

The Doon School Model United Nations  
Conference 2019

## Background Guide

# North Atlantic Treaty Organization





DSMUN '19

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[chair.nato@doonschool.com](mailto:chair.nato@doonschool.com)[www.dsmun.in](http://www.dsmun.in)**Secretary General's Address**

Dear delegates,

As the Secretary General, It is my honour and privilege to welcome you all to the 13th Doon School Model United Nations Conference. DSMUN has been growing exponentially and actively augmenting the level and intensity of crises, debate and co-operation with each passing year. It is a legacy that we hope to continue and reinforce with this year's conference.

In an ever volatile, dynamic and adaptive international status-quo, it becomes increasingly vital for us as students- and thereby potential actors in the same system of compromise- to deliberate, discuss and formulate the groundwork of bi-lateral and multi-lateral ties that are to be established in the future.

With firm precedence, it would not be wrong to say that delegates, having attended this conference in the past, have developed a deeper and a more empirical understanding of diplomacy, compromise and conflict. While the Viceroy's Executive Council strives to ensure the peaceful transfer of power from the British to the Indian Union in 1946, the NATO contemplates the feasibility of occupying Antarctica. From condemning theocracies to enforcing climate laws, DSMUN will be an invigorating amalgamation of resolving and debating dissidence, dispute and disparity.

Besides whiling away my time watching typical Netflix Rom-coms, I find myself engrossed in reading about the framework and history of international and national politics. I am in- charge of the historical and political society and the editor of various publications in school. Having participated in various MUNs in India and abroad, I have had the opportunity to serve DSMUN in various capacities, and subsequently feel privileged to be given the opportunity to be at the organisational apex of the conference this year.

I eagerly await your presence at Chandbagh.

Warm regards,

Vikram Jain



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[chair.nato@doonschool.com](mailto:chair.nato@doonschool.com)[www.dsmun.in](http://www.dsmun.in)**President's Address**

Greetings!

As the President of the Doon School Model United Nations Society, it gives me immense pleasure to invite you to the 13th Session of the Doon School Model United Nations Conference. Being at the pinnacle of a conference that finds itself amidst the top ranks in the country, both in terms of global outreach and quality, has been an absolute honour. However, we at Doon constantly strive to outdo ourselves and promise that this edition of DSMUN will outdo all of its predecessors be it in terms of organizational skill, quality of debate or participation not just from the South Asian region but from around the world. It is with this vision in mind that I extend my heartiest welcome to each one of you to this year's conference.

The scope of this year's DSMUN will not remain confined to conventional committees. Keeping this in mind, we have expanded DSMUN's committee choices incorporating some bold and new ideas. With the introduction of highly challenging committees such as Lincoln's War Cabinet (1864), Viceroy's Executive Council (1946), Union Council of Ministers (1984) and the Rajya Sabha, we aim to pull off a conference not limited to one's imagination. This year's committees are aimed at developing informative deliberations and solutions to issues: both of global and national significance. Discussions pertaining to context of historical events allows one to explore the multitude of possibilities and find answers to the fundamental question of 'what if'. Having said so, the essential Model UN committees still remain intact providing an interesting challenge in terms of debate, wit and diplomacy to one and all.

As for myself, I am currently surviving the ISC curriculum and hold a keen interest in Politics and History. I deeply enjoy playing sports be it athletics or football. If not on the sports field, you can probably catch me commenting on Tottenham Hotspurs bleak chances of clinching a trophy. I also serve as the School Captain of the Doon School and the Editor-in-Chief of the Yearbook, one of the school's flagship publications.

Looking forward to seeing you all in August.

Warm Regards,

Nandil B. Sarma

## Introduction to the committee

The North Atlantic Treaty Organization, commonly known as NATO or the Washington treaty, is a military alliance signed in Washington D.C on the 4th April 1949. The organization initially started off with 12 states, its founding members. Any country, which is located in the Euro- Atlantic area can join the organization if the required criteria are met. More members increase the strength of the organization and make it more capable to tackle issues. Presently, 29 countries bordering the North Atlantic Ocean are a part of the organization. NATO was formed during the cold war with its primary purpose being to defend member nations from the Soviet Union. Later the Warsaw pact, consisting of the Soviet Union and some of its neighbouring satellite states, was formed to counterbalance the NATO. The treaty consists of 14 articles which serve as the base on which the treaty was established.

NATO stands by its founding principles and is based on the idea of collective defence. Article 5, which mentions that any armed attack against a member of the treaty will be considered as an attack against them all. It believes in protecting the citizens and territories or all of its members and it will stand united to prevent conflict.

Article 5 has only been invoked once in the past after the 9/11 attacks in the United States of America. NATO responded by assisting the USA in the war in Afghanistan. Once it was at its peak, 130,000 troops were deployed.

In recent years, NATO has had a vital role in fighting terrorism around the world. Currently, NATO is involved in operations in Kosovo, Mediterranean and Afghanistan. It is also training Iraqi forces so that they can better protect their country from ISIS.

All the member states are required to contribute 2% of their GDP to NATO for defence. The largest contributor is the United States of America. Every country also contributes to providing equipment like fighter jets and troops.

Over the course of the past 4 years, European countries and Canada have spent an approximate of more than 46 billion USD.

With time, NATO has diversified and expanded its objectives and goals. It is a huge contributor to global peace and combats several issues like terrorism and cyber terrorism and is now a huge contributor to global peace and security. It also works in cooperation with over 40 partner countries and organizations like the United Nations, the African Union and the European Union.

## **Agenda 1**

Occupation of Antarctica



## Introduction

Antarctica is a vast, uninhabited land abundant with resources. It is regarded as inhospitable because of its unpredictable weather, violent seas, strong winds and extremely low temperatures. Only 2% of Antarctica's surface is not covered in ice. It remains the world's only continent without permanent residents, but is it time for this to change? With the world population multiplying and resources becoming scarce, Antarctica is a lucrative option for nations to expand into and finally occupy. Is the 60-year-old Antarctica Treaty now outdated and in need of change? Doing so would create plenty of opportunities for countries interested in harvesting what Antarctica has to offer. Till now, Antarctica was only reserved for scientific research as it has been rightly labelled as "a natural reserve, devoted to peace and science". Under the Antarctica Treaty, activities like mining and military research are not permitted. Allowing both these activities would result in further utilization of Antarctica's potential but on the contrary climate, concerns provide a reason not to. Extracting the wealth of resources, which the world has managed to successfully reserve for hundreds of years, may be the only option to obtain oil and natural gas after a few years. Establishing settlements in the non-ice-capped parts of Antarctica could provide as a starting point for further colonization in the future. With monumental advancements due to

extensive research, the formation of settlements even in the areas covered with permafrost may be a near reality. The extreme conditions seem to be a deal breaker but with the aid of science and technology, this obstacle may be avoided. Is territorial segregation of Antarctica, something which has been done in the past, a viable idea in today's age? Till when will Antarctica be kept off limits from nations despite its plethora of resources and a broad expanse of land? Eventually, countries will start making more use of Antarctica but the question is, is now the right time?

## Historical Context

Since the early 1900s, the majority of Antarctica was claimed by seven sovereign states, namely Argentina, Australia, Chile, France, New Zealand, Norway and the United Kingdom. Though these claims were only recognized between the nations making the claims and were officially suspended in 1961, it was visible that several countries were starting to show interest in Antarctica. The first Arctic base, named Omond House, was established in 1902 by the Scottish National Antarctic Expedition [1]. Their objective was to document the various unexplored features of the continent like its flora and fauna and topography.

To preserve Antarctica's resources and to maintain peace on the continent, the Antarctica Treaty was signed. It was a

result of the Cold war and was made to ensure that no superpower could claim Antarctica. Originally signed by 12 nations in Washington on 1 December 1959, the treaty consists of 14 articles which ensure that "in the interest of all mankind that Antarctica shall continue forever to be used exclusively for peaceful purposes and shall not become the scene or object of international discord." Currently, it has 53 signatories all of which have agreed to all suspend all mining and military activities along with future territorial claims.

According to Article I, any kind of military-related activity is prohibited on the continent if it is not related to science or for any other peaceful purpose. Though the repercussions of doing so are not clear, there are speculations that some countries have violated this article.

In Article IV it is mentioned that all prior territorial claims are officially stalled until the treaty is dissolved. No new claims are permitted; however, the United States of America and Russia reserve the right to claim territories in Antarctica. Also, there is no limit to the number of research stations that can be established there. Several countries are constantly increasing the number of stations on the continent to create a strong toehold so that if they can efficiently harvest Antarctica's resources. Several countries have positioned their stations near mineral-rich areas giving them a strategic advantage over other countries. In areas

like West Antarctica which is highly contested for by countries because of its abundance in resources, countries try to maintain physical proximity. This gives them quicker access to the area as well as a base for things like mining and territorial claims in the future. An estimated amount of 200 billion barrels of oil is said to be reserved in the continent. This is far more than Abu Dhabi or Kuwait.

Currently, there are about 105 research stations spread across the continent from which 75 are permanent year-round stations while the remaining 30 are only functional during the summer [3]. More bases are also being constructed. The USA has the largest station named the McMurdo station. It has 5 active stations, which is more than any other country in the world. Russia ranks second with one less station.

Since then 42 countries (as of October 2016), all of which are signatories of the Antarctic treaty, have set up stations on the continent [2]. Although no permanent human residents live on the continent, during the six months season of summer, an approximate population of 4000 people reside there. This number decreases to 1000 during the winter.

Article V states that nuclear explosions and the disposal of radioactive materials are strictly (prohibited). Antarctica could have served as an ideal place for countries to test nuclear weapons as it is mostly

deserted and is away from any civilization. A small nuclear reactor did actually exist in Antarctica at the McMurdo base. This reactor was removed after 10 years as it decontaminated the area around it because of leaks and cracks in the reactor.

Article VII allows signatories of the treaty to inspect or observe the stations, equipment and airstrips of any country. Giving countries the right to check each other's station is a way to keep countries from violating the treaty. Countries like China that have been suspected of using their stations for military research have been increasing their activity in the area. But despite these suspicions, other countries because of their expense and inconvenience have not prioritized these inspections.

Another organization exists to protect the overall environment of Antarctica. Belgium, Canada, France, Italy, Norway, Poland, Ukraine, United Kingdom and the United States are all members of the Convention on the Conservation of Antarctic Marine Living Resources. The goal of this organization is to conserve and protect marine life and to ensure the environment is not harmed in any way.

Big power's like Russia, the United States of America and China are using various strategies to get their way around the rules and regulations and still somehow assert themselves in Antarctica.

The Russians have sent their navy to the region after 30 years. The supposed reason behind this is conducting hydrographic surveys for improving the mapping of the sea. The same hydrographic surveys are also conducted to search for offshore oil. There is a very little chance that this is coincident. In Russia's 2010-11 Antarctic strategy, Russia has stated that its motive is to "strengthen the economic capacity of Russia... through complex investigations of the Antarctic mineral, hydrocarbon, and other natural resources"

China, though a late entrant in Antarctica, has established its desire to exploit Antarctica's resources. It has built a station at Dome Argus, which is the highest location on Antarctica. Its increasing investments in the continent showcase its interest in the continent. Recently, China announced that it is going to increase its harvest of krill, which are small crustaceans that the Antarctic ecosystem is highly dependent on. Huge containers filled with krill will be shipped from Antarctica leaving whales, penguin and seals with an insufficient amount left. It has also expanded one of its base, Taishan, and is building its fifth base near Ross sea despite not having secured environmental approval for it.

To match up to China and Russia's endeavours, the USA has responded by allocating USD 2 billion for new ice breakers. This will contribute to the



military infrastructure of the area. China, USA and Russia along with many other countries are preparing and making arrangements for the time when the Antarctica Treaty may no longer exist to restrict countries from furthering their own interests without keeping Antarctica's environment in mind. The multiple research stations and other resources that countries allocate to their Antarctica research programme is all done so that countries can position themselves better for the day when Antarctica's resources are available.

Antarctica is slowly being militarized using scientific research as a disguise. Countries claim that the equipment and stations are being researched but are not revealing the military use behind some of the equipment. For example, a station located near the South Pole can increase the accuracy of global satellite navigation systems, and along with that the accuracy of missiles hitting a target.

### Course of discussion

The consequences and benefits of occupying Antarctica should be thoroughly researched upon and discussed in committee. Countries should decide their stance on whether activities like mining and military research should be legalized. The countries should also think of the impact of the solution they propose on the climate, and may also include measures to ensure that the climate and environment are not harmed

and taken care of. Most of the laws pertaining to Antarctica are made so that the environment and peace in the continent are not disturbed. Harm to Antarctica's climate can have a global impact. Melting ice caps in Antarctica are causing sea levels to rise by a drastic amount. This is causing problems at coasts all over the world.

If Antarctica were to be occupied, how should the land be divided between countries and which countries should get a share of the land? This is another question, which should be given importance. The execution and process of distributing territories, if decided to do so, should be peaceful and should have measures in place to avoid conflict at all cost. A lot of countries have their eye on Antarctica and so to avoid any global disputes a sensible solution should be thought of. Is it just to give the territories to the countries which first claimed them be given the land or should the land be segregated on the basis of some other factors?

Establishing settlements in Antarctica is a task, which demands a lot of money. Not every government is ready to devote such huge sums of money to fund such a purpose when the money can be used for other more urgent and necessary uses like education and healthcare. But this does not restrict those countries from voicing their opinions on what they feel is right and if occupying Antarctica is a good idea.

## Possible blocks

Out of the 29 countries, which are members of the NATO, 9 are consultative signatories of the Antarctica Treaty. These countries are Belgium, Bulgaria, Czech Republic, France, Spain, United States, Norway, Poland, the United Kingdom. Another 9 members are non-consultative signatories. These countries are Romania, Portugal, Canada, Denmark, Estonia, Greece, Hungary, Iceland, and Slovak Republic.

If not renewed, the Antarctica Treaty is will expire in 2048. Once that happens issues will escalate between the three blocs, who are the pre-treaty claimants, reserved claimants, and non-claimants. As mentioned earlier, there are 7 countries, which claimed territories in Antarctica before the existence of the treaty. Out of those 7 countries, France, Norway and the United Kingdom are members of NATO. These three countries may want to stick to the territorial claims made earlier and may not be in favour of giving other countries a share of their pre-claimed land. According to Article IV of the Antarctica treaty, the United States of America is one of the two countries, which have reserved the right to claim land in Antarctica. Though this right has not been exercised in the past, doing so will serve as cause unrest among the other pre-claimants. The remaining countries who don't have any territorial claims or rights to claim land are non-claimants.

Non-claimants like Belgium, Bulgaria, Czech Republic, Germany, Italy, Poland and Romania also have research stations in Antarctica and may want a piece of the continent for themselves too.

There several reasons why a country might find in its best interest to support the colonization of Antarctica. This can be if the said country either has the possibility of territorial gains or if the country is very closely allied with a claimant country (possibly the United States). Additionally, countries, which have signed the Antarctica treaty and receive little militaristic or territorial gains from its removal, might want to oppose the move. That said the policy of most countries on this issue is not very well defined, hence the delegates are free to determine their own stance. Marks on foreign policy would be awarded on the basis of how well you are able to secure your national interest.

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## **Agenda 2**

Ensuring Inclusive Education in Mainstream Schools for ‘Specially-abled’ Children in Kazakhstan and Russia.

## Introduction

People with disabilities that are physical, cognitive or intellectual face discrimination and are hindered by barriers that restrict their stake at equity in society, nearly every day. They are ostracised, rejected and denied their fundamental rights to be included in the general school system, to live independently in the community, to be employed, to move freely, to vote, to participate in sport and cultural activities, to enjoy social protection, to access justice, to choose medical treatment, and to enter freely into legal commitments such as buying and selling property. A disproportionate number of people with disabilities live in developing countries, often marginalised, and are in extreme poverty due to the prejudice they encounter every day from peers and fellow citizens. The aims of the UNHRC are to ensure that a certain level of protection is guaranteed in all human rights treaties, and grounded in the Universal Declaration of Human Rights. These rights should be freely available to all, regardless of physical and intellectual ability in order to promote and preserve an inclusive growing environment for all people. People with disabilities have, however, remained largely 'invisible', often side-lined or neglected in the rights debate and are unable to enjoy the full range of human rights in order to achieve a truly inclusive, non-discriminative

environment as intended in the human rights treaties.

In recent years, a revolutionary change in approach has been observed, globally, to minimise the protection gap and ensure that people with disabilities are able to enjoy the same standards of equality, rights and dignity as every other citizen. The Convention on the Rights of Persons with Disabilities (CRPD), which was adopted in 2006 and later entered into force in 2008, signaled a massive 'paradigm shift' from the conventional charity-oriented, medical-based approaches to disability on to one based on providing basic human rights with the intention to bridge the gap between specially abled people and the rest of the world, as well as attempt to demolish social constructs regarding people with disabilities; the root of such discriminative environments. The CRPD is essential for both, outlining the rights of persons with disabilities and for changing perceptions of disability and the differently abled in society. The UN Office of the High Commissioner for Human Rights describes a human rights-based approach to disabilities as:

*"A rights-based approach seeks ways to respect, support and celebrate human diversity by creating the conditions that allow meaningful participation by a wide range of persons,*



*including persons with disabilities. Protecting and promoting their rights is not only about providing disability-related services. It is about adopting measures to change attitudes and behaviours that stigmatise and marginalise persons with disabilities. It is also about putting in place the policies, laws and programs that remove barriers and guarantee the exercise of civil, cultural, economic, political and social rights by persons with disabilities. Persons with disabilities face wide-ranging human rights abuses including institutionalisation, isolation, stigma and discrimination, and lack of access to health, education and employment opportunities. The CRPD sets out a wide range of rights that address all aspects of life, such as respect for home and the family, education, employment, health, participation in political and public life, participation in cultural life, recreation, leisure and sport, the right to life, freedom from torture or cruel, inhuman or degrading treatment or punishment and the right to equal protection and equal benefit of the law. The CRPD seeks to “ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity.*

Specially abled people are forced to grow up in secluded environments, where they are regularly treated as ‘inferior’. This can be seen in many scenarios, such as receiving inadequate care, being given unequal opportunities in forums like the workplace, and being unable to achieve a decent standard of living. A human rights-based outlook to this pressing issue, thus, is imperative.

Other examples of discrimination against the differently abled are when they are treated as burdens by teachers, rather than people who require special attention; instead of acting rationally with these specially abled students, teachers and educators are likely to get irritable and often lose their patience. Such an aggressive response, in turn, affects these children later in life. At a much larger scale, certain nations transfer the differently-abled to adult institutions without properly caring for them and respecting their disabilities.

It is the consolidated responsibility of governments, the community and differently abled persons themselves for accomplishing these aims of an inclusive environment for people with disabilities. In this context, there is no doubt that one of the most notable features of the decade has been the leading role played by non-governmental organisations (NGOs) some of which are headed by differently abled people themselves, and the acknowledgement of their social status as experts in their own affairs fighting social constructs. At the social level, there has also been an extremely positive development as increasing importance is attached to the integration of disabled persons in the community. This has been suitably reflected in the conceptual metamorphosis of rehabilitation, by reducing their strictly medical approaches and rightfully incorporating the social dimension of a

human rights approach, previously lacking. Nevertheless, more than a few governments, on the broad pretext of “economic crisis”, have sent replies that often present a picture of a “hands off” State, which believes itself exempt from any social function as a result of the prevailing economic situation.

### **Adverse Effects and Socio-economic Outcomes**

Disability and poverty have had a direct relationship for a long time in the world economy. The treatment of people with disabilities in a nation and their economic conditions get worse as we go further down the national development ladder. It is often assumed that specially abled persons are treated better, with the appropriate medical attention in a safe environment in developed countries. In reality, they face major issues in developing countries regarding employment and education. The truth is that the relationship between disability and unemployment and, eventually, economic instability is prominent in developed nations too. In developed countries, people with disabilities experience worse educational and labour market outcomes and are more likely to face impoverishment than persons without disabilities. A 2009 OECD study covering 21 upper-middle and high-income countries explicitly shows higher poverty rates among working-age people with disabilities than among working-age

people without disability in all but three countries (Norway, Slovakia, and Sweden, which are known to be leading the economic development index and have the best living conditions in the world). The relative poverty risk (poverty rate of working-age disabled relative to that of working-age non-disabled people) was shown to be the highest – more than two times higher – in Australia, Ireland, and the Republic of Korea, and the lowest – only slightly higher than it is for non-disabled people – in Iceland, Mexico, and the Netherlands. Working age people with disabilities were found to be twice as likely to be unemployed. When employed, they are more likely to work part-time. Unless they were highly educated and have a job, their incomes were likely to be minimum wage in most cases.

Various studies have attempted to estimate poverty rates among households with specially abled people taking into account the extra cost of living with disabilities. A study conducted in the U.K. found that the poverty rate among households with disabled people, depending on the assumptions used, was nearly double or higher after equalising for disability. Fortunately, quantitative research on the socioeconomic status of persons with disabilities in developing countries, while small, has grown exponentially. As with developed countries, descriptive data suggest that persons with disabilities are at a

disadvantage in succeeding in school, or gaining employment. Very few studies have looked at the prevalence of disability among the poor, or across the distribution of a particular welfare indicator (income, consumption, assets), or across education status thus proving that even the studies that show drastic discriminative impacts on the economy, are only a fraction of the whole picture. A study of 20 countries found that children in the poorest strata of households in most countries are at greater risk of disability than the others due to their poor living conditions.

An inclusive school comprises a safe, acceptive, and non-discriminative environment which welcomes students from all backgrounds, ethnicities, gender, and abilities.

“The World Health Organisation and the World Bank estimate that one billion people experience some form of disability. Of those, it is estimated that 93 to 150 million are children. According to Plan International specially abled children are less likely to go to school than other children, and when they do attend school it is likely to be in a segregated setting or in a special institution. The Global Partnership for Education estimates that 90% of children with disabilities in low and lower-middle income countries do not go to school. In 2016, the UN reported that less than half of the world’s six million refugee children were in school whilst in a report on the

education of Syrian refugee children, Human Rights Watch (HRW) identified that refugee children with disabilities faced ongoing barriers to school enrolment.”

Kids with inabilities have been barred from the general educational framework and are enrolled in 'special schools'. Time and again, they are isolated from their families and enrolled in long-term private establishments where they are educated with isolation from the community, on the off chance that they are actually educated at all. The two practices continue in numerous districts, for instance, Eastern Europe has the most noteworthy number of organised youngsters on the planet and specially abled children are increasingly facing barriers to gain secondary education than other kids (UNICEF, 2012). A few of the many barriers face by students with disabilities in conventional educational institutions include:

- lack of accessibility, both in terms of physically inaccessible school buildings and unsuitable learning materials.
- discrimination and prejudice which prevents people with disabilities from accessing education on equal terms to others.
- exclusion or segregation from mainstream school settings (also referred to as ‘regular schools’).



- inferior quality of education, including in mainstream settings where children with disabilities have been 'integrated' into the existing non-inclusive system.

Human rights initiatives looks to directly handle these issues by putting commitments on states to regard, ensure, and satisfy the privilege to education of individuals with disabilities, through the execution of 'inclusive education'.

An unbalanced number of children who are put in foundations have disabilities. Many are held in harsh conditions, isolated from their families and their networks, neglected and denied education. HRW has archived an overrepresentation of specially abled youngsters in institutions in India, Japan, Serbia, and Russia. In spite of the fact that the Russian government has propelled a program to move far from the abuse of institutionalisation of the specially abled, HRW has archived that numerous specially abled children wound up in orphanages since healthcare workers constrained their parents to give them up. Such issues are identified as an absence of access to important human services, an absence of satisfactory nourishment and consideration, inadequate opportunities for play and low dimensions of formal education; mostly due to poor training of hospital staff and understaffing. In Croatia, Ghana, Greece, India, Indonesia, and Japan, HRW has observed similar abusive practices

involving specially abled children and adults.

*"Nearly 30 percent of all children with disabilities in Russia live in state orphanages where they may face violence and neglect. Russia should stop abuse of children with disabilities in state care, and make it a priority to provide support for children with disabilities to live with their families or in other family settings, rather than in institutions."*

—A report from Moscow

*"The Russian government should establish a zero-tolerance policy for violence against children in institutions and immediately strengthen programs to keep children in their families."*

—HRW

Children and children's rights activists revealed that in shelters kids were regularly denied access to required health care services, satisfactory nourishment, consideration, and opportunities for play, and that numerous kids get practically zero formal education. The children barely had any significant opportunities to search for help or report abuse. Institutional consideration for children is regularly characterised by physical, mental, and sexual violence by staff and other kids. Viciousness that children may experience in institutions has a long term effect and can prompt serious developmental deferrals, further deterioration, irreversible psychological harm, and increased rates of suicide and crime. Likewise, institutionalisation

results in isolation of specially abled children from their families and networks – in some cases for their whole lives.

### **The Situation in Kazakhstan**

At the same time, **Kazakhstan** has quite a few challenging problems involving compliance with all the provisions of the Convention on the Rights of the Child for social, economic and environmental reasons. Some cases on record include issues like decline in accessibility of medical assistance, inadequate sanitary competence of the population, parents' increased inattention to their own health and to that of their children, a rise in general child and adolescent morbidity rates, and the suchlike. Against the background of dropping fertility rates, there is a growing number of sick or weak children born each year, something that affects their condition in the first years of their life and eventually hampers their growth. In 80% of children, disability is caused by epilepsy, as well as the congenital and hereditary pathology of the nervous system due to Down's syndrome, microcephaly, and infantile cerebral palsy. In all kinds of institutions, you will never come across a child or adult with disabilities. Visually impaired, hearing impaired or deaf children, children dealing with autism, cerebral palsy or Down's syndrome - these are all outside the comprehension of the Kazakh society. Thus, specially abled persons attend special boarding schools and employment opportunities are

limited to a range dictated by the state, for example: shoemaking, key cutting, and minor repairs, provided that they are lucky enough in the first place.

In the interim, Kazakhstan's administration is endeavouring to bring 'inclusive education' into its standard secondary schools, in spite of the fact that its endeavours feel increasingly like shallow promises, for there is no concrete plan for their implementation. Also, the remote term "inclusive" has just recently made its way into the Kazakh vocabulary.

The administration's educational development plan for 2011– 2020 incorporates a stipulation for 70% of schools to become 'inclusive' by 2020. In any case, neither the school structures, nor the teaching staff themselves are prepared for the change. Neither the experienced teachers whose careers debuted under the Soviet Union, nor new alumni of academic colleges are adequately equipped to adopt the new methodology. Schools have so far no specially trained mentors for students with learning concerns, and the essential framework for those with a physical impedance (lifts, ramps, specialised desks and other items of furniture, as well as equipment and classrooms themselves) also does not suffice.

**Objectives and proposed systems up for implementation in the concerned regions**



Of late, the **Kazakh** society has been recognising flaws and impediments in the conventional secondary school system and discussions between parents and the concerned staff and facilitators help to come up with projected developments in the education system. ‘Specialised schools’ were promoted as an alternative as specialised schools offered better facilities than general and inclusive schools.

All respondents stated that school facilities are seldom built to accommodate special-needs students, particularly those who make use of a wheel-chair and hence cannot use the stairs. The coordinator of an inclusive education program provided a poignant example: “One girl with cerebral palsy studied here, her father teaches technology at our school... He came, he carried her from one lesson to another, he himself carried her with the wheelchair, and boys helped him. And imagine if they will be two, three. What to do? The teachers, of course, will not be able. That is, we have no conditions to receive such disabled children.” A teacher at another school stated that major reconstruction would be necessary for full inclusion to take place: “...we do not have ramps. The school was built for healthy children, and before we open the doors of our school to children with disabilities, we need to change many things; it would be better to build a new school, which would be fully equipped

for a relaxing and independent movement of children with disabilities.”

The respondent obviously felt that lacking infrastructure was used to justify the rejection of specially abled students. The absence of responsiveness about the mobility needs of specially abled children appeared to be an impression of general aloofness about their consideration. The space for improvement is visible, yet it is an issue that requires noteworthy financing and backing from the state.

### The situation in Russia

The **Russian** government is presently undertaking considerable legal and policy changes with the objective of ensuring access to quality education for all children, incorporating kids with disabilities. For these policies to advance, the progressions ought to change the education methodology by ensuring that children are not rejected from the general education framework based on physical/intellectual impairment and that they can get an inclusive, quality, and free primary and secondary education on an equal level with their peers. It is imperative for the administration to allow each child to thrive, while still taking cognisance of one’s individual necessities.

Inclusive education has been recognised as one of the appropriate methods for governments to ensure nondiscrimination of specially abled persons. Furthermore, inclusive education is essential for full

consideration and investment of individuals in the community, and for countering their separation from society.

Under Russian administrative law, guardians of specially abled children have the alternative of applying to the Russian government for their children to study at home, with visits from local teachers few times each week to review course material. This alternative might be valuable on an impermanent premise when kids are unfit to go to class, for example, amid a time of serious sickness. In any case, activists, children with inabilities, and guardians whom Human Rights Watch revealed that numerous kids with disabilities studied at home since they needed inclusive schools in their communities, or on the grounds that inaccessible housing and transportation made it troublesome or perilous for kids to leave their homes for school every day. Most specially abled children, who learned at home, disclosed to Human Rights Watch that their collaborations with educators were often restricted and characterised by detachment from their companions.

### Course of committee

The executive board encourages delegates to work together to protect human rights around the world, as is expected at the UNHRC, especially those of people that lack activism and discourse in their communities, for instance Kazakhstan and Russia. Along those lines, it becomes

important for delegates to also make sure that there is immediacy of action with regard to this issue and the situation is amicably sorted out, with support from majority of the committee in order to deliver effective solutions. Hence, it becomes imperative, for the executive board, to strongly recommend that collaboration and cooperation in committee would be looked upon more favourably than competitiveness and conflict- embodying the mission statement of the UN. In that regard, it is also worth considering that in order to frame policies that benefit the global community at large, it remains important to put aside differences between nations and work towards the universal cause to protect and provide human rights, as stated by the UDHR (**Universal Declaration of Human Rights**). In conclusion, the executive board will be expecting draft resolutions from the various blocs in committee or better yet one that encompasses the views of all members in tandem, considering that this is a simulation of the UNHRC it becomes essential to come up with documentation that has proposals and solutions for the agenda.

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