



PelotasMUN

Challenge yourself

STUDY GUIDE

UNHRC

July, 2013



Introduction

The United Nations Human Rights Council (UNHRC) is an inter-governmental body created by the United Nations General Assembly that replaced the United Nations Commission on Human Rights, on 15 March 2006 through resolution 60/251.

The Council is responsible for all human rights issues, specially strengthening the promotion and protection of human rights violations and making recommendations on them. The human rights were made to all human beings, regardless of their nationality, sex, national or ethnic origin, color, religion, language, place of residence or any status.

There are 47 Member States in the Council, which are elected by the UN General Assembly. Working along with the Council are the Universal Periodic Review that assess the human rights situations in all UN Member States; the Advisory Committee that provides expertise and advice to the Council on thematic human rights issues; and the Complaint Procedure where individuals and organizations can bring human rights violation to the Council assistance. There is also the UN Special Procedures, which has experts to monitor, examine, advise and publicly reports about human rights issue from specific countries.

The Council membership is based on equitable geographical distribution: 13members are from Asia, 13 from Africa, 6 from Eastern Europe, 8 from Latin Americaand the Caribbean, and 7 from Western Europe and other states (UNHRC, 2013).

Topic B: The Challenge of Women's Empowerment and Human Rights Violations in South Asia and Adjacent Areas

1. BACKGROUND

Arthur Blois Villela, Giulia Mulé Georg

According to the United Nations, human rights were made to all human beings, regardless of their nationality, sex, national or ethnic origin, color, religion, language, place of residence or any status.

The Universal Declaration of Human Rights was based on the principle that human rights are inherent to every person. Dignity and rights to freedom and equality which derive therefrom, are undeniable.

Afghanistan, Pakistan and Iraq are signatories of several treaties on defense of human rights, such as the International Covenant on Civil and Political Rights (ICCPR), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the International Covenant on Economic, Social and Cultural Human Rights (ICESCR) and the Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (UNCAT) – which obliges these countries to respect men and women's political, social, cultural rights and freedom, as well to provide their individual rights with no discrimination (UNTC, 2013).

The principle of universality of human rights was first emphasized in the Universal Declaration of Human Rights in 1948, but also reiterated in several other instruments to the development of human standards and structures. Even though the number of new treaties, declarations and resolutions increased, the need for their implementation remains, for the older and newer standards (CRAWFORD, 2000).

EDUCATION AND DEVELOPMENT

According to the General Comment No. 13 of the United Nations Committee on Economic, Social and Cultural Rights “education is both a human right in itself and an indispensable means of realizing other human rights. As an empowerment right,

education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to fully participate in their communities. Education has a vital role in empowering women, safeguarding children from exploitative and hazardous labour and sexual abuse, promoting human rights and democracy, protecting the environment, and controlling population growth. Increasingly, education is recognized as one of the best investments States can make. But the importance of education is not just practical: a well-educated, enlightened and active mind, able to wander freely and widely, is one of the joys and rewards of the human existence.” (UNHCR, 2013)

Recent United Nations documents emphasize “human development,” measured by life expectancy, adult literacy, access to all three levels of education, as well as people’s average income, as a necessary condition of freedom of choice (World Bank, 2012). Development is a complex term which has been defined differently by several scholars. Amartya Sen describes development as a process of expanding the real freedoms people enjoy. Development can be identified as the growth of Gross National Product (GNP), or as the rising personal incomes, or as industrialization, or as technological advance, or as social modernization. But freedom depends also on other determinants, such as social and economic arrangements i.e. facilities for education and health care, as well as political and civil rights i.e. the liberty to participate in public discussion and scrutiny (SEN, 1999).

Education and development are essentials for each other. One can argue that GNP, or rise in income is more likely to be the basic factor to raise the living standard of people. As Amartya Sen in his book “Development as freedom” states, “low income can be a major reason for illiteracy and ill health as well as hunger and undernourishment, and conversely, better education and health help in the earning of higher incomes” (SEN, 1999:19). He further says, “Illiteracy can be a major barrier to participation in economic activities that require production according to specification or demand strict quality control (as globalized trade increasingly does)” (SEN, 1999:39). Therefore it suggests that education plays an important role in nations’ development. According to Alexander L. Peaslee, in the last ten decades a significant economic growth has been achieved in those countries in which a high proportion of the total population is enrolled in primary schools. High level of enrollments in elementary education does not guarantee growth, as there are other complex factors involved, but

it seems to be a requisite for significant growth (PEASLEE, 1969). Japan is the pioneering example of enhancing economic growth by providing social opportunities, especially in basic education (SEN, 1999).

Amartya Sen explains the importance of education by giving the examples of India and China. Chinese government in 1979 and Indian government in 1991 decided to move towards a more open, internationally active, market-oriented economy. The kind of massive progress that China has witnessed failed to occur in India. Besides other factors when China opened its economy in 1979, it already had highly literate people, especially the youngsters, with good schooling facilities across the country like South Korea and Taiwan, where educated people had played a major role in making the economic condition better through a supportive market system. On the other hand, half of the Indian population was illiterate when it opened its economy in 1991, and the situation has not much improved to this day (SEN, 1999).

WOMEN'S EDUCATION AND EMPOWERMENT

According to Amartya Sen, education makes the vision horizon wider and helps to disseminate the knowledge of family planning. Educated girls tend to have greater freedom to exercise their agency in family decision, including in matters of fertility and child birth. Education of female is also important in the reduction of mortality rates (Sen, 1999). Girls' education is being considered very important and very beneficial for bringing changes in every sphere of life. Women's empowerment requires improvement in several factors but the most important and beneficial one is education. Unfortunately the current situation in many countries for girls in the education sector is not satisfactory. In 2000, 188 heads of states from all around the world signed the Millennium Declaration, which comprehends gender equality in primary and secondary education as shown below:

Target 3.A: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015 (UN MILLENIUM DEVELOPMENT GOALS, 2000).

It was decided to be achieved by 2005, but more than 75 countries were likely to miss the goals. Then in the UN Millennium Development Goals (2010) it was described as goal 2:

Target 2.A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling (UN MILLENIUM DEVELOPMENT GOALS, 2000).

Education has a profound effect on girls' ability to claim other rights and achieve status in society, such as economic independence and political representation. Providing girls with one extra year of schooling beyond the average can boost their eventual wages by 10 to 20 percent (DEPARTMENT FOR INTERNATIONAL DEVELOPMENT, 2005).

Despite all the above steps girls' education is facing the threat of wars and civil wars in different regions. The Taliban affected the education system severely, especially the girls' education in Pakistan. The education system has also suffered a lot in Palestine, Iraq and many other countries because of wars and civil wars.

Committee on the Elimination of All Forms of Discrimination against Women

The Committee on the Elimination of All Forms of Discrimination against Women (CEDAW) is the body that monitors implementation of the Convention on the Elimination of All Forms of Discrimination against Women. It was adopted in 1979 by the UN General Assembly and is known as the international bill of rights for women. The Convention has been ratified by all South Asian countries.

'Discrimination against women' is defined in the CEDAW, article 1 as:

any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

The States that have signed and ratified the Convention, commit themselves to: incorporate the principle of equality of men and women in their legal system, abolishing all discriminatory laws; to establish tribunals and other public institutions to ensure the effective protection of women against discrimination; to ensure of all acts of discrimination against women by persons, organizations or enterprises, *inter alia*.

The Republic of Iraq, the Lybian Arab Jamahiriya, the Syrian Arab Republic and the Government of the People's Republic of Bangladesh have approved the Convention with reservations on articles that referring to women rights, conflict with Islamic *Shariah* law, so as to ensure a just balance between them (DAW, 2013).

According to the CEDAW 54th session, Pakistan affirmed that have introduced several laws that address specific aspects of discrimination against women to empower Pakistani women and their rights (ONHCR, 2013).Afghanistan has not submitted a report to CEDAW yet.

Since 1998, NGOs have helped the CEDAW by submitting alternative reports of states party; they contribute before and during the implementation of the monitoring procedures of the Convention. In 2001 the Committee included the following statement in its revised Rules of Procedures "Representatives of non-governmental organizations may be invited by the Committee to make oral or written statements and to provide information or documentation relevant to the Committee's activities under the Convention to meetings of the Committee or to its pre-sessional working group."(CEDAW SOUTH ASIA, 2013).

2. STATEMENT OF THE ISSUE

TALIBAN

Ideology and history

The Taliban consists mostly of Sunni Muslim Pasthuns, the largest afghan ethnic group that has occupied Afghanistan. They occupied a great length of land from central western Afghanistan through much of the south and up the country's eastern border.

On December 1979, the Soviet Union positioned its troops into Afghanistan in order to aid their ally – Communist People's Democratic Party of Afghanistan – against the Afghanistan's conservative religious party, supported by the United States.

After ten years of occupation the US walked away and the Soviets withdrew its troops, but the country was devastated; infrastructures in rural and urban areas were destroyed, more than one million of people died and refugees flee to border countries (AFSAR; SAMPLES; WOOD, 2008).

In 1992, when Kabul fell to the *mujahideen* who had fought off the Soviets, a civil war again absorbed the country, enhanced by neighboring countries that wanted to shape their areas of influence. The civil war has opposed the majority Pushtun population, who was living as refugees in Pakistan, against the ethnic minorities of the north Tajik, Uzbek, Hazara, and Turkmen.

The Pushtun Taliban emerged in late 1994 as an Islamist and political movement made up of *talibans* (meaning students in *pachto*). They vowed to bring peace to Afghanistan, establish law and order, disarm the population and impose *Shariah* law. The group ruled large parts of Afghanistan from September 1996 to October 2001, at first they were successful and popular, but leading Muslims in society were highly critical of it (RASHID, 1999).

From 1995 to 2001 the Pakistani Inter-Services Intelligence and military were widely blamed by the international community for providing support to the Taliban. Many international officials have accused Pakistan of continuing to support the Taliban today, but Pakistan denies this accusation and claims that they have dropped all the support for the group since 9/11. After the 9/11 incident in United States the Taliban were overthrown by the American-led invasion of Afghanistan in 2001. Later it regrouped as an insurgency movement to fight the Afghan government backed by the United States and the NATO-led International Security Assistance Force (ISAF). The Taliban have been accused of using terrorism as a specific tactic for their ideological and political goals.

The Taliban have a specific view about education and women. According to a statement of Muslim Khan, spokesman for the Taliban in the Swat valley, “We are Muslims. Had there not been an Islamic system of education and curriculum, then it would have been all right to import a system of education belonging to others. But fortunately, Islam provides its own system of education, politics, economics and justice... If Islam is a complete code of life, then what is the need to import education from the United Kingdom?” (SHEHZAD, 2009).

There is a strong view that the Taliban’s opposition to the modern education system is for the control of the country, specially their stand on women’s education. The Taliban confined women to their homes, so that they could not come out without a veil and without being accompanied by a close male relative; they were not allowed to be

treated by male doctors, as well as they were not allowed to do any jobs and get any education. When the Taliban took control of Kabul, Afghanistan, they closed girls' schools. Within three months, the Taliban had closed 63 schools, affecting 103,000 girls (COLE, 2003). Following the same stance, the patriarchal mentality in Pakistani society means that girls only have the right to be wives, and boys have to be the heads of the families.

A traditional patriarchal ideology similar to the one expressed by the Taliban was common both in Europe and Arab countries in the past. According to Andersen and Taylor the exclusion of women from public life has been labeled as gender apartheid. Gender apartheid is also evident in other countries, i.e. in Saudi Arabia women cannot drive a car and in Kuwait they cannot vote; but the gender apartheid is not as extreme in these countries as it was under the Taliban rule (ANDERSEN; TAYLOR, 2008).

AFGHANISTAN

The Taliban and other insurgent groups have caused several civilian casualties in Afghanistan and the numbers are rising. They have attacked schools, in particular girl's schools and have continued to be involved in the forcible and voluntary recruitment of children to take part in fighting.

Today at least 600 women and girls are imprisoned in Afghanistan for 'moral crimes' (running away from home or having sex outside of marriage), a 50% increase over the last 18 months.

Women's rights is still too vulnerable in the country, the president signed Shia Personal Status Law, which contains many articles offensive and dangerous to women, such as forbidden a wife to leave home without her husband's permission. On the other hand, for the first time Afghan law created the crime of rape. Even though there are serious defects in the legislation, it was considered a success for Afghan women's rights activists (HRW, 2010).

SYRIA

The human rights situation in Syria nowadays is not favorable, the government has arrested political and human rights activists, has censored any kind of media access and has also imposed travel bans.

Syrian's constitution used to have explicit provisions that discriminate women and girls, but after several protests from Syrian women's right groups, president Bashar al-Asad cancelled the law which contained discriminatory clauses against women(HRW, 2010).

IRAQ

The conflict between the Kurdistan Regional Government (KRG) and the Iraqi central and provincial governments over control of territories has turned Iraq's human rights condition extremely poor.

The violence against women and girls by insurgent groups has increased. Their target is women considered "immoral" or "un-Islamic" due their behavior or dress, and women who are politicians, civil servants, journalists, or women's rights activists.

Female genital mutilation is practiced mainly in Kurdish areas of Iraq; reportedly60% of Kurdishwomen have undergone this procedure, although the KRG claimed that the numbers are exaggerated (HRW, 2010).

PAKISTAN

Education

The National Educational Policy (NEP) reflects the government's intensions toward the education system in the country. The foregoing articulations of the economic and social goals are taken by the Policy as an appropriate basis for defining the priorities for National Educational Policy(PAKISTAN EDUCATION SATISTIC, 2011).

Education has been a major challenge for Pakistan, especially in rural areas that are culturally rigid and where it has always been ignored as compared to urban areas. Despite all the policy statements and target settings in various education policies, Pakistan is still far below universal primary education access and retention.

The National Education Policy 1992 recognized that the quality aspect of primary education has been compromised and required urgent examination of the measures needed for its raising. The policy has mentioned several strategies for the purpose including teachers' training; updating primary kits; provision of books; etc.

The National Education Policy 1998-2010 had also included among its objectives the improvement of elementary education. The policy gives a comprehensive list of quality inputs such as merit-based recruitment of teachers; pre-service and in-service training of teachers; improving the quality and availability of books; etc(MIRZA, 2003).

Beside the structural and organizational situation, the government of Pakistan has also serious problems with the education system in the shape of Taliban. The Taliban have been posing severe threats to the already ministry suffered education system in many provinces of the country, destroying and damaging the educational infrastructure to a great extent.

The Swat district, situated in the Khyber Pakhtoon Khwa province, is one of the districts which was affected the worst during the war on terror. In this district, the educational infrastructure was severely destroyed by the Taliban. They were against both female and male education, but the level of opposition was different; they were not in favor of boys' education because they supported that it is an 'English' education system, which is not Islamic, but the Taliban never opposed it until the government started a military operation against them. After that, they started destroying boys' school buildings as well. On the other hand, the Taliban were against education for females from the beginning, specially the co-education and the girl's modern way of dressing.

According to a report published in "The Guardian", during their rule in Swat district the Taliban destroyed or damaged 401 schools, out of which 70% were girls' schools (THE GUARDIAN, 2011). The Taliban would say that girls' education is against the preaching of Islam and it is a curse. A conclusion was reached that women were confined to household activities in this district, as they were not allowed to go out of their homes to work. The Taliban were of the view that women's modern education brings their awareness about their rights (i.e. jobs, selection of mate, right of inheritance in property etc.) and these things are considered evil in the Pakistani society.

The 2012's attack on school girls in Swat

Following the attack by the Taliban on Pakistani school girls in October 2012, several United Nations independent human rights experts have urged the Government to do everything it can to protect school children, particularly girls.

Fourteen-year-old Malala Yousufzai, who was well known for advocating the education of girls and highlighting Taliban atrocities, and two other girls were shot and wounded in the attack, which took place in the city of Mingora in Pakistan's volatile Swat Valley.

The UN Special Rapporteur on human rights defenders, Margaret Sekaggya, defended that was a shocking attack on human rights in Pakistan the attempting to assassinate a 14-year-old girl who spoke out and claimed for the legitimate right of a generation of girls that should receive an education. Independent experts, or special rapporteurs, are appointed by the Geneva-based UN Human Rights Council to examine and report back, in an unpaid capacity, on specific human rights themes.

The Special Rapporteur on extrajudicial, summary or arbitrary executions, Christof Heyns, underscored the need to ensure a prompt and thorough investigation into the attack, as well as provide Ms. Yousafzai, and others threatened by extremists, with swift and effective protection. She reminds that the Government has to make every effort possible to protect her and others who work towards increasing respect for women's and girls' rights (UN NEWS, 2012).

The Special Rapporteur on the right to education, Kishore Singh, called on the Government to clearly denounce those who committed these acts, and to openly support the right of all children, and particularly girls, to attend school in all parts of Pakistan without fear of attack.

The right to education includes ensuring that children are able to travel to and attend school without facing the fear of violence. Education is also a crucial means of empowering women and girls to participate in the economic, social and political life of their societies. It unlocks women's potential and leads to an improvement in the health, nutrition, economic situation and overall well-being of both women and their families (UN NEWS, 2013).

UN officials have roundly condemned the shooting and called for the perpetrators to be swiftly brought to justice. Following the attack, Secretary-General Ban Ki-moon stressed that “it was abhorrent and cowardly. The terrorists showed what frightens them most: a girl with a book. Nowhere in the world should it be an act of bravery for a young girl to go to school.”

Moreover, UNICEF also strongly condemned the attack on Malala Yousafzai and her school companions who were injured in the same incident. Malala spoke courageously in favor of children's rights – especially girls' education – in Pakistan. In December 2011, she was presented with the first National Peace Award by the Pakistani government.

UNICEF called on all parties to respect all children's rights, including education in a safe and protective environment. With 20 million children already out of school in Pakistan, it is critical that quality education reaches all children, particularly the most vulnerable and disadvantaged (UNICEF Press, 2012).

Situation Today in Swat

Today the army has taken back control from the Taliban. Some people believe the military forces are trying to make the environment suitable for a civil government to gain control back, but the political leadership is reluctant to take control of the district from the army as they are still afraid of the previous experience with the Taliban.

People want the presence of the army to make sure the Taliban are not getting strong again in the area. They are in agreement that there is very little possibility of the Taliban coming back once again and taking control; it might happen only if the civil government fails to deliver and the security forces do not continue their hold in the area. The assault on Malala and her classmates on October 2012 show that their fears were real (AHMAD, 2012).

3. BLOC POSITIONS

International troops were sent to Afghanistan after the Taliban were ousted in 2001 following the 9/11 attacks in the United States. Recently there are 100,000 NATO troops in Afghanistan, serving 50 contributed nations, as the **United States of America** and **United Kingdom** the largest contributors. **France** and **Canada** ended their combat

missions early, although they have yet to bring all their troops home. **Australia** has said most of its troops will be home by the end of 2013. Other contributing countries include **Germany, Italy, Poland and Turkey.**

As relations with Pakistan worsen after a series of attacks, **Afghanistan** and **India** sign a strategic partnership to expand co-operation in security and development.

Pakistan was one of only three countries, along with **Saudi Arabia** and the **United Arab Emirates** (UAE), which recognized the Taliban when they were in power in Afghanistan from the mid-1990s until 2001. The neighboring **China** has repeatedly expressed support for Pakistan.

Afghanistan's president, **Hamid Karzai** and Pakistan's **Asif Ali Zardari** agree to work for an Afghan peace deal within six months after talks hosted by Britain's Prime Minister **David Cameron.**

The European Union stated that will not stand by Afghanistan's government at the price of the rights and dignity of its women and girls. Also the European Parliament issued public statements expressing concern over the human rights situation in Syria.

4. QUESTIONS TO PONDER

1. Considering it is often said human rights are enhanced by westernization, how to overcome it and find solutions so as to promote them as legitimate and universal?
2. Which mechanisms could be used to achieve the targets of the UN Millennium Development Goals in South Asia and adjacent countries?
3. How to promote women's empowerment in a society where a significant representativeness is not recognized to them?
4. Based on the Universal Declaration of Human Rights, is it possible to conciliate the government's policy with the Taliban's demands within countries where it is highly supported?
5. Considering the Committee on the Elimination of Discrimination against Women's efforts, in which ways can the Convention, together with other non-governmental organizations, effectively act in South Asia and in the adjacent area that have also signed it?

5. REFERENCES

AFSAR, M. Shahid; SAMPLES, M. Chris; and WOOD, M. Thomas. **The Taliban, An Organizational Analysis**. Military Review, May/June, 2008. Accessed on 25.06.2013

AHMAD, Shakil (2012) **The Taliban and Girl's Education in Pakistan and Afghanistan- with a case study of the situation in the Swat District**. Lund University.

ANDERSEN, Margaret L; TAYLOR, Howard F (2008) **Sociology: Understanding a Diverse Society**, fourth edition. Accessed on 05.06.2013

COLE, Juan R.I. (2003) **The Taliban, women and the Hegelian private sphere** [Online]. Available at <<http://www.scribd.com/doc/20246223/Cole-The-Taliban-Women-And-the-Hegelian-Private-Sphere>>. Accessed on 05.06.2013

Division for the Advancement of Women. Department of Economic and Social Affairs. Available at <<http://www.un.org/womenwatch/>>. Accessed on 22.06.2013

Human Rights Watch. World Report, 2010. Available at <http://www.hrw.org/sites/default/files/reports/wr2010.pdf>>. Accessed on 25.06.2013

MIRZA, Munawar S. (2003) **Quality of primary education in Pakistan**. [Online] Available at <<http://unpan1.un.org/intradoc/groups/public/documents/APCITY/UNPAN020045.pdf>> . Accessed on 05.06.2013

Office of the High Commissioner for Human Rights. UNHR (2013). Available at <<http://www2.ohchr.org/english/bodies/cedaw/>>. Accessed on 20.06.2013

Pakistan Education Statistics 2010-11. National Education. Management Information System. Academy of Educational Planning and Management. Ministry of Professional & Technical Training. Government of Pakistan. Islamabad. Accessed on 19.06.2013

PEASLEE, Alexander L. (1969) Education's role in development. **Chicago Journals**. [Online] Available at: <<http://www.jstor.org/stable/1152180?seq=1>>. Accessed on 05.06.2013

RASHID, Ahmed. The Taliban: Exporting Extremism. **Foreign Affairs**, Nov/Dec 1999.
Accessed on 25.06.2013

SEN, Amartya (1999) **Development as Freedom**. Oxford University Press, New York.
Accessed on 10.06.2013

SHEHZAD, Saleem (2009) 'Taliban ideology echoes in the valley.' **Asia Times**.
[Online] Available at: <http://www.atimes.com/atimes/South_Asia/KB03Df02.html>.
Accessed on 05.06.2013

The Guardian (2011) 'Swat Valley NGO finds a solution to the assault on education.'
[Online] Available at: <<http://www.guardian.co.uk/global-development/poverty-matters/2011/may/10/swat-ngo-solution-to-assault-on-education>>. Accessed on 07.06.2013

UMAR, Bint Abu. (2009) **Destroying Schools: How About the Taliban's View, Please?** [Online] Available at: <<http://www.scribd.com/doc/11908728/Destroying-Schools-How-About-the-Talibans-View-Please>>. Accessed on 05.06.2013

UNICEF PRESS CENTRE (2012) '**UNICEF condemns shooting of school girls in Pakistan**' [Online] Available at: <http://www.unicef.org/media/media_66146.html>.
Accessed on 05.06.2013

UNITED NATIONS MILLENNIUM DEVELOPMENT GOALS (2010) **Goal 2: Achieve Universal Primary Education**. [Online] Available at: <<http://www.un.org/millenniumgoals/education.shtml>>. Accessed on 10.06.2013

UNITED NATIONS MILLENNIUM DEVELOPMENT GOALS (2000) **Promote gender equality and empower women**. [Online] Available at: <<http://www.mdgmonitor.org/goal3.cfm>>. Accessed on 10.06.2013

UNITED NATIONS NEWS CENTRE (2013) '**Ban speaks to Malala, attacked Pakistani schoolgirl, to stress education and women's rights**' [Online] Available at: <<http://www.un.org/apps/news/story.asp?NewsID=44574&Cr=mdg#.Uc9mKDtwrC5>>.
Accessed on 13.06.2013

UNITED NATIONS NEWS CENTRE (2012) **‘In wake of Pakistan attack, UN experts urge greater protection for school children’** [Online] Available at <<http://www.un.org/apps/news/story.asp?NewsID=43274#.Uc911ztwrC5>>. Accessed on 05.06.2013

UNITED NATIONS TREATY COLLECTION. Available at <<http://treaties.un.org/>>. Accessed 05.06.2013