

United Nations Education, Scientific, and Cultural Organization Special Committee (UNESCO)

Creating the Planetary Academy



Message from Dais

Greetings, Delegates,

It is with great excitement and heartfelt enthusiasm that I welcome you to the ReModelMUN UNESCO Special Committee at BEYMUN. This is your chair, Mariam Abbani, a biology graduate from AUB. I have been working in education for a few years now, which has given me a deep understanding of the challenges and potential of young minds. MUN has truly shaped one of the most meaningful years of my life, starting as a delegate to eventually joining the dais. This is not my first time chairing, but every conference brings something new, and I genuinely cannot wait to see what you bring to the table. Also, meet your co-chair, Ali El Rida Moussa, a mechanical engineering student at the Lebanese American University (LAU) with a focus on Artificial Intelligence and Intelligent Systems. My academic interests lie at the intersection of mechanical design and emerging AI technologies, and I am passionate about leveraging intelligent systems to drive innovation in engineering solutions. With more than 5 years of experience in MUN, I am here to professionally share my experience and have the opportunity to guide you to write the Planetary Academy Charter.

We believe this conference will be more than just a discussion; it's a space for real impact, where your ideas can go far. You're not just participating, ***you're shaping change.***

Wishing you all the very best as we begin!

Acknowledgement:

This committee is established based on a joint collaboration between BEYMUN 2025 and the ReModelUN project, in collaboration with the Learning Planet Institute and the UN University. A significant portion of the work below is conducted by the ReModelUN organizing board. The BEYMUN 2025 Committees Team, specifically the dais members, elaborated and added some sections to further illustrate and support the concept.

What is UNESCO?

The United Nations Educational, Scientific and Cultural Organization (UNESCO), established in 1945, is a UN agency dedicated to fostering international cooperation in education, science, culture, and communication, with a broader mission of contributing to global peace and security.

Goals of UNESCO

- Promote peace through education, culture, science, and communication.
- Ensure inclusive and equitable quality education for all.
- Foster cultural understanding and preserve heritage.
- Support scientific learning for sustainable development.
- Empower societies through education, information, and free expression.

Rules of Procedure:

This committee will operate on the basis of the regular BEYMUN rules of procedure. Delegates are required to use the following motions:

1. Setting the Agenda

"The delegate of [Country X] motions to set the agenda in favor of Topic A/B." Yet, this motion will not be used in the conference since there is only 1 topic.

2. Speaker's List

"The delegate of [Country X] motions to open the Speaker's List with a speaker's time of [Y] seconds."

3. Moderated Caucus

"The delegate of [Country X] motions to suspend the debate and move into a moderated caucus to discuss '[Subtopic Y]' for a total time of [Z] minutes, with a speaker's time of [W] seconds."

4. Unmoderated Caucus

"The delegate of [Country X] motions to suspend the debate and move into an unmoderated caucus to [form blocs and alliances / discuss resolutions / work on the working paper or draft resolution / discuss the crisis] for a total time of [Y] minutes."

5. Consultation of the Whole

"The delegate of [Country X] motions to suspend the debate and move into a consultation of the whole to discuss [the recommendations elaborated in the previous unmoderated caucus / the crisis] for a total time of [Y] minutes."

6. Adjourn the Meeting

The delegate of [Country X] motions to adjourn the meeting for [Y] minutes for the purpose of [a lunch break / a coffee break]."

7. Solicit a Third Party

"The delegate of [Country X] motions to solicit [Third Party Y], as they possess relevant information or expertise regarding [Subtopic Z / the

crisis].”

8. Press Conference

“The delegate of [Country X] motions to suspend the debate and move into a press conference to discuss [a resolution related to Y / the crisis] for a total time of [Z] minutes.”

9. Extend the Time of the Unmoderated Caucus

“The delegate of [Country X] motions to extend the duration of the current unmoderated caucus by [Y] minutes.”

10. Introduce the Draft Resolution

“The delegate of [Country X] motions to introduce the draft resolutions with a speaker’s time of [Y] seconds per author or co-sponsor.”

11. Close Debate and Move into Voting Procedure

“The delegate of [Country X] motions to close the debate and move directly into voting procedure.”

(Note: This motion requires a two-thirds majority to pass.)

Written Motions:

1. Right of Reply: Delegates can request the right of reply to another delegate who has offended their country. There is no right of reply to a right of reply.
2. Appeal to the Chair's Decision: If the delegates feel that the chair has made an unfair decision, the delegates can send it as a note to the Chair.

Points:

- Point of Order: Used to correct a procedural or factual mistake. Interruptive, but do not overuse it.
- Point of Personal Privilege: Request to leave or adjust comfort (e. g. , temperature). Interruptive.
- Point of Inquiry: Ask about the rules or current stage. Interruptive.
- Point of Information: Ask a question when the floor is open. Not interruptive.

- Point to Instigate a Debate: Challenge another delegate's resolution stance. Interruptive and subject to chair's approval.

UNESCO, the Academy, and the SDGs:

According to the sustainable development goals:

SDG #4: "Quality Education": ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG #12 "Responsible Consumption and Production": maintain sustainable consumption and production patterns

Seeking to promote sustainable development, UNESCO, with the collaboration of the Learning Planet Institute (LPI) and UN university, is committed to the establishment of a new form of Planetary Academy ensuring that both the resourceful richness and scientific knowledge of humanity are passed down and preserved for future generations. Being the future generation, Youth is given the opportunity to engage in decision-making through the UNESCO committee by creating the charter of a Planetary Academy, allowing their voices to contribute to shaping global policies and solutions.

Introduction:

In today's world of rapid technological advancement and escalating global concerns, humanity is confronted with two significant challenges: **outdated education systems** and the **unsustainable exploitation of shared resources**. Traditional educational curricula, designed during the industrial era, often fail to equip learners with the skills necessary for the twenty first century. Simultaneously, the overuse of common resources, referred to as the "Tragedy of the Commons," illustrating how individuals, acting in their self-interest, can deplete shared resources, leading to collective loss.

The Planetary Academy, currently being developed by the Learning Planet Institute in collaboration with UNESCO and the UN University, envisions a global and hybrid learning model. Its goal is to promote collaborative approaches to problem-solving, moving away from traditional methods based on memorization and competition.

As delegates in this UNESCO Special Committee under ReModelUN, your task is to examine the key challenges and draft a **Charter for the Planetary Academy**. This Charter should propose frameworks and initiatives that support innovative, inclusive, and action-oriented education.

In line with ReModelUN's mission to include Model UN with real UN processes, all Charter proposals will be reviewed by the Learning Planet Institute. Compelling ideas may be considered for the Planetary Academy's student charter after LPI's discussions with UNESCO and UN university partners, who are actively exploring this concept. The Planetary Academy is currently in its **pilot phase**, meaning it's being tested on a small scale to explore how it can work in practice. As the pilot demonstrates value, we expect growing institutional interest that may expand the reach and impact of delegate contributions.

What exactly is ReModelUN, and how is it different from traditional MUN?

ReModelUN is a pilot program that connects Model UN conferences with real UN decision-making processes to gather youth perspectives on global challenges. ReModelUN creates a structured pathway for your ideas to reach actual UN decision-makers instead of ending as simulation exercises.

The Educational Crisis

Outdated Curriculum and Teaching Methods

Modern education systems often refer to methods of the industrial era, emphasizing memorization and standardized testing. This approach, once effective for producing a uniform workforce, now struggles to meet the demands of today's dynamic world. Critics argue

that such methods leave students disengaged and unprepared for the real-world challenges.

Such outdated curricula overlook the development of critical thinking, creativity, and adaptability, skills essential in the twenty-first century. Modern educational needs entail shifting towards personalized, student-centred learning models that foster these competencies. Integrating real-world applications and community involvement into curricula can make learning more relevant and engaging, better preparing students for contemporary societal and economic needs.

Aspects to Tackle:

Overloaded Curricula: Curricula frequently become burdened with excessive material, leaving insufficient time for students to master foundational skills such as literacy and numeracy. This overload can impede deep learning and understanding.

Lack of Interdisciplinary Integration: Traditional curricula often separate subjects, making it hard for students to see how different areas of knowledge connect. This lack of integration can prevent them from using what they've learned in a practical way in the real world.

Neglect of Practical Life Skills: Essential skills like financial literacy, digital skills, and emotional intelligence are frequently underrepresented, leaving students vulnerable in face of everyday challenges.

Inflexible Teaching Methods: A uniform approach disregards the diverse learning styles and paces, potentially leading to student disengagement and frustration.

Cultural and Social Irrelevance: Curricula may emphasize content that doesn't reflect students' backgrounds or current societal issues, reducing engagement and relevance.

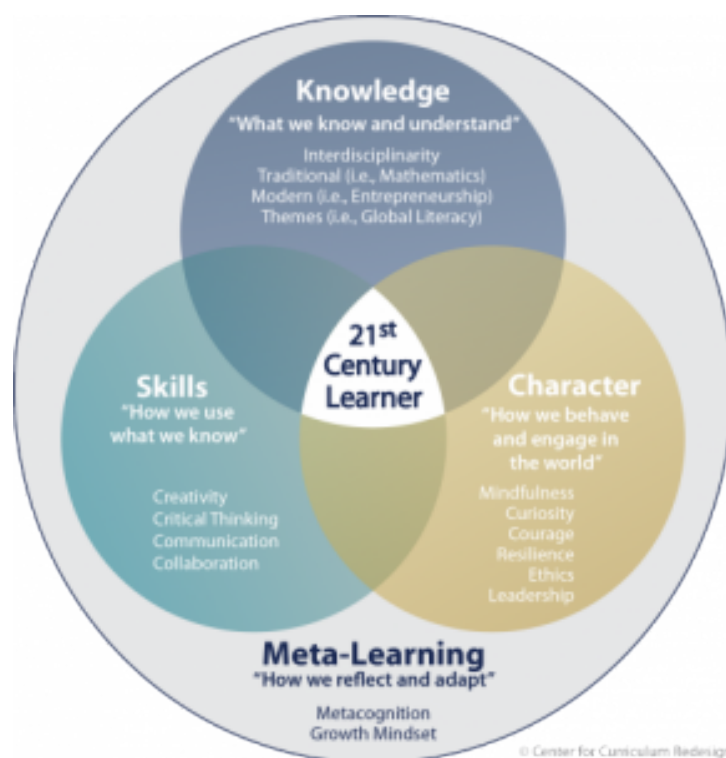
Bias and Lack of Inclusivity: Educational materials sometimes contain biases, neglecting certain groups, and perpetuating stereotypes, which can affect students' perceptions

Insufficient Emphasis on Mental and Physical Well-being: Traditional curricula often overlook the importance of students' health, neglecting programs that promote resilience, stress management, and physical activity.

Insights and Recommendations from CCR, OECD, and UNESCO

According to the Center of Curriculum Redesign, education must be evaluated based on four prominent aspects:

1. **Knowledge:** Emphasizing both traditional subjects and contemporary literacies, ensuring content is current and practically relevant.
2. **Skills:** Fostering critical competencies such as creativity, collaboration, communication, and problem-solving.
3. **Character:** Cultivating traits like resilience, ethics, leadership, and mindfulness, essential for personal and societal development.



i. The international Organization for Economic Co-operation and Development (OECD) reinforces these recommendations. In its Working Paper No. 41, Ananiadou and Claro (2009) argue that current curricula

have not kept pace with the demands of a knowledge-based economy. They emphasize the need for education systems to integrate broader competencies that enable lifelong learning and adaptability.

ii. UNESCO has similarly highlighted the urgency of reforming education to build global citizenship, sustainability, and digital fluency in learners. UNESCO's Education for Sustainable Development (ESD) program empowers learners of all ages with the knowledge, skills, values, and agency to address interconnected global challenges, including climate change, biodiversity loss, unsustainable use of resources, and inequality.

The Greening Education Partnership (GEP), led by UNESCO, supports countries in integrating sustainability concepts into educational curricula and promoting environmental literacy. This initiative aims to "green" every aspect of learning, from pre-primary to adult education, ensuring that sustainability is embedded across all subjects and educational levels.

Case Studies:



American University of Beirut (AUB) – Medical Curriculum Reform

In 2013–2014, AUB's Faculty of Medicine overhauled its traditional, lecture-heavy curriculum to implement a more student-centred learning environment. The new curriculum emphasized empathy, ethics, and professionalism alongside scientific knowledge. A seven-year longitudinal study revealed significant improvements in students' perceptions of the learning environment and increased empathy levels, demonstrating the benefits of aligning curricula with contemporary educational standards.

Scotland's Curriculum for Excellence

Scotland's Curriculum for Excellence has been criticized for not delivering the expected quality of education. Schools like Berwickshire High have restructured their curriculum by emphasizing clear

knowledge and standards, leading to significant improvements in student performance. International assessments have highlighted a decline in Scottish students' performance over the past decade, signaling the need for deeper educational reforms.

The Tragedy of Commons:

The concept of the tragedy of the commons, introduced by Garrett Hardin in 1968, illustrates how the pursuit of individual self-interest can result in the depletion of shared resources. This theory highlights the tendency of individuals to make choices that satisfy personal needs, often without considering the broader consequences for others. In some instances, individuals may justify self-serving behavior based on the assumption that others will also fail to act in collective interest. The potential overexploitation of common pool resources can further prompt individuals to prioritize short-term gains, leading to unsustainable consumption and environmental degradation. Hardin contends that this focus on immediate personal benefit conflicts with the overall well-being of society.

Case Studies and Examples:

i. Artificial intelligence:

Consider a scenario in which multiple companies operate a shared network of autonomous delivery drones within a city. These drones rely on limited resources which function as common goods. In an effort to enhance efficiency and profitability, each company increases the number of drones deployed to expedite deliveries. Initially, the system operates effectively. However, as drone traffic intensifies, communication networks become overloaded, signal interference rises, and several technical problems start to arise. The resulting congestion renders the system inefficient, unreliable, and potentially hazardous. Consequently, all stakeholders experience negative outcomes.

ii. Traffic Congestion:

Traffic congestion serves as a prominent contemporary example of the tragedy of the commons. A study conducted by the Harvard School of Public Health reports that air pollution caused by urban traffic congestion contributes to over 2,200 premature deaths annually in the United States. As individuals increasingly decide to use personal vehicles, believing it to be the most efficient mode of commuting, the cumulative effect leads to overcrowded roads, reduced travel speeds, and significant environmental harm.

iii. Fisheries:

The collapse of previously thriving fisheries, such as the Grand Banks cod fishery, underscores the long-term consequences of unregulated exploitation. Overfishing in the absence of effective management has historically resulted in the depletion of valuable marine resources, illustrating a clear case of the tragedy of the commons.

The legal consequences of the tragedy of commons in reforming educational institutions:

Unequal Access to Public Resources:

Public education systems often depend on shared yet limited resources, including government funding, infrastructure, and a qualified teaching workforce. When these resources are disproportionately allocated, particularly in favor of wealthier or more influential schools and districts, it can reinforce systemic inequalities within the education system. Such disparities raise important legal issues related to equal protection under the law, such as those enshrined in the Fourteenth Amendment of the United States Constitution. Additionally, anti-discrimination statutes, particularly those concerning race, socioeconomic status, or disability, come into play.

Privatization and the Overuse of Public Goods:

The increasing involvement of private institutions and technology companies in the education sector poses additional challenges. As these entities attract public funding and public attention, there is a risk that traditional public education systems may suffer from underinvestment and neglect. Legal concerns in this context often center around the accountability and regulation of private actors receiving public funds. Moreover, the widespread use of AI-driven platforms in educational settings also introduces significant data privacy concerns, particularly regarding the collection and handling of student information.

Standardisation and Local Autonomy:

Efforts to standardize education, through national curricula, AI-based assessments, or funding formula reforms, may inadvertently overlook local educational needs and cultural differences. While such measures often aim to improve efficiency and consistency, they can lead to legal conflicts concerning the distribution of authority between federal and local governments. Additionally, policies that fail to respect regional linguistic or cultural diversity may infringe upon cultural rights. In academic settings, overly rigid Standardisation may also raise questions related to freedom of expression and academic freedom, which are essential to a pluralistic and inclusive educational environment.

The Vision: The Planetary Academy

Expanding the Concept

As mentioned earlier, the Planetary Academy could work as a global hybrid academy that tackles both education reform and the management of shared global resources. It aims to create a network where learners worldwide can develop solutions to planetary problems, especially those linked to the tragedy of the commons.

The Academy would be built on:

- Collaborative methods that go beyond traditional education
- Learning across different fields, centered on real-world shared resource issues
- Project-based methodologies that emphasize active engagement
- Student agency in both learning and decision-making

Unlike conventional educational institutions, the Planetary Academy would seek to integrate diverse knowledge systems while equipping learners with the skills needed to navigate complex global challenges collectively rather than competitively.

Similar Initiatives Today

Several existing programs demonstrate elements of what the Planetary Academy might incorporate:

- [United World Colleges](#): A global education movement with 18 schools worldwide where students from diverse backgrounds live and learn together with emphasis on sustainability and international understanding.
- [Ashoka U & Changemaker Campuses](#): A network of higher education institutions committed to social innovation education, embedding changemaking and social entrepreneurship across campus culture and curriculum.
- [42 School](#): A tuition-free, peer-to-peer learning model for coding education that eliminates traditional teachers and emphasizes project-based learning, collaborative problem-solving, and self-directed progress.
- [UN University](#): A global think tank and postgraduate teaching organization with a mission to contribute to resolving global challenges through collaborative research and education, connecting academics and practitioners worldwide.

Committee Format

Given the opportunity to participate in ReModelMUN, the committee will adopt a slightly modified format from the traditional Model UN structure.

Delegates will not be representing their assigned countries as government officials or state representatives. Instead, they will adopt the “**youth perspective**” of their assigned countries, representing the views, concerns, and hopes of the young people.

Purpose: This format helps bring out a range of youth voices through role-playing, allowing the exploration of how different countries’ young generations see the world.

How to prepare:

- Research youth issues in your country: What are their biggest present and future challenges?
- Learn about youth movements, their goals, and what they are fighting for.
- Understand what trends are shaping the lives of young people in your country.

Guiding Question: What do young people in [your country] want?

Why are we using different representation formats in this committee?

This committee tests new ways to gather authentic youth perspectives rather than simulating existing country positions, allowing you to express what should happen rather than what would happen.

What is the scope of our research for our countries' positions?

Research should focus on your country's educational context, approaches to shared resources, and youth perspectives on these issues, extending beyond the study guide as needed.

What do we expect in the Position Paper?

Delegates are expected to write a uniform, clear position paper containing the main parts presented below.

i. **Introduction:** The opening paragraph should provide relevant background information on the topic as it relates to the delegate’s

country. It must highlight the significance of establishing the Planetary Academy and its potential impact on local communities. Additionally, the delegate's official stance, whether "present" or "present and voting", should be explicitly stated.

ii. **Challenges and Problems:** This section should outline the primary obstacles encountered by youth organizations in launching academic and educational initiatives, as well as in implementing broader educational reforms. It should reflect both the governmental viewpoint and the specific national context from the Youth perspective. Furthermore, any challenges that may hinder the successful operation of the Planetary Academy should be addressed comprehensively.

iii. **Resolutions:** To contribute to the global advancement of education, delegates must propose clear, actionable, and long-term resolutions that are applicable across **youth organizations worldwide**. These recommendations should directly respond to the challenges identified within the **youth** in the country and aim to enhance educational access, quality, and innovation on an international scale.

iv. **Proposed Clauses for the Charter:** The final section of the position paper must include proposed clauses to be considered for inclusion in the Planetary Academy Charter. These clauses should be well-articulated, precise, and globally relevant. Each clause must be structured to allow for implementation across diverse national contexts without conflicting with constitutional laws or international agreements. As all clauses require sponsorship, they should be drafted with care to ensure both feasibility and compliance.

The position paper must strictly follow the formatting and submission guidelines provided during the training sessions, including specifications on font style, size, line spacing, and referencing conventions.

Open Canvas for Students

The Learning Planet Institute and its UN partners are specifically seeking youth perspectives on what the youth would want, and what would be most effective. While the existing initiatives provide context, delegates are encouraged to think beyond these models.

Delegates should feel free to propose radically different approaches, suggest improvements to the concept, or even argue that alternative models would better address the twin crises. If some delegates believe the Planetary Academy concept is not viable, they may even vote the resolution down.

This committee values critical thinking and diverse perspectives. Your charter resolution will be most valuable when it authentically reflects youth voices rather than simply endorsing existing ideas.

Committee Goal: Drafting the Planetary Academy Student Charter

Your primary task is to create a clause-based charter for the Planetary Academy concept. This charter is not a typical MUN resolution—it aims to outline a framework for transforming education and addressing common challenges from a Youth perspective.

Unlike a draft resolution that proposes solutions to a specific issue by outlining actions that countries should take to address it, a **charter** is a foundational document that sets up the principles, goals, and structure of an organization or initiative, like the Planetary Academy. It's broader and focuses on creating a long-term framework rather than solving an immediate problem, outlining how the academy will work and its purpose.

Essential Charter Elements

i. Preamble:

Provide a concise background linking the twin crises to the need for educational innovation.

ii. Mission Statement:

Define the **purpose of the Planetary Academy** in transforming education and promoting sustainable resource management.

iii. **Governance Structure:**

Propose how **decisions** will be made within the Academy, ensuring that **youth** have a meaningful **role in decision-making** processes, rather than just following top-down directives.

iv. **Curricular Principles:**

Establish guidelines for interdisciplinary learning that develops knowledge, skills, character, and meta-learning abilities.

v. **Global Citizenship:**

Outline approaches for nurturing collective responsibility in addressing global challenges, like the commons (shared resources that require cooperative management)

vi. **Implementation Framework:**

This section provides **practical steps for piloting the Academy**, including how to test the concept on a smaller scale. It also outlines how the Academy's impact will be measured to ensure its effectiveness in transforming education and addressing global issues.

Drafting Approach:

1. **Drafting and Sponsorship:** Unlike traditional draft resolutions, where sponsors are listed for the entire document, each individual clause should have one main sponsor and up to two co-sponsors. This sponsorship structure ensures transparent attribution of ideas to their originators. If the Learning Planet Institute or UN partners recognize specific clauses, this attribution will help acknowledge the delegates who contributed these ideas.
2. **Voting:** Similarly, each proposed clause will be voted on individually by overwhelming majority (two-thirds support). After all clauses are considered, the complete charter also requires an overwhelming majority for adoption.

For detailed guidance, see the appendices:

- Appendix A: [Sample Concise Charter](#)
- Appendix B: [UN University Charter](#)

Note: While the UN university Charter represents a comprehensive governance document developed over years, your task isn't to replicate it, but to create a more focused charter capturing core youth perspectives on the Planetary Academy concept.

Will our resolution actually reach real UN decision-makers?

Yes. All committee outputs will be reviewed by the Learning Planet Institute (a UNU Hub with UNESCO Chair status) and shared with UN partners involved in the Planetary Academy concept.

How will our ideas be evaluated?

Individual clauses will be assessed based on innovation, feasibility, and relevance to the Planetary Academy concept, with particularly compelling ideas potentially incorporated into the actual initiative.

Discussion & Debate Questions

Questions to Consider:

- How might the Planetary Academy draw from successful elements of initiatives like the Earth Charter, Ashoka U, 42 School, and UN University while creating something distinctly innovative?
- How might existing solutions have fallen short, given we are experiencing the twin crises?
- What governance structure would best balance student agency with academic rigor and institutional partnerships?
- How could the academy effectively bridge theoretical understanding of commons challenges with practical implementation of solutions?
- What measures of success should the academy prioritize beyond traditional academic metrics?

- How might the academy address potential barriers to participation from underrepresented regions or communities?
- What specific commons challenges should be prioritized in initial programming, and how might curriculum be structured around them?
- How can the Academy balance globally standardized elements with regional adaptability and cultural relevance?
- How can UN Member States contribute to and benefit from a shared, internationally coordinated educational initiative without compromising national autonomy?

Further Reading

To deepen your understanding, please review the following resources:

- **Center for Curriculum Redesign:** "[Redesigning the Curriculum for a 21st Century Education](#)."
- **Video:** [What should we learn for the age of A.I.? Four-Dimensional Education | Charles Fadel | TEDxLausanne](#)
- **Video:** [The Tragedy of the Commons Explained – TED-Ed](#)
- **Video:** [Ending the Tragedy of the Commons | Elinor Ostrom | Big Think](#)
A discussion by Nobel laureate Elinor Ostrom on overcoming the challenges associated with shared resources.
- **Video:** [Building a Learning Planet with Stefania Giannini and François Taddei](#)
- **Planetary Academy Ideas:** "[Towards the Co-Construction of a Planetary Academy for Thriving Futures](#)."

External resources are strongly encouraged—well-researched positions strengthen the value of your contributions and increase the likelihood of your ideas being considered by UN partners.

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