



WASMUN 2016
HUMAN RIGHTS COUNCIL
BACKGROUND GUIDE

- I. A Child's Right to Education in the Midst of Political and Social Unrest*
- II. The Protection of Cultural Rights in the Age of the Global Refugee Crisis*

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Dais Introduction

Distinguished delegates, welcome to WASMUN 2016! The Human Rights Council (HRC) dais is delighted to work and guide delegates throughout the conference, and hopefully enriching each delegate's MUN experience. Over the past few years, the Council, alongside the international community has witnessed the ongoing deterioration of the quality of life and well being of people inflicted by the rise of failed states such as Sudan and the proliferation of terrorist groups such as ISIS. However, what has been more shocking is the response to the refugees evading horrible circumstances. Additionally, the council wishes to reaffirm the need to grant every child sound and quality education to battle cultural and religious ignorance, increase creativity and innovation and ensure diverse communities on academic grounds. Therefore, the topics before the Council are I) The Child's Right to Education in the Midst of Political and Social Unrest and II) The Protection of Cultural Rights in the Age of the Global Refugee Crisis. The Council must assist refugees with assimilating into new cultures and protecting people's cultural institutions. Also, the council believes topic II also overlaps with topic I: children should have a curriculum that battles cultural ignorance and instead should promote cultural security and acceptance.

Helpful Resources:

- The complaint procedure pertaining to violation of cultural rights can be a helpful way for delegates to research and organize information on how each country has dealt with the issue of cultural rights: <http://www.ohchr.org/EN/Issues/CulturalRights/Pages/Complaints.aspx>
- Useful human rights material that can become aid your position paper: <http://www.ohchr.org/EN/Library/Pages/HRDocuments.aspx>

Human Rights Council Overview

The Council is an intergovernmental body within the United Nations responsible for strengthening the promotion and protection of human rights around the globe and for addressing situations of human rights violations. The HRC is composed of 47 Member States, who are able to make recommendations in order to address possible human rights violations, as well as the ability to discuss all thematic human rights issues and situations that require its attention throughout the year.¹

The Council is a subsidiary body of the UN General Assembly (GA) and has special bodies that report directly to the HRC, which include; The United Nations Human Rights Council Universal Periodic Review (UPR), which serves as a human rights review of all 193 UN member states, as well as a mechanism on the rights of indigenous peoples, a forum on minority issues, and a social forum, where members can openly express ideas on promoting human rights, within both national and international contexts.

The HRC was created by the United Nations General Assembly on March 15, 2006 by Resolution 60/251 (A/RES/60/251) to replace the previous Council for Human Rights, which had been criticized for allowing countries with poor human rights records to be members.

Mandate, Structure, Powers, Functions

General Assembly resolution A/RES/60/251 set forth the main powers and mandate of the Human Rights Council. The HRC shall be based in Geneva, in replacement of the Commission on Human

¹ Human Rights Council: About Us <http://www.ohchr.org/EN/AboutUs/Pages/WhoWeAre.aspx>

Rights, as a subsidiary organ of the General Assembly and is chiefly concerned with promoting universal respect for the protection of all human rights and fundamental freedoms for all, without distinction of any kind. The HRC is also the main UN body that addresses situations of violations of human right by promoting effective coordination. The Council also aims at enhancing the promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development.

The HRC's mandate and powers include; promotion of human rights education and learning as well as advisory services, technical assistance and capacity-building, to serve as a forum for dialogue on issues of human rights, make recommendations to the General Assembly for the further development of international law in the field of human rights, to promote implementation of human rights obligations undertaken by States, undertake a cooperative universal periodic review, contribute towards the prevention of human rights violations and respond promptly to human rights emergencies, to assume the role and responsibilities of the Commission on Human Rights relating to the work of the Office of the United Nations High Commissioner for Human Rights, as decided by the General Assembly in its resolution 48/141 of 20 December 1993, to work in close cooperation in the field of human rights with Governments, regional organizations, national human rights institutions and civil society, to make recommendations with regard to the promotion and protection of human rights, and to submit an annual report to the General Assembly.

Membership and Procedure

The 47 Member States, which make up the HRC, are elected by a majority of members of the General Assembly of the United Nations (GA) through direct and secret ballots. The GA takes into account the candidate States' contribution to the promotion and protection of human rights, as well as their voluntary pledges and commitments to maintaining and advocating for human rights.

The Council's Membership is based on regional distribution. Seats are distributed as follows:

1. African States: 13 seats
2. Asia-Pacific States: 13 seats
3. Latin American and Caribbean States: 8 seats
4. Western European and other States: 7 seats
5. Eastern European States: 6 seats

Each Member State is able to serve for a span of three years and a state is not eligible for immediate reelection after serving two consecutive terms. States' membership to the HRC can be suspended by the GA if it is found that any Member State has consistently been found to have engaged in violations of human rights through the duration of their time as a member in the Council, this process requires a two-thirds majority vote by the GA.

The HRC convenes three times a year, in March, June, and September. However, HRC can decide to hold special sessions to address time-sensitive topics, at the request of one-third of the Member States. As of 2016, the HRC has convened for a number of 20 special sessions. In total, the scheduled sessions meet for a total of ten weeks, four weeks in March, three weeks in June, and three weeks in September.

In addition to the 47 members of the HRC, The Human Rights Council Advisory Committee is smaller body of 18 independent experts from different professional backgrounds representing the various regions of the world. Members of this committee offer their expertise mainly through studies and research-based advice, they may also propose within the scope of the work set out by the Council, for the latter's consideration and approval, suggestions for further research proposals. In its work, the Advisory Committee is implementation-oriented and the scope of its advice is limited to thematic issues pertaining to the mandate of the Council, namely promotion and protection of all human rights. The HRC also includes a Bureau, which consists of five people, one President and four Vice-presidents, who each represent one of the five regional groups, the HRC's current President is Korean Ambassador Choi Kyong-lim, Members of the Bureau serve for a year, in accordance with the Council's annual cycle.

Current Works and Important Items

The Council has maintained an interest in educational policy since its time as the Commission on Human Rights. Since 1998, there has been a mandate of the Special Rapporteur on the right to education. The Rapporteur; undertakes country visits, responds to information concerning violations of the right to education in particular countries, develops constructive dialogue with governments, civil society and other relevant actors with a view to identify solutions for the implementation of the right to education, and submits annual reports to the Human Rights Council and to the General Assembly covering the activities relating to the mandate. Past resolutions pertaining to a child's right to education are:

1. The Right to Education (A/HRC/29/L.14/Rev.1)
2. Rights of the child: access to justice for children (A/HRC/25/L.10)
3. World Programme for Human Rights Education (A/HRC/24/L.12/Rev.1)
4. Rights of the child: the right of the child to the enjoyment of the highest attainable standard of health (A/HRC/22/L.27/Rev.1)

The HRC has, since its inception, been chiefly concerned with the protection of cultural rights and, beginning 2009, appointed a Special Rapporteur on cultural rights who reports to the Human Rights Council on a yearly basis. This Rapporteur's main goals are to; identify best practices in the promotion and protection of cultural rights at the local, national, regional and international levels; identify possible obstacles to the protection of cultural rights; and to submit proposals and/or recommendations to the Council on possible actions in that regard. Relevant resolutions related to cultural rights are:

1. Independent expert in the field of cultural rights (A/HRC/RES/10/23)
2. Promotion of the enjoyment of the cultural rights of everyone and respect for cultural diversity (A/HRC/RES/14/9)
3. Mandate of the Special Rapporteur in the field of cultural rights (A/HRC/RES/28/9)

Conclusion

The Council continues to develop and enhance its capabilities to provide and promote universal human rights, with the aim to provide useful toolkits for citizens, groups and epistemic communities to combat present and future transgressions through research, communication and coordination.

I. A Child's Right to Education in the Midst of Political and Social Unrest

Introduction

The United Nations Human Rights Council through the Special Rapporteur² adds itself to a mounting list of humanitarian and non-governmental organizations that deems education as a fundamental human right. However, education, and an educational platform is a multifaceted tool that is indispensable to the recognition and understanding of a wide array of human rights. Unbarred access to education not only aids in the fight against poverty and economic stagnation in providing a gateway into the workforce and enhancing capital opportunities, but it also is an integral proponent of women's rights by enhancing decision-making power³. Education is intrinsically linked to all development goals, furthering the progress and awareness of the rights and options of several groups, but also works to ensure the security of the populous as an alternative to illegal sources of labor and subjectivity. Whether scholarly, defensive, or informative – education and basic schooling is mandatory in several states up to a predetermined age. Compulsory schooling is often used as a measure of protection against the exploitation of children, mentioned in the UNHCR Special Rapporteur on the Sale of Children⁴, such as the use of children in conflict and in combatting the use of child labor in areas of high economic disparity. One of the main difficulties in ensuring the education of youths concerns itself with the emergence of social and political agendas which encourage the creation of barriers in access and facilitate a foundation for the exploitation of youth.

International Framework and Committees Specific Actions

By unfortunate trend, education typically receives little priority in situations of armed conflict. A 1996 study by the department of International Development of Oxford University uncovered that "education is often the first public service to be cut during periods of political turmoil"-- with funds being redirected into security and defense⁵. Additionally, the access to education amongst refugees is poor to nonexistent. In 2009, The United Nations High Commissioner for Refugees filed case studies of Refugee Education in Urban Settings which highlight migration, shrinking humanitarian space, socio-economic and political processes as challenges to refugee education⁶. Human Rights Watch, a non-governmental organization involved in strengthening its capacity to promote and protect human rights worldwide and be more responsive to the needs of victims of rights violations, has commented on the difficulties on maintaining a functioning education system during armed conflict. The organization works to cast a light on the activities of the UNHRC, "hold its members accountable for their actions and advance compliance with its objective of addressing 'situations of violations of human rights, including gross and systematic violations' around the world"⁷. Attacks by armed

² <http://www.ohchr.org/EN/Issues/Education/SREducation/Pages/SREducationIndex.aspx>

³ http://www.results.org/images/uploads/files/why_education_matters_11_04_09.pdf

⁴ <http://www.ohchr.org/EN/Issues/Children/Pages/ChildrenIndex.aspx>

⁵ https://www.essex.ac.uk/armedcon/story_id/000454.pdf

⁶ <http://www.unhcr.org/4b278e4f9.pdf>

⁷ <https://www.hrw.org/topic/united-nations/hrc>

groups which target schools, teachers, and students violate the rights of the child as they "can cause children to drop out or go to school less often, force schools to cut their hours, and destroy school buildings and materials"⁸. Human Rights Watch defines "attacks on education" as encompassing the full range of violations that place children at risk and deny them access to education. This includes attacks on school infrastructure and on teachers and students; the occupation of schools by the police and military; harassment and threats against teachers, parents, and students; and the recruitment of children from schools to become soldiers. The Office of the United Nations High Commissioner for Human rights acknowledged that young people do experience difficulties in the exercise of their rights by virtue of being young and that there are gaps in the protection of the human rights of youth in their Expert meeting on the human rights of youth in July of 2013⁹. Understanding the importance of education to the child, the discussion of mandatory education and enforcement was discussed as the difficulties in accessing education faced by those aged 15 or more is similar to those faced by the 18 and over age group and perpetuated by societal unrest. By extension, the OHCHR concluded that not only do environments of violence and fear diminish the quality of children's education but in many countries, when one reaches 15 years of age, education is no longer mandatory, and the ability to access the right to education faces more obstacles sans catalyst.

Case Studies

UNICEF

In addressing the adverse effects of social unrest on the quality of education, the UNHCR extended support in combatting barriers arising from periods of conflict through the incorporation of NGOs and other bodies such as the United Nations Children's Fund. In combatting social constraints and discontinuities surrounding education, UNICEF, under the United Nations Girls' Education Initiative partnership, the Girls' Education Movement (GEM) and the Girls' and Boys' Education Movement (GBEM) were established in Lesotho, South Africa, Swaziland and Uganda in 2000. The movements mobilize communities to support girls' school retention and completion. Training for GEM and GBEM members in ESA were hosted in Kenya, Malawi and Rwanda for a greater gender mainstreaming in education¹⁰. UNICEF has also been heavily involved in securing technical and financial assistance for countries through engagement with the Global Partnership for Education (GPE). Currently, UNICEF is performing management entity roles in Burundi, Comoros, Eritrea, Madagascar, Somalia, South Sudan and Zambia¹¹. The organization also addresses the insurance of education during emergencies. In 2006 during the wake of the Horn of Africa crisis, Dadaab refugee camps in Kenya received a large influx of refugees from neighboring Somalia. UNICEF and UNHCR developed a joint education strategy together with other partners to address the education needs of children within the camps and in the host communities. More than

⁸ <https://www.hrw.org/topic/childrens-rights/education-and-conflict>

⁹ <http://www.ohchr.org/Documents/Issues/Youth/ExecutiveSummary.pdf>

¹⁰ http://www.unicef.org/esaro/5481_girls_education.html

¹¹ http://www.unicef.org/esaro/5481_child_friendly_schools.html

119,000 children in Dadaab refugee camps and drought affected areas received education, as a result¹². The UNHCR also outlines education and education based platforms as tools in combatting violations of children's rights in the Special Rapporteur on Women and Children Child Trafficking¹³, as well as the Optional Protocol to the Convention on the Rights of the Child¹⁴ on the involvement of children in armed conflict.

Questions to Consider and Next Steps

In proposals consider the critical role education can play in children's development and psychosocial wellbeing as priority component in relief provision in addition to the intrinsic nature education provides in the acknowledgement of outside rights. In the post-conflict phase the reconstruction of school buildings contributes vitally to restoring confidence and is therefore seen as a major priority by many governments and many agencies involved in rehabilitation. But there has been far less investment in the capacity-building of education personnel, the development of new curricula and teaching methods and other such measures in post-conflict societies, even though these could have a major beneficial effect on the sustainability and quality of education. This and other order of priorities may need to be reconsidered in some contexts¹⁵. Due to the attrition of trained teachers during conflict should the UNHCR propose a guide to in-service teacher training? What are measures that the UNHCR can take to ensure the schooling of children during periods of arms conflict? Is of interest to encourage or outline the establishment of precautionary systems? Schooling and education during times of unrest should consider components such as that of enforcement and security.

¹² http://www.unicef.org/esaro/5481_education_in_emergency.html

¹³ <http://www.ohchr.org/EN/Issues/Trafficking/Pages/TraffickingIndex.aspx>

¹⁴ <http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPACCRC.aspx>

¹⁵ https://www.essex.ac.uk/armedcon/story_id/000454.pdf

II. The Protection of Cultural Rights in the Age of the Global Refugee Crisis

Introduction

The rise of animosity towards diverse groups in society has culminated within the past few years. The backlash towards different cultural groups seems to predict Huntington's forecasts in *Clash of Civilizations*: different cultural and ethnic groups will be the main conflict in the international system after the collapse of the Soviet Union.¹⁶ Additionally, the Islamic States of Iraq and Syria's (ISIS) ruthless expansionist strategies have pushed the inhabitants in that particular bloc of the Middle East to resort to migration. The response to their immigration and asylum application has varied amongst states in the international system.¹⁷ The main concern is with the negative responses towards these helpless victims: the rise of neo-fascists and ethnocentric groups in societies that do not want assimilation to occur.¹⁸ However, these backlashes can be understood by one's fear of their cultural belong being tampered with.

The role of globalization has catalyzed the conflict as well. Countries that have global cities, or cities that have dwellers from various countries, encompassing different beliefs and cultural backgrounds will face the possibility of cultural backlash from constituents from that country. This has been evident in the recent negative response towards refugees seeking asylum in various countries such as the United States (US) and European Union (EU) nations.

However, the role of the media seems to exacerbate the aspect of differences and conveys less emphasis on unity and cooperation. The HRC believes that the mandate on the Special Rapporteur on Cultural Rights is a vital asset in combating cultural hostility towards each individual.¹⁹

The council strongly believes that there should be a more robust understanding of cultural rights. How can the council help reconcile cultural differences amongst people with the increase of immigration, the everlasting effects of globalization and economic integration in the international realm, and the impacts of failed states on the socio-economic well-being of individuals?

The notion of cultural rights has been rooted in Article 22 and 27 in the Universal Declaration of Human Rights (UDHR), alongside 28 more articles. Every individual has a right to participate in their cultural life, and also experience other cultures, additionally, each state has the role to granting individuals their own cultural institutes to respect and learn from.²⁰ In March of 2009, the HRC adopted resolution 10/23 that created the mandate on the Special Rapporteur on Cultural Rights. The "independent expert in the field of cultural rights"²¹ main goal is to preserve the cultural rights conveyed in UDHR. The mandate entails that the Special Rapporteur must annually report on his or her findings to the council, recognize certain practices that either hinder or promote cultural preservation and cultural unity, etc.

¹⁶ Samuel Huntington, *Clash of Civilizations*. https://en.wikipedia.org/wiki/Clash_of_Civilizations

¹⁷ Global Migrant and Refugee Crisis. <http://newirin.irinnews.org/global-refugee-crisis/>

¹⁸ Yiannis Baboulias. The EU's Woeful Response to the Global Refugee Crisis has revived Golden Dawn. <http://www.theguardian.com/commentisfree/2015/sep/21/eu-refugee-crisis-golden-dawn-greek-neo-nazi-europe>

¹⁹ <http://www.ohchr.org/EN/Issues/CulturalRights/Pages/SRCulturalRightsIndex.aspx>

²⁰ <http://www.un.org/Overview/rights.html>

²¹ <http://www.ohchr.org/EN/Issues/CulturalRights/Pages/MandateInfo.aspx>

Since then, the council has always voted on renewing the mandate every three years: in 2012 (A/RES/19/6) and recently in 2015 (A/RES/28/9).²²

The mandate on the Special Rapporteur of Cultural Rights helps many diverse groups with the process of integrating into society in different countries. Furthermore, cultural rights overlap with numerous human rights, such as the independent expert explains. Due to these overlaps, there lacks a robust definition of what is considered cultural rights.²³ The working definition for cultural rights is a way to “protect the rights for each person, individually and in community with others, as well as groups of people, to develop and express their humanity, their world view and the meanings they give to their existence and their development through, inter alia, values, beliefs, convictions, languages, knowledge and the arts, institutions and ways of life.”²⁴ The notion of protecting cultural rights is apparent in many international treaties such as the UDHR, International Covenant on Economic, Social and Cultural Rights, International Covenant on Civil and Political Rights, Covenants on the Rights of the Child, Declaration on the Rights of Persons Belong to National, Ethnic, Religious and Linguistic Minorities, Convention concerning Indigenous and Tribal peoples in Independent Countries, the International Convention on the Protection of the Rights of Migrant Workers and Their Families,²⁵ Declaration on the Principles of International Cultural Cooperation (1966) and the Recommendation on Participation by the People at Large in Cultural Life and Their Contribution to It. These treaties pertaining to cultural rights exhibit the particular legal doctrine of non-discrimination. By working on this principle as the basis of unity amongst people, the independent expert will find solutions around that principle.²⁶

Statistics:

- Measuring Cultural Participation is a great study that explains the importance of measuring and gathering data on cultural participation as it is a fundamental right enshrined in UDHR. Additionally, it explicates the instruments aiding cultural participation (i.e. the internet), the way it has been measured, etc... This link is also a great example of how the epistemic community compels actors in the international system such as the Council to reflect upon cultural right as a fundamental issue. <http://www.uis.unesco.org/culture/Documents/fcs-handbook-2-cultural-participation-en.pdf>

International Framework and Committee Specific Action

The international community has been active with the issue of understanding cultural rights for decades now. The World Conference on Cultural Policies that was held in Mexico City in 1982 recognized the new world order of cultural pluralism and the goal to coexist with other groups was being advocated by delegates who attended.²⁷ As a result, many regional treaties were promoting the idea of cultural rights. These include: the African Charter on Human and Peoples’ Rights (1981) in Article 17, the European Social Charter, and the American Declaration of the Rights and Duties of Man (1948).²⁸

²² *ibid*

²³ <http://www.ohchr.org/EN/Issues/CulturalRights/Pages/InternationalStandards.aspx>

²⁴ *ibid*

²⁵ *ibid*

²⁶ *ibid*

²⁷ Cultural Rights: A Neglected Category of Human Rights.
<http://www.iupui.edu/~anthkb/a104/humanrights/cultrights.htm>

²⁸ *ibid*

An example of the international community finding solutions to preserving cultural rights is illustrated in this excerpt: *“in 1992, the Council of Europe adopted the European Charter for Regional or Minority Languages. The Charter is based on the assumption that the protection and promotion of regional or minority languages in the different countries and regions of Europe represent an important contribution to the building of a Europe based on the principles of democracy and cultural diversity within the framework of national sovereignty and territorial integrity. The Council of Europe's Framework Convention for the Protection of National Minorities of 1992 provides the State with the duty to respect a number of cultural rights of persons belonging to minorities. They include, inter alia, the right to preserve essential elements of their national cultural identity; the right to use freely in private and in public their language; the right to establish their own private educational instructions; the right to learn their language; the right to establish and keep contacts with others having the same ethnic, cultural, linguistic or religious identity.”*²⁹ This exemplifies the plethora of ways regional bodies in the international system can secure cultural rights.

The Council has taken numerous approaches to advocate the research and importance of cultural rights. For instance, the Council has reviewed document A.68/296 submitted by the Human Rights Advocates titled “Promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development” requesting the Council to constantly renew the mandate on cultural rights.³⁰ Thus, the Council has renewed the mandate on the Independent expert in the field of cultural rights (A/HRC/RES/10/23) twice (A/HRC/RES/19/6) (A/HRC/RES/28/9).³¹ Furthermore, the Council has held multiple sessions related to cultural rights, and generated various resolutions such as: Promotion of the enjoyment of the cultural rights of everyone and respect for cultural diversity (A/HRC/RES/14/9) (A/HRC/RES/17/15) (A/HRC/RES/20/11) (A/HRC/RES/23/10) (A/HRC/RES/25/19).³²

Helpful Resources:

- This link shows the HRC's budget, how it receives sources annually, who the main donors are, etc.. This site is helpful for finding ways to fund any issue the Council is dealing with :
<http://www.ohchr.org/EN/AboutUs/Pages/FundingBudget.aspx>
- Database relevant to fact gathering related to human rights issues, the most helpful link for country-specific information is under “Universal Human Rights Index” However, other links on that site can also be useful :
<http://www.ohchr.org/EN/PublicationsResources/Pages/databases.aspx>

²⁹ ibid

³⁰ Human Rights Advocate. “Promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development”. <http://www.humanrightsadvocates.org/wp-content/uploads/2015/04/HRC-28-Right-to-Culture-Report-Final-Phillips.pdf>

³¹ Special Rapporteur in the Field of Cultural Rights.
<http://www.ohchr.org/EN/Issues/CulturalRights/Pages/SRCulturalRightsIndex.aspx>

³² Database on Resolutions Related to Cultural Rights: http://ap.ohchr.org/documents/dpage_e.aspx?m=177&m=197

- Ms. Farida Shaheed's report to HRC as the independent expert in the field of cultural rights : http://www2.ohchr.org/english/bodies/hrcouncil/docs/14session/A.HRC.14.36_en.pdf

Case Studies

The following case study should exemplify the shortcomings and the successes of the Council's work, how they have dealt with current events and crises, and should alert delegates to possibly follow similar solutions that the Council previously took, or avoid their mistakes by creating innovative and diplomatic solutions.

The Destruction of Cultural and Religious Sites is a Violation of Human Rights.

The recent attacks in Sufi traditional sites in Libya and religious sites in Mali strips people away from their nation, identity and belief-system. The successful aspect of this case reveals the influence of epistemic communities to check the government's transgressions. Ms. Shaheed was accompanied by another independent expert, both their explanations were different but circulated back to the idea of the importance of culture as a human right. It also shows the meticulous research taken to convey the human right violation.³³ And adopted (A/HRC/17/38). The failed aspect of this case study is that Ms. Shaheed's warning did not translate into legitimate state action. The recent attacks in Syria's Palmyra and Iraqi cultural sites reveals that the Council's soft power is sometimes ineffective ; the states did not find monitoring and security measumrents to preserve these sites, and Libya's cultural sites are still being bombarded, and this time, from ISIS. Lesson from this case study is to learn how to back up a warning without infringing on state sovereignty, would this have been more successful if more people echoed their condemnation of the attacks on the cultural sites. A further summary of the situation can be found here: <http://www.ohchr.org/EN/NewsEvents/Pages/DestructionShrines.aspx>

Questions to Consider

- How has the case study illustrated in the prior section of the background guide helped you find solutions to preserve cultural security during the refugee crisis?
- Can the Council help refugees find institutions and tools to protect their cultural right while the Council cooperates with representatives from each state to find a solution towards ensuring their citizens their cultural right as a well being? This is relevant in states like Syria, Sudan, Colombia and numerous other countries fleeing from the lack of establishment and legitimacy of their cultural being.
- How can the Council ensure that the "60 million people displaced around the world as a result of conflicts from South Sudan to Syria"³⁴ will not face any cultural resistance or be denied asylum due to their background ?

³³ A Very Dark Future for the Local Population in Mali.

<http://www.ohchr.org/en/NewsEvents/Pages/DisplayNews.aspx?NewsID=12337&LangID=E>

³⁴ Grandi. Solutions needed to stem global refugee crisis. <http://www.unhcr.org/568e82ff6.html>

Helpful Resources

- Additional case studies can be found here, these studies reveal how cultural rights can overlap with other important issues:
<http://www.ohchr.org/EN/Issues/CulturalRights/Pages/Featurestories.aspx>
- How to Make Culture More Accessible with the rise of hostility towards various groups ?
<https://www.coe.int/t/dg4/cultureheritage/culture/Moscow/Laaksonen.pdf>
- Here is a study explaining the challenges and successes that the Council faces :
<http://library.fes.de/pdf-files/iez/global/09680.pdf>