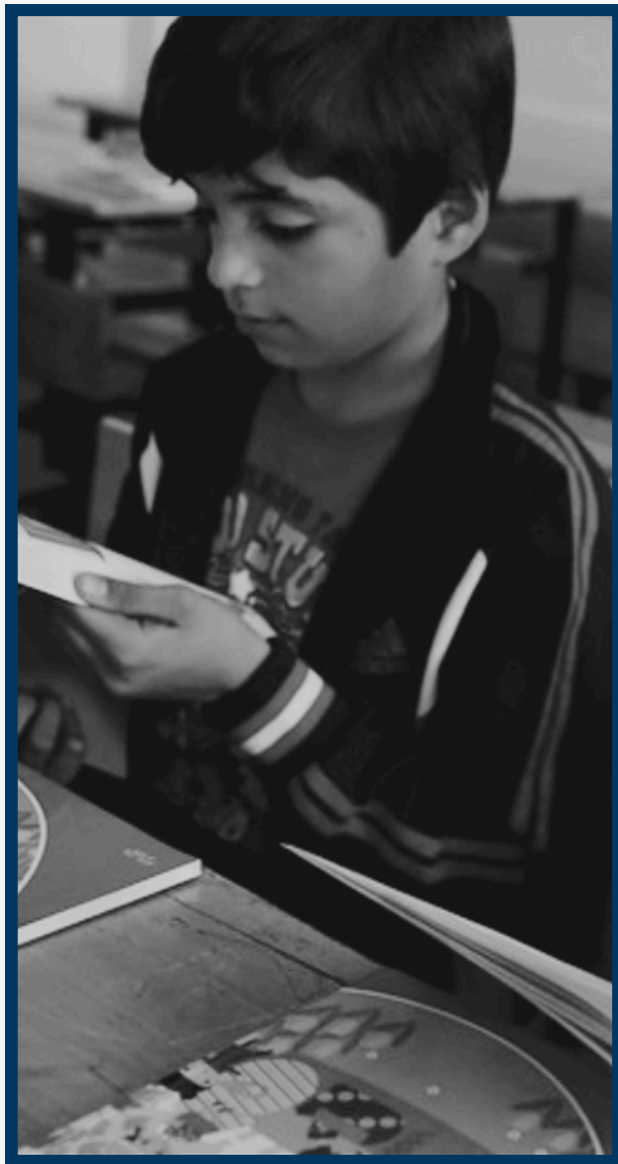




BELLARMUN 2024

UN HIGH COMMISSIONER FOR REFUGEES



TOPIC A:

Facilitating
Repatriation and
Reintegration

TOPIC B:

Safeguarding
Education of Refugee
Children

DIRECTOR:

Enzo Beltran

CHAIR:

Alice Malebranche

ASSISTANT DIRECTORS:

Jessi Casiño & Claire Slim



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Dear Delegates,

Welcome to the United Nations High Commissioner for Refugees! My name is Enzo Beltran, and I am beyond excited to serve as your director for BELLARMUN 2024. Alongside me is the amazing Alice, serving as your chair; and the jazzy Jessi and charismatic Claire, serving as your assistant directors. On behalf of the UNHCR staff, we look forward to meeting you all and seeing the debate brought forth during the conference.

Outside of the world of Model UN, I am active in the Marine Chemistry program, where I have gotten the opportunity to become a SCUBA diver. In addition, I have been playing piano for over 10 years and have performed with multiple orchestras. Another hobby of mine is baking. I enjoy trying out new recipes and my favorite things to bake include macarons, cookies, and brownies. In my downtime, I can be found listening to endless playlists on Spotify, FaceTiming with my friends, studying, and catching up on some much-needed rest.

This committee is the perfect opportunity for delegates to be introduced to the world of Model UN. During your time here, you can expect to develop critical skills such as writing, research, and public speaking. If you do not know anything about Model UN, you do not need to worry! We will be covering how to research, to write resolutions, to flow through debate, as well as other skills important to Model UN at the first part of the conference. All you need is to remain eager to learn and participate throughout the conference.

This year, we will be debating the topics of Facilitating Repatriation and Reintegration and Safeguarding Education of Refugee Children. More than 30 million people have been displaced and forced to leave their homes—thus, it is important to discuss which resources refugees must have in both their host and home countries. During the conference, delegates will have contrasting ideas and solutions, and they must debate, collaborate, and build creative solutions to combat complex issues. We cannot wait to see you all at the conference and hear the solutions and strategies you create!

Best Regards,
Enzo Beltran (he/him)
Director of UNHCR
BELLARMUN 2024

Committee Overview

The United Nations High Commissioner for Refugees is an agency that works to ensure all people fleeing persecution, violence, or war at home have the right to seek asylum and find safe refuge. This commission was created to aid and protect refugees, forcibly displaced, and/or stateless people, and to assist in their reintegration or resettlement to a country. Since its inception in 1950, the UNHCR has faced multiple crises worldwide and has provided essential protection and assistance to refugees.

Today, the UNHCR works in 135 countries to assist refugees in every stage of their journey. The UNHCR strives to advocate for improved asylum laws and systems to increase access to rights and life-saving materials. The committee establishes long-term solutions so individuals can return to their home country or build a future in a new country. They ensure that stateless people are able to access basic resources, such as healthcare and education as well.

The UNHCR continues to be an essential part of the United Nations—helping refugees and asylum-seekers through creative input from its member states. The UNHCR works to respond to emergencies, protect human rights, build positive futures, and increase safety and comfort for all people affected by displacement. UNHCR will challenge delegates to resolve complex issues with cooperation, diplomacy, and creativity.

Topic Introduction

When granted the opportunity, many refugees seek to return to their home country. The decision between staying in the host country, in which many refugees may have adapted to, or going back to what was once home, is a difficult situation that many refugees face.

Unfortunately, there is a large group of refugees who are forcibly repatriated, or returned to their country of origin. As a result of national sovereignty, host countries are able to forcibly repatriate refugees, putting them in an impossible situation. The UNHCR aims to aid those seeking voluntary repatriation, as well as guiding refugee families in reintegration once they return.

Having to start fresh, often with very little money and resources, many refugees struggle to reintegrate and readjust to their home country. Another challenge that repatriated refugees face is the stigmatization that they are deported criminals. Further, many might have the impression that these refugees only came back due to a failure to succeed in the host country that they went to. Repatriated refugees must experience not one, but two relocations. When this relocation is done involuntarily, it can be even more difficult to manage. It is important to aid these refugees in seeking a better life for themselves in their home country when they feel that they are ready.

Topic History

Repatriation and reintegration are two processes intertwined with post-war periods. There have been multiple efforts which aim to return refugees to their homeland and assimilate them into their former communities.

The UNHCR, in the Humanitarian Agenda, mentioned that countries with armed conflict were usually characterized by the deep social divisions, chronic political instability, widespread physical devastation, and many other struggles. States such as these are often unpredictable, unsafe, and sometimes uninhabitable. They displace mass amounts of people to neighboring provinces and countries and citizens flee from negative situations. Often mass groups of refugees face problems in home nations like discrimination, but sometimes refugee issues can become so obtrusive that countries close their borders to refugees and remove the ones in their countries.

The problem for many refugees regarding facilitating repatriation and reintegration is the lack of support after returning to their home country and assistance in becoming a part of their community again. It also means that other countries will not support refugees in going back to their original home, reconnecting with their culture, and rebuilding their lives in a familiar environment. This has become a struggle for most refugees to grow and to support themselves or others.

Current Situation

Most refugees who have fled their countries of origin wish to return to their homes. Surveys taken by refugees consistently show this result. Unfortunately, only around 1% of refugees are able to do so. Climate impacts, insecurity, political instability, and lack of services and livelihoods prevent returns and reintegration. Despite that, progress is indeed possible. In Côte d'Ivoire, 98% of refugees previously registered across West Africa have returned.

Currently, the UNHCR is investing in repatriation and reintegration activities in 79 countries. To remove barriers hindering refugees from returning, the UNHCR calls upon its network of partners, including UN agencies and multilateral financial organizations, to form coalitions that could bring a wide array of support to specific geographic areas. The global needs for repatriation and reintegration in 2024 are 292 million US Dollars, 11% more than the 2023 budget, so financial aid is of the utmost importance. The Global Refugee Forum is also expected to generate pledges that support peace building, conflict prevention and housing, and land and property rights in countries of origin. These pledges will increase the potential of returns and the safety of doing so.

In Afghanistan, historically few refugees have returned, but in the first half of 2023, almost 6,000 made the journey home. The improved security in Afghanistan, and the strong desire to be back with their families, encouraged and allowed for repatriation. In 2024, the UNHCR will continue to issue cash grants and provide multi-sectoral assistance to address returning refugees' needs and mitigate protection risks. Information collected through monitoring returns will inform UNHCR's programs and interventions in areas of displacement

and returns. In the Syrian Arab Republic, the UNHCR is in discussions with the government to hopefully remove some of the obstacles that deter refugees from returning home. The UNHCR will continue to provide returning refugees and vulnerable people with humanitarian assistance and other services through community centers.

In the end, the UNHCR aims to help improve context analysis, monitoring of refugee needs, needs-based planning, refugee participation, advocacy strategies, multi-stakeholder engagement, regional and national agreements, and knowledge management. However, without proper funding, the UNHCR will only be able to do a small amount for the cause of facilitating repatriation and reintegration.

Past Action

While many refugees reside in their host countries, they may be brought back to their home country once the conflict prevalent in the region is alleviated. However, there has been much discussion on refugee repatriation. While some argue that it is up to the host country, others assert that repatriation should be up to the refugee themselves. Once a refugee has returned to their home country, it is integral that they have the resources required to adapt and assimilate into their home country after living abroad.

The 1951 Convention and the 1967 Protocol Relating to the Status of Refugees are international agreements that help protect the rights of individuals who leave their homes due to war, violence, or persecution. These agreements state that countries should not repatriate, or send back, refugees to their home countries where their lives or freedom might be in danger. They also state that host countries should treat refugees fairly by providing access to safety and housing resources that are crucial to reintegration in a new country. When the refugees' home country has become safe again, these agreements call for refugees to be given the support they need to rebuild their lives in their home countries. This might include finding housing, employment, and education. These agreements are crucial for repatriation and reintegration because they help make sure that refugees can return and assimilate to their home countries safely.

In 2016, the United Nations created the Comprehensive Refugee Response Framework to help countries better support refugees. This plan focuses on assisting refugees in three main

ways: helping refugees in their host country, helping refugees safely and voluntarily return to their home country, and helping refugees settle back into their home country. This is crucial to ensuring that refugees are safe and supported.

In 2018, the United Nations General Assembly declared the Global Compact on Refugees. This plan talks about multiple ways to help refugees succeed by providing safe housing, employment, and education for refugee children. This plan states that repatriation should only be voluntary—meaning that refugees should only go back to their home country once they want to and it is safe for them to do so. When refugees return home, it is also important that they can reintegrate into their communities, so this plan encourages collaboration between countries to provide refugees with necessities such as food, water, and shelter.

For decades there have been precedents, such as the 1951 Convention and 1967 Protocol Relating to the Status of Refugees, Comprehensive Refugee Response Framework, and Global Compact on Refugees, which have been passed by the United Nations. Yet some nations do not adhere to these protocols, and as there is no concrete punishment for doing so, the protection of refugees is not always effective. It is crucial to build upon these precedents to better address the issues of refugee repatriation and reintegration.

Bloc Positions

Countries Enforcing Involuntary Repatriation: Australia, Brazil, Canada, China, France, Germany, India, Italy, Saudi Arabia, South Africa, Spain, Sweden, Syria, Türkiye, United Kingdom, and United States

Many of these countries have a history of deportation and the strong push for refugees to participate in repatriation when it is not necessarily safe to return. They still accept many refugees and have policies that allow the grant of asylum, except for China, but prompt many refugees away through tedious asylum application procedures and harsh immigration laws. This can be caused by the damage of rescinding mass amounts of refugees, as well as a lack of willingness to support refugee populations. Being a group of mainly developed nations, they have become well-known as safe havens and are home to many asylum seekers. This being said, many have resorted to deportation as a method to control the rising population.

Countries Encouraging Voluntary Repatriation: Afghanistan, Bangladesh, Colombia, DR Congo, Iran, Iraq, Kenya, Mexico, Myanmar, Pakistan, Poland, Russia, South Korea, Sudan, Ukraine, and Venezuela

These countries have either willingly accepted a large number of refugees and provided them asylum, or struggle with being a large producer of refugees and cannot support the reintegration of their citizens. Either way, these nations do not enforce the means of deportation as a method of forced repatriation. They encourage countries to willingly offer refugees asylum and even support the refugees by offering assimilation and welfare programs. Many of these nations are not in a position to reaccept the deported refugees of their own country due to financial and political instability, so they encourage other countries to put an end to deportation and forced repatriation.

Case Studies

Germany:

Germany is one of the prime examples of a nation suited to repatriating and reintegrating refugees. Germany is not only the UNHCR's second-largest donor, but is also the third largest refugee-hosting country globally. Since the outbreak of the war between Ukraine and Russia, over 900,000 refugees from Ukraine have received temporary protection in Germany.

Germany has created an organization called the International Organization for Migration (IOM) that implements return and reintegration projects in close coordination with the German government, assisting refugees and others looking to go through repatriation and reintegration. To help with the process, Germany participates in a range of programs providing social and psychological support, training and education, and employment promotion and assistance in starting businesses. A key part of Germany's precautionary foreign policy involves taking on a more active role in regards to fostering peace and security worldwide in order to streamline the process of repatriation and reintegration.

In addition, Germany plays an active role in fostering a fairer division of responsibility internationally in order to resolve and prevent large and protracted refugee situations, and to

improve migration management in the framework of the United Nations. Germany actively supports the implementation of the United Nations Global Compact on Refugees (GCR) to help ensure the equal distribution of responsibility for refugees between countries globally.

Germany is also the biggest state donor to the European Union's Emergency Trust Fund for Africa. This trust fund was established in 2015 to curb irregular migration to the EU, and to help with the assisted voluntary repatriation and reintegration of refugees. Projects with German participation cover 12 West African countries, from Senegal to Chad.

Overall, Germany is a model country for facilitating repatriation and reintegration of refugees. Germany works on places needing improvement and places needing new initiatives to be implemented.

Democratic Republic of the Congo:

The Democratic Republic of the Congo has been assisted by the UNHCR in the past to help strengthen the protection framework and facilitation of voluntary repatriation and reintegration. Some of the 22,400 refugees hosted by the DRC were repatriated to their home countries, and some 38,900 DRC Congolese refugees returned to the DRC—some under UNHCR auspices. Although these seem like high amounts, there are a number of problems with the working environment.

A little more than two years into the political transition, the peace process still remains at risk in the DRC. Due to the long transition, the country is under permanent pressure, and some former rebel factions who joined the government maintained parallel command structures in the local administration, the army and intelligence services. Recurrent security threats in some regions have put another strain on this situation.

There are still more than 420,000 Congolese refugees in neighboring countries, with 140,000 in Tanzania who were fleeing the 6-year conflict. This cost 4 million lives through fighting and attendant hunger and disease, widely considered the most deadly conflict in the world since World War 2. The absence of humanitarian and development assistance in many areas remains a major obstacle to the return and reintegration program.

Overall, the socioeconomic situation in the DRC was, and is, precarious, negatively impacting the phasing out of assistance programs and the local integration of refugees. The DRC has outlined efforts being made by their government to try to restore peace and security in areas

affected by conflict that would enable Congolese refugees seeking to return to the country, and those leaving to their home country, to rebuild their lives and participate in its reconstruction.

Guiding Questions

1. Why would individuals choose to return to their home countries, and what challenges might they face when they return? How can the safety and well-being of repatriated refugees be ensured?
2. In which instances have countries used voluntary or involuntary repatriation; what are the benefits and setbacks of each method?
3. What resources should be provided for individuals to successfully reintegrate into their home countries?
4. What is your country's specific relationship with refugees? If they accept refugees, what nations do they mostly receive refugees from? How do refugees leave your country, willingly, unwillingly, or do they stay in your country?

Further Research

<https://www.worldvision.ca/stories/refugees/refugee-crises-around-the-world>

This article details some of the most urgent and current refugee crises around the world and why many individuals choose to flee.

<https://www.hrw.org/report/2017/02/13/pakistan-coercion-un-complicity/mass-forced-return-afghan-refugees>

This article recalls how Pakistan involuntarily repatriated Afghan refugees in 2017. This also provides recommendations for the Pakistani government, UNHCR, EU, and other parties to best address the influx of Afghan refugees.

<https://www.unhcr.org/news/news-releases/somali-refugees-return-home-yemen-latest-unhcr-facilitated-departure>

This article explains how the UNHCR, using the Assisted Spontaneous Return program, helped around 4,800 Somali refugees return from Yemen in 2019.

[https://www.reuters.com/world/asia-pacific/up-600-north-korean-defectors-deported-by-china-va-nish-rights-group-2023-12-07/#:~:text=SEOUL%2C%20Dec%207%20\(Reuters\),execution%20in%20the%20isolated%20state](https://www.reuters.com/world/asia-pacific/up-600-north-korean-defectors-deported-by-china-va-nish-rights-group-2023-12-07/#:~:text=SEOUL%2C%20Dec%207%20(Reuters),execution%20in%20the%20isolated%20state).

This article delves into the disappearance and suspected involuntary repatriation of around 600 North Korean refugees in China. This article also talks about what North Korean refugees face when they return home.

<https://www.ips-journal.eu/topics/democracy-and-society/when-returning-home-feels-like-hell-6818/>

This article talks about the different barriers and obstacles that refugees face when they return to their home country.

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<https://www.unesco.org/en>

<https://reporting.unhcr.org/global-appeal-2024/outcome-and-enabling-areas/voluntary-repatriation-and-sustainable-reintegration>

<https://www.unhcr.org/us/sites/en-us/files/legacy-pdf/4ec262df9.pdf>

<https://www.unhcr.org/us/about-unhcr/who-we-are/1951-refugee-convention>

<https://www.unhcr.org/us/comprehensive-refugee-response-framework>

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<https://www.unhcr.org/sites/default/files/legacy-pdf/5b51fd587.pdf>

<https://www.dw.com/en/how-germany-manages-eu-funds-in-africa/a-61375626>

<https://reporting.unhcr.org/donors/germany>

<https://germany.iom.int/assisted-return-and-reintegration>

<https://www.bmi.bund.de/EN/topics/migration/law-on-foreigners/return-policy/voluntary-return/voluntary-return-node.html#:~:text=Many%20governmental%20and%20non%2Dgovernmental,leave%20will%20be%20removed%20forcibly.>

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<https://www.unhcr.org/africa/news/press-releases/commitments-reaffirmed-safe-dignified-and-voluntary-returns-congolese-and>

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<https://visaguide.world/tips/hardest-countries-to-immigrate-to/>

<https://www.rescue.org/article/facts-about-refugees-key-facts-faqs-and-statistics#:~:text=Turkey%20hosts%20more%20refugees%20than,families%20for%20over%2012%20years.>

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Topic Introduction

Of the 108.4 billion people who were forcibly displaced from their homes, as of 2022, 40% of them were under the age of 18. In other words, there are 43.3 million young refugees who are in need of help with finding access to education. Education, which becomes more difficult to access after moving to a host country, helps ensure better futures, assimilate into a new culture, and opens new doors of opportunity. By having the right to education, these children have a much greater chance of adjusting to their new homes and having a bright future.

A large struggle many refugee children face when trying to adapt to their host country is the discrimination and prejudice of the way they look, speak, or act differently. At an age where social boundaries and norms begin to be set, the harsh words and criticism that these children may face at school are demotivating and urge many to drop out. Seeing as it is already very difficult for refugees to be able to afford and attend schooling, losing more able students due to an unwillingness to learn is detrimental. The proper teachers, resources, and accommodations are often not met by school departments for refugee children or their families.

Topic History

Article 26 of the Universal Declaration of Human Rights (UDHR) states that everyone has the right to an education. This includes refugee children who struggle to access these opportunities. Refugee children face an array of problems, including child labor, which limit or even stop the children from receiving a proper education. Refugee children face many hardships after obtaining a slight access to education; there is a lack of access to schools, qualified teachers, learning materials, and general safety in the learning environment.

In 2019, the United Nations website published a report that 3.7 million of the 7.1 million refugee children, around 51% school-aged refugees, do not go to school. Which means around half of the population of refugee children get the education they need. And even then, the learning environments lack proper skills and requirements.

Another struggle is the education access of female refugees. While education for all refugee children is very scarce, it is significantly harder for girls to get the education they need.

The UN refugee agency has stated that girls are half likely to make it into secondary school as boys. This can be due to domestic work, lack of toilet facilities, fear of harm, etc.

Recently, Ukrainian children have been lacking education due to language barriers, lack of information on available education options, parents hesitation for enrolling their children in a host country, lack of capacity, and so forth. There are many other refugees facing the same issues in different countries—creating a pressing global issue.

Current Situation

“School is a place where refugees are given a second chance,” said Filippo Grandi, UN High Commissioner for Refugees. As refugee children get older, the barriers preventing them from accessing proper education become harder to overcome: 63% of refugee children go to primary school compared to the global percentage of 91%, but only 24% of refugee children get the opportunity to go to secondary school, compared to 84% globally.

This startling decline in refugee attendance from primary to secondary school is the direct result of the lack of funding for refugee education. With that, the UNHCR is calling on governments, educational organizations, the private sector, and donors to give financial backing to a new initiative aiming to help raise the number of refugees enrolled in primary and secondary school. This initiative will target school refurbishment and construction, training of teachers, and financial support to refugee families so they can cover the expenses of sending their children to school.

To properly give refugee children education, many have called for their inclusion in national education systems instead of being placed into unofficial parallel schools. These refugee schools don't follow a recognized, formal curriculum all the way through pre-primary to secondary school, unlike national education systems. Turning to national education systems gives refugee children higher-quality education and the recognized qualifications for university or higher education. In today's world, even if refugee children overcome the barriers of education and make it through secondary school, only 3% will be lucky enough to go to university or get some form of higher education. This percentage pales in comparison to the global average of 37%.

Many refugees are unable to get proper education and are banned from classrooms because they left behind exam and course certificates, along with ID documents, when they fled their homes. Even if refugees in search of education have these documents, some host countries refuse to recognize certification issued in the refugees' country of origin. Other countries avoid accepting refugees to national school programs because of the transient nature of their life. Many refugees will be unable to finish school in one location, and therefore administrators, and parents, are less likely to smile upon them attending schools.

“We are failing refugees by not giving them the opportunity to build the skills and knowledge they need to invest in their futures,” Filippo Grandi said. Refugees use education as a place of protection, growth, and as a stepping stone to their future in their host country or elsewhere.

Past Action

When refugees leave their home countries, they often lose access to resources. One such resource is access to education. When in the process of fleeing or getting situated in a host country, a child's education is disrupted and they can often fall behind. Over the past few decades, the United Nations has enacted multiple initiatives calling for improving the quality and access of education for refugee children.

The 1989 Convention on the Rights of the Child is an international agreement aiming to protect the rights of children around the world. Regarding the topic of education, this treaty states that every child has the right to go to school and learn, regardless of their background. This also extends to the importance of access to education of children who are refugees, who often leave their home and lose access to resources. This treaty calls for access to schools for refugee children in host countries. Most importantly, it advocates for all children, including refugee children.

In 2015, the United Nations set the Sustainable Development Goal 4 as a global goal. This goal ensured that all children, including refugee children, have access to quality education. This is significant because education helps students build a better future for themselves and their families. For refugee children, education can be especially important because it helps them feel

safe and secure, even when they are far from home. By providing education to refugee children, they have the chance to develop their skills and knowledge to rebuild their lives in their host country.

In 2019, the UNHCR created the Education 2030: A Strategy for Refugee Education to address the educational needs of refugees worldwide. This plan emphasizes the importance in promoting self-reliance, social cohesion, and peace-building among refugee communities and has built this strategy from four pillars: increasing the access to education, ensuring the quality of education provided, protecting the rights of refugee children and youth, and promoting inclusion of refugees in education systems. By implementing this strategy, the UNHCR aims to ensure that all refugee children have access to quality education by 2030, contributing to their overall well-being and future opportunities. This plan is significant because it helps make sure that refugee children have a chance to learn and have a better future, despite the disruption of leaving their home countries.

Overall, the United Nations has passed multiple precedents, such as the 1989 Convention on the Rights of the Child, Sustainable Development Goal 4, and Education 2030: A Strategy for Refugee Children, in order to promote access to education for refugee children. Many of these are in agreement, as they all call for the access to education to be improved in all countries and address how education access is integral when adapting and assimilating into a host country. However, it is crucial to decide how to specifically go about implementing these plans.

Bloc Positions

Countries with Reduced Access to Educational Resources:

Afghanistan, Bangladesh, Colombia, DR Congo, India, Iran, Iraq, Kenya, Mexico, Myanmar, Pakistan, South Africa, Sudan, Syria, Ukraine, and Venezuela

Due to conflict in the region, lack of financial means, political corruption, or being overwhelmed, these countries do not have the flexibility to support the refugees they have received. Many of these nations have a history of acting as willing host countries and/or transit countries to a number of refugees. Others currently have a large number of refugees fleeing from their nation.

Countries with Well-Established Educational Resources:

Australia, Brazil, Canada, China, France, Germany, Italy, Poland, Russia, Saudi Arabia, South Korea, Spain, Sweden, Türkiye, United Kingdom, and United States

A majority of these countries have been open to accepting refugees and are in a financially developed position that allows them to offer support. They have pre-existing efficient education systems. Some have already begun creating and presenting programs for the assimilation and education of refugees.

Case Studies

Sweden

Sweden is known for its progressive refugee policies and commitment to providing education to all children, including refugees. Sweden offers comprehensive support services to refugee children, including language classes, counseling, and integration programs under the Swedish for Immigrants Programme (SFI). These initiatives are implemented to help refugee children adapt to their new environment and succeed socially and academically.

Sweden also has inclusive education policies that aim to integrate refugee children into mainstream public schools alongside their peers. For example, students undertake a screening assessment to gather basic information on their previous education, literacy, and knowledge in academic subjects. Based on the information gathered, they are placed in an age appropriate class, where they have the right to multilingual assistants. Schools are equipped with many staff who can translate between Swedish and a student's native language. In some schools, refugee students may start off in a separate class to slowly adapt to a new school. After some time, they are placed in a regular class with an overarching goal of inclusion. This approach promotes a sense of belonging among refugee children settling in a host country.

In Sweden, the inclusion of refugee-related topics within the school curriculum reflects the nation's commitment to fostering empathy and understanding among students to promote social inclusion of refugees. Partnering with the UNHCR, Sweden has released teaching materials to educate children about displacement. The material not only gives facts about forced displacement but also shows the real people affected and the consequences behind the numbers

of refugees. The curriculum is tailored for different age groups and includes animations, short videos, and ideas for classroom discussions and tasks. There are also clear instructions for teachers and lesson plans, plus a handbook specifically for teachers with refugee students. This handbook helps teachers recognize and ease stress and trauma in these students and teaches how to make the classroom a safe place for them.

Türkiye

As a major host country for refugees, particularly from Syria, Türkiye has prioritized ensuring access to education for refugee children. In refugee camps and host communities, Turkey has established temporary education centers (TECs), which offer a curriculum adapted from the Syrian education system and provide instruction in Arabic. In addition, these TECs employ Syrian teachers who have been trained by Turkish authorities. Approximately 76% of Syrian refugee students attend these TECs, and the remaining 24% attend public schools.

Recognizing the language barrier as a significant obstacle to education, Türkiye has provided Turkish language courses within schools to help refugees integrate into the Turkish education system. In addition, bilingual education programs have been introduced in some areas to facilitate learning for Syrian refugee students. However, language barriers are still a prevalent problem, especially for students seeking education in Turkish public schools.

Many TEC facilities lack classrooms, desks, chairs, heating, and sanitation, hindering the learning environment and negatively affecting the well-being of students and teachers. In addition, TECs often operate with limited resources, lacking educational materials, textbooks, and teaching aids. There is also a shortage of qualified teachers, especially those proficient in Arabic and Turkish, which is amplified by the overcrowded facilities. This leads to challenges in providing individualized attention to students and can strain resources. Lastly, the accessibility to TECs can be an issue to refugee children living in remote areas or informal settlements. The lack of transportation infrastructure can hinder their ability to attend school regularly. Addressing these infrastructural challenges is crucial to ensuring that TECs in Türkiye can continue to provide quality education for refugee children.

Guiding Questions

1. What responsibility should host countries, international organizations, and NGOs bear in providing education to refugee children?
2. What can be done to prevent discrimination against refugee children in classrooms? Does your country have any anti-discrimination laws that do or can apply to refugees?
3. How can technology be utilized to improve access to education for refugee children, especially in remote or underserved areas?
4. Besides education, what other resources and services should be provided by education centers?
5. What is your country's public school system like? Would it be able to accommodate refugees or is a system like the Turkish TECs more realistic?

Further Research

<https://www.unrefugees.org/news/what-to-know-about-refugee-education-and-why-it-matters/#:~:text=Without%20the%20necessary%20investment%20in,are%20not%20enrolled%20in%20school.>

This article provides many personal accounts and statistics about refugee children's access to education.

<https://www.nea.org/nea-today/all-news-articles/despite-inclusive-policies-refugee-children-face-major-obstacles-education>

This article delves into the barriers and obstacles that refugees face in accessing education. It also provides many current statistics about overcrowding, transportation, admission policies, teachers, documentation, and discrimination.

<https://www.unhcr.org/sites/default/files/2023-09/building-inclusive-education-systems-for-refugees.pdf>

This article explains the UNHCR's plan and priorities in providing inclusive education for refugee students.

<https://www.unicef.org/eca/reports/language-promotion-and-development-ukrainian-refugee-children>

This article recounts the strategies that European countries have employed to assist Ukrainian refugee children in language-learning.

<https://brycs.org/schools/discrimination-bullying-integration-barriers-perspectives-from-refugee-youth/>

This article details the discrimination that refugee children face in the United States and delves into the impact on students and potential solutions.

<https://www.unhcr.org/refugee-statistics/#:~:text=At%20the%20end%20of%202022,below%2018%20years%20of%20age.>

<https://www.unhcr.org/us/starting-out-why-education-refugees-matters/#:~:text=From%20the%20first%20lessons%20through,own%20country%20upon%20their%20return.>

<https://brycs.org/schools/back-to-school-challenges-and-strengths-of-refugee-students/#:~:text=Bullying%2C%20Teasing%2C%20and%20Discrimination&text=Often%20such%20situations%20can%20escalate,to%20drop%20out%20of%20school.>

<https://www.unrefugees.org/news/five-takeaways-from-unhcrs-2023-education-report/>

<https://www.unrefugees.org/news/five-key-facts-about-refugee-children-s-education/#:~:text=Refugee%20children%20and%20young%20people,that%20come%20with%20being%20displaced.>

<https://www.unhcr.org/us/starting-out-why-education-refugees-matters>

<https://www.un.org/en/academic-impact/refugee-education-crisis-more-half-worlds-school-age-refugee-children-do-not-get>

<https://www.unhcr.org/handbooks/ih/language/language-training-programmes>

<https://www.tandfonline.com/doi/full/10.1080/13603116.2020.1841838>

<https://www.unhcr.org/neu/111885-unhcr-launches-swedish-teaching-material-about-refugees.html>

<https://www.theguardian.com/teacher-network/2016/jun/26/on-the-frontline-of-integration-how-swedish-schools-are-helping-refugees>

<https://www.tandfonline.com/doi/full/10.1080/2005615X.2020.1756083>

https://www.researchgate.net/publication/341360204_Current_conditions_and_issues_at_Temporary_Education_Centres_TECs_for_Syrian_child_refugees_in_Turkey

<https://resourcecentre.savethechildren.net/document/comparative-assessment-turkish-curriculum-and-syrian-curriculum-temporary-education-centres/>

<https://www.usnews.com/news/best-countries/rankings/well-developed-public-education-system>

<https://www.worldvision.org/refugees-news-stories/forced-to-flee-top-countries-refugees-coming-from>