability to be hurt physically and socially – are part of what makes us human. Is it possible to use human vulnerabilities to create AI technologies that feel safer? Is it possible to shape AI in a way that understands and considers human and social vulnerability?

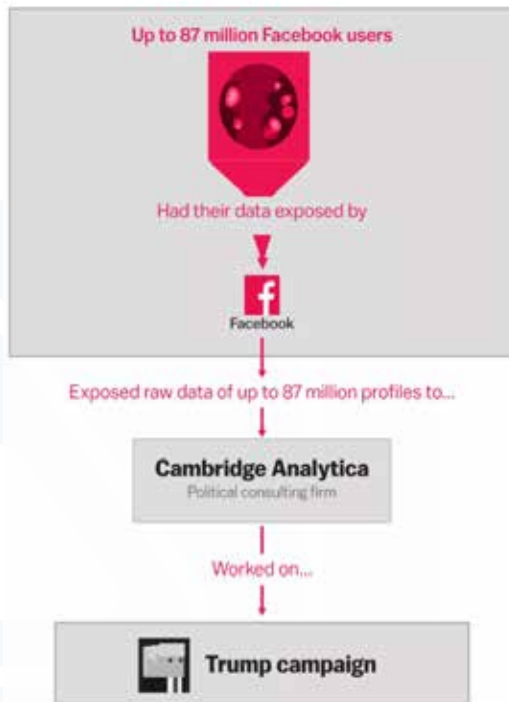
Vulnerability is one of the keys to establishing an ethical framework. Social media exploits vulnerability all the time by using data it's collected about our habits online. We must work towards creating technologies that help and engage our vulnerabilities in a positive manner.

Responsibility. That is the most prominent ethical issue. Where does the responsibility lie? And with whom? Is it the people who use the software? The people who created it? Should there be an investigation mechanism to understand how to shape these technologies in a way that allows us to take responsibility?

Ethical legislation is complex because we need to know how best to achieve it, but more so due to the hurdles that stand in our way. Being responsible and practicing ethics isn't always the greatest business advice for some companies. We need to develop laws and regulations that helps shape the context in which we can develop these technologies because it doesn't always make business sense to do the right thing. Some cultures have monopolized the development of AI, producing technology within their own cultural framework.

Case Study: The Right to Privacy in the 21st Century

Introduction to the issue of the misuse of personal data



Source: Vox
The Facebook and Cambridge Analytica scandal, explained with a simple diagram

In an ever-changing technical world, one's identity is practically the last piece of ourselves that we have managed to keep safe. It is ghostly Orwellian how privacy may soon become a thing of the past. We will analyze the privacy violations caused by the Facebook/Cambridge Analytica Data Scandal and what we can learn from it as it relates to the protection of one's identity in the face of consistent developments of sophisticated AI systems. It is often said that nothing is free. You either pay for it with your money, your time, or your data.

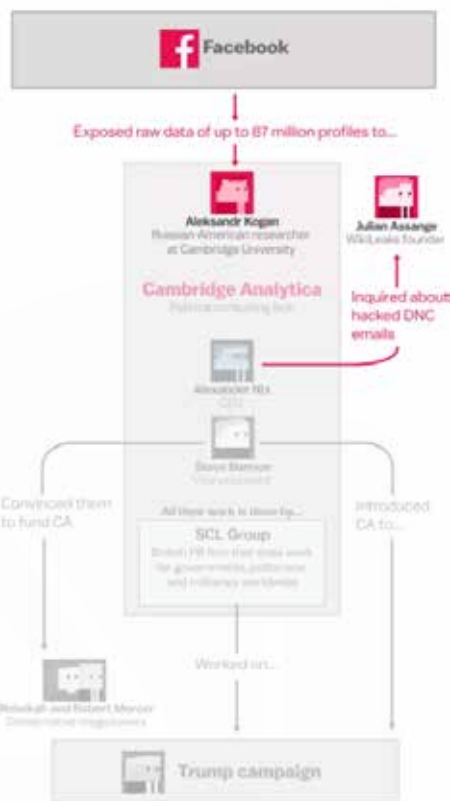
The misuse of personal data

Data misuse is the inappropriate use of data as defined when the data was initially collected. The misuse of information is typically governed by laws and corporate cybersecurity policy. However, even though laws and policies can be put in place, the risks are still present and growing each day with the development of more complex and sophisticated AI systems. The risk is increased exponentially when Big Data is involved.

The world was already deeply entrenched in **Big Data** before it even realized that it existed. By the time the term was coined, Big Data had accumulated a massive amount of stored data that, if analyzed properly, would reveal valuable insights into the industry to which that particular data belonged.

Big Data is defined as extremely large data sets that are analyzed to reveal patterns, trends, and associations, especially relating to human behavior and interactions. The internet and social media apps are some of the biggest collectors of insightful data on individuals, companies, entities and corporations into the Big Data pool. They provide a significant level of concrete information about consumer habits, likes and dislikes, activities, and personal preferences. Social media accounts and online profiles, social activity, product reviews, tagged interests, "liked" and shared content, loyalty/rewards apps and programs, and CRM (customer relationship management) systems.¹⁶

16 University, Maryville. "Big Data Is Too Big without AI." *Maryville University - Master's in Business Data Analytics*, Maryville University, 2019, online.maryville.edu/blog/big-data-is-too-big-without-ai/.



Source: Vox
The Facebook and Cambridge Analytica scandal, explained with a simple diagram

partook in a quiz app. Cambridge Analytica then sold this data to the Donald Trump campaign, which used it to target election messages at Facebook users in the 2016 presidential election campaign¹⁷.

How did Cambridge Analytica (CA) come to obtain its data?

Quite simple. CA's CEO, Alexander Nix, actually reached out to the WikiLeaks founder Julian Assange about the hacked emails from the Democratic National Committee's services¹⁸. According to a former CA employee, the firm received its data from Russian American University of Cambridge researcher, Aleksandr Kogan.

So how exactly did the data end up being extracted?

Kogan built a quiz that exposed a dangerous loophole in the Facebook API (API specifies how software components should interact). Not only did the quiz collect data from people who took the quiz, but it also targeted Facebook friends of quiz takers. The most significant and alarming aspect of this case is that 87 million people didn't actually take the

Data misuse is an issue often faced by corporations, companies or businesses. Recently, we have seen a lot of social media sites, banks and other highly sensitive establishments become the victim.

Sometimes, the most common perpetrators can be a company's employees since they know most of the internal operations, they can cause extensive damage.

Sometimes, it's caused by hacking and a direct responsibility by the entity that was hacked; it is evidence of their evident lack of security, moral responsibility and general under-preparedness to keep personal data safe. Social Media has been under a constant threat and occasional victim of hacking.

Cambridge Analytica is a British political consulting and data analytics firm that specializes in targeted digital advertising. It harvested the data of at least 87 million Facebook users without their knowledge after obtaining it from people who

17 Grothaus, Michael. "How Our Data Got Hacked, Scandalized, and Abused in 2018." Fast Company. Fast Company, December 12, 2018. https://www.fastcompany.com/90272858/how-our-data-got-hacked-scandalized-and-abused-in-2018?position=6&campaign_date=09042019.

18Ibid.

quiz app. At most, only several hundred thousand did. Although Facebook prohibited selling of this data, Cambridge Analytica sold the data anyways.



Source: Grothaus, Michael. "How Our Data Got Hacked, Scandalized, and Abused in 2018." *Fast Company*. Fast Company, December 12, 2018. https://www.fastcompany.com/90272858/how-our-data-got-hacked-scandalized-and-abused-in-2018?position=6&campaign_date=09042019

From just Facebook data alone, Aleksander Kogan could predict various personal attributes and information about individuals. Just take a look at the email below which was sent in 2014. This data scandal occurred in 2018, four years later.

What exactly did Facebook "prohibit"? If Cambridge Analytica sold the data it extracted anyways, what does that tell us about Facebook's AI system and its ability to uphold the privacy of more than 1 billion users?

Facebook founder and CEO Mark Zuckerberg responded to the scandal, saying,

*"I've been working to understand exactly what happened and how to make sure this doesn't happen again. The good news is that the most important actions to prevent this from happening again today we have already taken years ago. But we also made mistakes, there's more to do, and we need to step up and do it."*¹⁹

19 Ibid.

While there's not much available evidence that the data obtained from the Facebook/Cambridge Analytica scandal swayed the election for Trump, it showed just how lax Facebook's privacy protections for user data is. Even now, it isn't known what became of the data. Cambridge Analytica claimed that it deleted the files, but any number of copies could have been made. More importantly, the scandal has been called a "watershed moment" that made the general public realize the power of their personal data, and the potential for it to be used to manipulate them or democracy itself.²⁰

Facebook allowed a third-party developer to engineer an application for the sole purpose of gathering data without consent. Facebook is a massive company; whose entire business relies heavily – if not almost entirely – on the usage of Artificial Intelligence and Big Data. Such a scandal raises the question: can we trust Facebook to police itself?

There are no data protection rules governing Facebook. There are rules that are going into effect later this year in Europe that might help prevent a problem like this, but the United States does not have solid policy regarding the "surveillance economy". Users are unaware of how much data they were involuntarily exposing.

How can Facebook be held accountable and responsible for such a massive breach in the privacy of its users? Has Facebook come to value growth over privacy and security? Even if its business model directly contradicts it? What does this mean about the future of online privacy and the integrity of companies in maintaining online user activity?

Facebook – as well as Google – are companies whose business model is **digital advertising**. The reason why these companies experienced a 90% share of growth in the digital advertising space last year is because they can target advertising in a way that no other side can because their AI systems collect data every second of every day about billions of individuals globally. The amount of user activity harvested within the Big Data of these corporations means that they're tracking users across the web and simultaneously learning more about them than anyone else.

Protecting private data is contrary to Facebook's whole reason for being. But where does that leave the billions of users that use these services and interact with these AI systems every day? How can social media privacy laws be reviewed? What existing legislation is currently in place regarding use of data by social media AI systems?

Recall the preliminary assumptions Kogan made all the way back in 2014. AI makes an assumption based on the small amount of information provided to it – whether it be a photograph, location or an idea we "liked" – and generated additional information about that person that they did not consent to. Unless regulated, such scandals will become much more frequent.

20 Grothaus, Michael. "How Our Data Got Hacked, Scandalized, and Abused in 2018." Fast Company. Fast Company, December 12, 2018. https://www.fastcompany.com/90272858/how-our-data-got-hacked-scandalized-and-abused-in-2018?position=6&campaign_date=09042019.

We can look to the European Union's (EU) **General Data Protection Regulation (GDPR)** for inspiration into possible action for legislations aimed at data protection and general protections for consumers affected by data breaches. Thanks to the GDPR, companies must now disclose data breaches promptly or face massive fines. Americans don't have any such protections—even as cyberattacks intensify.

Questions to Consider

1. How can we ensure that AI services human progress and promotes Human Rights?
2. How can AI be harnessed to build inclusive knowledge societies and achieve the 2030 Sustainable development goals?
3. How can AI be used to address human's most critical social issues (education, science, culture, media, and access to information, gender equality and poverty alleviation)?
4. How can we develop policies governing AI so that it respects human norms and standards and helps product peace, humanism and sustainable development?
5. How can we work together to establish standards so the UN member states, the private sector and civil society can work together to implement these human rights and are reflected in domestic legislation?
6. What role does the government play in promoting the use of technology?
7. How can we make sure that everyone has access to AI and information? How can we make sure that data is open? How can we make sure governments see this as a right?
8. How can we introduce more transparency, education and accountability in how AI algorithms work? Can we provide methods to remedy when rights have been violated/denied?
9. How can UNESCO work towards creating more inclusivity in who is involved in the production and data collection stages of AI development?
10. How does gender, race and nationality play a role in Bias?
11. How can we use AI technology to reinforce local culture and get rid of bias?
12. How can we create a unified ethical framework for which to establish ethical legislation? Can it be done at all?
13. How can bias in AI be a barrier to exclusion?
14. Consider Facebook's engagement algorithms. Facebook prioritizes the content that keeps its users on its platform and keeps content that could push its users away hidden underneath code. Engagement algorithms cause immense polarization, but they are influential in maintaining Facebook's digital advertising business model.
15. How can we control the nonconsensual selling of user data without reducing free public access to information (free info online is often 'paid' for with user data)

Topic B: Using Education to Prevent Extremism and Child Exploitation

Education is the key that unlocks human potential. But around the world today, education is under threat from extremist ideology, with potentially serious consequences. No one is born a violent extremist. People convert to extremism when they have not been educated correctly. Extremists and exploiters utilize the knowledge gaps that exist in societies and can easily take advantage of vulnerable demographics, particularly youth. It is easier to influence a child with extremist propaganda if they haven't received the necessary education to make a decision for themselves.

The first step to disarming and preventing the process of radicalization begins with access to education and a dialogue about human rights and gender empowerment. It is a conversation that must stretch across the globe, through state borders and across language barriers.

Education gives young people the resilience and the critical skills they need to reject hate and violence. Without an education, they will lack the skills to gain meaningful employment and, out of anger and frustration, some of them will turn to extremism and violence. The sad fact is that terrorism appears to give a twisted sense of purpose and belonging to the desperate and the hopeless. In marginalized and disadvantaged communities, extremism can spread like a virus. Education is the world's vaccine against terrorism because only knowledge can fight ignorance²¹.

Introduction: A New Type of Rule

Extremism means the "belief in and support for ideas that are far from what most people consider correct or reasonable"¹². It refers to attitudes or behaviours that are deemed outside the norm. This basic dictionary understanding highlights the inherently subjective nature of the term, which can take on different meanings depending on who defines the norm and decides what is acceptable or not accordingly²².

Defining "extremism" is difficult because it is a highly contested term. What is labelled extremist by some is viewed differently by others. This is highly dependent on the point of view of the parties involved in the conflict. One entity's terrorist may be another's freedom fighter. However, this is entirely dependent on the context of the conflict in question and should only be applied in particular scenarios.

Extremism is anything that manifests itself as violence, cruelty, and an intentional

21 Nasser, Moza Bint. "How Protecting Education Would Prevent Terrorism." Time. April 26, 2018. Accessed August 14, 2019. <https://time.com/5255041/education-terrorism-syria-boko-haram-extremism/>.

22 "The Teacher's Guide, UNESCO" UNESCO. United Nations. November 2, 2019. <https://en.unesco.org/themes/teachers>

infliction of human suffering is generally defined as “extremism”, even if there is debate over the cause and justification of this “extremist” behaviour²³. For this topic, extremism will be used in the context of ideological extremism as modeled after tampered understandings of religion. You are welcome to consider all aspects of extremism in your understanding of the topic and case study.

Radicalization is highly debated when used in the context of violent extremism. The concern is that the use of the term may serve to justify limitations to the freedom of speech. “Radical” can be defined in varying ways depending on the circumstance. In certain contexts, it can simply mean “wanting to cause political change”. In the context of efforts to prevent violent extremism, “radicalization” is commonly used to describe the processes by which a person adopts extreme views or practices to the point of legitimizing the use of violence¹⁶. The key notion here is the process of embracing violence.

Current Developments & UNESCO’s Role in Prevention

Soft Power vs. Hard Power

UNESCO’s prevention approach has historically been through a method called “**soft power**”. It is a persuasive approach in International Relations that involves the use of economic and cultural influence through education in order to battle the propagandist style teachings of extremist leaders. It is the opposite of “**hard power**” which is more aggressive and uses military and economic means (in a relatively threatening manner) to influence the behaviour or interests of other states/nations.

Soft power sounds incredibly similar to the process of “**influencing**” another but the core difference is that influencing can also use hard power as a tactic. Soft power isn’t simply the ability to persuade others by arguments (although it’s an important part), but it’s also the ability to attract others to an idea that will consequently benefit them. In this case, that attractive idea is education. It uses an attraction to shared values and a duty and accountability that all human beings have in contributing to the achievement of those values.

Leadership isn’t just a matter of issuing commands and sitting back. It involves leading by example and attracting others to do what you want. When people see the good being done and the benefits of that action, they will follow and set off a chain reaction. Similarly, contemporary practices of community-based policing rely on making the police sufficiently friendly and attractive that the community wants to help them achieve shared objectives²⁴. If you can persuade people to go along with your purposes and goals without any explicit threat happening, then soft power has been successful.

²³ Hogg, Michael A., Arie Kruglanski, and Kees van den Bos. “Uncertainty and the Roots of Extremism | Michael A. Hogg ...” *Journal of Social Issues*, September 9, 2013. https://www.researchgate.net/publication/263234968_Uncertainty_and_the_Roots_of_Extremism.

²⁴ Nye Jr., Joseph S. “The Benefits of Soft Power.” HBS Working Knowledge. Accessed August 14, 2019. <https://hbswk.hbs.edu/archive/the-benefits-of-soft-power>.

Global Citizenship Education Initiative (GCED)

All UNESCO member states adopted the landmark decision (**Decision 197EX/46**) to enhance UNESCO's capacity to promote education as a preventative strategy against violent extremism and provide assistance to states to as they work towards this goal²⁵. This organization has also committed itself to the **UN Secretary-General's Plan of Action to Prevent Violent Extremism** which focuses on priorities that coincide perfectly with UNESCO's work:

- (i) education, skills development & employment facilitation
- (ii) youth empowerment
- (iii) strategic communications, internet & social media
- (iv) general equality and female empowerment²⁶

In an increasingly interconnected world, human right violations, inequality and poverty threaten peace and sustainability. UNESCO's approach to these problems will be the **Global Citizenship Education initiative (GCED)**, a strategic area of UNESCO's Education Sector Programme that builds on the work of Peace and Human Rights education.

This initiative was created as a response to these challenges and threats and works to empower and educate individuals living in at-risk communities and promote more peaceful, tolerant, inclusive, secure and sustainable societies. It works counter hateful extremist propaganda and aims to instill in individuals worldwide the values, attitude, and behaviour that support responsible global citizenship, creativity, innovation, and commitment to peace, human rights and sustainable development.

UNESCO is a member of the **United Nations' Global Counter Terrorism Strategy**, and GCED is its contribution to the initiative against fighting terrorism with education. Reviewed every two years by the General Assembly, this document is attuned all Member States' counterterrorism priorities and includes the following initiatives:

- (i) an overview of the evolving terrorism landscape
- (ii) recommendations to address challenges and threats
- (iii) a compilation of measures taken by Member States and UN entities to fight against terrorism

The Global Counter Terrorism Strategy's Plan of Action if composed of 4 pillars

1. Addressing the conditions that contribute to the spread of terrorism
2. The measures that have been taken and should be taken to prevent and combat terrorism

²⁵ "Global Citizenship Education ." UNESCO. UNESCO, July 25, 2018. <https://en.unesco.org/themes/gced>.

²⁶ibid.

3. Measures to build the state’s capacity to prevent and combat terrorism and to strengthen the role of the UN system in that regard
4. Measures to ensure respect for human rights for all & the rule of law as the fundamental basis for the fight against terrorism

GCED fits in Pillar 1 & Pillar 2 of the Global Counterterrorism Strategy.

UNESCO’s work in this area is grounded in its own Constitution which aims to ‘build peace in the minds of men and women’. Additionally, its work is in alliance with:

- (i) the Universal Declaration of Human Rights
- (ii) the Education 2030 Agenda and Framework for Action (Target 4.7 of the Sustainable Development Agenda)
- (iii) World Programme for Human Rights Education

In the first half of 2016, UNESCO released **A Teacher’s Guide on the prevention of Violent Extremism** to target education policymakers, school staff and educators at large. It offers practical advice on what can be done within the education system, in schools and in all learning environments to support effective prevention measures. It is focusing its efforts in four categories:

- (i) Education as a tool to prevent violent extremism
- (ii) Media and online coalitions for the prevention of violent extremism
- (iii) Youth participation and empowerment
- (iv) Celebrating cultural diversity

UNESCO is helping countries address the drivers of violent extremism within the framework of Global Citizenship education and strengthen the capacities of national education systems in three ways:

1. Global Advocacy

work with education specialists globally to build an international consensus around the need for a human rights-based engagement of the education sector to prevent violent extremism; identify and examine responses to the threats of violent extremism.

2. Development of Guidance

Help education-policy makers plan and implement effective and appropriate educational systems and institutions at all levels. Support teachers in managing classroom discussions in relation to radicalization

3. Capacity-reinforcement

Develop capacity-building initiatives for education professionals on how to address violent extremism through global citizenship education and genocide prevention

Roots of the crisis

Education alone can have only a limited impact on the prevention of violent extremism if it reinforces exclusionary world views and tolerates violence in any form. Effective education policies and practices must - directly and indirectly - address the specific drivers of violent extremism; they must be inclusive and equitable.

UNESCO understands that schools and youth are easy targets for violent actors with extremist ideologies. The attacks on school children and education institutions of the past in places such as Nigeria, Syria, Afghanistan, Somalia and Russia are becoming more sophisticated. Extremists don't simply attack and hinder the ability of international organizations to provide nonpartisan education, but they now use education for their own purposes: radicalization and indoctrination.

The current challenge that UNESCO and other international organizations face is how to enact policies that actively counter the extremists' war on education.

In 2016, the US Department of State and the US Agency for International Development spent a combined USD\$856 million on foreign education programs. Unfortunately, US government-funded education programs have contradictory effects on terrorism. In some cases, they even increased support for political violence in high risk countries like Somalia²⁷.

Approximately 1,775 16 & 17-year old child soldiers of South Sudan's civil war promised the United Nations that they would no longer live as combatants and return to school²⁸. Unfortunately, the regional development programs they were enrolled in barely functioned. Students had no supplies and teachers had no formal experience and were unable of providing nonpartisan education. The UN struggles not to just disarm children, but to keep them disarmed. That requires an education plan that works.

In 2000, the U.N. General Assembly adopted a protocol to prevent countries from recruiting children as fighters. In 2014, the United Nations launched a global campaign to remove children from the battlefield within two years. There have been some successes. The United Nations says 115,000 child combatants have been released globally since 2000. But in war-torn countries such as Iraq and Yemen, the numbers are climbing²⁹. What is tempting these children to return as soldiers? In the case of the child soldiers of South Sudan, it's not only the lack of education or the supplies, but it's food and shelter. The war destroyed their farmland and blocked commerce. They are aware that an education offers a more prosperous future, but that's too far away. Right now they need basic necessities. Joining the

²⁷ Darden, Jessica Trisko. "The Terrorists' War on Education." AIE, Academic Institute of Excellence. Accessed August 14, 2019. <http://www.aei.org/publication/the-terrorists-war-on-education/>.

²⁸ Ibid.

²⁹ Sieff, Kevin. "The Children's War." The Washington Post. Access September 2, 2019. https://www.washingtonpost.com/sf/world/2017/11/10/they-were-rescued-from-war-now-south-sudans-child-soldiers-are-going-back/?utm_term=.7b130d563104&fbclid=IwAR1lXgbTmITpNQ3h8TS0zZwbWdOY6cZxEAzadjjYVBWqjvxUvlnGkY2JMw

ranks of extremist groups, guerilla armies and militias provides them with food and shelter.

When schools do not provide students with the tools and opportunities to determine their future and learn about sensitive issues related to local and global conflicts and tensions, then students are likely to seek answers from less reliable sources of information, which may be manipulated by violent extremist recruiters³⁰.

In the words of one child soldier: "it's better to die in combat than in hunger."²⁹

How can UNESCO proceed to create effective Counter-Extremist Education Programs?

It's not enough to simply provide funding and regulate from afar. One must also be on the ground to evaluate in real time. How must UNESCO move forward in relation to the application of GCED to the UN's Counter Terrorism Strategy?

The US Department of State had the right idea in focusing on education, but they failed to address the underlying conditions that drive individuals to join extremist groups. They did not fully understand their target, nor did they fully comprehend the situation that led these individuals to become extremist..

It is important to understand that extremists aren't uneducated. In fact, they can be quite intelligence. But their education has been tampered with; they have learned and incorporated distorted radical messages into their ideology that are ultimately used to fuel acts of hatred towards others. Ideology, grievance and corrupt education are necessary drivers of radicalization. Individuals living in at-risk regions of the world that are taught extremist ideologies by unqualified teachers are more susceptible to radicalization.

The question shifts to the goal of getting education *right*. This means, developing a good curriculum, appropriately training teachers and having a decent classroom environment.

In 2014, the government of the United Kingdom made it a requirement that schools teach "fundamental British values" in the curriculum³¹. The values of democracy, the rule of law, individual liberty and mutual respect, and tolerance for different faiths and beliefs are all qualities that form one of UNESCO's goals regarding education. The teachings of these values are critical in helping shape the minds of youth. It is the first step to providing education that fights extremism and radicalization.

Everyone has the right to access quality education no matter where they live, what age, gender, sexuality or nationality they are. Unfortunately, barriers to access to education exist. It deprives youth of knowledge and reaching their potential. They become catalysts of change,

30 "A Teacher's Guide on the Prevention of Violent Extremism." UNESCO. UNESCO. Accessed November 2, 2019. <https://unesdoc.unesco.org/ark:/48223/pf0000244676>.

31 "The UK National Curriculum." Government of the United Kingdom. Government of the United Kingdom, July 16, 2014. <https://www.gov.uk/government/collections/national-curriculum>.

either for the betterment of society or for its deterioration. The right to education should not depend on one’s socioeconomic background or nationality. How can we ensure that education is seen as a public good for which governments take the necessary responsibility?

Increased international awareness for better education and radicalization prevention will ultimately result in a decrease in the number of acts of hate and terror around the world³².



Source: *Teacher's Guide to preventing violent extremism, UNESCO*

Recall the November 2015 Paris attacks in which several coordinated terrorist attacks held the city in fear. Those extremists were radicalized individuals, influenced by the Islamic State, and some of which held citizenship from France and Belgium. Recall the Christchurch mosque shootings in New Zealand in March 2019 where white supremacists and part of the alt-right were responsible for the deaths of 51 individuals. Both are examples of a concerning increase in global white supremacism and alt-right extremism.

9/11 was the catalyst for the “War on Terror” and the beginning of a domino effect of issues that would result in countless others conflicts related to religion and ideology, including the two examples listed above. There has been a general increase in hatred and extremism globally by all sides of the political, ideological and religious spectrum. Tampered education and misleading and incorrect information about the world and individuals have led the individuals in these two examples, and more, to act out in hatred.

32 Kindleman, Tricia. “Education and Awareness Needed to Combat Rise in Hate Groups, Report Finds | CBC News.” CBC News. CBC/Radio Canada. August 14, 2019. https://www.cbc.ca/news/canada/edmonton/opv-report-hate-groups-1.5246245?fbclid=IwAR1SScv-lr7U8e3oLn1PGcuJGEG4_FViuOlvg_J6hUpXDdO8o8jjpELI7-I

Uncertainty and Extremism: what is their relationship?

The wider notion here is that uncertainty motivates individuals to verify and confirm aspects of themselves, rather than obtain accurate information about themselves and their attitudes and perceptions. Such **bias** occurs when people lack accurate and objective information about their beliefs., They become uncertain of their actions and easily susceptible to any influence that confirms what they already know, even if it is not the truth. That's why education is important. People can be quick to embrace the views, attitude, or conclusions suggested to them by others. They can be discouraged open mindedness to a diversity of viewpoints and become highly simplistic and "black/white" in their thinking. Probably the most powerful way to reduce uncertainty and protect oneself from the specter of uncertainty is to ground one's beliefs, attitudes, values, and understanding of the world in consensus with other people who agree and hold the same attitudes as you.

Case Study: Using Education to Fight Extremism Extremist Youth in Indonesia

The Security Council has employed the **Counter-Terrorism Committee** which is a comprehensive approach through the implementation of **CVE** (Countering Violent Extremist) politics. The Council encourages Member States to engage with relevant local communities and non-governmental actors in developing strategies to counter the violent extremist narrative that can incite terrorist acts. Members of the General Assembly are asked to address the conditions conducive to the spread of violent extremism by empowering youth, families, women, religious, cultural and education leaders, and civil society by promoting social inclusion and cohesion.

In January 2016, the United Nations Secretary-General presented to the General Assembly a Plan of Action to **Prevent Violent Extremism (PVE)**, which adopts a comprehensive approach to the challenge of violent extremism, encompassing not only ongoing and essential security-based counter-terrorism measures, but also systematic preventive measures that directly address the drivers of violent extremism at the local, national, regional and global levels.

Indonesia has been highlighted as an at-risk state which has overwhelming conditions that are conducive to the spread of violent extremism. UNESCO, in accordance with the initiatives set out by the Security Council, will analyze how education in Indonesia has been manipulated to represent extremist ideology and how to best target the spread of extremism through educational initiatives by creating regulation assisting the most vulnerable demographic: youth.

The Rise of Extremism in Indonesia

Indonesia is South-East Asia's largest economy, comprised of a chain of islands full of individuals of different cultures and religions. Indonesia is also considered the biggest supplier of Islamic State fighters globally. Syria and Iraq are key players as it is believed that more than 700 Indonesians have left to join extremist organizations in these countries. To understand

why Indonesia is susceptible to extremist recruitment, it is crucial to understand the Indonesian political landscape.

When Sukarno became the first President of Indonesia in 1945, he adopted a non-religious secular government, pushing radical muslim groups underground³³. This ultimately helped incentivise the **Darul Islam Rebellion** who - from 1949 to 1969 - plotted to establish an Islamic State in Indonesia. While the rebellion was eventually defeated, radical Islamic groups were pushed even further underground, spurred on by Sukarno's successor Suharto whose government enacted harsh treatment against rebels³⁴.

Once Suharto left office in 1998, previously exiled and imprisoned radicals returned to Indonesia. This, along with meager winnings for islamic political parties in the 1999 elections, led radical groups to resort to more extreme methods to spread their message³⁵. Of these radical groups, the most notorious one is Jema'ah Islamiyah, who are responsible for extreme acts of terror including the 2002 Bali nightclub bombing that killed 202 mostly foreign tourists.

Indonesia's vulnerability to extremist recruitment is due to internal conditions, marking it conducive to the spread of extremist ideology. Indonesian authorities work closely with American and Australian Federal Police to organize anti-terrorist initiatives at the national level. One of the more successful anti-terrorism projects is **Densus 88** (Detachment 88), the Indonesian National Police counter-terrorism squad, equiped and trained by the United States and Australia. A study conducted by Washington-based nonpartisan American think tank Pew Research Center proclaimed that nearly 4% of the Indonesian population have a positive opinion of the Islamic State. That's approximately 9 million people³⁶. Anti-terrorist initiatives highly focus on anti-radicalization of the population, particularly Indonesian youth. The susceptibility of youth to extremist propaganda is incredibly high globally, but Indonesia has grown to house a growing number of youth susceptible to extremist ideology and radicalization.



33 "Radical Islam in Indonesia." Indonesia Investment. Accessed November 3, 2019. <https://www.indonesia-investments.com/business/risks/radical-islam/item245>

34 Ibid.

35 Ibid.

36 Ibid.

There are two ways in which youth are susceptible to extremist ideology, radicalization and recruitment:

1. **Family**

Children born to parents who have embraced extremist ideology and are home-schooled using extremist propaganda

2. **Targeting Recruitment by 3rd parties**

Children vulnerable to radicalization through targeted recruitment and educated to embrace extremist propaganda

Whichever method is studied, the result is the same. Education plays a critical role in the radicalization of youth.

Deradicalization Schools

The Indonesia government, in association with Densus 88, has created government-funded schools which specialize in the de-radicalization of youth - whose parents have either died in terrorist attacks or attempted to join the Islamic State - who have been taught extremist ideology.

The education received by Indonesian youth by their radicalized parents has been tampered with extremist ideology and as a result, has replaced the education curriculum established by the Indonesian government. This includes learning about Indonesian history, national heroes and **Pancasila**, the government's core philosophy which consists of five main principles: Belief in God, Indonesian nationalism, humanitarianism, democracy, and social justice³⁷.

Violence and extremism are ingrained in students so deeply, there is unresolved trauma and a lack of healthy emotional coping mechanisms. One of the core components of many of Jakarta's deradicalization schools is a program to teach emotional literacy to youth. This entails learning how to identify different emotions and understand how to best handle them without aggression.

These government-funded deradicalization schools are a temporary solution to a growing problem. These schools struggle with funding and therefore specialize in children with direct involvement in terrorist plots. As a result, they can only take a handful of children at a time, leaving many radical and semi-radical youth turned away, or only allow them to stay for short periods of time. Since there is little governmental intervention and minimal follow up on former students, many revert to extremist ideology and end up in juvenile detention centres among other vulnerable and susceptible youth. As such, the spread of

37 "Pancasila." Oxford Islamic Studies Online. Accessed November 4, 2019. <http://www.oxfordislamicstudies.com/article/opr/t125/e1818>

extremist ideology from one individual to another is certain.

Most radical youth do not have solid support systems; no secure housing, healthcare of food source. Some children with diseased or missing radical parents are unwanted by their extended families and often placed in boarding schools; a rejection that can lead children to seek comfort in extremist groups. Recall the child soldiers of South Sudan. Many youth may be aware that engaging with extremist groups is dangerous, but at least they are provided with the basic necessities.

If this pressing issue is not addressed and if effective regulation is not adopted, the fight against violent extremism will become much more difficult to confront. In approaching discussion, refer to the Questions to Consider section and the information above.

Questions to Consider

1. How are these deradicalization and rehabilitation schools conducive or nonconductive to rehabilitation?
2. How do we incentivize youth to attend school and remain in school?
3. How is access to untampered education a factor that is conducive to the rise of violent extremism, as per the Security Council CVE initiatives?
4. Indonesia is a predominantly Muslim state. What connections can we draw between majority-Muslim states and majority-non-Muslim states and a general susceptibility to extremist ideology? Refer to examples drawn from earlier in this guide. Draw back to the idea about what defines an extremist and how we target extremism. Think of current news and the whole rise of anti-Muslim rhetoric. Are there any connections we can make?
5. Indonesians are among the world's most active users of Twitter; what role does social media play in radicalization of youth?
6. In what ways can parents influence their children ideologically, religiously and politically? Should focus on how to de-radicalize youth be placed on parents instead? Are the parents/guardians of youth in at-risk nations the key to re-radicalization? Who should be the target of new de-radicalization legislation?
7. What role do Western, majority non-Muslim states play in the deradicalization of youth in non-Western societies?
8. What should be included in an anti-radicalization curriculum? What is the selection of criteria that must be considered when creating an anti-radicalization curriculum for youth?
9. How can the Global Citizenship Education initiative be used to move forward Goal 4 of the 2030 Sustainable Development Goals?
10. What are some policies that may be enacted to prevent the radicalization of children into extremists? How do you define radicalization? Look to the example of the UK and its implementation of "core British values"

11. What role do teachers have in education teaching to combat extremism?
12. What are the barriers to education?
13. How can the UNESCO/UNODC guide help policymakers and educators?
14. How does environmental, political and economic instability contribute to the rise of extremism? Can we learn from examples of the past to see what we can change about our approach in the future?
 - Is uncertainty a key motivational role in human behaviour? What is the relationship between uncertainty and extremism?

Topic C: Protection of World Heritage Sites from Tourism, Urbanization & Pollution

They are beacons of history and reminders of a time in which another civilization lived, thrived and created. They are culturally relevant to our present day as important historic reminders of our ancestors' accomplishments. Most regions of the world occupy physical World Heritage Sites within their territory, which UNESCO brands as uniquely and culturally significant for protection. Often times, it is highly probable that there will not be anything like it ever again, so to protect it would be in society's best interest. Just like museums take precautions with priceless works of art, so does UNESCO take the same caution in finding, labelling and protecting these precious historical, spiritual, religious and cultural landmarks.

Introduction to World Heritage Sites

UNESCO-designed sites are often an important source of employment and income through tourism-based activities and environmental goods and services. Most World Heritage sites are located outside where they may be partly or entirely exposed to natural hazards and extreme weather. These may impact not only the structures themselves, but also the communities living in or near these sites and their livelihoods.

Each UNESCO World Heritage site is unique and due to their high cultural and symbolic value, the impact of the loss or severe damage of a UNESCO-designated site can resonate deeply across the world. Recall the fire that unfortunately ravaged a part of the Notre Dame Cathedral in Paris, France in April 2019.

These iconic sites have tremendous potential as platforms to share knowledge on Disaster Risk Reduction. Many UNESCO-designated sites have community and tourism-oriented programmes to raise awareness about the source of natural hazards, associated risks and ways to reduce their impact³⁸.

Current Developments

1. The Sendai Framework

In 1994, a UN World Conference on **Disaster Risk Reduction (DRR)** was convened to bring together government officials, non-governmental experts and other specialists, in order to discuss preparation, response, and mitigation measures to face the growing incidence of natural disasters. Since then, two other conferences have been held: one in Kobe, Japan (January 2005), which adopted the **Hyogo Framework for Action 2005 - 2015**, and one in Sendai, Japan (March 2015), that adopted the **Sendai Framework for Action**

³⁸ "Disaster Risk Reduction in UNESCO Designated Sites." UNESCO. UNESCO, January 9, 2019. <https://en.unesco.org/drr-sites>.

2015 - 2030³⁹. The latter in particular will orient **Disaster Risk Reduction (DRR)** strategies and actions at the international and national level for the next fifteen years. It focuses on the following **key pillars**:

Priority 1 – Understanding Disaster Risk

DRR should be based on an understanding of disaster risk in all its dimensions of vulnerability capacity, exposure of persons and assets, hazard characteristics, and the environment

Priority 2 – Strengthening disaster risk governance to manage disaster risk

Clear vision, plans, competence, guidance, and coordination within and across sectors of risk governance, as well as participation of relevant stakeholders, are needed

Priority 3 – Investing in disaster risk reduction for resilience

Public and private investment in DRR is a cost-effective mechanism to enhance the economic, social, health and cultural resilience of people, communities, countries and their assets, as well as the environment

Priority 4 – Enhancing disaster preparedness for effective response and to “Build Back Better” in recovery, rehabilitation and reconstruction

Empowering women and persons with disabilities to publicly lead and promote gender equitable and universally accessible approaches is essential. Disaster response is also a unique opportunity to “Build Back Better”, including through the integration of DRR into development measures.

This new international DRR policy includes a number of important references to culture and heritage. The **Sendai Framework** advocates for a culturally-sensitive approach to DRR in general, and calls for the protection of cultural heritage from disaster risks. The document provides a solid foundation for UNESCO to advocate for the integration of culture and heritage within DRR, and to work in this area with the appropriate partners at regional and national levels⁴⁰.

2. France-UNESCO Cooperation Agreement

An important agreement signed in 1997 in cooperation between UNESCO and the Government of France for the protection and enhancement of the monumental, urban and natural heritage globally. It's the first bilateral agreement on heritage issues of its time⁴¹. It highlights three goals:

³⁹ Ibid.

⁴⁰ Ibid.

⁴¹ “France-UNESCO Cooperation Agreement” UNESCO. United Nations. November 2, 2019 <https://whc.unesco.org/en/cfu/>

- (i) Enhance understanding of cultural and natural heritage
- (ii) Encourage the integration of the preservation of heritage in urban & territorial development projects
- (iii) Ensure the inclusion of a social element to heritage conservation

The **France UNESCO Co-operation Agreement** was designed to support UNESCO's actions to protect and enhance cultural and natural heritage through technical and financial aid drawn from France's expertise in heritage conservation – as a result of their specialized education and training programmes & wide array of professionals and experts at UNESCO's disposal. Such actors include researchers, historians, archaeologists, architects, curators, urban planners, landscape architects, restoration professionals, legal experts and economists, universities and NGOs⁴².

With the support of this agreement, over the past fifteen years, approximately €3.7 million was used to fund nearly 100 projects in 50 countries⁴³. The funds provided by France through this agreement allowed for the mobilization of important donors such as the French Development Agency, European Union, and the World Bank to contribute to the World Heritage Global Strategy, promote UNESCO's strategy towards culture and development, and the objectives of the United Nations Sustainable Development Goals.

The agreement has allowed UNESCO to allocate its resources into capacity building, promoting long-term support for the populations living near or on world heritage sites. A focus on implementing projects focusing on sustainable economic and social development has also been on the rise⁴⁴.

3. Strategy for Reducing Risks from Disasters at World Heritage Properties

The Strategy for Risk Reduction at World Heritage Properties was presented and approved by the World Heritage Committee in 2007. Its priority actions were structured around the five main objectives defined by the Hyogo Framework for Action, the main UN-wide policy, on the subject of Disaster Reduction existing at the time of its conception⁴⁵. Such actions include:

- (i) Strengthening support within relevant global, regional, national and local institutions for reducing risks to World Heritage properties
- (ii) Use knowledge, innovation and education to build a culture of disaster prevention
- (iii) Identify and monitor disaster risks at World Heritage properties

42Ibid.

43Ibid.

44 Ibid.

45 "Reducing Disaster Risks at World Heritage Properties" UNESCO. United Nations. November 2, 2019. <http://whc.unesco.org/en/disaster-risk-reduction>

The Strategy addresses disaster risks that threaten the integrity and authenticity of World Heritage sites. It emphasizes the positive role that heritage can play in reducing the likelihood of disaster through the goods and services it provides to local communities. Its purpose is to contribute to sustainable development by assisting GA Members to integrate a concern for heritage into their national DRR policies and World Heritage site management plans.

UNESCO'S role

Periodic Reporting

One of UNESCO's core methods of monitoring World Heritage-decreed sites is Periodic Reporting.

Every six years, the states of one of the five regions – the Arab States, Africa, Asia & the Pacific, Latin American & the Caribbean, Europe, and North America (in this order specifically) – that are also a Party to the Convention are invited to submit to the World Heritage Committee a Periodic Report regarding their respective territory. It has a regional approach in order to promote regional collaboration among communities, but also to be able to respond to the specific characteristics of each region.

Periodic Reporting is unique in that it is a self-reporting process and should be led by the state parties of each region. The UN Secretariat coordinates and facilitates the Periodic Reporting Process at the global level but it's the regional states themselves that conduct meetings.



Source: Periodic Reporting, UNESCO

The World Heritage Centre compiles regional reports from the data gathered and presents it to the World Heritage Committee for examination and adoption. The World Heritage Committee also formulates recommendations to State Parties at the regional level; Action Plans are formulated through a collaborative process which often involves site managers, Advisory Bodies and the World Heritage Centre. The process lasts for a period of approximately six years, and before the start of a new cycle, a Reflection period is initiated to evaluate the Periodic Reporting mechanism.

After the Periodic Reporting Process, a final report for each Region is presented to the World Heritage Committee. The final report forms the baseline for the development of targeted Action Plans at national and regional levels, which respond to the needs, challenges, threats, strengths and opportunities identified and presented as a result of the Periodic Reporting exercise.

Action Plans are a tool for setting regional priorities for implementing the World Heritage Convention. It is a way of interpreting and translating the Periodic Reporting data into concrete goals following a set timeline. Site manager and focal point can use the Action Plan to guide, inspire and inform their World Heritage-related work.

Action Plans are formulated through a collaborative process that can involve national focal points, site managers, Advisory Bodies and the World Heritage Centre. The action plan is a tool that incorporates the specific needs of Site Managers and States Parties.

Issues & Problems

World Heritage Sites are at risk of being lost due to continued exposure to natural and man-made influences which threaten their integrity and compromise their value. The loss or deterioration of these outstanding properties has severely negative impacts on local communities due to their cultural importance and socioeconomic value. Proper education, effective and relevant policy and acknowledgement of the traditions and heritage of the respective regions are needed.

Disaster risk are natural influences that we can combat by measuring potential external threats and the inherent **vulnerabilities** existing on-site. Disaster risk at heritage sites is in part a function of their exposure to **hazards** that are determined by their natural and technological environment (e.g. earthquake or flood-prone areas, industrialized zones, human-activity etc.).

Vulnerabilities can be more easily addressed to lower disaster risk only by UNESCO's capacity to **anticipate, cope with**, and **respond** to a hazard or outside influence. This is determined by factors that can be more easily influenced (e.g. risk awareness, existence of appropriate response capacities, socio-economic factors)

Heritage, in both its tangible and intangible forms, is not simply a passive entity but has a significant potential for reducing risks *in general*. This potential can be harnessed to reduce vulnerabilities, and thus negative impacts on lives, property, and livelihoods, before,

during and after a catastrophic event.

Many World Heritage properties do not have any established policy, plan or process for managing or reducing the risks associated with natural disasters or human interference. There needs to be solid preventive regulation in place. Existing national and local disaster preparedness and response mechanisms usually do not include heritage expertise in their operations. As a result, hundreds of sites are critically exposed to potential natural and developmental hazards. The UNESCO World Heritage Centre works together with World Heritage Convention state parties and Advisory Bodies to integrate a consideration for heritage in DRR policies and programmes and strengthen disaster risk preparedness at World Heritage sites.

Implementation of World Heritage Convention

The World Heritage Convention is a powerful tool to rally international attention to at-risk properties and preserved threatened sites through international safeguarding campaigns. To ensure the efficient implementation of the World Heritage Convention, it is essential that all the actors involved have access to up-to-date knowledge on the application of the Convention and on the state of conservation of World Heritage properties.

States Parties have an obligation to regularly prepare reports about the **state of conservation** and the various protection measures put in place at their sites. These reports allow the World Heritage Committee to assess the conditions at the sites and, eventually, to decide on the necessity of adopting specific measures to resolve recurrent problems. One of such measures could be the inscription of a property on the List of World Heritage in Danger.

The Current Approach to Sites considered in Danger

Cultural Locations (Ascertained Danger)

The property is faced with specific and proven imminent danger, such as:

- deterioration of materials
- deterioration of structure and/or ornamental features;
- deterioration of urban or rural space, or the natural environment;
- significant loss of historical authenticity
- important loss of cultural significance

Cultural Locations (Potential Danger)

The property is faced with threats which affect its inherent characteristics. Threats such as:

- modification of juridical status of the property diminishing the degree of its protection
- lack of conservation policy
- threatening effects of regional or town planning projects;
- threat of armed conflict
- impacts of climatic, geological or other environmental factors

Natural Locations (Ascertained Danger)

The property is faced with specific and proven imminent danger, such as:

- decline in the population of an endangered species of “Outstanding Universal Value” which there is legal responsibility to protect (natural factor: disease; human-made factors: poaching)
- deterioration of natural beauty & scientific value of the property
- Human trespassing on boundaries/areas that threaten the integrity of the property

Natural Locations (Potential Danger)

The property is faced with threats which affect its inherent characteristics. Threats such as:

- a modification of the legal protective status of the area
- planned resettlement or development projects within the property
- threat of armed conflict
- The management system is lacking, inadequate or not fully implemented.
- Threatening impacts of climatic, geological or other environmental factors

Case Studies: Reducing Disaster Risk at World Heritage Sites

World Heritage properties and heritage sites in general are exposed to the impacts of natural and human events, which threaten their integrity and may compromise their value. The loss or deterioration of these outstanding properties has severely negative impacts on local and national communities, both because of their cultural importance, and because of their socio-economic value. As such, we need to evaluate the socioeconomic and cultural factors that influence the communities living near and on world heritage sites, as well as how to foster resilience in these sites so that we can reduce the impact of danger. Armed conflict and war, earthquakes and other natural disasters, pollution, poaching, uncontrolled urbanization and unchecked tourist development pose major problems to World Heritage sites. Dangers can be ‘ascertained’, referring to specific and proven imminent threats, or ‘potential’, when a property is faced with threats which could have negative effects on its World Heritage values. The five case studies below will consider natural and environmental dangers, but will primarily focus on the effect of human interference with the integrity of World Heritage Structures.

How can we enact efficient legislation and ensure oversight and responsibility for the protection of each of these World Heritage sites? How can we ensure that all World Heritage sites in one of these four categories are labelled for protection by UNESCO? Consider the following.

1) Natural World Heritage Sites: Madagascar:

Madagascar is an East African nation with an abundance of natural heritage sites at risk of degradation due to human effect. Rainforests, unique wildlife and incredible resources are at risk of poaching, exploitation and lax hunting and conservation regulation. There need to be anti-poaching laws, rainforest preservation efforts, and prevention of the

extinction of flora and animals. Madagascar natural sites are considered UNESCO-protected World Heritage Sites; protected by **The State of Conservation of World Heritage Forest Network**.



The Atsinanana Rainforest, Madagascar⁴⁶

These relict forests are critically important for maintaining ongoing ecological processes necessary for the survival of Madagascar’s unique biodiversity, which reflects the island’s geological history. The rainforests are inscribed for their importance to both ecological and biological processes as well as their biodiversity and the threatened species they support. Many species are rare and threatened especially lemurs and other primates. Threats include:

- Illegal logging of precious wood species (ebony and rosewood);
- Secondary impacts of the illegal logging;
- Poaching of endangered animals.

2) Cultural World Heritage Sites: Peru & Hawaii



The Inca City of the Historic Sanctuary of Machu Picchu, Peru

Peru is home to the Inca City of the Historic Sanctuary of Machu Picchu, the greatest artistic, architectural, and land use achievement anywhere, and the most significant tangible legacy of the Inca civilization. Machu Picchu was declared a Peruvian Historic Sanctuary in 1981⁴⁷. It is a cultural and natural UNESCO world heritage site. It is most at danger of new discussions by the Peruvian government to build a new airport near Machu Picchu, raising concerns of regional structural damage and irreparable environmental degradation. UNESCO has sent a letter to the Peruvian government reminding it of its obligation to protect World Heritage sites and directly refers to Chinchero, the historic village in

⁴⁶ “Rainforests of the Atsinanana.” UNESCO World Heritage Centre: Madagascar. United Nations. Accessed November 3, 2019. <https://whc.unesco.org/en/list/1257/indicators/>.

⁴⁷ Centre, UNESCO World Heritage. “Historic Sanctuary of Machu Picchu.” UNESCO World Heritage Centre: Machu Picchu . Accessed November 3, 2019. <https://whc.unesco.org/en/list/274/>.

the Sacred Valley near the city of Cusco⁴⁸. More than a million people visit Machu Picchu each year, which forced the Peruvian government to introduce strict entrance schedules that are still double the number recommended by UNESCO. Threats include:

- Increased tourism & exposure to economic/commercial forces due to major potential for revenue
- Cable cars, luxury hotels, boutiques, and restaurants allowed by the government to increase tourism, threatening the integrity of the ruins; plans were protested by Peruvians and foreign scientists



The Mauna Kea Mountain, Hawai'i

Hawaii's sacred Mauna Kea mountain is at risk of development of a massive Thirty Meter Telescope to advance scientific research. It's high peaks make it an ideal location for astronomical observation due to favourable observing conditions. It is a contested site that is part of the Mauna Loa Volcano National Parks, protected by UNESCO. It is considered the highest mountain in Hawai'i and possess a highly significant and scared cultural value for Native Hawaiians. Hawaiian mythology believes that the peaks of the Hawaii island are sacred. An ancient law allows only high-ranking ali'i (nobles) to visit its peak.

Native Hawaiians living on the slopes of Mauna Kea rely on its extensive forests for food, and the dnese volcano-glacial basalts for tool production.

Hawaii's legislators are deeply divided on the issue⁴⁹. Most state lawmakers have been conspicuously absent from the debate about the future of the Thirty Meter Telescope and how to respond to the protesters on Mauna Kea who remain adamant in their opposition to building another telescope on a mountain they consider sacred. But the Legislature, under a recently released plan by Big Island Mayor Harry Kim to find a "way forward" on Mauna Kea, would play a central role in deciding how to manage the mountain and how best to fund the Department of Hawaiian Home Lands⁵⁰.

48 Collyns, Dan. "Unesco Demands Answers from Peru over Impact of New Machu Picchu Airport." The Guardian. Guardian News and Media, August 9, 2019. <https://www.theguardian.com/travel/2019/aug/09/machu-picchu-airport-unesco-demands-answers-from-peru-government>.

49 Blair, Chad, and Blaze Lovell. "Where Hawaii Legislators Stand On The Thirty Meter Telescope." Where Hawaii Legislators Stand On The Thirty Meter Telescope. Honolulu Civil Beat, October 8, 2019. <https://www.civilbeat.org/2019/10/where-hawaii-legislators-stand-on-the-thirty-meter-telescope/>.

50Ibid.

3) Urban & Ancient World Heritages Sites: Albania

The Historic City Centres of Berat and Gjirokastra in south-central Albania are both UNESCO-protected sites at consistent risk of damage due to lax and outdated legislation governing protection strategies, making them susceptible to irreversible damage. The merger of urban development within ancient sites and structures is bound to produce issues without proper and updated regulations.

- Ground transport infrastructure
- Lax housing regulation
- Lack of oversight on illegal construction and development activities
- Developing management activities and systems
- Little adequate fire fighting arrangements in the historic urban zone

Berat and Gjirokastra are inscribed as rare examples of typical Ottoman-era architecture. Berat bears witness to the coexistence of various religious and cultural communities down the centuries. They are the last remaining ancient sites within the growing urban regions of Gjirokaster and the valleys between Elbasan and Vlora⁵¹. The protection of this region leads to the protection of other UNESCO-protected ancient and cultural activities, like Albanian polyphonic singing.



In recent years, many traditional houses have been reconstructed, revitalizing tourism as a potential revenue source for the local economy. However, since the late 1990s some ancient houses continue to degrade and lose their integrity and authenticity from lack of investment, abandonment, illegal construction and poor town planning⁵². Preservation

51Centre, UNESCO World Heritage. "Historic Centres of Berat and Gjirokastra." UNESCO World Heritage Centre: Albania. Accessed November 3, 2019. <https://whc.unesco.org/en/list/569/documents/>.

52Ibid.

management must be stepped up and carefully enforced, in accordance with the highest international standards. The management plan measures and the recently established coordination authority responsible for implementing the plan should encourage an active policy of preservation and conservation of the property's *Outstanding Universal Value*, particularly in regards to urban construction management and visitor facilities⁵³.

4) Spiritual & Religious World Heritage Sites: Cambodia



Angkor Wat, Cambodia

The preservation of spiritual and religious structures from tourism is a concern for many nations in the region of South-East Asia but has been a consistent issue in Cambodia. Angkor Wat is a sprawling temple experiencing increased tourism similar to other regional religious sites.

Since the ruins were named a UNESCO World Heritage Site in the early 1990s, the gateway city of Siem Reap has exploded in popularity. Millions of tourists visit the temple every year.

While the temple site itself is protected by strict rules on where to walk and what to touch, the traffic has taken a toll on the literal foundations of the region.

Hotels and other tourism businesses have tapped the underlying aquifer with thousands of illegal wells, sucking out tens of thousands of gallons per day, causing the sandy soil to collapse and threatens the integrity of Angkor Watf. It can begin to sink.

UNESCO's approach to religious and spiritual heritage sites is guided by the **Integrated Implementation Strategy**, a document developed jointly by the Steering Group on Heritage of Religious Interest, established by the World Heritage Centre and the Advisory Bodies ICOMOS, ICCROM, IUCN. It outlines the main objectives, defines target audiences, lists its guiding principles and expected outcomes, as well as suggests a number of core activities to be carried out within 3 phases of the general guidance development⁵⁴.

Is it better to close these UNESCO World Heritage Sites down to prevent further man-made damage? It has been done before; the Australian National Park Service implemented a ban on tourists hiking Uluru Rock, a site sacred to Australian Indigenous peoples. Consider

⁵³Ibid.

⁵⁴ Centre, UNESCO World Heritage. "Initiative on Heritage of Religious Interest." World Heritage Centre - Heritage of Religion . UNESCO. Accessed November 3, 2019. <https://whc.unesco.org/en/religious-sacred-heritage/>.

what would be the best course of action for addressing these various issues that are affecting these World Heritage Sites, taking into consideration all the relevant parties that would be affected.

Questions to Consider

1. How can vulnerabilities in world heritage sites be reduced?
2. Is there a policy that can be implemented?
3. How does education of world heritage sites help in reducing disasters?
4. How can we create action plans based on the data presented from Periodic Reporting?
5. What countries may potentially clash with my country's stakes in protecting certain historical sites?
6. Why does the protection to historical sites benefit you?
7. How will you present these benefits to other countries in order for them to understand or even side with you?

Advice for Research and Preparation

There are four things we suggest you do in preparation for the conference.

Firstly, familiarize yourself with UTMUN procedures and protocols. Even if you have been a delegate at the conference before, it is always safe to go over Model UN procedures. It will allow for your diplomacy skills to shine. The rules and guidelines can all be accessed on the UTMUN website.

Knowing what to expect and how committee sessions will unfold will also make your time at UTMUN less stressful and more enjoyable; it will ensure you can focus your energy on discussion instead of formalities.

Secondly, research your country and the details of your position regarding their stances on the three topics. You will be able to contribute more frequently and keep up with committee sessions if you analyze how the issue specifically affects your country, what your country's stance on the issue is, as well as which nations and entities may share similar view. Who are your allies? These observations and inferences will prove vital when working with other delegates.

Plan ahead. Reflect on your position and what their goals may be. How would they act in a certain situation? What would they think about a specific type of regulation? Be conscious of not only your own policies, but the policies of other countries who may be similar or different from yours. To facilitate stimulating discussions, each delegate must not only represent their country, but also ensure others are following with their country policies as well. Please note that you are representing your country's policies, not your own personal stance on these issues.

Thirdly, read this guide thoroughly. Use the content of this guide as a starting point to research further. By the time of the conference, you should have a solid foundation regarding the topics in this committee. There are several key regulations, current developments, and terminology that have been mentioned and briefly explained throughout this guide. It is highly suggested that you make a note of them as they will be useful during committee sessions. Consistency is crucial and that can only be achieved through proper research.

Familiarize yourself with the details of case studies for all three topics and understand the causes and potential consequences of each. There is a lot of critical information in this guide to introduce you to these vast and complex issues and help you get started in your own research. It is highly encouraged to use varied sources from trusted resources. This can include news reports, government documents, case studies, books, and academic journals.

Lastly, utilize the "Questions to Consider" sections. They are key to fueling debate and discussions during committee sessions. They will be your guide during the conference and help you when you're feeling stuck about a certain topic. Read them. Consider them. Use them if they apply.

We wish you the very best in your preparation! If you have any questions during the conference, please do not hesitate to reach out to the UNESCO team.

Topic A – Artificial Intelligence & Privacy Key Resources

Information on the nature of Bias in Artificial Intelligence; has a lot of definitions and examples

Angwin, Julia, Jeff Larson, Lauren Kirchner, and Surya Mattu. "Machine Bias." ProPublica, March 9, 2019. <https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing>.

Additional information on Gender and Racial Bias in Artificial Intelligence

Daley, Lauren Pasquarella. "Artificial Intelligence and Gender Bias." Catalyst. Accessed November 3, 2019. <https://www.catalyst.org/research/trend-brief-gender-bias-in-ai/>.

Information on how algorithms are designed to keep users on platforms (i.e. YouTube) by only showing them content they like has perpetrated 'echo chambers'; this helps lure at-risk people into extremism

Newton, Casey. "How Extremism Came to Thrive on YouTube." The Verge. The Verge, April 3, 2019. <https://www.theverge.com/interface/2019/4/3/18293293/youtube-extremism-criticism-bloomberg>

Topic B – Education and Extremism Key Resources

Information on how education is a constant target by extremists; includes examples

Darden, Jessica Trisko. "The Terrorists' War on Education." AIE, Academic Institute of Excellence. Accessed August 14, 2019. <http://www.aei.org/publication/the-terrorists-war-on-education/>

Further information on how to target extremism through education

Nasser, Moza Bint. "How Protecting Education Would Prevent Terrorism." Time. April 26, 2018. Accessed August 14, 2019. <https://time.com/5255041/education-terrorism-syria-boko-haram-extremism/>.

Information on how Soft Power works and how the UN has conducted itself; useful for understanding how nations can conduct themselves

Nye Jr., Joseph S. "The Benefits of Soft Power." HBS Working Knowledge. Accessed August 14, 2019. <https://hbswk.hbs.edu/archive/the-benefits-of-soft-power>

Source directly from UNESCO on their initiatives in protecting education from extremism; please refer to official UNESCO sites only

UNESCO. "Preventing Violent Extremism through Education." UNESCO. May 27, 2019. Accessed August 14, 2019. <https://en.unesco.org/preventing-violent-extremism/education>.

Topic C – World Heritage Sites Key Resources

Background information on the events in Hawai'i and the protection of the sacred indigenous mountain

Bllair, Chad, and Blaze Lovell. "Where Hawaii Legislators Stand On The Thirty Meter Telescope." *Where Hawaii Legislators Stand On The Thirty Meter Telescope*. Honolulu Civil Beat, October 8, 2019. <https://www.civilbeat.org/2019/10/where-hawaii-legislators-stand-on-the-thirty-meter-telescope/>.

Official UNESCO protocol to protecting World Heritage Sites; an excellent source

Centre, UNESCO World Heritage. "Convention Concerning the Protection of the World Cultural and Natural Heritage." UNESCO World Heritage Centre. Accessed November 3, 2019. <https://whc.unesco.org/en/conventiontext/>

Background information on current developments in Peru regarding developments on Machu Picchu. Please refer to the UNESCO links in the bibliographic information below regarding each of the case studies for Topic C: World Heritage Sites

Collyns, Dan. "UNESCO Demands Answers from Peru over Impact of New Machu Picchu Airport." *The Guardian*. Guardian News and Media, August 9, 2019. <https://www.theguardian.com/travel/2019/aug/09/machu-picchu-airport-unesco-demands-answers-from-peru-government>.

Bibliography

Topic A

Angwin, Julia, Jeff Larson, Lauren Kirchner, and Surya Mattu. "Machine Bias." ProPublica, March 9, 2019. <https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing>.

Daley, Lauren Pasquarella. "Artificial Intelligence and Gender Bias." Catalyst. Accessed November 3, 2019. <https://www.catalyst.org/research/trend-brief-gender-bias-in-ai/>.

Marr, Bernard. "How Is AI Used In Education -- Real World Examples Of Today And A Peek Into The Future." Forbes. Forbes Magazine, July 25, 2018. <https://www.forbes.com/sites/bernardmarr/2018/07/25/how-is-ai-used-in-education-real-world-examples-of-today-and-a-peek-into-the-future/#11a13067586e>.

Newton, Casey. "How Extremism Came to Thrive on YouTube." The Verge. The Verge, April 3, 2019. <https://www.theverge.com/interface/2019/4/3/18293293/youtube-extremism-criticism-bloomberg>. algorithms designed to keep users on platforms like youtube by only showing them content they like has perpetrated 'echo chambers' and helped lure at-risk people into extremism

Wong, Jill, and Public Service Division. "How Will Automation Affect Society?" World Economic Forum. Accessed August 25, 2019. <https://www.weforum.org/agenda/2015/01/how-will-automation-affect-society/>

Topic B

Darden, Jessica Trisko. "The Terrorists' War on Education." AIE, Academic Institute of Excellence. Accessed August 14, 2019. <http://www.aei.org/publication/the-terrorists-war-on-education/>.

Nasser, Moza Bint. "How Protecting Education Would Prevent Terrorism." Time. April 26, 2018. Accessed August 14, 2019. <https://time.com/5255041/education-terrorism-syria-boko-haram-extremism/>.

Nye Jr., Joseph S. "The Benefits of Soft Power." HBS Working Knowledge. Accessed August 14, 2019. <https://hbswk.hbs.edu/archive/the-benefits-of-soft-power>.

UNESCO. "Preventing Violent Extremism through Education." UNESCO. May 27, 2019. Accessed August 14, 2019. <https://en.unesco.org/preventing-violent-extremism/education>.

Topic C

Blair, Chad, and Blaze Lovell. "Where Hawaii Legislators Stand On The Thirty Meter Telescope." Where Hawaii Legislators Stand On The Thirty Meter Telescope. Honolulu Civil Beat, October 8, 2019. <https://www.civilbeat.org/2019/10/where-hawaii-legislators-stand-on-the-thirty-meter-telescope/>.

Centre, UNESCO World Heritage. "Historic Sanctuary of Machu Picchu." UNESCO World Heritage Centre: Machu Picchu . Accessed November 3, 2019. <https://whc.unesco.org/en/list/274/>.

Centre, UNESCO World Heritage. "Historic Centres of Berat and Gjirokastra." UNESCO World Heritage Centre: Albania. Accessed November 3, 2019. <https://whc.unesco.org/en/list/569/documents/>.

Centre, UNESCO World Heritage. "Initiative on Heritage of Religious Interest." World Heritage Centre - Heritage of Religion . UNESCO. Accessed November 3, 2019. <https://whc.unesco.org/en/religious-sacred-heritage/>.

Collins, Dan. "Unesco Demands Answers from Peru over Impact of New Machu Picchu Airport." The Guardian. Guardian News and Media, August 9, 2019. <https://www.theguardian.com/travel/2019/aug/09/machu-picchu-airport-unesco-demands-answers-from-peru-government>.

"Rainforests of the Atsinanana." UNESCO World Heritage Centre: Madagascar. United Nations. Accessed November 3, 2019. <https://whc.unesco.org/en/list/1257/indicators/>.