HRC

Human Rights Council

Topic 1: Education in Developing Nations

Topic 2: Facilitation of Peace and Protection Among Protests Worldwide

Model United Nations at UC Davis

Davis Model United Nations Conference XV
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Letter from the Head Chair

Esteemed Delegates,

Welcome to the 2017 Davis Model United Conference (DMUNC)!

I have the pleasure to introduce you to the committee, the Human Rights Council. I am Justin Yap, your Head Chair. I am a freshman at the University of California, Davis, majoring in biological sciences. I have been in the Model United Nations for more than eight years, and have attended more than seven conferences around Asia. This will be my second time chairing for a conference here in the United States. I like to compose music as well as entertain myself in music instruments, but I am also a sociable individual who loves to go on social media every minute.

The topics under discussion for this year's committee are: Education in Developing Nations and Facilitation of Peace and Protection Among Protests Worldwide. The Human Rights Council serves its purpose as a protection for individual rights on multiple issues. These multiple issues connect to one basic origin of the Fundamental Human Rights, and as delegates, you must be able to debate for your member states. As the dais, we are here to help guide and establish a foundation for discussion on these topics. We provide the resources and procedural components to create a diplomatic and proactive conference for all member states present.

This background guide serves as a foundation and introduction to these issues, and from here you must explore deeper into your member state's policies and opinion. It is required for all member states to remember that each delegate is representing their assigned country, and therefore should abide by the policies put forth by the delegate's country.

If you have any questions, please feel free to contact me at dmunc.hrc@davismun.org
I wish you all the best, and I look forward to meeting you at the Conference!

Sincerely,

Justin Yap
Head Chair, HRC, DMUNC XV
dmunc.hrc@davismun.org

About the Committee

The United Nations Human Rights Council is an inter-governmental establishment that is "responsible for strengthening the promotion and protection of human rights around the globe and for addressing situations of human rights violations and making recommendations on them." Since its formation in 2006, the council targets to strengthen and promote human rights worldwide and aims to promote individual rights around the globe. With Resolution 60/251 in action, the Human Rights Council replaced its earlier recognition of the United Nations Commission on Human Rights, which was a subsidiary body of the United Nations Economic and Social Council, under the General Assembly.

Since the adoption of the *Universal Declaration of Human Rights* in 1948, the agenda focuses on individual safety both in territories with histories of violence and on a global scale violation. Specifically, the Human Rights Council addresses:

1. Situations of violations of human rights around the world and about specific countries or thematic issues adopts a position and makes recommendations

2. International 'standards' in the field of human rights

3. Instruments which are legally binding

4. Human rights through dialogue, by reinforcing capacity-building and by offering technical aid

The Human Rights Council had the same responsibilities and authorities as the Commission on Human Rights, an intergovernmental organization created in 1946. All areas of the two earlier councils were subject to critical assessments and evaluation to ensure the proper

mechanisms and framework that would recreate a "strong and well-functioning" nature of the subsidiary body to the General Assembly.

As a newly committee, the Human Rights Council does create a unique and comprehensive mandate that shows the concept of "universality, impartiality, objectivity and non-selectivity, constructive international dialogue, and cooperation." Furthermore, the General Assembly assign the council as a forum for debate and discussion for all human rights issues, including any violations and responding to emergencies, promoting cooperation and education on human rights, reviewing each Member States' history and performance, and preventing any further recurrence.

The council relies upon an annual routine of undertaking country visits, gathering information and analysis towards the contribution of international human rights standards, sending letters for any violations, and presenting yearly reports to the General Assembly. The outcome becomes an organized system of checks and balances on each state's review. The council, in the eyes of the General Assembly, has proven to become a reliable committee that can examine the conditions of each Member State's progress and any confidential complaints and reviews.

Recently, the 31st sessions of the Human Rights Council have been focusing on the responding to emergencies and expanding the scope of human rights. Latest resolutions 31/3 and 31/30 targeted on "human rights and terrorism" and a call to action on resolution 30/15 of "Human rights and preventing and countering violent extremism" as of 2015. As for the 32nd session from June 13, 2016, to July 8, 2016, the 10th anniversary of the establishment of the Council commemorates a feat of progress and establishment that was brought by the committee.

Throughout its reign, the Human Rights Council address human rights on its global, regional, and national levels by trying to keep all Member States safeguarded under the fundamental regulations and rights of the universal law. However, the focus stays on the concerns for human rights in various parts of the world, mostly in developing nations. As such, through hardships and challenges faced by the continuous changes around the world, the Human Rights Council will continue to use the tools and framework resources available to devise durable solutions to the problem.

Topic 1: Education in Developing Nations

"To improve all aspects of the quality of education aimed at ensuring excellence of all persons, so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, essential life skills and human rights education."

Introduction

Education, the key element in personal growth and progression, has become an indispensable part of life both personally and socially. The importance of education lies in the components of our society, where our ideas and innovation focus on the foundations of it. The more developed life has become, the more demand for necessary education. However, the unequal standard of education is still a major problem that concerns the public. The unbalanced distribution of education has brought forth disadvantages for more than billions of children around the world, especially in developing nations.

In most developing countries, few children have the possibly of graduating from secondary school or even primary school. More than 67 million primary school-aged students have been denied the rights to education. As much as 226 million children do not attend secondary schools. Numerous factors may have caused such issues, including the cost of schooling, quality of education, family background, and cultural restrictions. Schooling offers neither the financial literacy students will need to maintain resources under their control, nor with it provide the guidance needed to create or obtain opportunities for securing a livelihood or building wealth. Not only that, but it also provides little assistance to promote the physical and emotional health needed for the students to further their quality of life. We are seeing a difference in the lives of developed and developing nations, and many of these issues link to

poverty such as unemployment, illness, and the illiteracy of parents. These issues have been consistent for more than 20 years in the same regions.

Many emerging countries do not fully appropriate the financial resources provided to create a strong and stable education foundation for society, resulting in poor quality of materials and teachers as well as unfair tuition for many disadvantaged students. Even funding pledged by multiple international communities are not sufficiently enough to establish an education system beneficial for all children. What we are targeting is to find a multilateral solution that could bring nations and organization together into fully focusing on the issue and providing solutions towards creating a unified network of qualified teachers with materials that allow children to fully prepare themselves for the future, including course materials of both financial and health factors.

Historical Background

The lack of basic educational rights and privilege shows the downgrade of youth's intelligence and social stability, showing the reduction of choices and opportunities, making it harder for countries, especially developing a nation, to fully development and progress to tackle struggling issues.

Many conflicts have continued and escalated over the past few years, threatening not only the security and stability of education in the nation but the safeguard of the student's lives. In Syria, education has become a weakened institution due to vandalism, violence, and unsafe regulations that have cost multiple casualties under bombings and disasters. In countries, such as Mali, recruiting child soldiers have become increasingly important for the nation under war. The chaotic response by these nations has called on the international community to consider the

possibility of extending education further, but at the same time, offering safety and ensuring "social development and peace and security" as a priority.

Though these events prove to be detrimental to most of the future hopes of nations, the ability to spread into a worldwide news shows the improvement and progression of the Millennium Development Goals in 2015. As told by the *United Nations Declaration of Human Rights,* the right to education is a fundamental human right. Defined in Article 26, the Universal Declaration states "everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made available, and higher education shall be equally accessible to all based on merit".

Even so, the requirements for a nation to fully accommodate the extent of a complete and stable educational system needs even the basic financial and education support fitted to an international standard. Despite international efforts, the number of children of primary school age that do not attend school has increased significantly between 2010 to 2015, leading to more than 59 million children around the world. A fundamental challenge for a successful educational system lies in the issue of unequal distribution between the urban and rural communities on the access to quality and equal education across all ages. According to the International Fund for Agricultural Development, the relationship between rurality and poverty shows that 70% of the world's poorest population exists in the rural communities. Children in these areas face multiple challenges of access to education, the equity of education within the community, and the quality of teaching from unexperienced teachers.

UN Involvement

Access to education is one of the core human rights outlined in many different human rights components, the most famous being the *Universal Declaration of Human Rights* and the *International Covenant on Economic, Social, and Cultural Right.* Both these main documents provide the basis for the requirements on education and other efforts to improve access to it. Furthermore, the 1989 Convention on the Rights of the Child emphasizes education as a fundamental right, and further places the human rights education as an essential part of education as a general basis.

During the 1990 Convention on the Rights of the Child, education for every child became the common goal and purpose. Under Article 28, the Convention established that nations should "make primary education compulsory and available for all." Article 29 presents "the education of a child should be directed towards:

a. The development of the child's personality, talents, and mental and physical abilities to their fullest potential;

b. The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

c. The development of respect for the child's parents is his or her cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

d. The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national, and religious groups and person of indigenous origin and;

e. The development of respect for the natural environment."

Previously, the United Nations have established multiple resolutions, including resolutions 43/104, 44/127, 46/93, and 50/143 which reiterated the call for more international efforts on the literacy and importance of education as a fundamental right. Many of these solutions within the resolutions target the elimination of gender gaps and illiteracy rates in education. Years later, the General Assembly resolution 56/116 aims to create a deadline for the process on universal primary education also known as the United Nations Literacy Decade. The initiative aims to reaffirm the Dakar Framework for Action, which strives to achieve a 50% increase in adult literacy by the year 2015. The effect allowed governments to modify their education standards and relocate financial supports, resulting in decreased illiteracy rates and a call for more inclusive policies for the Decade goals

In 2000, the United Nations established the Millennium Development Goals, and the second goal states "to achieve universal primary education." The United Nations has reaffirmed the importance of the documents, as well as created multiple reports and resolutions such as report A/67/257 in August 2012, which emphasizes that gender equality in secondary school and up should be addressed and placed as priority; Resolution A/Res/67/1 in December 2012, which looks at the composition and relationship of sports, health, and education as an integration to the attainment of the Millennium Development Goals; and the draft resolution A/67/L.25 in November 2012, which pushes the importance of education as a key to democratic institutions.

The Human Rights Council commended efforts made by non-governmental organizations in their efforts to promote the rights to education, but at the same time urged member states to guarantee that the efforts and policies to be fully recognized and implemented to end obstacles to access to education.

Case Study

An important milestone towards the improvement of access to education is the establishment of the Education For All Movement in 2000. Held in Dakar, Senegal, the initiative aims to achieve education for all six goals of the Millennium Development Goals. They begin streamlining their efforts to expand education into different nations as a public good and accessibility for every child.

Non-governmental organizations present a substantial role in the marginalization of education, specifically targeting the developing regions of the world. They work closely with both the government and intergovernmental organizations to meet the Millennium Development Goals and to increase gender equality and equality of education in schools. Organizations such as Amnesty International has worked to support curriculum training within elementary through high school teachers. The campaign works on the raising awareness of human rights concepts and the values of schools in needed nations, hoping to create trust and influence when backed by the United Nations and other NGO's under the international human rights standards. Concern Worldwide has been working on international education with their focus on "sustainably improve the livelihoods of extremely poor women, men, and children by stimulating their demand for, and increasing access to quality Basic Education." Save the Children, an international nonprofit organization dedicated to children's welfare, announced in January 2013 of their framework, "Ending Poverty in Our Generation," which will create a set of goals for 2030 as a strive and prediction towards raising awareness.

On December 10, 2004, Human Rights Day was dedicated to the launch of Human Rights Education, as well as the World Programme for Human Rights Education. In 2007, the United Nations Education, Scientific, and Cultural Organization (UNESCO) and the United Nation

Children's Fund (UNICEF), jointly created a "Human Rights-based Approach to Education for All." The structure not only included the rights to education for all, but the emphasis on the importance of the basic quality of education, including the safeguard of children and inclusion of newly funded facilities. In 2014, the two organizations focused on different ways to finance access to education and offering benefits and resources for the nations. In 2015, UNESCO published a report on "Fixing the Broken Promise on Education for All," offering a "comprehensive set of data on out of school children," and challenging different nations as well as organizations on the purpose of education and the easy access to education.

In 2011, the United Nations High Commissioner for Refugees (UNHCR) continued its research on refugee education, pushing for the awareness that education, in general, should not only focus on the access and quality, but also on the protection and support by the government.

Major Blocs

North and South America

The United States of America and Canada, along with other Latin American countries, have established a unified primary education. However, their issues were concerning the disparities among the internal groups. In the United States, certain ethnicities have underrepresented the educational system. Though there are motions and actions taken upon towards implementing the disadvantage into the educational system, there are still a high percent of children unable to attend even primary schools. Even though the United States' Department of Education has created multiple policies and benefits for the disadvantaged, the main issue still stems from the local and state institutions on financial support and social inequality.

In Latin America, poor and indigenous populations have the greatest disadvantage in primary education attendance. Many Latin American countries face conflict in pursuit of the primary education system, mainly because of dangers and economic distress disrupted by the gang population. These factors result in lower rates of primary education attendance.

Europe

Europe has a well-established universal primary education. With the lack of ethnic diversity and racial stability in the nation, the struggles with underrepresented children is minimal. Due to their success, the European Union is targeting on expanding education outwards, influencing different nations of their system, and implementing the methods into the other nation's system. Because the European Nation is the main donor for the Education for All Movement, their target would be to increase primary education rates in developing nations, as well as continue to refine and develop their education to a more sophisticated and strong system.

Africa

The countries in Africa have the lowest primary education rates and a 'messy' distribution to the commonality. Due to economic difficulties, political instability, and civil wars, it becomes difficult for both inside and outside groups to push forwards on improving the issue. While the literacy rates have been growing steadily, the number of illiterate individuals have also risen significantly since 1990. As counted, more than 32 million primary-aged children do not go to school, most of them is due to the financial difficulties or their family stress and hardships.

Middle East

The Middle East has experienced great political instability, which caused a negative impact on the development of education. With the constant war raging for years, education has been unstable for many regions of the Middle East. Children are being recruited as child soldiers, schools are constantly being bombarded or assaulted by external forces, and the economic hardships resulted greatly on the access for education. However, literacy rates are surprisingly high in regions like Jordan, Bahrain, Kuwait, Oman, and Syria, but low in Yemen, Mauritania, Morocco, Sudan, and Algeria.

As culture prohibited, women have become the main concern on discrimination. The underrepresentation in the government and societies for women have provided them with few opportunities to reach equal education. Even so, there has been a constant debate on the issue of whether women should establish as equals in regions where cultural and religion is highly respected.

Asia-Pacific

Many Asian countries have prioritized education as a great importance, especially considering themselves as the elites of society. Countries like China have boosted their full

universal primary education as a product of their federal government control of the coursework and reforms. In South Korea, the first female president has promised to "make high school education free for everyone by 2017".

In Southeast Asia, work has drastically improved over the past few decades, with primary education rate ranging around 90%. The quality of education and aid has created the cornerstone of their development and their high standards for schools and resources. In Thailand, their newly implemented One Tablet Per Child Policy has distributed over 900,000 tablets to first-grade students nationwide. They further established an expanding network system in 2013 for online learning communities. While it may prove to cost prohibitive or simply a poor use of resources, developing nations such as Kenya and other African countries are mimicking the same programs in 2014 as an alleviation of a burden on teachers and an introduction to self-study habits for students in the absence of normal educational system.

Further Research

The right to education is a necessary part concerning the field operations of the Human Rights Council. Access to education and livelihoods are still unstable and with low quality in many nations around the world. With a rising number of illiteracies, hardships, and decline in nation development, the Human Rights Council has to adapt and further develop plans to secure a sustainable method to maintain and improve the current situation.

Reflecting on the current challenges, delegates should consider the following questions: How can proper access to sustainable support and aid be ensured as a durable and long-term solution? How will quality and resources to education be kept or increased? What are the regulations and policies that should be established to create a workable goal for developing

nations? Delegates should also consider creative and innovative ways to possible create a new method to promote education. It will be expected that delegates should think creatively and brainstorm over the limitations of the resources.

Topic 2: Facilitation of Peace and Protection Among Protests Worldwide

"Recognizing that, pursuant to the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights and the International Convention on the Elimination of All Forms of Racial Discrimination, the rights to freedom of peaceful assembly, of expression and of association are human rights guaranteed to all, while their exercise may be subject to certain restrictions, in accordance with States' obligations under applicable international human rights instruments"

Introduction:

Protests have always been considered a controversial issue on its prolonged period of dissent driven by an escalation in the size and diversity of public protest. As many politicians mentioned, "The current surge of protests is more global than the wave that occurred during the late 1980s and early 1990s, reaching every region of the world, and affecting the full range of political systems". We are now seeing a wave of protests triggered primarily by economic and political concerns, both nationally and internationally. Even with the introduction of technology and communication, political transitions and regressions, troubling economic changes, and the growth of multiple social organizations and syndicates have created a global environment conducive to protests. Thus, more than 843 protests have occurred between 2006-13 in more than 87 different countries have concluded that more than 37 mobilization attracted billions of participants.

Although most of these protests have failed to fully translate protest energy into corrections and influence, others have led to the creation of new political parties or markedly affected later electoral contest. The only issue concerning these protests is the facilitation of

these protests. The Human Rights Council has been conducting multiple conferences discussing the issue on peaceful protests. They have affirmed that 'individuals have the rights to express their grievances or aspirations in a peaceful manner, including through public protests without fear of reprisals or of being intimidated, harassed, injured, sexually assaulted, beaten, arbitrarily arrested and detained, tortured, killed or subjected to enforced disappearances.'

The rights to protests depends on and exercises several rights internationally, including the freedom of peaceful assembly, the freedom of expression, and the freedom of association. However, the spike in global protests is becoming a major issue, but also a trend, in international politics, but the care for the people and the rights is needed in finding the precise nature and impact of the phenomenon. As countries continue to be subverted by the powerful interests, the resulting deficit is filled by concerned citizens who are demanding the government to act on their collective demands. Not only does this exacerbate the intensity and frequency of protests, but it creates a "new expression of democracy" that could shape public opinion, influencing policy discussion, and even toppling governments, a risk that could create overpower and overturn of a nation.

Historical Background

The Freedom of Expression and Protests is known to be a fundamental right to express one's opinion and perspective freely through demonstration. Many countries and organizations have placed the limitations on the freedom of expression as a way of controlling people. Under Article 19 of the *Universal Declaration of Human Rights* and recognized by the *International Covenant on Civil and Political Rights*. Article 19 states that "everyone shall have the right to hold opinions without interference" and that "everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of

all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice".

Peaceful protests should be understood as an expression of individual and collective freedom, rather than an act of violence and objection to the commonality. Much attention was driven towards the abusive leadership that provoked violence. 2011, the Security Council released a report on the question on a range of conflicts, oppression, and discrimination. In 2014, the uprising from Tunisia to Kyrgyzstan resulting in the overrule of the president in Ukraine triggered the drive for the facilitation of protests, but at the same time keeping the fundamental rights along with it. At the same time, Taliban insurgents were increasing with oppressive protests as the North Atlantic Treaty Organization struggles to keep a peaceful union in the wake of Brexit.

The right to freedom of peaceful assembly is prioritized as the focal point of departure for deciding states' legal obligations with respect to peaceful protests. What needs to be done is under the decree of Article 21 of the 1966 International Covenant on Civil and Political Rights:

"The right of peaceful assembly shall be recognized. No restrictions may be placed on the exercise of this right other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (order public), the protection of public health or morals or the protection of the rights and freedoms of others".

When considering any future limitations and regulations, all Member States should meet the minimum requirements for procedural actions:

- Organizers of a peaceful assembly should be able to notify the authorities simply and quickly.

- The procedure should require information only on the date, time, duration, and location or itinerary of the assembly, and the name, address, and contact details of the organizer.

- The period of notice should not be lengthy but sufficient to allow the authorities to plan and prepare measures necessary to minimize disruptions the demonstration may cause.

- The regulatory body should issue a receipt, confirming explicitly that the organizers have complied with the rules on notification.

- A prompt official response to initial notification should be given; non-response implies that a protest shall proceed.

- The organizers should have access to a rapid appeal process before a competent tribunal or court to challenge the legality of any restriction imposed.

UN Involvement

A first step in to the issue was introduced by the Bill of Rights, which granted the freedom of speech and peaceful protest. of in 1789 established the foundations and regulations of freedom of expression, but this was never enough.

In the first session in 1946, the United Nations passed the resolution A/RES/5 that "freedom of information is a fundamental human right and is the touchstone of all the freedoms to which the United Nations is consecrated". In addition, there have been several attempts to combat the issue with great, but small improvement due to the nature of objection and lawful concerns. The Human Rights Council has affirmed that 'everyone must be able to express their grievances or aspirations in a peaceful manner, including public protests without fear of reprisals or of being intimidated, harassed, injured, sexually assaulted, beaten, arbitrarily arrested and detained, tortured, killed, or subjected to enforced disappearance".

In 2011, the United States Security Council referred to the situation of protests, especially the recent conflict in Libya, to the International Criminal Court on the grounds that "gross and systematic violations of human rights were taking place, including the repression of peaceful demonstrations". Recently, the international human rights bodies and experts have confirmed that each Member States have the role of facilitating peaceful assemblies. Referring to the resolution of the Human Rights Council established in 2013 that states must have the responsibility to "promote and protect human rights and to prevent human rights violations", and to call for a "safe and enabling environment for individuals and groups to exercise their rights" in order to not only ensure domestic legislation and procedure, but also obligating to the individual rights and orderly opinions.

Case Study

In 2008, The International Covenant on Civil and Political Rights (ICCPR), issued a conference regarding the freedom of expression and incitement to hatred. It was later followed up in 2011 with a workshop that helps to discuss on the issue on the prohibition of incitement to national, racial, or religious hatred. Its purpose was to gain a better understanding of legislative patterns, judicial practices and policies in different areas around the world with regards to the guidelines outlined in articles 19 and 20 of the ICCPR. The workshop was successful in that it created a legal basis through research, analysis and mapping of practices and policies.

In Vélez Restrepo and family v. Colombia, a case concerning an attack on a video journalist who was attempting to film a demonstration caused multiple conflict and disputes. The Inter-American Court of Human Rights confirmed that the video would cause 'those who saw it to observe and verify whether, during the demonstration, the members of the armed forces were performing their duties correctly, with an appropriate use of force.' This shows that attacks

against journalists limited the freedom of expression of all citizens, because they have an intimidating effect on the free flow of information.

In Güleç v. Turkey, the police response to an unauthorized violent demonstration, including the destruction of property and attacks on gendarmes, was unacceptable since the police were not equipped with 'less-lethal' weapons, but deployed two armored vehicles, and fired bullets at the crowd, hitting many demonstrators in the legs and killing one citizen. The International Court saw the lack of proper equipment unacceptable, since the events occurred in a region in which a state of emergency has been declared, where disorder could reasonably have been expected.

In the case of Oya Ataman v. Turkey, the Court found that the dispersion of protest was considered unnecessary and disproportionate. According to reports, more than 50 people were holding placards that had been dispersed violently by the police using tear gas. In the case of Berladir and Others v. Russia, the dispersal of an assembly was considered unlawful under domestic law because the organizers refused to accept alternative venues or other times to hold the event. The International Court of Justice did not "challenge the grounds on which the demonstration was 'automatically' declared unlawful, nor the fact that national legislation offered the applicants no swift or effective form of appeal".

Major Blocs

United States, Canada, and Latin America

The United States have been maintaining and increasing their firm belief in promoting freedom of expression, however the recent assaults and attacks on to other states such as the United Kingdom, Germany, or France. In Latin American countries, the idea of freedom of expression is widely supported. However, in democratic countries such as Venezuela have condemned for not ensuring human rights, but rather under a prohibitive limitation under the government's provision.

The Middle East

Considered to be one of the largest concerns, governmental unrest and religious beliefs has resulted in complete restriction of rights. No country in this region can be regarded as respecting freedom of expression, neither Israel nor Syria, or other affected countries.

Southeast Asia

Malaysia has been preventing Malaysians from expressing and debating on any objections. All religious groups within the region, even in Asia specifically, are experiencing repression under the control of the government. The anti-Ahamadiyya laws in Indonesia and Pakistan, the discrimination of religious minorities in Burma and Sri Lanka, or the reporters and bloggers reporting on the unrest of the monarchy in Thailand, have all resulted in a complete restriction siege across Asia.

Further Research

Reflecting on the current challenges, delegates should consider the following questions: How can proper facilitation and regulations under government changes maintain in the long run? What are the regulations and policies that should be established to create a workable goal for developing nations? Delates should also consider creative and innovative ways to possible create a new method to promote education. It will be expected that delegates should think creatively and brainstorm over the limitations of the resources.

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