

Hilton 2020

Joint: SHC and UNHRC

Committee Overview

This committee will be run Harvard Style, meaning that resolutions are not to be written until the date of the conference itself. Additionally, it is highly suggested that every delegate write at least one position paper on a topic, as doing so will be necessary to be considered for an award, **which must be emailed to the chairs two days prior to the start of committee.**

All delegates are expected to come to the first day of the conference with a working knowledge of all or most of the topics, as well as the policies of the countries that they represent. This committee will focus on interpersonal issues in society and promoting human rights globally. And remember that Model UN is not a competition, so get to researching and try to have a little fun!

Committee Description

Child Marriage in Nepal

People with Disabilities in Latin America

The Kafala System in Lebanon

Sexuality Education in South Korea

Alan Raskin | araskin2005@gmail.com

Hi delegates! My name is Alan Raskin, and I'm a Junior at Sutherland High School. This is my 3rd year in Model UN and my 2nd time chairing. Outside of MUN, I'm president of the GSA and Best Buddies at SHS, in the school newspaper, and a Varsity Girls Coxswain for Pittsford Crew. Please feel free to email me with any questions!

Chairs

Sofian Syed | syeds20222@365.bcsd.org

My name is Sofian Syed, I am a Junior at Brighton High School. This will be my first time chairing but my third year in Model UN. I am a part of Brighton's basketball team, Speech and Debate team Executive Council. I also enjoy practicing martial arts and traveling abroad.

Sophie Wagner | [so-phiewargner2021@gmail.com](mailto:phiewargner2021@gmail.com)

Hello Delegates! My name is Sophie Wagner and I am a senior at Brighton High School. This is my third time chairing and my fourth year participating in Model UN. In addition to Model UN, I enjoy figure skating, playing soccer, and playing the violin. Please don't hesitate to send me or Julia any questions or concerns you may have!

Julia Pelletier | jp12399@student.mercyhs.com

Hello Delegates! My name is Julia Pelletier and I am a senior at Our Lady of Mercy School For Young Women. This is my fourth year participating in Model UN and my first time chairing. I am the president of Mercy's Model UN club, as well as a swimmer, and a flutist and piccoloist in my school's orchestra. Feel free to contact Sophie or me with any questions.

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Child Marriage in Nepal



World leaders criticize child marriage as an unethical practice in an effective global effort to decrease rates of child marriage. Child marriage can lead to decreased educational opportunities, lack of freedom, and even sexual exploitation. Nepal's attempts to decrease child marriage rates have been ineffective as they are on the rise in many of Nepal's cities and villages.

Nepal's government outlawed child marriage in 1963. Recently, the country even increased the minimum age of marriage to 20. Officials also announced cash incentives to families keeping their daughters in school. Despite these efforts, UNICEF has found that nearly 40 percent of Nepalese women between the ages of 20 and 24 were married before they turned 18.

An important social factor contributing to high rates of child marriage is society's perception of women. Families see it as advantageous to marry daughters early to a man going abroad. Although illegal, the dowry system, a system in which a Bride's father pays the Groom's family, incentivizes marriage at an earlier age.

Children in Nepal also have a very limited access to education. Children are often put to work before the age of ten and never get to attend school passed primary education. Parents are discouraged from sending their kids to school because schools are physically inaccessible and have reputations for poor quality.

Child marriage in Nepal is officially punishable by imprisonment or fines that vary from 1,000 to 10,000 rupees (\$9-\$92 USD). In rural areas, local officials publicly oppose the practice of child marriage. However, they often do not arrest or fine families for arranging child marriages steering them to do it more.

This committee must help Nepal become an effective country in the fight against child marriage while taking into account political, economic and social structure of Nepal.

What solutions can effectively gain Nepal's public support in the fight against child marriage? What measures can be taken to ensure children stay in schools and complete education? What can this committee do to help Nepal enforce marriage laws?

Sources:

<https://www.hrw.org/report/2016/09/09/our-time-sing-and-play/child-marriage-nepal>

<https://www.womenepal.org/womens-and-childrens-issues/child-marriage/>

<https://www.nytimes.com/2019/06/06/world/asia/nepal-child-marriage-unicef.html>

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Discrimination Against People with Disabilities in Latin America



In Latin America, rates of people with disabilities range from 5.1% in Mexico to 23.9% in Brazil. Despite being the largest minority group in Latin America, people with disabilities are widely unaccounted for in society, as people with disabilities have staggering rates of people who are economically and socially vulnerable.

Throughout Latin America, there is a notion that having a disability is a burden and a family matter, so these issues are rarely discussed. When discussed, the topic of helping people with disabilities is viewed as charity, which leads to the dehumanizing and patronizing of people with disabilities. Both situations are harmful to the community, and these ideas are ingrained into law as well.

Latin America has an overall unemployment rate of about 8%, but that number is 80% for people with disabilities, and any laws protecting people with disabilities from job discrimination are few and far between. Furthermore, only 20-30% of children with disabilities receive an education in Latin America, and less than 20% of people with disabilities have social security. Shameful attitudes against children with disabilities make it common to prevent a child with a disability from going to school, causing an educational shortfall in the community, according to UNICEF. One's disability is commonly the result of sexual and physical violence, and a lack of a legal framework protecting people with disabilities causes perpetrators to continue causing harm.

Some legal action has been taken to reform these problems, but many of them are ineffective and do not tackle all facets of discrimination.

What legal actions can countries in Latin America be encouraged to take to support people with disabilities? How can the UN assist in changing the social stigmas against people with disabilities? What can be done to ensure children with disabilities have proper access to health and education?

Sources:

<http://www.blindcanadians.ca/publications/cbm/19/disability-and-human-rights-latin-america>

<https://www.unicef.org/lac/en/children-and-adolescents-disabilities>

<https://www.disabled-world.com/disability/dsa.php>

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The Kafala System in Lebanon



Lebanon is a top destination for migrant domestic workers mainly from the Middle East. Although there are many job opportunities in Lebanon, migrant workers experience the equivalent of modern day slavery through the kafala system.

The kafala sponsorship system excludes all migrant domestic workers from the Lebanese Labor Law. Thus, the workers' legal residencies are tied to their employer-employee relationships by contract, often resulting in abuse and exploitation in order to prevent

the end of their contract. If a worker's contract ends, they lose their legal residency. Out of fear of losing their status, which means risking detention and/or deportation, migrant workers are forced to remain in a cycle of abuse.

According to Amnesty International, the most common abuses migrant domestic workers face are "extreme working hours and lack of rest days, severe restrictions on freedom of movement and communication, food deprivation and lack of proper accommodation, verbal and psychological abuse, and physical violence." In more extreme cases, forced labor and human trafficking occurs. One migrant worker who became a victim of the kafala system said, "My employer used to lock her up in the house and shut all of the doors and windows...I lost all my earnings [upon returning home]." These negative experiences are harmful both mentally and physically to migrant domestic workers, so delegates should be sure to address both aspects of a worker's health.

How can UNHRC address the harmful psychological effects of the kafala system on migrant domestic workers? In what ways could new labor laws help victims of the kafala system? How can UNHRC regulate employers to prevent the recurrence of abuse and exploitation?

Sources:

<https://www.amnesty.org/en/latest/campaigns/2019/04/lebanon-migrant-domestic-workers-their-house-is-our-prison/#:~:text=Lebanon%20is%20home%20to%20over,of%20these%20workers%20are%20women.>

<https://www.antislavery.org/what-we-do/past-projects/nepal/>

<https://www.hrw.org/news/2020/07/27/lebanon-abolish-kafala-sponsorship-system>

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Sexuality Education in South Korea



Since 2000, South Korea's HIV rates have been steadily increasing, as have their sexual violence rates. Many critics believe these trends are the result of a limited sex education curriculum in South Korean schools. In 2019, the United Nations Committee on the Rights of the Child urged South Korea to revamp its curriculum so that it would incorporate topics such as sexually transmitted diseases, sexual orientation, and gender identity.

When the South Korea Education Ministry

2015 sex education teaching manual for the secondary level was released, the section on sexual assault that cites women not paying for meals on dates as a possible reason for date rape was met with outrage from the #MeToo movement. The manual stated "From the perspective of a man who spends a lot of money on dates, it is natural that he would want a commensurate compensation from the woman. In such conditions, unwanted date rape can occur." The manual also lacked curriculum for the training of students to prevent sexual assault and failed to acknowledge that boys can also fall victim to sexual assault.

Despite extensive complaints regarding the curriculum, the curriculum remains in place. An Education Ministry spokesperson claimed in 2017 that "For the past two years, we looked through the guidelines to see if there were any improvements to be made, but the result that we reached last September is that there are no particular official changes to be made. We've recommended these guidelines to be followed this school year as well."

How can the UN encourage South Korea to implement a sex education curriculum that is inclusive? What measures can the South Korean Government enact to encourage gender equality and LGBTQ+ acceptance within the country? What other actions can the UN take to halt the increase of HIV/AIDS in South Korea without infringing on national sovereignty?

Sources:

<https://www.hrw.org/news/2017/02/17/south-korea-backslides-sex-education>

<https://www.npr.org/sections/parallels/2017/11/11/560335264/south-koreas-sex-ed-guidelines-suggest-victims-are-to-blame-for-date-rape>

<https://www.hrw.org/news/2019/10/16/un-body-urges-south-korea-improve-sexuality-education>