

ACADEMIC GUIDE

Human Rights Council (HRC)



Welcoming Letter

Model of United Nations GCBMUN

Dear Delegates,

We are excited to welcome you to the Human Rights Council at the 2nd edition of the GCBMUN JUNIOR. My name is Luciana García Macias, and I am honored to serve as your President, alongside Natalia Leal Cediél, your Vice-President and Junior President, María Natalia Velandia Espinosa.

The GCBMUN approach emphasizes the importance of global collaboration, critical thinking, and diplomacy in addressing issues that affect our world today. As representatives of diverse nations, you may express and share the goal of the United Nations, working together to foster understanding and develop solutions for a better future.

Throughout our sessions, we will engage in meaningful discussions that reflect the values of the UN: equity, inclusion, justice, and respect for human rights. As delegates of this council, you have the unique opportunity to incorporate these principles. We encourage you to prepare yourself, actively participate, and learn the diverse perspectives that each delegate brings to the committee.

As your dais, we hold high expectations for your contributions. The success of this committee relies on your willingness to listen, compromise, and innovate. We look forward to witnessing the incredible work you will accomplish during our time together.

If you have any questions or concerns, please do not hesitate to contact any of us. Thank you for allowing us to guide you through this exciting journey at the GCBMUN.

Best regards,

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HISTORY OF THE COMMITTEE

1945 CREATION OF THE UN

The United Nations was founded in San Francisco, California, on October 24, 1945

The goal was to achieve international cooperation after the devastation of World War II.



1948



UNIVERSAL DECLARATION OF HUMAN RIGHTS

Proclaimed the UN General Assembly in Paris on 10 December 1948, as a common standard of rights for all peoples and all nations

2006 UHR FOUNDATION

March 15: The UHR is established, replacing the failing Commission on Human Rights
It's first session was on June 19



2007 REGIMES

Dominated by repressive regimes, the Council eliminated its representatives in Belarus and Cuba.

2008 THE UPR

The Universal Periodic Review (UPR) is established

This is when countries take turns to check each other's human rights records every four and a half years



2021 SAFE ENVIRONMENT

The Council recognized for the first time the right to a clean and safe environment as a human right

2023 RAPPORTEUR

The Council appointed the first ever Special Rapporteur on the situation of human rights in Russia since its full-scale invasion of Ukraine,



2025 CURRENTLY

HRC's 55th session opens on February 26 until April 5 Its focus will be on the situation in Ukraine, Venezuela, Iran, Colombia, and Palestine

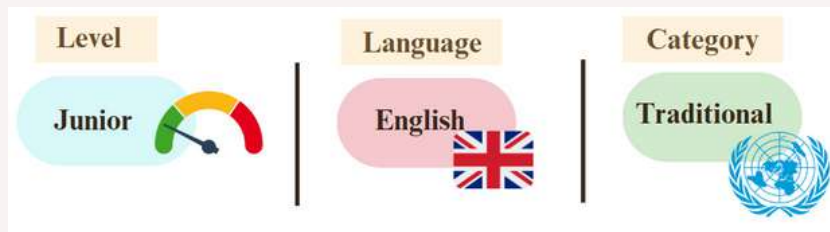
Now it's time for you to make part of it!

SPECIFICATIONS OF THE COMMITTEE

General aspects

The Human Rights Council is an **intergovernmental body** within the United Nations system.

It is **responsible for strengthening the promotion and protection of human rights around the globe and for addressing situations of violations of human rights and making recommendations on them.**



Expectations (Develop Skills in)

Public Speaking

Talking in front of people to share ideas confidently. In a UN Model, you represent a country, explain its views, and persuade others. Speak clearly, stay calm, make eye contact, and prepare well to express your points strongly.

Writing

Sharing ideas with words on paper or a screen. In a UN Model, you write speeches, resolutions, and arguments to support your country's views. Use clear sentences, strong points, and proper structure to make your message convincing and easy to understand.

Research

Finding and understanding information about a topic. In a UN Model, you research your country's policies, global issues, and solutions. Use reliable sources, take notes, and organize facts to support your arguments and make informed decisions during debates. Delegates must show a standard level of understanding and argumentation.



IMPORTANT!

Use reliable sources, take notes, and organize facts to support your arguments and make informed decisions during debates. Delegates should be able to handle any crisis that could change the direction of the committee.

What the Council does



Serves as an international forum for dialogue on human rights issues with UN officials and mandated experts, states, civil society, and other participants. (Office of the United Nations High Commissioner for Human Rights, 2025).

Adopt resolutions or decisions during regular sessions that express the will of the international community on given human rights issues or situations. Adopting a resolution sends a strong political signal which can prompt governments to take action to remedy those situations. (Office of the United Nations High Commissioner for Human Rights, 2025).

Appoints the Special Procedures, independent human rights experts who serve as the eyes and ears of the Council by monitoring situations in specific countries or by looking at specific themes. (Office of the United Nations High Commissioner for Human Rights, 2025).

Important Documents



Opening Speech

For the committee you will be asked to give an opening speech which you will read in (1 minute, 30 seconds).

- It needs to include a special greeting to the Dais, delegates, sponsors, and people present in the room as well as a proper introduction of the delegation to the committee.
- It may also include information about the country and its position regarding both topics. The main purpose of this speech is that as a delegation you show your position and make clear your contributions and role towards the committee, you must consider that this must be concise and clear considering you only have (1 minute, 30 seconds). If you have time left, you can yield (give) it to the dais or to another delegate that has not read.

Position Paper

You will be asked to do a position paper in which you must tell your delegation position towards both topics following religion, culture, economic and social context.

This paper will be useful as a guide for each of you through the committee, especially during debate time, as it will also help make the problems and the way each delegation responds to them visible. History of the topic
Position of your delegation
Possible solutions
Statistics/ Facts
Bibliography.



GENERAL MISSION



(Image taken from (Human Rights Council, n.d.)

The Human Rights Council was created to replace the UN Commission on Human Rights on March 15th of 2006. The Council meets in regular sessions three times a year and in extraordinary sessions, when necessary, with its headquarters in Geneva, Switzerland.

The Human Rights Council is formed by 47 Member States, providing a multilateral forum to address human rights violations and country situations. It responds to human rights emergencies and makes recommendations on how to better implement human rights. Its mission is to promote and protect human rights around the world.

Overall, the Council:

- Addresses Human Rights violations.
- Prevents Human Rights violations.
- Promotes the implementation of Human Rights obligations.
- Makes recommendations to the General Assembly.
- Promotes Human Rights education.

Between the Council's activities we find that:

- The HRC discusses all thematic Human Rights issues.
- The HRC responds to Human Rights emergencies.

Topic A: Right to education for Latin American migrants

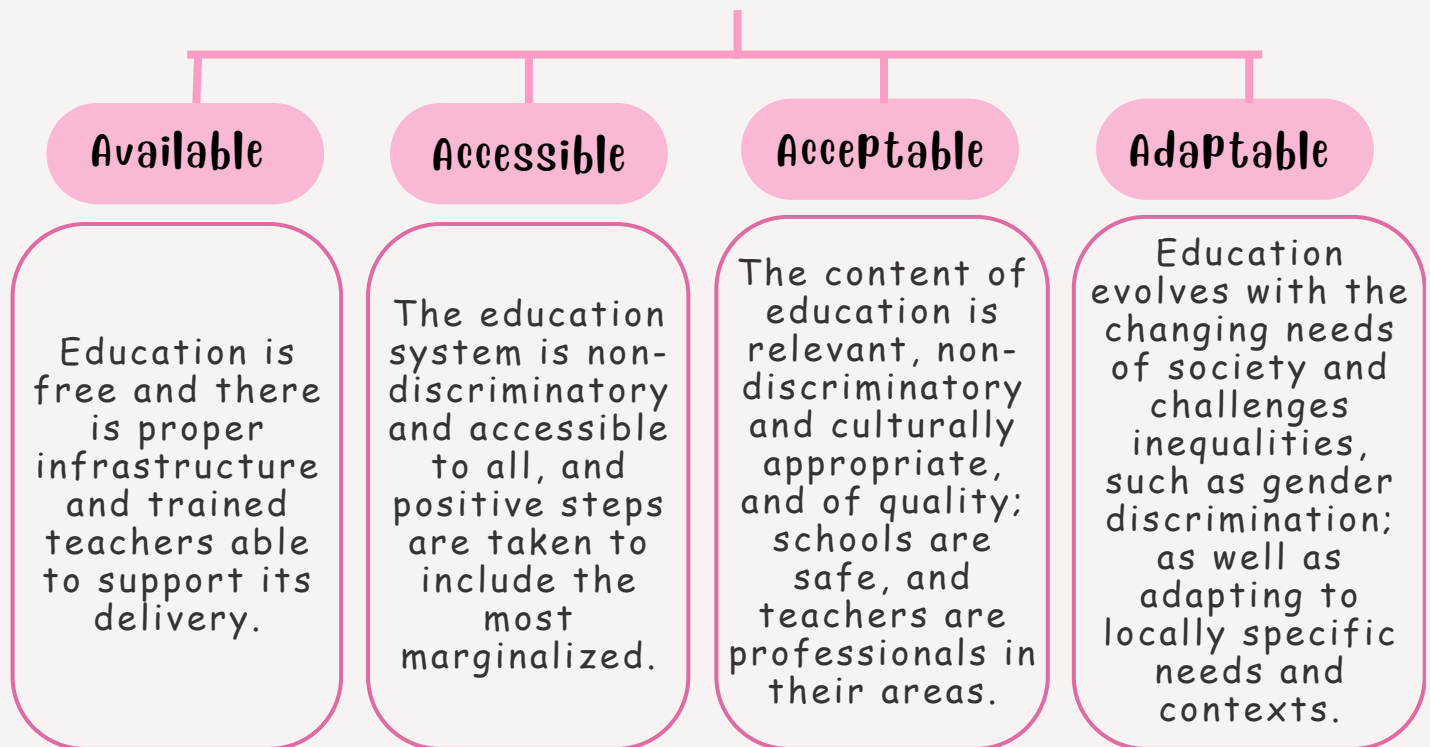


INTRODUCTION

Education is a basic human right. It was made official worldwide in the Universal Declaration of Human Rights. This means that the right to education is legally guaranteed for all without any discrimination and that states have the obligation to protect, respect, and fulfil the right to education.

Education is one of the most powerful tools to make lasting changes in society. Its main advantages include taking marginalized groups out of poverty; decreasing level inequalities; being the base to realize and achieve other essential rights; and contributing to the full development of the human personality. It drives the way towards a stable development for studied and well-prepared individuals. (UNESCO, n.d).

Therefore, to be evaluated and compared, Education in all its forms and at all levels shall exhibit these interrelated and essential features, recalled as the 4A's:



As a human right, Education sums up other important rights for its success. These were stated in the 1989 Convention on the Rights of the Child, where member states of the UN General Assembly commit to doing the following:

- Free and compulsory primary education
- Secondary education, including technical and vocational training, is available and easier to access over time.
- Equal access to higher education because of capacity and ability
- Quality education both in public and private schools
- Academic freedom of teachers and students (to teach and to learn)

But in other parts of the world, the right to education is something 244 million children and youth don't get to enjoy, according to UNESCO's 2022 data. (World Vision, 2023).

HISTORY AND DESCRIPTION OF THE TOPIC

Image taken from: *Justice* (2011)



Since 1990



The massive movements of people fleeing extreme poverty, violence, or socioeconomic, political, and environmental issues in many countries in Latin America and the Caribbean have increased drastically. Multiple civil wars and prolonged instability in countries such as Colombia, El Salvador, Guatemala, and Nicaragua—as well as the more recent political and economic collapse in Venezuela—have forced millions to flee their homes.

Natural disasters

Persistent rural poverty

Such as hurricanes and droughts.

Have contributed to migration

In many places, fast industrial growth and failed farming changes caused people to leave rural areas. As traditional jobs disappeared, families moved, either together or on their own, with children often being the most at risk. (Hanson, G. H., Orrenius, P., & Zavodny, 2022)

Entire families have travelled large distances in search of safety, well-being, and better opportunities. Migration flows in Latin America and the Caribbean include children and adolescents who need access to education, among other services.



In this context, every human being below the age of 18 years unless under the law, is considered as a child, while we also use the definition of adolescents established by the World Health Organization (WHO), which includes individuals between the ages of 10 and 18. (Elias et al., 2022)

According to data from the United Nations Children's Fund (UNICEF, 2022), in 2020, in this region there were:

6.3 million migrant children and adolescents under the age of 18

In this context, every human being below the age of 18 years unless under the law, is considered as a child, while we also use the definition of adolescents established by the World Health Organization (WHO), which includes individuals between the ages of 10 and 18. (Elias et al., 2022)

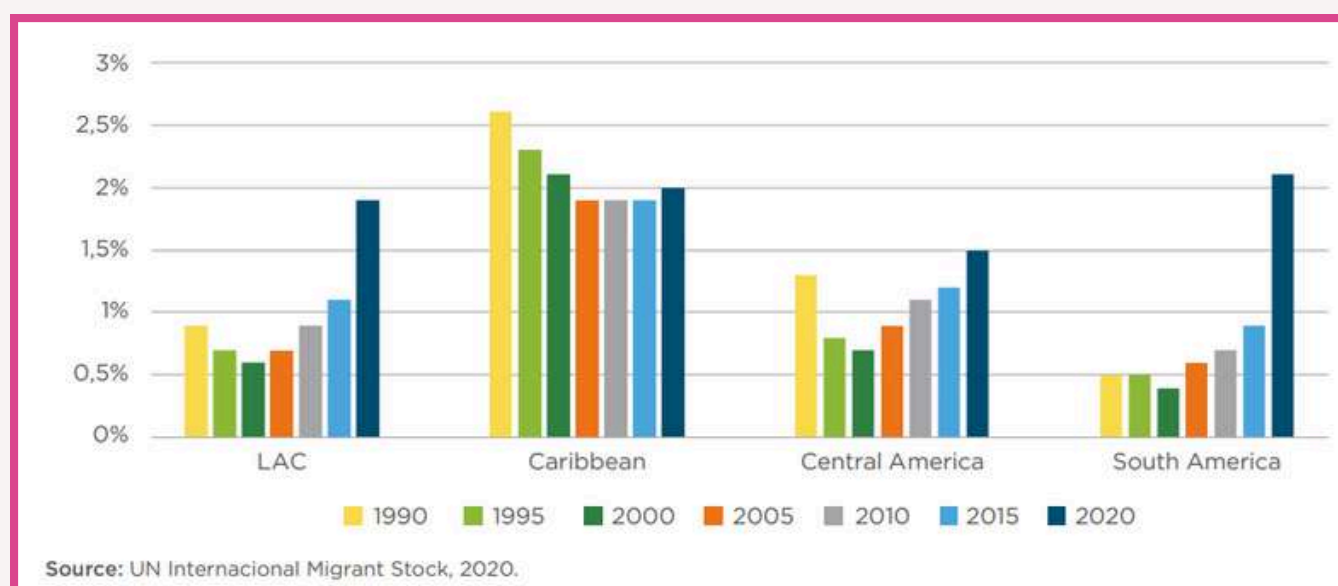


Figure 1. Percentage of Migrant School-Age Population as a Percentage of Total School-Age Population

Figure 1 shows the growing trend of the migrant school-age population over the years across all regions, from 1990 to 2020. The Caribbean region has the highest constant values, over 1.5%. The LAC (Latin America and the Caribbean) graph summarizes how all regions have seen the maximum percentages recorded in 2020.

Migration status is associated to be one of the main vulnerability factors that can jeopardize the right to education and increase the risk of exclusion.

Migrant children and adolescents are more vulnerable to:

Illness or hunger

Detentions

Falling victims of human trafficking networks

Suffering other types of violence and discrimination

These situations have serious consequences for their mental health and well-being. (Rodríguez-Cruz 2021; Cornejo 2017; Zúñiga and Giorguli 2019).



Figure 2. Percentage of Migrant students in Latin America and the Caribbean

Figure 2 shows the Central American countries with the largest increases have been Belize, Panama, and Costa Rica. Meanwhile, all South American countries except Brazil, Bolivia, and Venezuela have experienced significant increases in the school-age migrant population. **There are barriers to access to education and learning for migrant students.** Many of these come from existing structural problems in the region's education systems:

Public financing

Infrastructure

Quality

Range of coverage

For example: COLOMBIA

Various studies show that migration from Venezuela has put pressure on the education system, particularly in public schools and mostly at the primary level, in which many more children have enrolled (Blyde et al. 2020).

The pressures that the education system was already under have been worsened by overcrowding, because of a migration shock that has increased foreign student enrollment numbers.

Negative effects of overcrowding

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graph TD; A([Negative effects of overcrowding]) --> B([Decreasing promotion rates (refers to a lower proportion of students moving up to the next grade at the end of the year as a share of enrollment numbers at the beginning of the year)]); A --> C([Increasing school dropout rates (Blyde et al. 2020)]);
```

Decreasing promotion rates (refers to a lower proportion of students moving up to the next grade at the end of the year as a share of enrollment numbers at the beginning of the year)

Increasing school dropout rates (Blyde et al. 2020).

Most of the information mentioned in this extract come from the Inter-American Development Bank: Migration and Education, Challenges and opportunities report of September 2022.

Such migration events expose the response capacity of the different Latin American countries to unrestricted guarantee the individual rights and freedoms for migrants to have a decent life and consistent human development.

However, this claim will only be potential to the range expected if states also undertake to facilitate access to education at any level.

II. MIGRANT AND/OR REFUGEE CHILDREN AND ADOLESCENTS



Country	Age range	Total	Boys	Girls
Chile	From 0 to 4 years old.	9,354	4,742	4,612
	From 5 to 9 years old.	26,187	13,073	13,114
	From 10 to 14 years old.	19,931	10,080	9,851
	From 15 to 19 years old.	14,143	7,005	7,138
Mexico	From 0 to 11 years old.	52,484	27,642	24,842
	From 12 to 17 years old.	23,108	15,557	7,551

⁵ Mexican Migration Policy Unit. Foreigners filed and returned 2021.

⁶ UNICEF Panama. The dimensions of exclusion in Panama April 2022.

⁷ Ministry of Education of Peru. Administrative registration June 2022.

⁸ National Statistics Institute of Chile. National Migration Service 2018 - 2020.

⁹ UNICEF Brazil. Information as of November 2021.

¹⁰ National Administration of Public Education ANEP and General Directorate of Initial and Primary Education. [Report of immigrants in Uruguayan public initial and primary education 2020](#).

¹¹ Ministry of Education of Argentina, DICE. Annual Survey 2020.

¹² UNICEF Ecuador. National Institute of Statistics and Census INEC - ENEMDU December 2021 and May 2022 data from the R4V platform.

Figure 3. Map showing the Migrant and/or Refugee Children and Adolescents distribution among Latin American and the Caribbean countries (UNICEF, 2022)

CURRENT SITUATION



Education

- **193,689** children accessing formal or non-formal education, including early learning
- **84,955** children receiving individual learning materials
- **16,667** children and adolescents accessing skills development programmes
- **28,344** teachers and facilitators trained in basic pedagogy and/or mental health and psychosocial support

Figure taken from: 2024-HAC-Children-on-the-Move-South-America

The situation of the right to education for Latin American migrants is currently complex and multifaceted, marked by regulatory advances and persistent challenges. In Latin America and the Caribbean, it is estimated that around 6.3 million children and adolescents are migrants, many of whom face significant barriers to accessing education (UNICEF, 2023). Although most countries in the region guarantee this right, the reality in the classrooms is often different.

Regulatory Framework and Recognition of the Right to Education

Education is recognized as a fundamental human right in most Latin American countries.

In Argentina, for example, the **Law for the Comprehensive Protection of the Rights of Girls, Boys and Adolescents** establishes that all minors have the right to free, public education, regardless of their immigration status (Ministry of Education of Argentina, 2021). This law is complemented by the National Education Law, which strengthens access to education for all inhabitants of the country, including those without documents. However, although the laws are inclusive, their implementation faces significant challenges.

Administrative and Socioeconomic Challenges

Migrants often face administrative obstacles that hinder their access to education. Many migrant children lack adequate documentation proving their identity or academic history, which can result in exclusion from the education system (González et al., 2022).

Linguistic barrier & Cultural barrier

Are common and further complicate their integration into classrooms.

From a socioeconomic standpoint, many migrant families live in precarious conditions that limit their ability to access educational services. Poverty and lack of resources **can lead to children having to work instead of attending school** (IOM, 2023). In this context, psychosocial support and specific programs are crucial to facilitate access to and permanence in the education system.

Classroom experiences

Despite the favorable legal framework, school enrollment rates among migrant children tend to be lower than those of their native peers.

In many countries in the region, it has been reported that: (UNESCO, 2024).

**Up to 86% of
foreign children
attend school**

**93% among
natives**

This indicates not only an access problem but also a challenge in terms of educational quality and inclusion.

Negative perceptions towards migrant students by some teachers can affect their school experience. **Discrimination and stigma are recurring problems that limit the social and academic integration of these students** (Ruiz & Pérez, 2023).

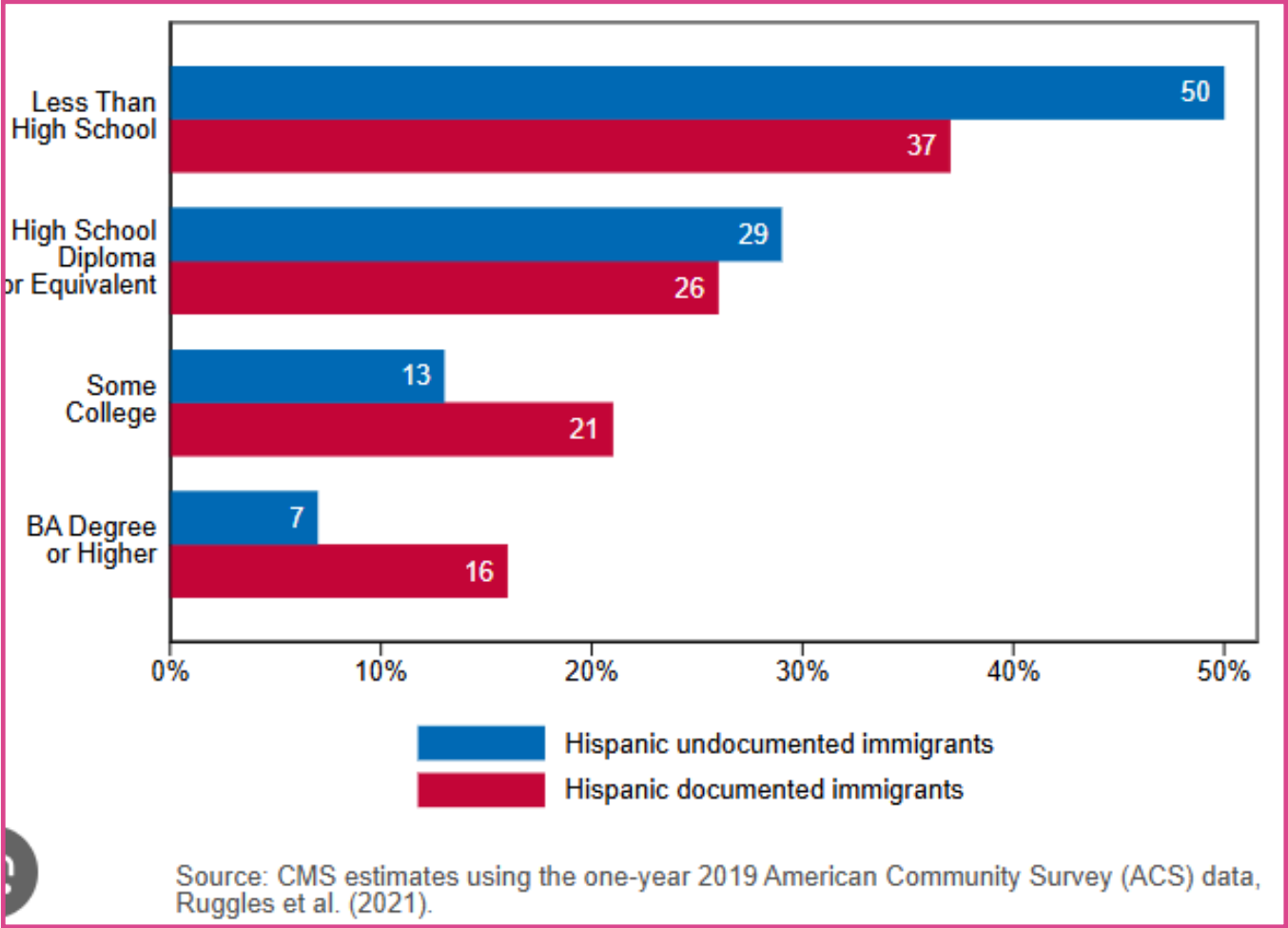


Figure 4: (The Center for Migration Studies of New York (CMS), 2022)

ANALYSIS & SOCIAL IMPACT

The right to education of Latin American migrants **is related to the Council's mission to support the dignity and rights of all individuals**, particularly those in vulnerable situations. Migrant children often face systemic barriers that not only disturb their access to education but also perpetuate cycles of poverty and marginalization.

Sustainable Development Goals

The integration of migrant children into national education systems aligns with this type of international structures

Which advocate for inclusive and equitable quality education for all (United Nations, 2023).

The ongoing challenges faced by migrant students highlight the need for efforts by member states to change policies and practices that currently exclude these children from educational opportunities.

The Council's resolutions emphasize that education is a fundamental human right essential for the realization of other rights, such as the right to work and participate fully in society (United Nations, 2021). By ensuring that migrant children have equitable access to quality education.

This issue reflects deep social and human rights challenges faced by this vulnerable population. As migration increases, particularly due to socio-economic instability and violence, the educational needs of migrant children also increase critically.

Education serves not only as a fundamental human right but also as a crucial mechanism for effective integration into societies, promoting social unity and economic development.

Despite constitutional guarantees in several countries, such as Ecuador and Colombia, the **implementation of these rights often fails due to systemic barriers that make difficult access to education for migrant students.**

In many Latin American countries, while legal frameworks exist to protect the right to education for migrants, actual access remains problematic.

For instance, Ecuador's Constitution guarantees universal access to education regardless of nationality or documentation status (R4V, 2023).



However, reports indicate that many migrant children, particularly those from Venezuela, continue to face significant obstacles in enrolling and remaining in school. This situation is compounded by economic hardships faced by migrant families, which can lead to children being unable to attend school.

Lack of awareness

The lack of awareness about local education systems among migrant families can make their ability to navigate registration processes difficult.

Many families may not be familiar with the requirements or available resources in some countries, leading to further exclusion from educational opportunities (Elias et al., 2023).

This highlights the necessity for comprehensive support services within schools that can assist migrant families in understanding their rights and the educational options available to them.

The social impact of ensuring the right to education for migrants extends beyond individual benefits, **it has implications for societal stability and economic growth**. Educated individuals are more likely to contribute positively to their communities and economies. Moreover, inclusive educational policies can foster mutual understanding and respect among diverse populations, helping to mitigate social tensions that may result from migration.

In response to these challenges, several Latin American countries have begun implementing policies at improving educational access for migrants.

For example, Colombia has made advances in modifying its regulatory frameworks to eliminate barriers and ensure that migrant students can integrate into the national education system (UNESCO, 2023).

These efforts are essential not only for fulfilling legal obligations but also for promoting social justice and equity within the region.

PREPARATION QUESTIONS

1. What does it mean for education to be a "fundamental human right"?
2. Why do you think it is important for everyone, including migrant children, to have access to education?
3. Many migrant children face "administrative barriers" when trying to go to school. What do you think these barriers might be and how could they be resolved?
4. Why do you think some migrant children have to work instead of going to school? How might this affect their future?
5. Migrant children often face "linguistic and cultural barriers" at school. What do you think these barriers are and how can schools help students overcome them?
6. What is discrimination and why do you think some migrant children might face it at school? How can we ensure that all students feel welcome and included?
7. Some countries have laws to protect migrant children's right to education, but these laws are not always enforced. Why do you think this happens and what can be done to ensure that these laws are enforced?
8. How do you think education can help migrant children integrate into a new country and feel part of it?
9. Why is "psychosocial support" important for migrant children and how can it help them succeed in school?
10. What are the Sustainable Development Goals and why do you think they include a goal of "inclusive, equitable and quality education"?
11. If you were in charge of a school, what would you do to ensure that migrant children feel welcome and have the same opportunities as other students?

GLOSSARY

- **Acute:** A bad situation that causes severe problems or damage.
- **Drought:** A long period when there is little or no rain.
- **Dropout:** A person who leaves school, college, or university before completing a qualification, or a person who lives in an unusual way.
- **Fleeing:** To escape by running away, especially because of danger or fear.
- **Foreign:** Belonging or connected to a country that is not your own.
- **Frameworks:** A supporting structure around which something can be built.
- **Hardships:** Something that causes difficult or unpleasant conditions of life.
- **Hinder:** To limit the ability of someone to do something, or to limit the development of something.
- **Inequalities:** The unfair situation in society when some people have more opportunities, money, etc. than other people.
- **Jeopardize:** To put something such as a plan or a system in danger of being harmed or damaged.
- **Marginalized:** To treat someone or something as if they are not important.
- **Overcrowding:** A situation when a place contains too many people or things.
- **Perpetuate:** To cause something to continue.
- **Statutes:** A law that has been formally approved and written down.
- **Tackle:** To try to deal with something or someone.
- **Undertake:** To do or begin to do something, especially something that will take a long time or be difficult.

GENERALITIES



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