**FORUM:** Human Rights Council

**QUESTION OF:** Improving access to education among ethnic minority populations

**SUBMITTED BY:** South Korea

**CO-SUBMITTERS:** Switzerland, UK, France

THE HUMAN RIGHTS COUNCIL,

*Calls upon* member states to promote holistic technical vocational education and training, and work-based learning in all its forms for all, including in-service training, apprenticeship, and internships, by implementing appropriate policies and programs as a means of ensuring the realization of the right to education,

*Welcoming the steps* taken to fully realize the right to education, such as the enactment of appropriate legislation, adjudication by national courts, the development of national indicators, and ensuring this right, and aware of the role that communications procedures at the regional and international levels can play in promoting the justiciability of the right to education,

*Urges* all states to give full effect to the right to education by, inter alia, complying with their obligations to respect, protect and fulfil the right to education by all appropriate means and without discrimination of any kind,

*Noting* the efforts aimed at promoting and protecting the right to education and facilitating continuation of education in armed conflict, including the efforts of States that are signatories to the Safe Schools Declaration,

*Also calls upon* states to implement the 2030 Agenda for Sustainable Development, including Sustainable Development Goal 4, in accordance with human rights laws and standards, in order to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all,

*Urges all* States to strengthen their legal frameworks, to adopt adequate policies and programs and to allocate sufficient resources, either individually or through international assistance and cooperation, to the full realization of the right to education,

*Commends* the contribution of national human rights institutions, national mechanisms for implementation, reporting and follow-up, civil society, including non-governmental organizations, children and youth and parliamentarians to the realization of the right to education,

1. Urges the local educational bureau to collaborate with the international educational organizations to provide the education in the region where the minorities are concentration including, but not limited to:
2. conducting a survey and investigation to determine which parts have high concentration of minorities and to determine the level of education to allocate a proper budget,
3. providing local educational budgets and volunteers to be sent to where minorities are highly concentrated for their education in such ways but not limited to:
4. create the different curriculums according to student’s educational level;

1. Promotes the defense of fundamental rights for minorities which can improve their quality of life by developing their self-esteem, self-confidence, and ego, including, but not limited to:
2. providing more education to politicians and the public using collaboration with NGOs and authoritative organizations to promote a better perspective to people in including, but not limited to:
3. allocating appropriate hours for education to public schools,
4. hold public campaigns at public areas that can provide the accurate information,
5. form local education institutions if organizations or individual requests for it,
6. share PSAs using popular social media such as:
7. Instagram,
8. Facebook,
9. YouTube,
10. TV such as documentary movies and news,
11. spreading awareness of education for ethnic minority populations by putting posters in public spaces such as:
12. public transportations,
13. malls
14. tourist sights,
15. offering optional courses in school related to finding solutions and teaching about the current problem with funds from organizations that provide money for education such as but not limited to:
16. Sponsors for Educational Opportunity (SEO),
17. Roma Education Fund (REF),
18. garage sales,
19. United Nations Educational, Scientific and Cultural Organization (UNESCO);

1. Calls upon the member states to form policies that can provide minorities the ensured rights and education without stereotypes including, but not limited to:
2. introducing policies that can develop incentives to guarantee well-prepared teachers in shortage fields and high-need locations including, but not limited to:
3. providing vacations with pay
4. getting qualifications such as a certificate or degree
5. changing to a job that offers better long-term prospects
6. ensuring the education centers or schools in the region where the minorities are concentrated to provides certain amount of the time for the education through establishment of policies;

1. Strongly recommends that schools and institutions are regularly inspected to ensure that they are not overlooking young people located in low-density in census and data collection including, but not limited to:
2. examining systematically teachers and people related to each school that students are giving decent quality education and school life:
3. dispatching government officials from the government to schools to interview school officials and teachers or conduct online screening,
4. taking additional teacher verification tests to see if they are providing students with good quality education,
5. participating in surveys to see if teachers provide decent quality education and show good attitude to students,
6. sending experts from the government to check schools’ infrastructure,
7. raising the level of education in all schools by publishing recent educational materials every year and regularly maintain and check the level of education in schools by government to ensure that they follow these materials properly;

1. Urges the facilitation, after the establishment of educational institutions in low-density rural areas to establish an effective education system for the welfare of ethnic minorities including, but not limited to:
2. promoting online schooling through ways such as:
3. installing internet connections in rural areas
4. introducing open educational resources (OER)
5. increasing average literacy rate through cooperation with NGOs such as
6. ‘Milk and Bookies,’
7. ‘World Literacy Foundation,’
8. establishing temporary or permanent schools and dispatching volunteers for local citizens to receive basic humanitarian education;

1. Encourages governments to use rewards and punishments for schools and teachers concerning how they treat ethnic minority groups including, but not limited to:
2. enforcing punishment for teachers who treat minority groups with bias such as:
3. oral or written warnings,
4. decrease in their salary,
5. expulsion from the school,
6. including any record of bias in their resume permanently,
7. charging heavy fines,
8. terminating the educator’s license,
9. giving rewards for educators who value the inclusion of minority groups such as:
10. increase in their earnings,
11. providing them with more access to resources,
12. better working conditions;

1. Suggests International Organization on Evaluating Education (IOEE) to provide sufficient educational sources and education to LEDCs including:
2. urging member states, especially MEDCs to donate or invest their finance to such organizations and reward them including, but not limited to:
3. tax benefits,
4. give more opportunities for nations to have educational collaboration with international organizations,
5. asking IOEE to accumulate information up their authoritative standards on unbiased educational sources using international textbooks.