

Kennesaw State University High School Model United Nations XXXI

Human Rights Council

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Email: ksuhsmun2017@gmail.com

Dear Delegates,

It is my pleasure to welcome you to the 2017 Kennesaw State University High School Model United Nations Conference. My name is *Jasmine Sutherland*, and I am honored to serve as Director of the United Nations Human Rights Council (HRC). I am a senior at KSU pursuing a Bachelor of Arts in International Affairs with a concentration in Diplomatic and International Service. After graduation, I plan to intern at an organization in my field of study. With the KSU MUN team, I have proudly represented Cyprus, Switzerland, Sweden, Algeria and Uruguay at both local and international conferences. This is my third year on the HSMUN staff and I am greatly looking forward to meeting you all and having a great conference.

Joining me at the Dais this year is Assistant Director, *Miko Luna*. Miko is a Junior majoring in Business Management with a minor in Economics and will soon declare his second major in Information Systems. He has been a member of the KSU MUN team for three years and has represented numerous Member States at both local and international conferences. This will be his third year participating in HSMUN.

Joining the Dais as Chair is *Eric Brito*. Eric is a senior majoring in political science with a concentration in global studies. He is currently the treasurer of the KSU Political Science club and has previously served as president of the KSU Young Democrats. He has been an active member of KSU MUN for two years now, having represented Chile and Uruguay at SRMUN in Atlanta. This will be his second year serving on the HSMUN staff. After he graduates, he plans to work in government at the local or state level. His ultimate aim is to serve the United States as a public diplomat.

Also joining the Dais as Rapporteur is *Damie Omole*. She is a junior at KSU double majoring in Public Relations and International Affairs. In the future she hopes to go to law school, and pursue a career in International Law and Diplomacy. She will be represented Uruguay at the 2016 SRMUN competition with the KSU MUN team in Atlanta. This is her first year on staff with HSMUN but she's really excited and looking forward to a fun and rewarding experience.

The topics under discussion for the HRC are:

- I. Promoting the Livelihoods and Education of Refugees and Displaced Persons**
- II. Preventing Violence and Discrimination Based on Sexual Orientation**

Each country delegation within this committee is expected to submit a position paper which covers both of the agenda topics. Information for properly formatting the position papers as well as valuable advice for writing a quality paper can be found on the KSUHSMUN website <http://hsmun.hss.kennesaw.edu/>. Delegates are reminded that papers should be no longer than two pages in length. Citations should be in Chicago footnote format. Furthermore, plagiarism in an academic setting is unacceptable and will nullify any score for the paper in question. **The objective of a position paper is to present the diplomatic position of your country on both agenda topics as closely as possible to how an actual diplomat would present the position of his or her native state.**

Committee History

The Human Rights Council is the primary intergovernmental body of the United Nations concerned with human rights. In 2006, through resolution 60/251, the United Nations General Assembly officially created the Human Rights Council (HRC) replacing the former United Nations Commission on Human Rights (UNCHR). The HRC is an extension of the UN General Assembly; moreover, the Office of the United Nations High Commissioner for Human Rights (OHCHR) serves as the official secretariat for the Human Rights Council. The OHCHR works under the aegis of the UN Secretariat to provide support for the HRC, specifically to provide legal advice in documenting human rights violations. Based in Geneva, the Human Rights Council works to promote and protect human rights all around the world. All countries take part in the work of the Human Rights Council, but only 47 countries get to

make the decisions. The role of the Human Rights Council is to deal with “human rights, including gross and systematic violations, and the promotion of effective coordination and the mainstreaming of human rights within the United Nations.”¹ In 2007, the HRC voted to make the Arab-Israeli conflict into a permanent part of the council’s agenda. In 2011, the HRC suspended Libya’s membership for their poor human rights record. Currently, the HRC has established rapporteurs in Iran, North Korea, and Syria to inquire into ongoing human rights situations.²

Before the creation of the Human Rights Council, the UN Commission on Human Rights served as the key organ dealing with human rights. One of the historical successes of the Commission was its passage of the much cited Universal Declaration of Human Rights. Over the course of the Commission’s tenure, it pushed for a system to deal with human rights violations. However, during the late 1990s and early 2000s, the Commission was repeatedly criticized for its lackluster performance in dealing with human rights. The Commission on Human Rights was especially criticized for including members that were perceived as human rights abusers. In 2001, Sudan was elected to serve in the Commission, even with reports of an ethnic cleansing program within its own borders. In 2004, the United States walked out on the Commission in protest after Sudan was re-elected. Following a series of controversies, former UN Secretary General, Kofi Annan, proposed a smaller and leaner Council to replace the Commission.³

As stated, GA resolution 60/251 established the HRC in 2006. On June 18, 2007, the UN Assembly passed resolution 5/1 which created the procedures, mechanisms, and structures that would serve to calibrate the HRC’s modus operandi. Components of the aforementioned (resolution 5/1) included a new agenda for the programs of work, new methods and rules for procedures, and a new criterion to improve special procedure mandates. The HRC (resolution 5/1) established the “Institution-building package,” in order to strengthen the Council. The mechanisms and procedures created from (resolution 5/1) were the Universal Periodic Review (UPR), the Advisory Committee, the HRC Complaint Procedure, and the Special Procedures. Membership to the Human Rights Council is determined by the majority of members of the General Assembly through a secret ballot. The Council meets in Geneva at least three times a year. Every year, the GA elects a third of the members for a three-year term with no reelection after two consecutive terms. The composition of the Council are as follows; 13 seats for African States, 8 seats for Latin American and Caribbean States, 6 seats for Eastern European States, and 7 seats for Western European and other States.⁴

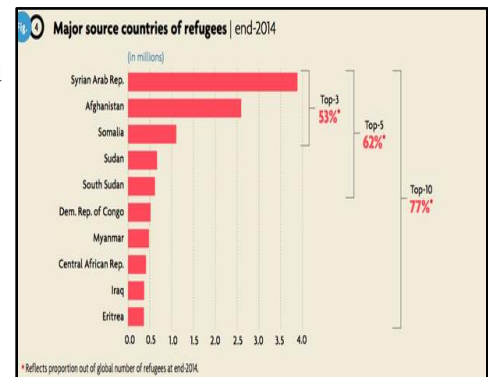
I. Promoting the Livelihoods and Education of Refugees and Displaced Persons

“A lasting solution, the possibility to begin a new life, is the only dignified solution for the refugee himself.”
 - Poul Hartling (Former Prime Minister of Denmark)

Introduction

The topic of Refugees and Displaced Persons is among the most complicated issues facing global society today. Discussions are taking place within the United Nations (UN) to search for more effective ways to protect and assist these particularly vulnerable groups. There is a clear relationship between the refugee problem and the issue of human rights. Violations of human rights are not only among the major causes of mass migration but also make it difficult for the Refugees and Displaced Persons to want to voluntarily

Table 1.1



¹ “The Human Rights Council,” *Office of the United Nations High Commissioner for Human Rights*. <http://www.ohchr.org/Documents/Publications/NgoHandbook/ngohandbook5.pdf>.

² “The United Nations Human Rights Council,” *Congressional Research Service*. <https://www.fas.org/sgp/crs/row/RL33608.pdf>.

³ Ibid.

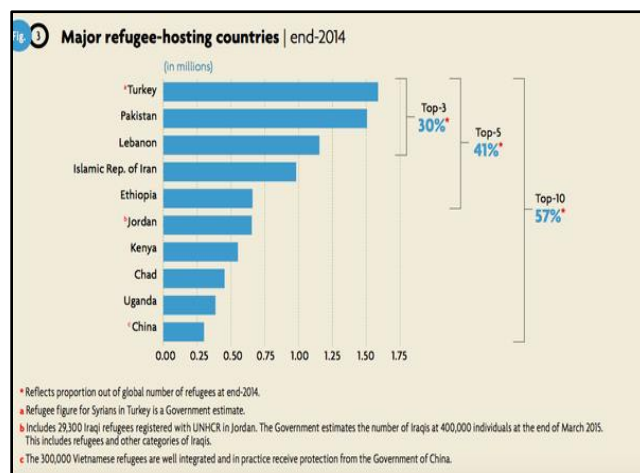
⁴ “The Human Rights Council,” *Organisation Internationale de la Francophonie*. http://www.francophonie.org/IMG/pdf/guide_cdh_anglais.pdf.

return to their country of origin (Table 1.1)⁵ even after the conflict has ended.

Beginning in 2014, the world has seen the highest number of forcibly displaced persons since World War II. With the total number now close to 70 million, the HRC in collaboration with the United Nations High Commissioner of Refugees (UNHCR) have shifted their focus to the lives of those currently being hosted by Member States who have allowed them to temporarily seek refuge within their borders.⁶ Although these refugees have found “safety” in other lands, they still live in a state of constant unknowns—different languages, different environments, different cultures, and different lives.

The focus on the human rights of Refugees and Displaced Persons in recent years comes from the extremely high influx of such classified persons migrating and finding “home” in select host Member States (Table 1.2)⁷—a large number coming directly from Syria, along with surrounding areas, due to a civil war that has lasted since 2011.⁸ The right to livelihood and access to education is considered a basic human right—one deserved by all, regardless of religion, citizenship, or sexual orientation. According to the HRC, once Refugees and Displaced Persons have found refuge in a host Member State, they should not be deprived of any of their basic needs—food, shelter, etc—and their children should not be left behind in this increasingly globalized world due to lack of education. According to the UNHCR, “enrollment in primary school is only 76% globally and drops dramatically to 36% at secondary levels. Girls are at a particular disadvantage,” and “refugee education is generally of a very low quality.”⁹ These children are already at a disadvantage as they growing up as a Refugee and some fear that they will never be able to make a better life for themselves in the future if they are not given the education and encouragement to do so. The same can be said for adult Refugees. By receiving vocational training, they may be able to either find a job within their host country or use their skills to better the lives of other Refugees by providing for them or teaching them the skills they’ve learned. The HRC believes that the livelihoods and education of Refugees and Displaced Persons is an urgent topic that should be discussed among Member States.

Table 1.2



Actions Taken by the HRC, UNHCR, and the UN

The 1951 Convention relating to the State of Refugees is one of the most crucial documents by the UN to address the rights of Refugees. “The Convention sets the minimum standards of treatment of refugees, including the basic rights to which they are entitled. It also establishes the juridical status of refugees and information on their rights to employment and welfare, on the issue of identity papers and travel documents, and on their right to transfer their assets to another country where they have been admitted for the purposes of resettlement.”¹⁰ These rights are given specifically to Refugees in addition to their basic human rights established in the UN Declaration of Human Rights because of the vulnerability of the group. In article 22 of the Convention, the expectation of host Member States is

⁵ Parater, Lauren. “10 Infographics...” *United Nations High Commissioner for Refugees*. <http://innovation.unhcr.org/10-infographics-that-show-the-insane-scale-of-the-global-displacement-crisis/>.

⁶ “Global Trends: Forced Displacement in 2015.” *United Nations High Commissioner for Refugees*. <http://www.unhcr.org/en-us/statistics/unhcrstats/576408cd7/unhcr-global-trends-2015.html?query=number%20of%20refugees>.

⁷ Parater, Lauren. “10 Infographics...” *United Nations High Commissioner for Refugees*. <http://innovation.unhcr.org/10-infographics-that-show-the-insane-scale-of-the-global-displacement-crisis/>.

⁸ Drydon-Peterson, Sarah. “A Global Review: Refugee Education.” *United Nations High Commissioner for Refugees*. <http://www.unhcr.org/4fe317589.pdf>.

⁹ Ibid.

¹⁰ “The 1951 Convention relating to the Status of Refugees.” *United Nations Commission on Human Rights*. <http://www.ohchr.org/EN/ProfessionalInterest/Pages/StatusOfRefugees.aspx>.

to provide the same level of basic elementary education to Refugees that they would provide their own citizens. It also urges all host Member States to honor and recognize all foreign school certificates, diplomas and degrees of Refugees.¹¹

The 1967 United Nations Declaration on Territorial Asylum was passed by the UN General Assembly to establish fundamental grounds on the basis of territorial asylum. It makes the notion that any Member State that grants territorial asylum is practicing a “peaceful and humanitarian act and that, as such, it cannot be regarded as unfriendly by any other State,” and encourages non-refoulement— preventing Refugees from being forced to return to their country of origin where they may be subjected to persecution.¹²

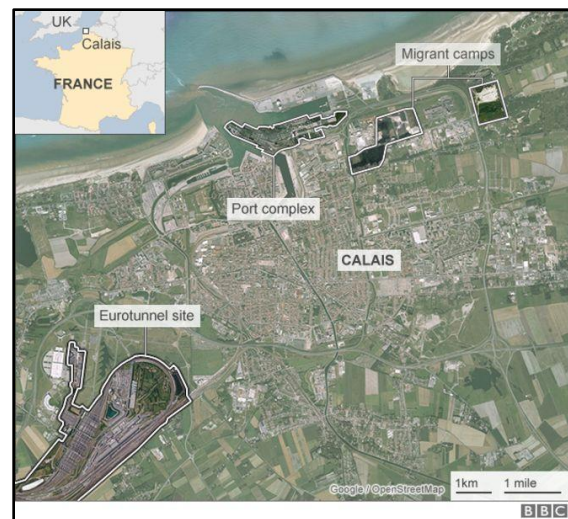
In 2006, the UNHCR released an evaluation and policy analysis report on the livelihoods of Refugees. It was reported that “refugees regard education and training as anti-conflict strategies, and as the principal means of making capital out of their exile and perceive education as a key to escape poverty,” and “providing skills training for youth should be a key component in promoting livelihoods for refugees.”¹³ It was also acknowledged that some Member States may lack resources to uphold the livelihoods of Refugees when they migrate in mass numbers. However, those initial problems and lack of resources that presented themselves upon the arrival of the Refugees should see improvement over time if the host country is truly willing to adhere to the 1951 Convention.

Case Study: The Calais Refugee Camp

Calais, France is a port city in northern France and is the home to the Eurotunnel that connects the UK to the rest of Europe. It is also home to the largest Refugee camp in the world—roughly 6,000 refugees from around the world. The camp was first opened in the late 1990s (see Map 1.1).¹⁴ It closed briefly between the years 2001-2002, but was reopened due to excessive riots. Since then, the camp has been a topic of discussion in regards to Refugees and their rights. Because many Refugees use Calais’ proximity to the Eurotunnel towards England to their advantage, both France and England have fought over who holds the responsibility for the Refugees.¹⁵ On 26 October 2016, both the UK and France came to the agreement to shut down the Calais Refugee Camp because of the increase in crime and their inability to continue to provide for such a large number of Refugees under the mandate of the 1951 Convention.¹⁶

The Calais Refugee Camp has been shown in a negative light amongst Member States over the years; with some saying it was a hub for crime and filth.¹⁷ While this may have been true, there was a much larger underlying issue to blame. With the UK and France unable to agree upon effective measures to maintain the Camp, it was just left to fend for itself. Numerous non-profit organizations made their way into Calais to alleviate some of the holes left unfilled by the host Member State(s). Because these Refugees were being left on their own with no guidance or help from the host government, they found their own means to make a living and survive. Some say that the livelihoods of these Refugees were being completely ignored by governments. In an article written after the terrorist attacks in Paris, it was stated that “aid workers in the camps

Map 1.1



¹¹ Ibid.

¹² “Declaration on Territorial Asylum.” *UN General Assembly*. <http://www.refworld.org/docid/3b00f05a2c.html>.

¹³ De Vriese, Michael. “Refugee Livelihoods.” *United Nations High Commissioner for Refugees Evaluation and Policy Analysis Unit*. <http://www.unhcr.org/4423fe5d2.pdf>.

¹⁴ “Why is there a Crisis in Calais.” *BBC News*. <http://www.bbc.com/news/uk-29074736>.

¹⁵ Ibid.

¹⁶ Walt, Vivienne. “The ‘Left Behind’ Refugees in the Jungle Calais.” *Time Magazine*. <http://time.com/4541541/calais-jungle-refugee-camp-asylum/>.

¹⁷ Bajekal, Naina. “Fear in the ‘Jungle’.” *Time Magazine*. <http://time.com/fear-in-the-jungle/>.

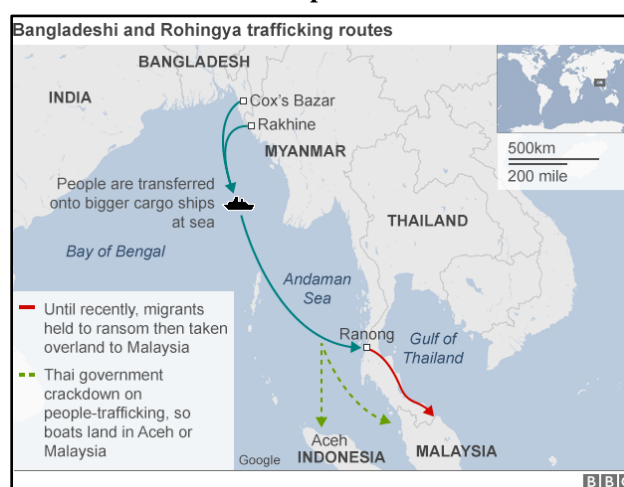
say they have noticed a rise in depression among asylum-seekers [and refugees], as more people find themselves stuck in squalid conditions for longer periods of time.”¹⁸ Many of those 6,000 Refugees in Calais were children.¹⁹ They were denied the same education as French children living just a few blocks away and were only able to grow up in a state of fear and unknowns. Now that the camp has been evacuated by French and British forces, these Refugees are now in an “idle” state as they are moved to one of 300 French reception centres, while some minors are given the ability to move to neighboring Member States, such as the UK, to reunite with family members.²⁰

Case Study: Malaysia

Malaysia is the host country for roughly 45,000 Rohingya Refugees fleeing from discrimination and persecution in Myanmar by the Buddhist majority²¹ (see Map 1.2).²² Malaysia initially rejected the Muslim Myanmar Refugees from their borders but gave in under the pressure from the international community and documents such as, the 1951 Convention. While Malaysia has allowed the Rohingya Refugees to seek refuge within their borders, they have struggled to adhere to the 1951 Convention seeing as they have no official policy on Refugees and the government does not provide protection to the Refugees. The Refugees are not offered work in the formal Malaysian economy and have no access to healthcare or Malaysian schools. Caitlyn Wake and Tania Cheung are research officers for the Overseas Development Institute (ODI) and prior to joining the institute had worked for the UNHCR.

They claimed in their UNHCR case study on the Rohingya Refugees that, “understanding the livelihood of refugees necessitates far more than assessing their economic activities and outcomes – it requires understanding their goals, constraints, capabilities, strategies, why and how they understand and operate within the institutional landscape.”²³ Human rights violations against Rohingya people in Myanmar and the stateless status of most Rohingya Refugees mean that migration back to Myanmar is not a viable option for the near future. However, they are also facing human rights violations in their host country, according to the 1951 Convention.²⁴ Options for the Rohingya Refugees prove to be limited as they lack the knowledge and/or resources to better their own livelihoods.

Map 1.2



Committee Directives

The purpose of the HRC is to ensure that the basic human rights of every being on this earth are not compromised. With the world currently seeing close to 70 million people displaced due to war or conflict, the topic of Refugees and Displaced Persons has become one of great importance to Member States.²⁵ Ideally in preparing for this topic, delegates will gain a deeper knowledge of the HRC and its role in the current Refugee crisis. The questions that need to be addressed by each Member State in this body include: How does your Member State feel about the current global Refugee crisis? What are some past actions taken by your Member State in regards to Refugees? Should the responsibility of providing education to Refugees and Displaced Persons fall upon the Member State hosting them

¹⁸ Ibid.

¹⁹ Walt, Ibid.

²⁰ Chughtai, Alia. “Calais ‘Jungle’ camp evacuation: Where will they go?” Aljazeera News. 2016. <http://www.aljazeera.com/indepth/interactive/2016/10/calais-jungle-camp-evacuation-map-161024141901166.html>.

²¹ Cheung, Tania and Wake, Caitlyn. “Livelihood Strategies of Rohingya refugees in Malaysia”. *United Nations High Commissioner for Refugees*. <https://www.odi.org/sites/odi.org.uk/files/resource-documents/10649.pdf>.

²² “Why are so many Rohingya migrants stranded at sea” BBC. May 2015. <http://www.bbc.com/news/world-asia-32740637>.

²³ Ibid.

²⁴ Ibid.

²⁵ Global Trends, Ibid.

or programs created by the collective international community? Are there past resolutions on the matter that your Member State would like to improve upon or change? What methods does your Member State believe to be the best to promote the livelihoods and education of Refugees and Displaced Persons?

II. Preventing Violence and Discrimination Based on Sexual Orientation

“We are all different from one another, but we all have the same human rights. I am proud to stand for the equality of all people - including those who are lesbian, gay, bisexual or transgender.”

-United Nations Secretary-General Ban Ki-Moon²⁶

Introduction

LGBT is an abbreviation for “lesbian, gay, bisexual, and transgender.” However, in a global context, Member States may apply unfamiliar terms, due to their culture and language, to explain either same-sex relationships or non-binary gender identities. According to the United Nations Free & Equal Campaign (UNFE), sexual orientation is defined as: “a person’s physical, romantic and/or emotional attraction towards other people.”²⁷ Each individual possesses a sexual orientation. For instance, Heterosexuals (also referred as “straight”) are attracted to people who are a different sex from themselves. Another example, lesbian women and gay men are captivated by people of the same sex as themselves, yet it does not indicate an individual’s gender identity. Gender identity is interpreted to be “a deeply felt and experienced sense of one’s own gender,” and ordinarily consistent with the sex assigned to them at birth.²⁸

LGBT people internationally, experience significant hardship and distress in their daily lives and are persistently deprived of their basic human rights. For the international community, approximately more than one-third of individuals may be incarcerated, imprisoned or be executed for participating in a concordant, same-sex relationship. Member States fall short in safeguarding LGBT individuals who experience severe treatment both in their own homes and in the workplace.

International Human Rights Law

Discrimination against LGBT people violates the core principles embodied in the United Nations Charter. The Universal Declaration of Human Rights brings forth that Member States ensure all individuals or groups, no matter their race, creed, or sexual orientation may obtain equal Human Rights.²⁹ This notion has been endorsed repeatedly in the treaty bodies such as the United Nations Human Rights Committee, the Committee on the Elimination of Discrimination against Women, the Committee Against Torture, and the Committee on Economic, Social, and Cultural Rights.³⁰

The UN Human Rights office closely monitored and recorded a vast array of human rights violations perpetrated against a group solely based on their sexual orientation or gender identity. Globally, LGBT people are susceptible to both physical and mental attacks such as: verbal abuse, kidnappings, torture, and murder. Furthermore, LGBT individuals face discriminatory criminal laws that penalize them, which infringe their freedom from prejudice as well as infringe their right to privacy. LGBT people undergo harsh treatment in everyday settings including family homes, schools, and hospitals. The absence of national laws which ban discrimination by an intermediary on the basis of one’s gender identity and sexual orientation means such acts will remain absolved.³¹ International Law requires Member States to follow their main legal obligations to defend the human rights of LGBT people.

²⁶ Ban Ki-Moon, “Ban Ki-Moon in India,” *United Nations Free & Equal Campaign*, Jan. 12 2015, <https://www.unfe.org/en/actions/ban-ki-moon-in-india>.

²⁷ “LGBT Rights: Frequently Asked Questions,” *United Nations Free & Equal Campaign*, accessed Oct. 24, 2016, https://www.unfe.org/system/unfe-7-UN_Fact_Sheets_v6_-_FAQ.pdf.

²⁸ Ibid.

²⁹ “International Human Rights Law,” *United Nations Human Rights Office of the High Commissioner*, accessed Oct. 24, 2016, <http://www.ohchr.org/EN/ProfessionalInterest/Pages/InternationalLaw.aspx>.

³⁰ Ibid.

³¹ Ibid.

International Law protects LGBT people from (1) homophobic and transphobic violence and prevent torture and cruel, atrocious, and degrading treatment; (2) Ban discrimination based on sexual orientation and gender identity; (3) Preserve the freedom of expression, association and nonviolent assembly for all LGBT individuals and certify that any constraint on these rights are not discriminatory on the basis of sexual orientation and gender identity; and (4) rescind laws that criminalize homosexuality and intimate sexual conduct between LGBT persons.³²

International and Regional Frameworks

Previously the international community has created a number of resolutions that address the discrimination against LGBT people and establish necessary steps for Member States to actively mitigate LGBT discrimination. The procedure began in the United Nations General Assembly with a series of resolutions that urged Member States to guarantee protection of the right to life of all persons under their jurisdiction and to scrutinize all killings including those motivated by the victim's gender identity and sexual orientation such as resolution A/RES/ 67/168.³³ In June 2011, the United Nations Human Rights Council became the first UN intergovernmental body to adopt Resolution 17/19, which addresses human rights, sexual orientation, and gender identity. Resolution 17/19 conveyed the Human Rights Council stance on the violence and prejudice against people based on their sexual orientation and gender identity, and implemented an investigation on the extent of these infringements and the necessary procedures to address them. Subsequently, the report was released on December 11 and revealed that there was a trend of violence and discrimination aimed at persons due to their sexual orientation and gender identity. It's findings later influenced its first discussion panel addressing this subject which took place at the Human Rights Council in March 2012.³⁴

Refugee and Asylum

The United Nations High Commissioner for Refugees (UNHCR) as well as other Member States have recognized lesbian, gay, bisexual, transgender, as well as intersex individuals may qualify for refugee protection, due to the "particular social group" clause which is incorporated in the Universal Declaration of Human Rights. However, few Member States recognize LGBT or intersex people as a particular social group, or the refugee claims determined on persecution related to sexual orientation, gender identity and intersex status.³⁵ Ultimately, the 145 Member States that are affiliated with the 1951 Convention relating to the Status of Refugees as well as the 146 members to the 1967 protocol distinguish who is considered a refugee under their own legal systems. According to the proposition of non-refoulement, Member States cannot return refugees to Member States or countries that would threaten their life and freedom based on their nationality, religion, race, political opinion or membership of a particular social group.³⁶

Conclusion

The main focus of the UNHRC is to prepare a conference where Member States of the United Nations can assemble and examine policy ideas to generate and implement guidelines to the international community in terms of human rights in order for Member States to establish these ideas in their nations. Member States should make great strides in evaluating their policies to better the lives of the LGBT people. The prominent concern of the UNHRC is to improve on the efforts of all Member States to adopt policies or regulations that allow for all LGBT individuals to not face any hate-violence or discriminatory laws that penalize them based on their sexual orientation and gender identity. The UNHCR released procedures in October 2012 that emphasize that LGBT and intersex people should be recognized as refugees. For instance, LGBT persons are recognized in the European Union (EU) and two Member States record asylum statistics related to sexual orientation and gender identity. However, despite these

³² Ibid.

³³ "International Human Rights Law and Sexual Orientation & Gender Identity," *United Nations Human Rights Office of the High Commissioner*, accessed Oct. 24, 2016, https://www.unhcr.org/system/unhcr-6-UN_Fact_Sheets_v6_-_International_Human_Rights_Law_and_Sexual_Orientation_Gender_Identity.pdf.

³⁴ Ibid.

³⁵ "Refuge and Asylum," *United Nations Human Rights Office of the High Commissioner*, accessed Oct. 24, 2016, https://www.unhcr.org/system/unhcr-54-UN_Fact_Sheets_Refuge_Asylum.pdf.

³⁶ Ibid.

improvements, the amount of respect and dignity given to LGBT and intersex people once they enter the global protection system varies broadly.³⁷

Committee Directives

To enhance the UNHRC policies to eradicate LGBT discrimination in the international community, delegates should consider the following questions: what revisions should be made to international frameworks to implement a more effective resolution? How should Member States ensure that these policies and regulations are being followed by neighboring Member States? Should the UNHRC monitor the progress of Member States that are evaluating and improving their national laws to protect LGBT people? Should there be economic sanctions placed on Member States who consistently breach the International Human Rights Law? Should the UNHRC declare that LGBT and intersex people are refugees?

Research Directory

The resources listed below are provided to help guide your research as you prepare and write your position papers. These resources include general knowledge, knowledge on both topics, and other sources of news and helpful resources. Please use these sources, along with those listed as footnotes in this guide, to help you learn more about the topics at hand.

General

UN Website: <http://www.un.org/>

HRC Website: <http://www.ohchr.org/en/hrbodies/hrc/pages/hrcindex.aspx>

KSU HSMUN Website: <http://hsmun.hss.kennesaw.edu/>
Here you will find the rubric for your position paper.

I. Promoting the Livelihoods and Education of Refugees and Displaced Persons

HRC Fact Sheet: Human Rights and Refugees: <http://www.ohchr.org/Documents/Publications/FactSheet20en.pdf>
Documents created in different regions of the world that address Human Rights and Refugees.

UNHCR Education Strategies 2015-2016: <http://www.unhcr.org/en-us/protection/operations/5149ba349/unhcr-education-strategy-2012-2016.html>
Great ideas you could possibly promote in your position papers regarding the education of Refugees.

UNHCR Global Review – Refugee Education: <http://www.unhcr.org/4fe317589.pdf>
More information on improving the education of Refugees.

UNHCR – Refugee Education Crisis [VIDEO]: <http://www.unhcr.org/en-us/news/press/2016/9/57d7d6f34/unhcr-reports-crisis-refugee-education.html>
Very nice infographic video and text about the shortcomings of Refugee education.

Migrant Crisis in Calais [VIDEO]: <https://www.youtube.com/watch?v=4APllZaY4y4>
Mini-documentary on Calais in 2014

Rohingya Refugees in Malaysia [VIDEO]: https://www.youtube.com/watch?v=So_gWFuHb4
Mini-documentary on Rohingya Refugees in Malaysia.

³⁷ Ibid.

II. Preventing Violence and Discrimination Based on Sexual Orientation

United Nations Free & Equal Campaign

<https://www.unfe.org/>

Here is the website for the United Nations Free & Equal Campaign. It is full of valuable research and is a great point to start and learn about LGBT people and discrimination.

Universal Declaration of Human Rights Document

http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

To fully comprehend on why LGBT rights is such a significant issue, please read the Universal Declaration of Human Rights. It provides a basic outline on what needs to be addressed in committee and may generate ideas on what you want to cover in both your position papers and what you want to address in committee

LGBT Rights: Frequently Asked Questions by the United Nations Free & Equal Campaign

https://www.unfe.org/system/unfe-7-UN_Fact_Sheets_v6_-_FAQ.pdf

This is a compiled list of frequently asked questions pertaining to LGBT rights that answers complex questions such as “Is there any reason to criminalize homosexuality” and questions that answer the fundamentals such as “What does LGBT mean?”

Criminalization Fact Sheet by the United Nations Free & Equal Campaign

http://www.ohchr.org/Documents/Issues/Discrimination/LGBT/FactSheets/unfe-30-UN_Fact_Sheets_Criminalization_English.pdf

More information on how LGBT people are severely penalized in each nation and how are current Member States are trying to combat LGBT violence.

Refuge and Asylum Fact Sheet by the United Nations Human Rights Office of the High Commissioner

https://www.unfe.org/system/unfe-54-UN_Fact_Sheets_Refuge_Asylum.pdf

More fact sheet information on discussing whether or not people who are discriminated based on their sexual orientation should be considered refugees. Do they have the right to seek asylum?

Sexual Orientation and Gender Identity Throughout History

http://www.ohchr.org/Documents/Issues/Discrimination/LGBT/FactSheets/UNFESexual_orientation_gender_identity_throughout_history.pdf

An amazing infographic that corresponds with the first video.

A History of LGBT Rights at the UN [VIDEO] https://www.youtube.com/watch?v=XvpHn_zdkTY

A Brief Video discussing the LGBT Rights at the UN

This South African Mom's Story Will Break Your Heart [VIDEO]

https://www.youtube.com/watch?v=oW4dOw_tm8s

This is a personal anecdote of a South African mother on how LGBT people are treated in her community, including her daughter.