

Human Rights Council

THAIMUN_VIII

Committee Topics:

Topic 1: The question of combating systemic racism and injustice at a national level.

Topic 2: The question of minority group re-education to achieve cultural homogeneity

Topic 1:

The question of combating systemic racism and injustice at a national level.

Written by: Shreyaa Srivastava

1. Regions at crisis

Regions	issue
China	<p>Conflict between Uighurs and Chinese locals</p> <p>As China unifies to many diverse communities, it is confronted with the complex problem of the conflict between Uighurs and Chinese locals. Uighurs are originally Turkic speaking people from Central Asia. The reported atrocities against them are a proof of systematic racism against them. The inhuman treatment of this community raises concerns about human rights issues.</p>
USA	<p>Black lives matter movement</p> <p>Although systematic racism is prevalent in the States since the very beginning of slave trade, one law that heavily contributed to the injustices inflicted upon the black</p>

	Americans was the implementation of the Redlining Act in 1937. This served the purpose of systematically denying financial aid, educational opportunities, housing benefits to the Black people living in that zone. Although this act was scrapped in 1968, its legacy still prevails. This is proved by the statistics provided by the Federal Reserve 2016 survey, where the net worth of a white family was \$171,000 and the black family had net worth of \$17,600.
Myanmar	Conflict between local Buddhist and Rohingya Rohingyas are Muslism originally from Rakhine state, western Burma. Evidence shows that injustices are being inflicted upon them due to cultural differences and
Middle East	Arabs in Israel The tensions worsen as the two communities choose to live separately from each other. Arabs self identify as Palestinians of Israel. Hebrew and Arabic were given equal status however, later on Arabic was downgraded and given a special status.

Key terms and Definition

Terms	definitions
Systematic racism	The process of formalizing processes and practices that enable a particular section of the society to be at a better position to succeed and progress than the others.
combating	The process of lessening the impact
injustice	Absence of fairness, equity, and justice
National level	Relating to a country or region

Legal actions taken to reduce systematic racism

Year	Event
------	-------

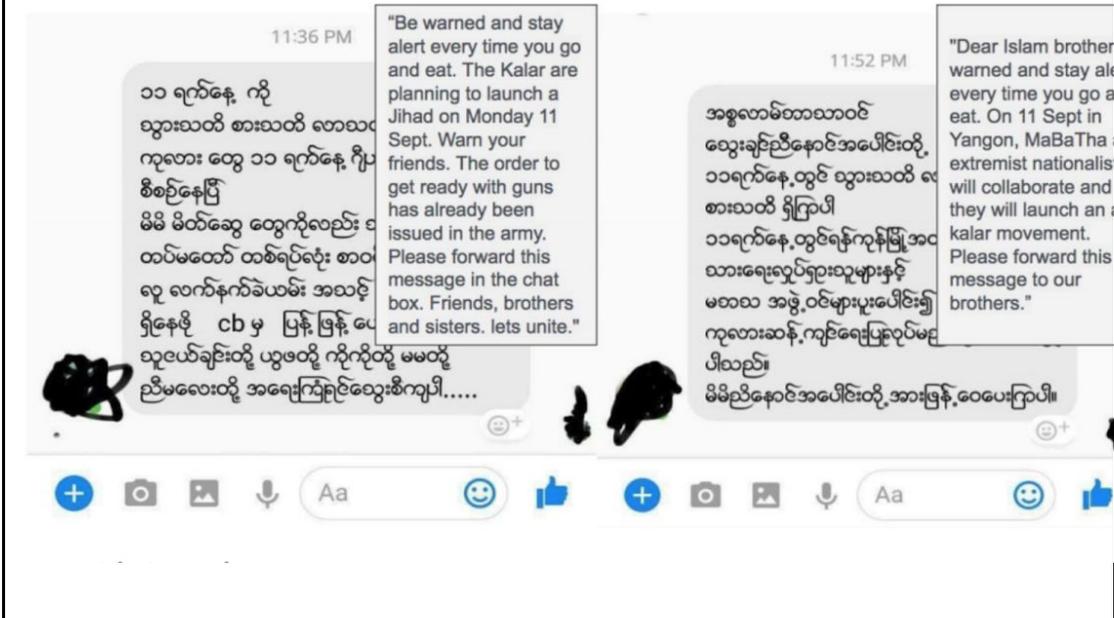
1215	Magna Carta influenced the development of Right to Fair Trial
1591	Akbar's Pronouncement influenced development of Right to freedom of religion, thought and conscience
1689	English Bill of Rights influenced Right not to be tortured
1772	Somerset vs. Steward influenced the abolishment of owning slaves in United Kingdom
1776 - 1791	<ul style="list-style-type: none"> ● United States Declaration of Independence ● Declaration of Rights of Man and Citizens ● US Bill of Rights <p>All legislations helped in reducing systematic racism as equal rights were granted</p>
1807	<p>Abolition of Slave Trade Act</p> <p>This came into being because there were many important changes taking place in the British economy. Such changes led to realization that slave trade is no longer a profitable trade for slave owners or the government. The eventually led to the abolition of slave trade in Britain and contributed to the idea of equality, which were later implemented and accepted legally.</p>
1932	<p>Equal Franchise Act</p> <p>Women and men have equal rights. This was the first time when both men and women had equal rights to vote.</p>
1948	<p>Universal Declaration of Human Rights</p> <p>This was the first time when all humans were identified equal to each other and injustices were no longer accepted.</p>
1950	European Convention on Human

	rights
1965	<p>Race Relation Act This act prohibited racism and discrimination on basis of the color of the skin. This came into being after immigrants came from India, Bangladesh and Pakistan to Britain for employment.</p>
1975	<p>Sex discrimination Act Equal rights and opportunities to both males and females. Victimization of anyone can be punishable under law.</p>
1979	<p>Convention for the elimination of all kinds of discrimination against women</p>
1995	<p>Disability discrimination Act</p>
1998	<p>Human Rights Act</p> <ul style="list-style-type: none"> - Right to life - Right to liberty - Freedom of thought and belief - Freedom from slavery - Freedom torture - Right to fair trial - No punishment without law - Freedom of assembly and association - Right to education
2010	<p>Equality Act According to this Act, nobody can be discriminated against on the basis of any disability. It is considered unlawful and is a punishable offence.</p>
2014	<p>Same sex marriages legalised in UK The proposition of same sex marriage and abortion were ammendments that were supported by large majorities. This is an important aspect, as an orthodox community of Northern Ireland accepted the new wave ideas.</p>

2. Role of Social Media as a facilitator of systematic racism

Facebook Case Study: Myanmar

The conflict between Rohingya and local Buddhist worsened as tensions between the two increased. These messages were passed on with the purpose of inciting the public to go against each other. In this case social media was wrongly used to promote the ulterior motives of a section of the society. This contributed to the rise in tensions between the Rohingyas and the Buddhists. This raised questions on facebook's ethicality as this was facilitated on the facebook platform. Although not always, but the presence social media does sometimes initiate undesired activities.



Different ethics and value systems

Systematic Racism can be derived from the different value systems that people or a group perceives in. Racism is also embraced by notion of superiority, xenophobic attitudes, self image, income level and occupations. Such notions may bring forth hate, crime, injustices and discriminations against a particular group or a section of the society. Although globally racism is seen in an unfiltered manner of unjust behavior, however it is hidden beneath stereotypes and mindsets.

- For instance, anti black attitudes are obtained from the values of Protestant ethics.
- On the other hand, pro black attitudes are obtained from the value of humanitarianism.

Social and Economic Costs of systematic Racism and injustice at a national level

- Disturbances and damages caused due to uprisings
 - For example, after the case of George Floyd occurred, people were outraged and mass rallies took place. This caused harm to shops owners as they were already struggling to keep up with the coronavirus pandemic. The rioters rampaged the shops causing a lot of economic loss to owners of the shops.
 - The protests were sparked off as a result of the inhumane killing of George Floyd, however the after effects led to a lot of miseries and turmoil

3. History of systematic racism and injustice at a national level

a. Role power & authority in systematic racism and injustices

Adolf Hitler



Adolf Hitler, led the mass genocide of Jews. The Nazi ideology fueled the Holocaust and Kristallnacht, the first event against Jews in Germany. Racial anit-semitism and ideas against Jews spread and mass violence against them took place. After several attempts by Hitler to separate Jews, Adolf Hitler initiated the ‘final solution’, which was to eliminate all Jews. This was because they were seen as inferior and different from Nazis, who considered themselves superior class

Joseph Stalin



One major event that contributed to systematic racism under Stalin's regime was the "Ethnic cleansing" of the Crimean Tatars, whom he forcefully deported from Crimea in 1944. Moreover there were many minorities in his regime which were falsely accused of allegations for betraying the state. Several groups from present day Ukraine were accused at that time. They marginalized people of specific ethnic groups and sent them on exile. They called them as traitors". Later on, a movement of decossackization was led by Bolsheviks, a mass genocide of Cossaks, native of Russia.

Documents that show the many dimensions of racism

"Dimensions of Racism", a document put forward by Office of the United Nations High Commissioner for Human Rights (OHCHR), in cooperation with the United Nations Educational, Scientific and Cultural Organization (UNESCO), addresses how to tackle the issue of racism and important factor that play a significant role in this issue

- Education
- Employment
- Health
- Migration
- Administration of justice
- Media and the internet
- Gender
- Contemporary Slavery

- Possible measures directed towards this issue:
- Enforcement of stricter laws and regulations to monitor injustices taking place
- Education camps specifically to educate younger generations about this issue
- Implementation of equal opportunities for all, such as:
 - voting rights, educational opportunities, reservations in the legislative assembly, job opportunities, financial aids, medical benefits,

Citations

- <https://www.ohchr.org/documents/publications/dimensionsracismen.pdf>
 - <https://www.usatoday.com/story/opinion/2020/09/23/systemic-racism-how-really-define-column/5845788002/>
 - https://www.scielo.br/scielo.php?script=sci_arttext&pid=S1413-82712017000200309
 - <https://alaska.digication.com/the-ethics-of-facebook-a-rohingya-crisis-case-study-february-8-2019-showcase-blind-submission/title-page>
 - <https://www.nytimes.com/2018/10/15/technology/myanmar-facebook-genocide.html>
 - <https://time.com/5880118/myanmar-rohingya-genocide-facebook-gambia/>
 - https://docs.google.com/document/d/1ZIZjyYsLVdy_zHN0uX5cLuysuCOrltc1Gw0PoaEjVu4/edit
 - <https://www.thesun.co.uk/fabulous/4917555/same-sex-marriage-legalised-uk-northern-ireland/>
 - <https://www.middleeastmonitor.com/20201216-arabs-in-israel-face-systematic-racism/>
 - <https://www.britannica.com/topic/Uighur>
 - <https://www.bbc.com/news/world-asia-china-5365024>
 - <https://www.nbcnews.com/news/asian-america/damaged-asian-businesses-show-solidarity-black-lives-matter-protesters-n1224766>
 - <https://www.legislation.gov.uk/ukpga/1975/65>
 - <https://www.legislation.gov.uk/ukpga/1975/65/enacted>
 - <https://www.parliament.uk/about/living-heritage/transformingsociety/private-lives/relationships/collections1/race-relations-act-1965/race-relations-act-1965/>
-

Topic 2: The question of minority group re-education to achieve cultural homogeneity

Written by: Mickey Puwapiromkwan

Introduction

Many speculate that the trend towards cultural homogeneity is the consequence of world-wide standardisation, which translates into our modern lifestyle in the form of food, art, entertainment and media. Nowadays, certain groups of children in Thailand can lead very similar lives to children in the USA, as a result of globalisation. Another possible cause, that is often overlooked and will be discussed under this topic, is the possibility that education may have an effect on homogenising countries, and how it is used as a tool for some countries to instill patriotism.

The consequences of attempting to culturally homogenise Germany, during WW2, through the unfair treatment of the minority Jewish population, has led the UN to recognise the importance of protecting the identity of minority groups and maintaining diversity

through their representation. Before the demolition of the Berlin Wall, cultural homogenisation was also evident in East Germany's education system where studying Russian was obligatory. Another example of when the rights of minority groups were violated, was during China's Cultural Revolution, led by Mao Zedong. Many were fed propaganda and placed in reeducation camps in an attempt to unify the countries cultures and beliefs, resulting in an estimate of 20 million deaths.

The most topical example of an attempt to homogenize a country through minority group re-education is the current issue in China. Allegations were made on the human rights violation occurring in China's XinJiang province, where the Uyghurs, Kazakhs and other ethnic minorities are reportedly detained in re-education camps. The UN fears that the purpose of these centers is to wipe out cultural identity in order to enforce political loyalty as the majority of the people being held in custody are that of minority group origin.

Another prime example is one of greater sensitivity, as it refers to the recent student protests in Hong kong. China plans to increase surveillance and implant a more patriotic education system in Hongkong schools, to prevent mass political movement and demonstration in the future, through the homogenisation of cultural values.

It is clear that the similarities between all these efforts involve the enforcement of nationalistic views, patriotism, and to an extent, propaganda. It is important to note that, while it can be argued that cultural homogeneity can inspire a sense of pride in one's culture and nationality, the repression of minority groups to achieve this goal, by government officials, should not be tolerated, as all persons should have the right to uphold one's cultural identity. Supporting cultural diversity and protecting minority groups from human rights violation remains one of the UN's key goals.

Therefore, two factors should be taken into account when considering this topic. The first, is whether countries should aim to promote cultural homogeneity or diversity, and to what extent. The second, being the question of whether the current re-education programs, targeting minority groups, violates their basic human rights and how it can be ensured that possible victims are protected from aforementioned violations.

Key Terms and Definitions

Terms	Definitions
Cultural Homogeneity	A societal culture where little variation in beliefs exist as there is one dominant way of thinking and acting, characterised by similarities in cultural identity, religion, ethnicities, languages, etc.

Cultural Heterogeneity/Diversity	A feature related to a group of people having differences in their cultural identity which include factors such as class, ethnicity, language, traditions, religion, sense of place, etc.
Minority group	A subordinate group in society, with a different feature segregating them from the majority. They are a group numerically inferior to the rest of the population of a State. They can be segregated due to a difference in religious belief, nationality, language, etc.
Vocational centers	An educational institution providing education related to the technical skills required to complete the tasks of a particular and specific job.
Re-education camps	An institution aimed to teach its occupants a certain ideology. It has negative implications as it was the name given to prison camps operated by the Communist government of Vietnam following the end of the Vietnam War.
Propaganda	Information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.
Universal Suffrage	Gives the right to vote to all adult citizens, regardless of wealth, income, gender, social status, race, ethnicity, or any other restriction, subject only to relatively minor exceptions.
CCP	Chinese Communist Party
PRC	The People's Republic of China
GDR	German Democratic Republic
XUAR	Xinjiang Uyghur Autonomous Region (Xinjiang's official name)
MNE	Moral and National Education

Types of minority groups

The United Nations Sub-Commission on Prevention of Discrimination and Protection of Minorities defines a minority group as *“A group numerically inferior to the rest of the population of a State, in a non-dominant position, whose members - being nationals of the State - possess ethnic, religious or linguistic characteristics differing from those of the rest of the population and show if only implicitly, a sense of solidarity, directed towards preserving their culture, traditions, religion or language.”*

Racial group: A group that is socially set apart from their corresponding majorities because of obvious physical differences. Examples of this in the USA would be African-Americans, Native Americans, Asian-Americans, Filipinos, Hawaiians, etc. Racial groups may have unique cultural traditions of their own.

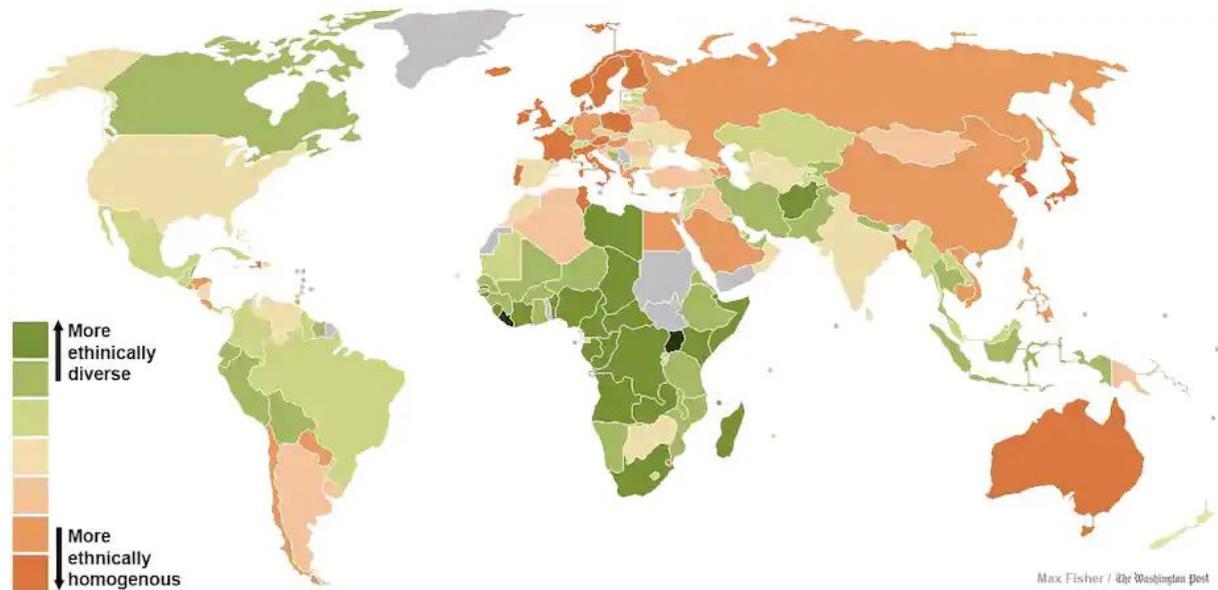
Ethnic group: A group that is socially set apart from the dominant group on the basis of cultural difference which may involve language, attitudes towards marriage, food habits, etc. Examples of this, in the USA, would be Hispanics, Latinos, Cubans, Latin Americans, Irish-Americans, etc. Distinctive cultural traits that define a certain ethnicity often originate from the homelands of a racial group. Common practices amongst ethnic minorities may be evident through certain cultural practices, club, associations and worship.

Religious Groups: A minority group that practices a religion other than the dominant faith.

Gender group: A minority group defined by their gender. For a long time, woman were considered to be the subordinate group. Presently, the LGBTQ community is often associated with being a minority group in the world of gender preferences and sexual orientation.

Other minorities: under the given definition, a minority group is any group of people that can be segregated from the majority under a certain category. Other minorities include age, disability status, wages, social status, etc.

Cultural homogeneity vs Cultural heterogeneity



Cultural homogeneity arises when the people of a certain region or country practice a common culture. Features of a more culturally homogeneous country include: there is a single religion or faith people believe in, a lack of different ethnicity, a lack of thought or diversity in cultural values, people live similar lifestyles, etc. *Countries which are often regarded as being culturally homogenous include China, Japan, Australia, etc.*

Cultural heterogeneity is when a country is more diverse and this can be due to certain historical factors such as the movement of immigrants, refugees or the presence of native inhabitants, etc. *The USA is often regarded as a diverse country as people of many different ethnicities have moved to live there over the years, as well as it having once been inhabited by Native Americans.*

Arguments for and against Cultural homogeneity

FOR:	AGAINST:
Promotes a sense of national pride <i>(promotes the preservation of traditions and cultures in one's country)</i>	Does not promote free-speech. May violate human rights if people with a difference in opinion are discriminated against. <i>(eg: the situation in North Korea)</i>
Develops understanding and fear for religious extremism <i>(reducing terrorist activities and culture-related crime rates)</i>	May cause religious extremism due to mob mentality as the country believes in one strong viewpoint. They may clash with beliefs from other countries.
Helps country to develop and progress due to unity <i>(This can be seen in Japan, a relatively homogeneous country that has</i>	Weakens the capacity for argumentation and critical thinking.

<i>technology advanced to become one of the world's leading electronic superpowers)</i>	
Reduced political tension and clashing of views (<i>in the USA, political parties often clash</i>)	May lead to corruption. No diversity of thought. Country does not progress.
Prevents the manifestation of radical views (<i>reducing terrorist activities and culture-related crime rates</i>)	May lead to extreme nationalistic views instead causing clash when critiqued by other entities. Less willing to cooperate or accept criticism (<i>North Korea is highly culturally homogenous, and the younger generation there disagree with western views</i>)
Fosters a community of love and not hate (pride in one's national heritage)	Lost opportunity to foster a community of understanding and cooperation between people with different mindsets and culture..

Human Rights Situation in Xinjiang

- i. Xinjiang and the Uighur communities**
- ii. Conditions in Xinjiang's Vocational Centers**
- iii. Timeline**

i. Xinjiang and the Uighur communities



RICH CLABAUGH/STAFF

From: <https://xjgrassland.wordpress.com/2014/01/14/introduction/>

Xinjiang or officially XUAR is an autonomous territory in the northwestern region of China. It is inhabited by people with a wide variety of ethnicities including Uyghurs, Kazaks and Kyrgyz. This vast region of deserts and mountains used to be the trade route of the ancient Silk Road linking China and the Middle East, a legacy that can be seen in the traditional open-air oasis cities, Hotan and Kashgar. Ürümqi is both the capital and the largest city in Xinjiang.

In relation to the topic, the Uyghurs (or Uighurs) should be focused on as they are the most relevant to the issue. The Uighurs, mostly consisting of Muslim Turkic ethnicities, are also found in Uzbekistan, Kyrgyzstan, and Kazakhstan, and several thousand live in Australia. They have their own language, also called Uighur.

The source of conflict in Xinjiang can be traced back to 1931, factors such as the massive state-sponsored migration of Han Chinese from the 1950s to the 1970s, government policies promoting Chinese cultural unity and punishing certain expressions of Uyghur identity and harsh responses to separatism have contributed to tension between Uyghurs, and state police and Han Chinese. Recently, China has been accused of detaining the Uyghur community in vocational and re-education centers in an attempt to homogenise culture.

ii. Conditions in Xinjiang's Vocational Centers



Students learn how to arrange flowers at a vocational education and training centre in Hotan, the Xinjiang Uyghur autonomous region. [Photo by WANG JING/CHINA DAILY]

Reports on the conditions and human rights situation in Xinjiang's vocational education and training centres differ. **While China Daily, a Chinese news platform, calls for the need to battle religious extremism through education, reports made by other sources say otherwise.**

China Daily claims that education and training in Xinjiang reflect the ideas and principles of counter-terrorism and deradicalization as practised by the international community. The vocational education and training centres provide people with residential vocational training free of charge and issue certificates of completion when the trainees reach the expected criteria. After graduation, trainees choose their own jobs, or employment can be arranged for them with the assistance of

relevant authorities. In terms of basic human rights, China claims to act all in accordance with the provisions of the Constitution and the law. However, the centres practice separation of education and religion in management, which means trainees should not organize or take part in religious activities there, but they can decide on their own whether to do so on a legal basis when they get home. The result of going through training is reported to be that trainees understand the law better, recognise the harm of religious extremism and develop better social attitudes.

The ASPI (Australian Strategic Policy Institute) reports participants undergoing these programs are forced to live in segregated dormitories far from home where education involves organised Mandarin and ideological training outside working hours. They are reportedly subjected to constant surveillance and are forbidden from participating in religious observances.

iii. Timeline

important information is highlighted

Date	Event
September 2002	The US and UN recognize East Turkestan Islamic Movement (ETIM) as a “terrorist organization,” subjecting it to international sanctions.
15 December 2003	The Chinese Ministry of Public Security issued a list of “East Turkestan terrorists” and “terrorist organizations” abroad , naming four organizations: the East Turkestan Liberation Organization (ETLO), the East Turkestan Islamic Movement (ETIM), the World Uyghur Youth Congress (WUYC) and the East Turkestan Information Centre (ETIC) as well as eleven individual members of these groups: Hasan Mahsum, Muhanmetemin Hazret, Dolkun Isa, Abdujelil Karakash, Abdukadir Yapuquan, Abdumijit Muhammatkelim, Abdula Kariaji, Ablimit Tursun, Huadaberdi Hasherbik, Yasin Muhammad and Atahan Abuduhani.
2008	Beijing hosts the 2008 Summer Olympics. 1,300 Uyghurs are arrested for “state security crimes,” including charges of terrorism, substantially more than in previous years.
5 July 2009	The Ürümqi Riots escalated, killing over 197 and injuring over 1721. More than 1,000 people are arrested, mosques are temporarily closed with internet and telephone communications severely restricted.
2010	XUAR officials report that “40,000

	high-definition surveillance cameras with riot-proof protective shells had been installed throughout the region.”
30 April 2013	New government policy mandates all SIM card buyers to provide proof of identity and to register the card using their own name
26 June 2013	35 killed in a series of stabbing attacks in Lukqun. Chinese sources state the attacks were connected with other radical organizations, while international sources state that the attacks are due to unrest caused by systematic injustice in China.
28 October 2013	First alleged Uyghur-led act of political violence is reported outside of the XUAR. Three Uyghurs drive a truck into a crowd in Beijing’s Tiananmen Square, killing five and injuring 42. Authorities blame the East Turkestan Islamic Movement (ETIM) for the attack.
19 December 2013	Xi Jinping announces a new “ strategic plan ” or zhanlue bushu (战略部署) ” for Xinjiang.
30 April 2014	3 killed and 79 injured in a bombing and knife attack in Ürümqi.
1 May 2014	The campaign of re-education begins. Xinjiang regional government demands that Uyghur migrants in Ürümqi return to their hometowns to obtain a new ID card. The introduction of the People’s Convenience Card or bianminka (便民卡) from mid-2014 effectively restricts the mobility of most rural-born Uyghur migrants, who are not eligible for the card.
22 May 2014	An explosive collision of SUVs killed 43 and wounded more than 90. Xi Jinping and Li Keqiang promise to initiate a “strike-first” strategy against the perpetrators.
29 January 2015	New government policy mandates tighter measures on telecommunications and electronic devices, where all vendors of mobile phones, computers and related electronic products must implement a real-name registration system for sales information. The same regulations also apply for second-hand products.

1 February 2015	XUAR authorities begin outlawing Islamic veils in all public spaces in the capital of Ürümqi. Officials justify this decision as part of an effort to defeat 'Islamic extremism.'
29 May 2015	World Bank approves funding for the Xinjiang Technical and Vocational Education and Training Project. The project name is similar to the one used by the Chinese government for detention centres.
2016	The Chinese government begins collecting biometric data such as DNA, voice recordings, and facial scans from the entire population of Xinjiang to track daily activities on WeChat through messages, calls, photos, and videos.
September 2016	The Chinese government begins advertising over 30,000 policing positions in Xinjiang in an effort to increase surveillance capabilities in the region. A majority of the new hires are associated with convenience police stations or bianmin jing wu zhan (便民警务站).
14 February 2017	5 civilians are killed in a knife attack by 3 Uyghur perpetrators.
4 March 2017	XUAR Department of Justice issues a directive ordering the establishment of transformation centres throughout southern Xinjiang.
April 2017	Development of internment camp network in Xinjiang begins. Approximately 1.8 million people are believed to have been held in the vast network of camps.
From 2017–2019	Muslim minorities are transferred into factories within Xinjiang and other Inner China provinces. An estimated 80,000 Uyghurs have been transferred out of Xinjiang and assigned to factories across China under a central government policy known as Xinjiang Aid (援疆) .
13 August 2018	Hu Lianhe , China's leading counter-terror expert, confirms the existence of the internment program at the UN Committee on the Elimination of Racial Discrimination , denying the existence of "re-education camps" and justifying them as efforts to alleviate poverty, prevent terrorism and maintain stability.

October 2018	Beijing recasts the internment camps as a form of “aid and education.”
July 2019	XUAR officials announce that its vocational and educational centres are “closed” and the “re-education trainees” have graduated.
End of 2018–2019	To fend off international condemnation, Chinese authorities transfer camp detainees to prisons after handing them long sentences.
March 2020	The labour transfer of Uyghurs and other Muslim minorities continue within Western China as the government proclaims that there are “no new cases of COVID-19.”
September 2020	China’s State Council Information Office released a white paper entitled Employment and Labor Rights in Xinjiang . This paper demonstrates the increased presence of labourers and the scale of vocational training centers in Xinjiang.
September 2020	A report from the Australian Strategic Policy Institute finds the creation or expansion of over 380 detention centres in Xinjiang since 2017. This equates to “at least one new or expanded detention facility for every 37,000 people of non-Han” descent.

Other examples of cultural homogenisation through re-education

i. Socialist Education in East Germany, by the Soviet union (1961-1989)

ii. The Cultural Revolution, by China (1966-1976)

iii. Re-education in Hongkong, by China (2012-present day)

Take note, however, that these examples are less prominent than the on-going Xinjiang Vocational and Re-education centers

i. Socialist Education in East Germany, by the Soviet union (1961-1989)



A recreated former East German classroom at the School Museum in Leipzig, Germany.

The Berlin wall was constructed in 1961 by the GDR (German Democratic Republic), to separate East Germany from West Germany after WW2. Education in East Germany hoped to culturally homogenise East Germany with the values of the soviet union. The education in East Germany promoted socialistic views with a big part of this indoctrination being the Pioneer program. It resembled a Scout association but songs around the campfire were more militaristic and stories featured Socialist heroes defending the self-defined peace-loving state from the big bad West. Classrooms featured paintings of a communist utopias and textbook covers with Lenin’s silhouette.

ii. The Cultural Revolution, by China (1966-1976)

China’s cultural revolution was launched by Mao Zedong, and lasted for 10 years. During this time, many people suffered and it is estimated that the death toll ranged from hundreds of thousands to 20 million.

In 1968, the “Down to the Countryside Movement” began. Young individuals were sent to experience working life in the countryside, forcing many of them to abandon standard forms of education for the propaganda teachings of the CCP (Chinese Communist Party). The term “young individuals” was coined, which convinced many young graduates to take part in the socialist movement. However, in reality these students were being exiled to the harsh conditions of country life, causing many of them to die during the re-education process.

iii. Re-education in Hongkong, by China (2012-present day)

important information is **highlighted**

Date	Event
1841	China ceded HongKong Island to the British as a result of the first Opium War

1898	Britain was granted an additional 99 years of rule over the Hong Kong colony under the Second Convention of Peking.
1984	Additional negotiations later approved the 1997 turnover of Hong Kong in exchange for the formulation of a “one country, two systems” policy by China’s communist government.
1st July 1997	The People's Republic of China (PRC) assumed sovereignty over Hong Kong and the “One country, Two systems” model for governing was officially adopted.
June 2012	The Education Bureau of Hong Kong proposed the initiation of a school curriculum called “Moral and national education (MNE)” . According to the revised Moral and National Education Curriculum Guide (Primary 1 to Secondary 6), the subject has the following aims: <ul style="list-style-type: none"> -Development of moral qualities -Development of a positive and optimistic attitude -Self-recognition -Judging in a caring and reasonable manner -Recognition of identity -Practice
July 2012	The National Education Parents' Concern Group petition opposing to MNE
September 8, 2012	Joshua Wong, a 15-year-old-student, rallies 100,000 people to protest against Hong Kong's plans to implement mandatory "patriotic education" in schools.
September 2014	The Umbrella Movement began and it involved protesting in the streets. Pro-democratic protests called for universal suffrage in the Basic Law.
December 3, 2014	The three founding leaders, Chu Yiu-ming, Benny Tai Yiu-ting, and Chan Kin-man, of Occupy Central (another name for the Umbrella Movement) surrendered to police for their role in democracy protests. The protests did not achieve full universal suffrage.
June 9, 2019	People protest against proposed amendments to Hong Kong laws allowing suspects to be extradited to China to face trial. Many feel the legislation would undermine the “one country, two systems” principle under which Hong Kong was returned to China by exposing residents to a murky legal system with fewer protections. An even larger march against the proposal took place the following week.
September 4, 2019	Hong Kong leader Carrie Lam says the government will formally withdraw the extradition legislation. By then, the movement’s demands had expanded to include an independent investigation into alleged police brutality against protesters, the unconditional release of those detained and greater democracy in city elections.

November 24, 2019	The pro-democracy opposition wins a sweeping victory in district council elections across the city of 7.5 million people. The results buoy the protesters, but pro-Beijing parties remain in control of the legislature, where only half the members are elected by popular vote.
Spring, 2020	The protests ease, following the election and the coronavirus outbreak.
May 28, 2020	China's National People's Congress ratifies a decision to develop national security laws for Hong Kong. Pro-democracy activists and many legal experts fear a further erosion of "one-country, two systems." <i>The laws are expected to be enacted by the end of the summer.</i>
July 2020	Du Ling , a senior party official in Shenzhen, said the base would "plant seeds of national identity and patriotic spirit in the hearts of more Hong Kong and Macau youth" Two mainland Chinese officials said that they expect there will be comprehensive education reform in Hong Kong within the current term of Chief Executive Carrie Lam, which ends in 2022.

Related Articles/Treaties/Reports

Article/Treaty/Report	Short summary
ASA 17/18/99 People's Republic of China: Gross Violations of Human Rights in the Xinjiang Uighur Autonomous Region by <i>Amnesty International</i> https://www.refworld.org/pd/fid/3ae6a9eb0.pdf	Reports on human rights violations occurring in the Xinjiang Uighur Autonomous Region.
International Labour Organization's (ILO) Convention on Forced Labour, 1930 (No. 29) https://www.ilo.org/dyn/normlex/en/f?p=1000:12100:0::NO::P12100_ILO_CODE:C029	Article identifies fundamental conventions covering principles of labour and rights at work.
Protocol of 2014 to the Forced Labour Convention https://www.ilo.org/dyn/normlex/en/f?p=NO:RMLEXPUB:12100:0::NO::P12100_ILO_CODE:P029	Protocol is relevant to trafficking in persons and specifies measures to prevent trafficking for the purpose of forced labour and to adequately protect and support survivors.

Possible Solutions

- Pressure the Chinese government to ratify the International Labour Organization's (ILO) Convention on Forced Labour, 1930 (No. 29) and Protocol of 2014 to the Forced Labour Convention and end the use of Uyghur forced labour and extrajudicial detentions.
- Carrying out targeted efforts to identify and release individuals subjected to forced labour and involuntary participation in vocational/educational programs

- Taking effective measures to protect and enforce basic human rights for minority groups, especially involving the right to practice their given religion
- Creating initiatives that address educational opportunities for minority groups, recognising and empowering their cultural heritage
- Carrying out targeted awareness-raising campaigns, for groups at risk of being subjected to cultural cleansing and discrimination due to religious differences
- Holding companies and other legal entities liable for forced training, re-education and labour, and subject them to penalties such as confiscation of profits from forced labour or other assets
- Increase the representation of minority group cultures to promote diversity

Citations

- <https://www.amnesty.org/en/get-involved/take-action/tell-china-to-close-its-secret-reeducation-camps-for-ethnic-minorities/>
- https://en.wikipedia.org/wiki/Xinjiang_re-education_camps
- <https://www.hrw.org/news/2020/12/09/china-big-data-program-targets-xinjiangs-muslims>
- https://en.wikipedia.org/wiki/Cultural_Revolution
- [https://en.wikipedia.org/wiki/Re-education_camp_\(Vietnam\)](https://en.wikipedia.org/wiki/Re-education_camp_(Vietnam))
- https://en.wikipedia.org/wiki/Samchung_re-education_camp
- <https://www.pearsonhighered.com/assets/samplechapter/0/2/0/5/0205800513.pdf>
- <https://minorityrights.org/law/education/>
- https://en.wikipedia.org/wiki/Cultural_diversity#Cultural_uniformity
- <http://www.diacronia.ro/ro/indexing/details/A26180/pdf>
- <https://files.eric.ed.gov/fulltext/EJ759642.pdf>
- <https://files.eric.ed.gov/fulltext/EJ872489.pdf>
- <https://www.japantimes.co.jp/news/2020/11/29/asia-pacific/china-hong-kong-education/>
- <https://xinjiang.sppga.ubc.ca/timelines/reeducation-camps/>
- https://en.wikipedia.org/wiki/Down_to_the_Countryside_Movement
- <https://supchina.com/2018/08/22/xinjiang-explainer-chinas-reeducation-camps-for-a-million-muslims/>
- <https://www.britannica.com/place/Xinjiang/History>
- <https://www.bbc.com/news/world-asia-china-22278037>
- <https://www.amnesty.org/download/Documents/92000/asa170212004en.pdf>
- <http://www.chinadaily.com.cn/a/201908/17/WS5d574e53a310cf3e355664b1.html>
- <https://www.aspi.org.au/report/uyghurs-sale>
- <https://sppga.ubc.ca/wp-content/uploads/sites/5/2018/12/Xinjiang-bibliography-Oct-10-2018.pdf>
- https://en.wikipedia.org/wiki/Education_in_East_Germany#:~:text=Education%20in%20the%20German%20Democratic,schools%2C%20vocational%20training%20and%20universities.
- <https://www.abc.net.au/news/2015-09-28/timeline-hong-kong-umbrella-movement-one-year-on/6802388?nw=0>
- <https://www.bbc.com/news/world-asia-29457900>
- https://en.wikipedia.org/wiki/2014_Hong_Kong_protests

- <https://globalnews.ca/news/7043220/hong-kong-protest-timeline/>
- https://en.wikipedia.org/wiki/One_country,_two_systems#:~:text=%22One%20country%2C%20two%20systems%22,in%201997%20and%201999%20respectively.
- <https://www.ohchr.org/en/issues/minorities/pages/internationallaw.aspx#:~:text=According%20to%20a%20definition%20offered,dominant%20position%2C%20whose%20members%20%2D%20being>
- <https://edition.cnn.com/2019/11/09/europe/berlin-wall-30-years-schools-grm-intl/index.html>
- https://en.wikipedia.org/wiki/Xinjiang_conflict#:~:text=Though%20the%20conflict%20is%20traced,have%20contributed%20to%20tension%20between
- <https://www.history.com/this-day-in-history/hong-kong-ceded-to-the-british#:~:text=During%20the%20First%20Opium%20War,country's%20economic%20and%20political%20affairs.>
- <https://www.britannica.com/topic/Opium-Wars>
- <https://www.history.com/this-day-in-history/britain-agrees-to-return-hong-kong-to-china#:~:text=On%20December%2019%2C%201984%2C%20after,policy%20by%20China's%20communist%20government.>
- <https://www.reuters.com/article/us-hongkong-security-education-insight-idUSKBN2861GE>