



Documentation of the Work of the **the United Nations High Commissioner for Refugees (UNHCR)** NMUN Simulation*



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The United Nations High Commissioner for Refugees (UNHCR)

Committee Staff

Director	Nada Nassereddin
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Chair	Luna Tejedor Amblar

Agenda

1. Protecting Displaced and Refugee Children
2. Mental Health and Psychosocial Support for Refugees and Other Displaced People

Resolutions adopted by the Committee

Code	Topic	Vote (For-Against-Abstain)
UNHCR/1/1	Protecting Displaced and Refugee Children	46 in favor, 12 against, 13 abstentions
UNHCR/1/2	Protecting Displaced and Refugee Children	Adopted without a recorded vote
UNHCR/1/3	Protecting Displaced and Refugee Children	46 in favor, 10 against, 15 abstentions
UNHCR/1/4	Protecting Displaced and Refugee Children	43 in favor, 11 against, 17 abstentions
UNHCR/1/5	Protecting Displaced and Refugee Children	44 in favor, 12 against, 15 abstentions
UNHCR/1/6	Protecting Displaced and Refugee Children	51 in favor, 8 against, 12 abstentions

Summary Report

The United Nations High Commissioner for Refugees held its annual session to consider the following agenda items:

- I. Protecting Displaced and Refugee Children
- II. Mental Health and Psychosocial Support for Refugees and Other Displaced People

The session was attended by representatives of 71 Member States.

On Monday, the committee adopted its agenda and began discussion on the topic of “Protecting Displaced and Refugee Children.” By Tuesday, the Dais received a total of 8 proposals covering a wide range of sub-topics, including education, family reunification, technology, and community-based programs. The atmosphere of the committee was lively with discussion and Member States were highly collaborative. By Wednesday, after the working papers were returned with edits, the committee actively engaged in conversation and began discussing the possibility of merging. By the end of the Wednesday session, a number of working groups merged along similar themes and sub-topics.

On Thursday, 6 draft resolutions were approved by the Dais, 3 of which had amendments. The committee adopted 6 resolutions, 1 of which received unanimous support by the body. The resolutions represented a wide range of issues, including utilizing technology to ensure access to education for displaced and refugee children as well as improving the family reunification process through children’s legal protection. The body was collaborative, enthusiastic, and efficient during the resolution writing process, demonstrating its strong commitment to protecting displaced and refugee children. On Thursday afternoon, the committee discussed the second topic on “Mental Health and Psychosocial Support for Refugees and Other Displaced People” and shared recommendations on the issue.



Code: UNHCR/1/1

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Reminding Member States of the mission statement of the UNHCR “to safeguard the rights and well-being of refugees” and the opportunity for Member States and Non-Governmental Organizations (NGO) to be more involved in the process of assisting refugees and displaced children by coordinating resources and information to expand protection and guidance related services to them,

Advocating for coordination of resources and responsibilities, such as child protective services to facilitate aid of children, on the basis of the United Nations International Children's Emergency Fund's (UNICEF) Global Social Protection Programme Framework (2019), which focuses on providing social protection systems that reach the refugee and displaced children, to help ensure every child gets an equitable chance in life,

Recognizing the vital importance of international cooperation and communication amongst the global community in leveraging resources to create administrative operation centers that address refugee needs for personal support and bureaucratic guidance through the documentation processes,

Expressing the need to expand the responsibilities of pre-existing child protection services in Member States, specifically as it pertains to the Convention on the Rights of the Child such as guidance as children develop and therefore promote,

Recalling the moral goal of ensuring the safety of refugee and displaced children through the expansion of standardized national child protection services by addressing UNHCR standards in line with the Convention on the Rights of the Child, in order to establish a continuous presence that will ensure the safety of the child,

Emphasizing the importance of preventative measures as highlighted in United Nations General Assembly Resolution 71/1 (2016), which holds Member States responsible for taking measures towards the empowerment of refugees and aims to strengthen the protection of people on the move,

Commemorating organizations that bring together critical protection services with the purpose of providing immediate support to refugees and displaced people as well as assisting in family reunification such as Blue Hot Spot, Red Cross, Red Crescent Movement while considering the potential international audience of initiatives with similar interests,

Seeking means regarding lines of communication to rectify broken familial connections in terms of guardianship of unaccompanied minors, when possible,

Desiring other UN Member States provided support to UNHCR by financial service and handouts with assessments of individuals,

Acknowledging circumstances where direct, personal and face-to-face communication may be necessary to ensure intervention on behalf of the safety of the child, including provided reasonable means of communications such as contact information to the child in need,

Referring to Article 3 Paragraph 1 of the Committee on the Rights of the Child General Comment No. 14 (2013) on the right of the child to have his or her best interests taken as a primary consideration,

1. *Encourages* Member States and non-governmental organizations such as the International Rescue Committee (IRC) to advocate for the establishment of worldwide operating administrative Cooperation Centers in Member States, especially those that are transit states for refugees and host high refugee populations:
 - a. To advocate for the implementation of standardized programs for refugee and displaced children, of which there are currently 108 million, on national levels through the sharing of vital resources via more financially feasible coordination;
 - b. To analyze existing national systems to better enable the possibility of integrating new programs for refugee and displaced children;
 - c. To serve the best interests of the child by simplifying administrative and documentation processes for refugee and displaced children through means of exchanging relevant data such as educational, medical and anything applicable to the child's background as well as familial connections pertaining to the individual refugee and displaced child that is collected through assessment upon arrival, streamlined, through a database managed by the Cooperation Centers;
 - d. To provide globally applicable standards that by joint communication exchange relevant data about refugee and displaced children:
 - i. Advocating for the establishment of a section dedicated to forming a collection of pre-existing child refugee laws and standards to inform refugees and operation centers;
 - ii. Accessing and determines need based hotspots where aid can be best utilized;
 - iii. Reaffirming the pre-existing Convention on the Rights of the Child;
 - e. Assuring the operation of these state-run centers with regional organizations and organizations associated with the United Nations will take a leadership position within the implementation of programs;
 - f. Welcoming the voluntary fiscal and technical support of any developed nation that wishes to invest in the refugee programs of developing Member States;
2. *Calls upon* Member States, regional NGOs and UN bodies such as UNICEF and the International Organization for Migration (IOM) to provide technical assistance in regards building a database and logistical assistance such as securing the information and identification of refugee and displaced children for operation centers and other refugee projects in order to reduce the gap in duty between neighboring states to conflict be receptive to international assistance and aid and the exchange of vital information;
3. *Invites* Member States to expand refugee custody rights to facilitate support structures for children by:
 - a. Suggesting the reformation of national law to be more inclusive as to who can apply for guardianship of a child, such as extending guardianship rights to aunts, uncles and

grandparents, taking into account nuanced case by case circumstances with placing the interest of the child above all else;

- b. Emphasizing the observation of refugee and displaced children by caseworkers, regardless of the child's guardianship status, refugee and displaced children will be supervised by a case worker of child protective services to build confidence to independently navigate life in a new country;
4. *Encourages* the expansion of existing Child Protective Services to implement direct lines of communication with refugee and displaced children caseworkers are often trained on agency-specific standard operating procedure related to specific “categories” of children and referrals, and case management approach to service delivery is practiced in an ad-hoc manner according to Annex:
- a. The role of guardianship of refugee or displaced children to extended family for the consideration of parental rights as approved through national systems;
 - b. The more active role of caseworkers in monitoring the well-being of the child through routine check ins to ensure custodial compatibility regardless of guardianship status.



Code: UNHCR/1/2

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Recognizing the need to address that education is a basic human right and that different groups of refugees, such as displaced children fleeing violence, as referenced in the 2016 report by the UNHCR Children on the Run, and those who require resettlement and support in accordance with the 1989 Convention on the Rights of the Child and the 1948 Universal Declaration of Human Rights,

Alarmed by the World Health Organization publication called "Refugee and Migrant Health," which describes that refugees face worse health outcomes due to discrimination, cultural, and language differences, and children are even more vulnerable to these disparities,

Recognizing the importance of ensuring continuous access to education in native languages for children in displaced or migration situations through initiatives such as the "Out of School Project" by the CARE organization or the Easy Japanese initiative that facilitate such access through tailored online curricula,

Emphasizing the importance of offering online courses in the native language of the student in facilitating the best educational outcomes for refugee and displaced children, recognizing the challenges and inequalities for accessing digital learning platforms, and the vital need to improve the relevant infrastructure in Member States to implement any digital solution,

Highlighting the importance of creating initiatives that focus on supporting alliances with local disability providers and partnerships with private organizations, such as IKEA's Growing Together program, which works with different host nations to support vulnerable groups within refugee populations, such as those who experience physical or mental disabilities, and therefore supporting the integration of displaced and refugee children that require disability services,

Considering the importance of providing online educational resources to refugees and displaced persons in rural areas, especially those that lack access to physical schools, thus reaching more students, which is reflected in the Konnect project, an online platform that provides students with low connectivity or lack high-tech resources with over 30,000 knowledge products, such as online classes and textbooks, to support refugee children in low connectivity camps,

Considering the positive results of creating manuals like "Teaching about Refugees" made by UNHCR for guiding educators on how to teach and include refugees within their classes by taking into account children's barriers in language and mental health awareness,

Emphasizes the need for technology and resources in order to access learning opportunities and to allow children to stay connected with family members back in their home countries,

Highlighting the importance of achieving the Sustainable Development Goals (SDG's), approved on UN General Assembly Resolution 70/1 (2015), especially SDG 4, which aims to promote inclusive and quality education for all and promote lifelong learning,

Highlighting the importance of educational policies implemented in Member States such as Thailand that allow displaced and refugee children to receive quality education at a minimal or free cost,

Recognizing the critical need for accessible education for displaced and refugee children and acknowledging the significant contributions of NGOs like the Education Development Centre (EDC), a non-profit organization within the US that supports regional principles and ideologies for refugee children's education through support in funding, national backing, and awareness-raising efforts;

Recognizing, according to a report by UN News in 2023, 40% of refugees are living in the world's 46 least-developed countries, and more than three-quarters are living in low- and middle-income countries,

Bearing in mind that more than 43.3 million children worldwide are displaced, including 25.8 million internally and 17.5 million as refugees, and are consequently at increased risk of violence, exploitation, and abuse as children make up 28% of trafficking victims globally all according to UNICEF,

Acknowledging refugee children's frequent lack of access to education, healthcare, technology, and essential needs,

Emphasizing the importance of safe, legal, and humane routes of resettlement for refugees and those in need while addressing the specific needs and vulnerabilities of different groups, especially displaced and refugee children,

Stressing the importance of reunification of refugee children with their families that is quick and safe, regardless of the distance,

Affirming commitment to the principles of family unity through family reunification of refugee children as a cornerstone of humanitarian response and the need for swift and safe reunification with their families, regardless of distance,

Calling attention to the need for legal assistance and representation to refugee families navigating the family reunification process,

Recalling The New York Declaration for Refugees and Migrants (2016), focusing particularly on the support of family reunification through private and public sector capabilities,

Highlighting the importance of ensuring all individuals have a right to nationality and citizenship as declared in Article 15 of the Universal Declaration of Human Rights and continued access to their family unit,

Recognizing the success of the Family Assistance Program of the International Organization of Migration (IOM) in improving reunification efforts, specifically in aiding 420,000 beneficiaries since 2016,

Deeply conscious of the lack of infrastructure in traditional refugee camps, which causes further family separation and unmet basic needs,

Notes with approval the recent growth and successes of Blue Dot Hubs as resource centers along borders with high numbers of refugee crossings managed in partnership with UNICEF and numerous NGOs in accordance with the high standards of gender-responsive policies set forth by UN Women for inclusion and special attention to trafficking and exploitation,

Acknowledging the necessity of international cooperation and streamlined procedures to facilitate the safe, legal, and swift reunification of refugees with their families in host countries,

Recognizing the importance of social media initiatives that raise awareness for displaced, refugee, and stateless children,

Noting the significant intersection between gender and family reunification solutions while recognizing the unique plight of displaced girls,

Desiring to strengthen Member States' role in the international community as a supporter of refugee rights, specifically the rights of displaced and refugee children,

Reiterating the importance of collaboration with IOM through the Global Compact for Migration, which is a holistic approach in the protection of migrants at all times and aims to enhance national policies on family reunification,

Realizing the invaluable role that family connections provide for children regarding their development and protection in line with its sustained accomplishment of meeting children's basic human rights,

Acknowledging the success of regional-based approaches such as the Ninth Summit of the Americas' framework to prioritize the rights of refugees and address societal integration in a manner that is culturally sensitive,

Supports the expansion of Member State's legal counseling, defense, and resettlement programs that guard refugee rights in the process of family reunification and citizenship,

Recognizing the invaluable support Member States have displayed to the UNHCR Global Basic Child Protection Program, which strengthens child participation and child-friendly communication and accountability in inclusive child protection efforts, constructed in 2014,

Taking into account the imperative of equal living standards for refugees and displaced children, including access to medical services, vaccines, and essential equipment, and recognizing the importance of Temporary Accommodation Facilities (TAF) in providing such support, in alignment with the UNHCR's Framework for the Protection of Children, and reaffirming the principles outlined in Article 25 of the Universal Declaration of Human Rights,

Considering the need for a balanced approach between international security and refugee migration that respects international obligations while addressing societal integration,

Highlighting the importance of educating the general public by raising awareness regarding education, physical health, mental well-being, and social interactions in assisting refugee children,

Concerned about the continuous challenge of easily integrating children into the legal and education systems of host countries and its negative consequences for educational inclusion,

Recognizing with deep concern that the 5.424 billion USD lack in funding of the UNHCR, which constitutes 50% of the needed budget, jeopardizes the implementation of critical refugee support services and any proposed program or solution, thus significantly undermining the capacity to safeguard the well-being and rights of displaced and refugee children worldwide,

Taking into consideration the capacities and vulnerabilities of Member States' economies as identified in each Global Regional Economy Outlook reports of the IMF, which lays the groundwork for Member States' ability to fund and implement solutions for the protection of refugee and displaced children,

Aware of the concern for emergency preparedness, due to UNICEF's 2021 report that asserts 1 billion children live at high risk from the effects of climate change,

Bearing in mind the consistent inability of the UNHCR to meet its required budget, including due to unpredictable flow of donations from the participating Member States,

Further recalling the Global Annual Report created by the United Nations Higher Commissioner for Refugees to stay informed of the well-being of refugees, budgeting, and collaborations,

Acknowledging the innovative regulatory frameworks and incentives as EU's Carbon Border Adjustment Mechanism that encourages private sector investment in green initiatives through tax incentives or preferential procurement policies and the potential for expanding mechanisms to areas of refugee and displaced children,

Recognizing the effectiveness of social media awareness and fundraising campaigns on the work of the UNHCR in harnessing action and donations from around the world and the potential of similar initiatives in harnessing support and raising crucial funds for the implementation of humanitarian aid programs for refugee and displaced children,

Recalling the success of the implementation of The World's Largest Lesson by the UNICEF and UNESCO in raising awareness of SDGs and sustainable development by harnessing the action of children, youth, and educators, and the potential of such programs in harnessing global action in raising awareness and raising crucial funds to address the needs of refugee children,

Emphasizing the importance of cross-sectoral cooperation and gathering support from businesses and corporate organizations to raise funds through creative crowdfunding campaigns to achieving the SDG 17, Partnership for the Goals,

Recognizing the need to honor the commitments outlined in The Grand Bargain agreement of the Inter-Agency Standing Committee from 2016 to ensure stable, sufficient, predictable planning and funding while minimizing earmarking of contributions,

Stressing the importance of the importance of large-scale monitoring and tracking of funds of programs and initiatives supporting education and family reunification of refugee and displaced children through transparent funding processes to uphold monetary accountability within the UNHCR,

Recognizing with regret that the current distribution of the funds is disproportionate considering the regions which are not allocated the necessary means, as has been underlined at the Global Refugee Forum 2023, and underlining the ability of OECD or UN DESA to provide multifaceted analyses of which Member States are lacking financial support,

1. *Urges* Member States to uphold and enforce the principles of the 1989 Convention on the Rights of the Child, the 2000 Optional Protocol, as well as the 1948 Universal Declaration of Human Rights, through regional initiatives collaboration with NGOs and implementation of national principles;
2. *Recommends* Member States to address discrimination, cultural differences, and vulnerability within schools, health outcomes, and support programs for displaced and refugee children through minority support projects, cultural education campaigns and public leadership and legislative action;
3. *Urges* Member States to create partnerships such as Poland and CARE Organization's Out of School Project, which allows students to take online courses in their native language by tailoring

curricula to offer children the choice between continuing education in their host country or accessing a virtual curriculum from the country of origin;

4. *Suggests* Member States to partner with NGOs like CARE's Back to School program, which facilitates online education programs in the native language of the refugee or displaced student;
5. *Suggests* Member States provide accommodation to refugee children in schools, such as implementing strategies similar to "Easy Japanese" which implements short and basic sentences that aim to address the language barriers that refugee students face;
6. *Requests* Member States to collaborate with private organizations to assist host nations in providing financial and infrastructural support for programs by modeling after partnerships like IKEA's Growing Together program to create extracurricular activities to engage displaced children with mental and physical disabilities towards proper rehabilitation and integration into society;
7. *Promotes* the regional expansion of UNHCR's Konnect project into new geographic regions with infrastructural assistance from UNICEF to support displaced and refugee children in camps with poor technical capacities to continue their education and successfully integrate into the education systems of host communities;
8. *Encourages* UN regional co-operations and alliances to model after UNHCR's "Teaching about Refugees" manuals to create "Teaching about Refugees and Displaced Children" manual, which will discuss how non-specialized civil society can help refugee and displaced children to integrate and also focus on non-specialized support from civil society in turn preventing the intervention of clinic services to support their mental and psychosocial support;
9. *Suggests* member states to partner with NGOs and foundations like "Save the Children," who provide essential support such as food, water, and education for refugee and displaced children who are on the run or unsettled;
10. *Endorses* Member States to create programs with a focus on recognition of refugee teaching certificates as well as the Discover Together initiative in Spain, that supports women refugees such as mothers of displaced children and refugee children;
11. *Suggests* member states work alongside regional Non-Governmental Organizations (NGOs) and United Nations(UN) affiliated organizations like UNICEF to ensure that essential monetary and educational supports are supplied to refugee and displaced children in low-income countries;
12. *Requests* Member States to partner with organizations like UNICEF to provide educational resources, such as providing funding for infrastructure that is essential for the development of children, such as creating playgrounds, expanding classrooms, and distributing books and other educational resources;
13. *Encourages* the financial, regional, and infrastructural expansion, with assistance from the World Bank, NGOs, and UNICEF, of policies similar to Thailand's Education For All policy, which provides several years of free education for children regardless of status or nationality and ensures that all displaced and refugee children will have access to safe, sanitary school buildings;
14. *Strongly Urges* regional organizations to support initiatives by NGOs similar to the Education Development Centre (EDC), which provides accessible education for all children especially those who are displaced or refugees;

15. *Encourages* Member States to work alongside UNICEF to establish educational integration centers, providing displaced children monetary support for tuition and assistance with language and integration into local school systems, which will resolve the lack of registration access and admittance into host nation's schools for vulnerable children;
16. *Advocates* for national refugee policies allocating resources to prioritize the best interests of the child, including providing access to education, technology, psychosocial support, recreational activities, and the promotion of child-friendly spaces through working closely with UNICEF;
17. *Further requests* the creation of regional support networks modeled after UNICEF's Child Protection Action Network, which discusses community-led suggestions protecting the rights of displaced and refugee children by connecting religious leaders, government departments, non-governmental organizations (NGOs) and community leaders;
18. *Suggests* the increase of refugee quotas for yearly intakes in countries that possess pre-existing regional networks for family reunification, aligned with each Member State's feasible expansion capacity to prioritize and maximize the number of separated and orphaned children to be returned to safe familial guardians;
19. *Further recommends* regional cooperation between all Member States to take steps towards promoting international peace and security in countries of origin with the goals of promoting reintegration and reconnection with home countries and familiar cultures;
20. *Advocates* for the addition of the distinct "Right to Family Reunification" to the New York Declaration for Refugees and Migrants (2016), separate from the "Right of Family Unity" and adopt a legal framework similar to the European Union's Directive 2003/86/EC on the right to family reunification, to allow refugees, asylees, or other displaced persons legally residing in a member state to be reunited with family including spouses, dependents, or guardian/custodian of a child;
21. *Requests* Member States to create nationalized models similar to IOM's programs such as:
 - a. the Unaccompanied and Separated Children (UASC) Toolkit, which, through checklists and case studies, assists countries by providing a blueprint for reuniting UASCs with their families;
 - b. the Family Assistance Program, which provides service centers and personnel to localize reunification processes through internationally guided service centers to make systems accessible and timely for displaced individuals;
22. *Endorses* the expansion of new Blue Dot Hubs, in partnership with UNICEF and international NGO partners, to help service additional conflict zones in an effort of family reunification to protect refugee children;
23. *Encourages* Member States to collaborate in close partnership with the Central Tracking Agency (CTA) under the International Committee of the Red Cross' (ICRC) Restoring Family Links (RFL) program consisting of unified family tracing databases and forensic institutions clarifying the fate and whereabouts of missing persons;

24. *Calls upon* Member States to establish and maintain safe and legal asylum routes for displaced and refugee children, ensuring access to protection without resorting to dangerous and irregular migration methods in ways such as;
 - a. Collaborating with UN bodies, international organizations, non-governmental organizations, and civil society to facilitate the creation and operation of these asylum routes;
 - b. Reviewing and refining past regional and international projects to increase capabilities of refugee admission;
 - c. Providing child-friendly information and support services along asylum routes to ensure that unaccompanied minors are adequately informed and assisted throughout their journey;
25. *Suggests* Member States direct particularly detailed attention to rapid transit methods between various refugee camps and areas of resettlement to implement best plans for facilitating fast family reunification so as to minimize the psychological harm parents and children experience during extended separation;
26. *Implores* Member States to continue their support of UNHCR's #IBelong Campaign, which originally aimed to end statelessness by 2024 by having Member States pledge to expand and facilitate nationality rights and should be further expanded to ensure its original goal is met;
27. *Urges* that Member States strengthen their cooperation with UNHCR and IOM to enhance the capacity of their immigration service departments, improve policies and practical support for families seeking reunification in the Member States, and facilitate the prompt and fair processing of reunification applications for children seeking to rejoin families after separation in and across borders;
28. *Recommends* the implementation of gender-based inclusion policies to combat discrimination faced by displaced girls within the framework of Blue Dot Hub policies and procedures, specifically aimed at combating discrimination and ensuring the protection and empowerment of displaced girls to include:
 - a. Developing and adopting gender-responsive standards and norms akin to standards set forth by UN Women;
 - b. Involving displaced girls and women in the development and evaluation of gender-based policies and programs;
 - c. Establishing monitoring and evaluation mechanisms from UN Women to assess the gender-based inclusion policies;
 - d. Forging partnerships with local communities, civil society organizations, and international bodies to amplify the impact and importance of including gender-based policies; Directs attention to the expansion of the UNHCR Global Basic Child Protection Program in facilitating the approach to family reunification within the broader context of displaced child reintegration models;
29. *Implores* the inclusion within local, regional, and international established family reunification programs to encompass other biological relatives (grandparent, cousin, aunt, uncle, etc.) beyond

existing policies only permissive of parents and siblings where the refugee or displaced child is separated or orphaned;

30. *Calls upon* Member States to recognize the need for refugee children to be placed in the care of safe and previously screened foster homes as a last option if kinship-based family reunification is not an option;
31. *Suggests* the implementation of Temporary Accommodation Facilities (TAF) in collaboration between Member State governments and NGOs such as the ICRC, ensuring equal living standards and shelter in alignment with the UNHCR's Framework for the Protection of Children;
32. *Recommends* Member States implement national registers and hotlines to pair suitable families willing to foster children in need and monetary assistance;
33. *Requests* Member States to create knowledge sharing initiatives that streamline the processes of attainment of national IDs, particularly for displaced children and refugees, in order to assist them in securing enrollment in education systems and obtaining official diplomas;
34. *Requests* Member States to contribute assessed funds, in line with their GDP, refugee access rates and the state's vulnerability to possible conflicts leading to a refugee crisis towards the:
 - a. UNHCR's Refugee-led Innovation Fund, supporting displaced and stateless people-led organizations in order to support local efforts by organizations to assist children;
 - b. Strengthening of emergency preparedness funds such as the United Nations Foundation for all Member States facing climate disasters and wars, funded through each Member State's participation, private and public partnerships, and non-governmental organizations, directed towards the coverage of displaced children in immediate need, including the continuation of emergency preparedness funds such as the global Education Cannot Wait Fund that secures the education of children in times of crisis;
35. *Recommends* Member States to join the financial assistance program of the General Assembly to abide by the principle of burden-sharing in order to ease the pressure on host countries, outlined in the 2018 Global Compact on Refugees, with respect to the vulnerability of refugee and displaced children;
36. *Recommends* the funds be reviewed annually by the UNHCR and a comprehensive financial report on the funding received and spent on the implementation of the UNHCR programs is included in the annual Global Report of the UNHCR along with:
 - a. Data on education programs;
 - b. Data on family reunification programs;
 - c. Data on any additional programs;
37. *Calls on* Member States and non-governmental organizations to collaborate internationally by creating or adjusting the promotion of policy dialogue within domestic governments to advocate for conducive regulatory frameworks and incentives that encourage private sector investment for displaced and Refugee children's protection, such as tax incentives or preferential procurement policies;

38. *Supports* the implementation and continuation of the awareness and fundraising campaigns for displaced and refugee children previously shared by the UNHCR on social media, and through leveraging social media tools that raise awareness about displaced and refugee children;
39. *Implores* UNICEF and ProjectEveryone to collaborate with UNHCR to:
 - a. Implement a Refugee Social Responsibility Badge program, which will incentivize the private sector companies and organizations to make tax-deductible donations towards accredited and verifies NGOs listed as partners of UNHCR in Member States affected by the refugee crisis;
 - b. Develop and implement of “The World's Largest Fundraiser” program, mirroring the effort of “The World’s Largest Lesson”, to incentivize and empower children and educators around the world to conduct fundraisers in their educational institutions with the developed guidelines for accountability and transparent transfer of gathered funds towards UNHCR and accredited viable NGOs;
40. *Encouraging* the expansion of regional partnerships and organizations in regions affected by refugee and displaced children that contribute to providing monetary support for refugee education programs and family reunification programs such as the Albert Einstein German Academic Refugee Initiative (DAFI) scholarship programme;
41. *Advocates* for the creation of a publicly available digital database as well as an accreditation and national verification system for existing non-governmental organizations that support refugee children in the Member States to ensure effective allocation of funds contributed by governments and private investors in accordance with SDGs 8,10, and 17 by:
 - a. providing the governments and private investors with a digital platform to choose NGOs to which they want to allocate part of their donations and which ones will be allowed to execute projects in Member States’ territories;
 - b. conducting the three programming phases COMPASS into NGOs for the purpose of organizing data and evidence to define desired results, monitor progress, and dynamically learn and adjust;
42. *Advocates* for intensifying endeavors to honor the commitments outlined in The Grand Bargain agreement of the Inter-Agency Standing Committee from 2016, encouraging the donors to enhance collaborative, predictable multi-year planning and funding while minimizing earmarking of contributions;
43. *Calls for* creation of a distribution process of available unearmarked funds for education and family reintegration programs in refugee-hosting Member States, by proportionally distributing available funds based on (OECD’s or UN DESA’s assessment of a range of parameters, for instance including):
 - a. The ranking of the Child Development Index (CDI);
 - b. The review of The State of the World’s Children (SOWC);
 - c. The percentage of refugee and displaced children per child per capita;
 - d. The percentage of children in transit per capita;

44. *Expresses* its hope in implementing these actions in the efforts to protect displaced and refugee children.



Code: UNHCR/1/3

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Affirming that access to education and protection is not only an inalienable and universal human right, as codified in Article 26 of the Universal Declaration of Human Rights and the Convention of the Rights of the Child (1989), but also is crucial to human development,

Taking into consideration Sustainable Development Goal 4.1, which emphasizes that all children should have access to completely free, equitable, and quality primary and secondary school,

Highlighting the importance of centralizing information on refugee children in host countries, specifically in areas where there are no existing frameworks for accepting non-citizens,

Acknowledging the increasing advances of technology such as databases and shared applications, especially in initiatives led by the International Telecommunication Union (ITU), that contribute to developing preventative measures for child refugees,

Keeping in mind the work of the UN System Chief Executives Board for Coordination (UN CEB) in preventing data leaks in relation to child refugees through International Data Governance,

Looking to the UNHCR ProGres database, established in 2003, which tracks refugee demographics worldwide and aims to ensure accurate and relevant data collection, resulting in overall improved allocation of resources for the refugees represented in the database,

Alarmed by the lack of data available in the Operational Data Portal, UNHCR's primary database of refugees, concerning the location, health, disability status, mental state, and education levels for refugee and displaced children,

Highlighting the importance of recording and organizing refugee information across borders through regional collaboration and coordination in UNHCR,

Recognizing the current efforts of digital refugee information databases, namely the Integrated Refugee Health Information System (iRHIS), in their mission to protect refugee families and their medical information,

Emphasizing the importance of incorporating new technology to fill existing gaps in refugee children's education,

Inspired by the immense success of existing portable learning platforms, such as UNICEF's branch in Ethiopia's "Bete" program which provides accelerated education and skills development as well as child protection for hard-to-reach out-of-school children,

Keeping in mind the importance of displaced and refugee children education, especially in refugee shelters and host countries, and their diverse needs,

Acknowledging the inconsistent access to quality education and funding throughout Member States in the UNHCR,

Emphasizing that according to the UNHCR Refugee Education Report, of school age refugee children, only 65 percent attend primary school, 41 percent attend secondary school, and 6 percent attend tertiary school,

Noting UNHCR's education strategy, Refugee Education 2030, which emphasizes the importance of child access to vocational and technical training into primary and secondary education as a tool for equitable integration into host countries,

Aware of the importance of International Baccalaureate (IB) education, a programme that aims to push boundaries and teach critical thinking by involving research, intense writing, and hands-on activities, to encourage the continuation of education as according to Education Week 78% of IB students go to college compared to 62% of all students gathered by Best Colleges, so refugee children would be highly encouraged to go to tertiary schooling, hopefully increasing the percent from 6 percent,

Concurring that Science, Technology, Engineering, and Math (STEM) localizes education programs, cultivates problem-solving and creativity for young students, and promotes higher education,

Believing the profound psychological trauma and emotional distress among displaced and refugee children, such as post-traumatic stress disorder (PTSD), can be ameliorated by crucial psychological support and resources,

Aware that NCBI's "Mental Health, Alcohol and Substance Use of Refugee Youth" found that youth that are migrating or refugees often experience detrimental mental health suffering, and will often turn to substances to help with the burdens they face,

Gravely concerned that only 3% of refugee children are referred to the mental health services they need, International Organization for Migration (IOM) in improving reunification efforts, specifically in aiding 420,000 beneficiaries since 2016, anxiety, uncontrollable thoughts, intense fear of exclusion, and substance abuse,

Recognizing the Inter-Agency Standing Mental Health and Psychosocial Support Minimum Service Package (MHPSS MSP), which outlines activities which are the highest priority in meeting the needs of emergency-affected populations and supports humanitarian actors to identify which MHPSS programs require funding and implementation while also delivering faster, better-informed responses supported by best practice guidelines, standards and tools,

Recalling the sentiments of the UNHCR report, Her Turn, written in 2018, which communicates the direct need for girls to be included in refugee educational programs to improve their livelihoods and strengthen their host community,

Noting the importance of providing basic facilities and products to ensure the health of girls, as many school-age girls are not provided adequate health resources, resulting in premature death,

Bearing in mind that as of 2022, there are only 14 countries where the World Food Program (WFP) provides regular school feeding initiatives for refugee children,

Underscores that there are specific strategic steps including building a nutritional meal structure that are imperative to successful food distribution systems for children in schools as recognized by the WFP's Technical Review Considerations for Programming School Feeding Programmes in Refugee Settings (2022),

Acknowledging the fact that the number of refugee children that attend school is directly positively correlated to the availability of meals as per information gained from the WFP,

Emphasizing that strengthening community advances a child's social and emotional development which addresses Sustainable Development Goal 3, to ensure healthy lives and promote well-being for all at all ages,

Affirming the importance of refugee and displaced children's involvement in recreational activities as noted by a UNHCR partner Right to Play, an international non-profit organization run by athletes to help children alleviate stress through sport,

Keeping in mind Security Council Resolution 2601, The Children and Armed Conflict (2021), which calls upon Member States within their national jurisdiction to provide assistance for the continuation of education for refugee children and displaced children, and calls upon national, regional, and international partners to integrate refugee children into schools through adequate funding and specialized support,

Considering that UNICEF estimated in the 2023 report “Children Displaced in a Changing Climate” that approximately 43.3 million children live in forced displacement, denying them access to a permanent community,

Recognizing the importance of safe, legal, and humane pathways for refugees and those in need while addressing the specific needs and vulnerabilities of different groups, especially displaced and refugee children,

Recognizing that according to World Health Organization’s (WHO) “Mainstreaming refugee migrant health in the global, regional and country agenda and access to inclusive people-centered health services,” at least 1 in 5 refugees or displaced women, most often mothers of children, experience sexual violence,

Alarmed by reports made by UNHCR about the situation in refugee camps and the subsequent urgent need for education, infrastructure, and support as well as more basic needs pertaining the health of refugee children,

1. *Appeals* for the immediate upgrade of current refugee tracking platforms among Member States to include the health, psychological, and education levels of children by actively contributing information regarding refugee and displaced children;
2. *Calls for* the immediate upgrade of current UNHCR refugee tracking platform databases including the health, psychological, and education levels of children by:
 - a. Actively contributing information regarding refugee and displaced children to the Operative Data Portal, the most comprehensive database used by UNHCR to gather data on refugee and displaced persons;
 - b. Expanding the existing 2022 UNHCR Child Protection Dashboard by increasing the use of the platform worldwide and creating school level and skills checks for refugee children during their journey and in their host country;
3. *Calls upon* the participation of Member States in a conference hosted by the International Telecommunication Union (ITU) to propose the program “AI for Change”, favorably funded through public-private partnership and voluntary contributions from Member States to:
 - a. Develop an Artificial Intelligence-powered software to analyze behavioral patterns and indicators that may suggest a child is at risk;
 - b. Bring together experts in computer science, AI technology, child psychology, legal consultants and social work to collaborate on the development of this tool;
 - c. Establish partnerships with relevant organizations, including humanitarian agencies, NGOs, and government bodies, to ensure effective implementation and utilization of the proposed AI tool;
 - d. Provide training and support to frontline workers and professionals to effectively utilize the proposed AI tool in their efforts to protect vulnerable children;
 - e. Conduct research and evaluation to continuously improve the accuracy and effectiveness of the proposed AI tool in identifying at-risk children;

4. *Suggests* all Member States train authorities at the border on how to use technology, AI For Change, which, in turn, will increase the accuracy and timeliness of affected children's information and, subsequently, improve resource allocation;
5. *Suggests* a partnership of "AI for Change" with the UN System Chief Executives Board for Coordination (UN CEB), endorsing International Data Governance to:
 - a. Ensure an adequate cybersecurity strategy and ethical framework, as well as implementing the program across borders;
 - b. Have a privacy framework in place for refugees, upholding respect and dignity by modeling the European data protection framework General Data Protection Regulation (GDPR) through UNHCR regional offices that will oversee the implementation of data governance, especially in regions with conflicting political arenas with Member States ensuring the financial infrastructure to expand data governance;
6. *Encourages* the development of a strategy to record and organize the various needs of different regions of displaced and refugee children between UNHCR regional offices through UNHCR secure communication apps and online portals;
7. *Requests* Member States to develop global technology partnerships to facilitate the flow of information and support the safe movement of refugees and displaced children;
8. *Further invites* Member States to collaborate with other Member States, non-governmental organizations, and private technology corporations on the construction of tech infrastructures within countries of origin with a goal of building resilience, supporting conflict resolution, and addressing the root causes of displacement;
9. *Recommends* expanding current data collection frameworks such as iRHIS, a database that provides medical records for refugee's, to include relevant categories such as disability status and gender to ensure the needs of all children are recognized and provided for;
10. *Advises* Member States to assess best practices on the integration of technology into curriculum for refugee children to fill current gaps in education:
 - a. Calls on UNHCR to build upon existing research collection systems developed and maintained by this body and its partners to administer a collation of best practices on the integration of technology into curriculum for refugee children where Member States can submit their best practices, indicators of success, and applying their strategies to different contexts;
 - b. Encourages the development of partnerships with civil society organizations and corporations to integrate emerging technologies into the classroom at an affordable cost to host nations;
11. *Supports* Member States to integrate portable learning platforms into national education systems to ensure that refugee children can continue their education remotely, by requesting NGO assistance and training programs, in order to:
 - a. Improve education access for school-aged displaced children in rural areas;
 - b. Establish united learning practices across Member States, including expanding programs such as "Bete" and "Learning Passport Program";
12. *Suggests* Member States work to implement STEM and IB program models into their education systems for refugee children by:

- a. Asking STEM, and IB teachers who are familiar with the program to work with refugee children in order to teach the curriculum in the Member States using incentives such as a stipend, housing, and travel costs funded by requesting donations from Member States, NGOs, other UN bodies, and affiliated partners;
 - b. Sharing teaching styles with other Member States through requesting Education for Sharing (E4S), an organization that supports the integration of new educational programs, to add STEM and IB models to their collection;
13. *Encourages* Member States to establish community-based, personalized learning plans for refugee children under the funding of UNHCR, in ways such as, but not limited to:
 - a. Providing social engagement programs for children with disabilities to fight the stigmas around them;
 - b. Promoting leadership and agency through youth forums;
 - c. Incorporating cultural sensitivity and trauma-informed care;
 - d. Cooperating with related NGOs to serve purposes such as, but not limited to, providing education in refugee shelters;
 - e. Enhancing access to civic literacy resources modeled after the Integrated English Literacy and Civics Education (IELCE) programs which offer refugees education on a number of important topics including linguistics, economics, and civics to ensure children are integrating, aware of their rights, and may be successful with future naturalization;
 - f. Promoting preparatory classes for refugee children before enrollment and integration in local schools, especially in language proficiency;
14. *Urges* host countries to develop educational training programs to ensure equal access and opportunities to primary, secondary, and tertiary education for displaced and refugee children, with consideration to their language, cultural, and educational background without discrimination by:
 - a. Developing and implementing programs, including online training, for professional training and increase qualification of refugee and displaced teachers, ensuring the exchange of knowledge between the host community and other refugee communities within the host country;
 - b. Recognizing the importance of the refugee's native language and the host country's language in educational programs for refugee children through the incorporation of translanguaging programs to maintain cultural heritage and facilitate learning;
 - c. Urging the formation of partnerships with civil society organizations and NGOs to support the provision of these educational programs;
15. *Directs* continued Member State support for UNHCR's education strategy, Refugee Education 2030, and its goal to increase child access to formal, nationally accredited skills training and diploma programs that will give young people safe learning environments, promote social cohesion, and increase their level of self-reliance through the following methods:
 - a. Integrating vocational training into curriculum specifically geared to the host country dialect, culture, and institutions;
 - b. Supporting refugee and displaced children to gain market-relevant trade and technical skills;

- c. Intervening to improve the skills and future employability of refugee and displaced children in their host communities in the transition from education to the world of decent work, allowing refugees and displaced people to provide for their families' needs;
16. *Requests* that Member States initiate national policies, legislation, and strategic frameworks, such as integration hubs, to streamline the transition of refugee children to enter host nations' public education systems with a focus on:
 - a. Providing an education on the host countries language to advance the integration within public;
 - b. Soft-skill development to enhance their ability to work with others and have a positive influence on furthering their lives;
 - c. Allocating funds voluntarily to assist with tuition costs ensuring equal passage to school with ease;
17. *Encourages* the use of recreational activities to further the development and inclusion of refugee children which allows them to build social confidence and have access to the activities that every child should benefit from during their childhood;
18. *Highly suggests* that the international community and affiliated NGOs consider assisting lower income Member States to include mental health support and education in their refugee camps by:
 - a. Providing licensed professionals to help consolidate mental health for individuals; in person or online for refugee camps so that people without a home, a family, or school are adequately cared for;
 - b. Expanding literacy and summer programs to improve educational outcomes;
19. *Recommends* Member States, international organizations, and NGOs such as the World Health Organization and the UN Human Rights Office (OHCHR) which are jointly involved in launching guidance take all necessary action in accordance with their national mental health frameworks to provide improved educational settings for displaced children by prioritizing:
 - a. Educational staff training on matters of mental health and trauma response, along with cultural sensitivity and safe integration in their respective host communities;
 - b. The implementation of the MHPSS to focus on specific strategies for children within emergency-affected populations such as providing Early Child Development (ECD) activities to support young children and their caregivers;
 - c. The provision of all necessary governmental and public support for the purposes of implementing improvements in teaching environment such as school curriculum and teaching material provisions, guidance and leadership specifically designed for the purposes of address mental health concerns;
20. Encourages the collaboration of UN bodies such as UNICEF, UNESCO, and WHO in the implementation of the Helping Adolescents Thrive Initiative, a program that assists teachers and vulnerable adolescents, incorporating age-appropriate literature on the harmful use of drugs and alcohol to accommodate younger generations in the classroom;
21. Invites Member States to expand International Office of Migration's Psychological Support health program into educational spaces to help refugees receive the support they need relative to substance abuse in children;
22. *Encouraging* Member States with the assistance of international actors and NGOs to adopt initiatives and programs that meet the unique health needs of refugee girls in schools through:

- a. Allocating resources to the provision of menstrual products, maternal care, and contraceptives within schools to ensure the reproductive rights of refugee girls;
 - b. Creating culturally-sensitive health education programs within schools to accommodate the needs of refugee girls;
 - c. Establishing safe spaces within schools and refugee camps to access confidential healthcare services;
23. *Calls on* international and regional partners, including the World Food Programme, to build and expand food programs in schools to meet the nutritional needs of refugee children which would be accomplished through:
 - a. Situational and stakeholder analysis, such as the Joint Assessment Missions (JAMs) between UNHCR and WFP, which works to understand risks, capacities and the vulnerabilities of refugees in host communities with regard to food security;
 - b. Program objectives that target cost effective yet nutritional meals that will initially address humanitarian needs of affected populations, varying local capacities and costs, and evolve into long term development objectives;
 - c. Institutional targeting that clarifies the objective and needs of the school as it pertains to the multifaceted approaches to educating refugee children in primary, secondary, or special education;
24. *Recommends* the establishment of designated community centers by UNHCR and other relevant UN Bodies in cities and countries with the highest influx of refugees in order to provide safe havens for displaced and refugee children while simplifying provision of healthcare, education, and legal support;
25. *Further recommends* that these host communities be trained prior to receiving refugee children with the objective of ensuring they are properly prepared to face various kinds of situations regarding these children, considering that:
 - a. Training and evaluation will be the responsibility of UN personnel, namely staff from UNHCR who has expertise working with refugees and children and UNESCO personnel who has experience with fostering culture and education;
 - b. UNHCR will be in charge of financing the training;
 - c. Evaluations will be carried out under the parameters UNESCO considers necessary;
26. *Encourages* community centers to utilize child-friendly methods that are adapted to the child's age and stage of development, such as The Children's Self-Report Questionnaire, a survey designed to detect and diagnose psychological deviance in 7- to 12-year-old children in order to grant children a safe route to report concerns;
27. *Calls upon* Member States to establish and maintain safe and legal asylum routes for displaced and refugee children, ensuring access to protection without resorting to dangerous and irregular migration methods, in ways such as:
 - a. Collaborating with international organizations, NGOs, and civil societies to facilitate the creation and operation of these asylum routes;
 - b. Providing child-friendly information and support services along asylum routes to ensure that unaccompanied minors are adequately informed and assisted throughout their journey.



Code: UNHCR/1/4

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Acknowledging the significant challenges faced by African Member States in providing adequate support and opportunities for refugee and displaced person communities, particularly children, due to factors such as cultural differences, trauma, and limited resources,

Concerned that according to the United Nations International Children's Emergency Fund (UNICEF), in 2023 African Member States hosted over 13.5 million refugee, migrant, and displaced children, with Sub-Saharan Africa hosting 5 million refugees alone,

Noting the desire of African Member States to enable the initiatives outlined in the 2000 UNHCR Integration Handbook, entitled Promoting Welcoming and Inclusive Societies, within Member State refugee and displaced person communities, tailored specifically to children, aimed at nurturing their sense of belonging, identity, and well-being through culturally relevant activities, education, and support services,

Reiterating the conclusion of the 2016 Human Rights Council Resolution 33/20 of the 33rd session, which emphasizes the importance of preserving and protecting culture, cultural rights, and cultural heritage, through the human rights-based lens,

Emphasizing the need for financial development long term to fund operations and programs needed to allocate resources for refugee and displaced children,

Recognizing the importance of the Central Emergency Response Fund (CERF), non-governmental organizations (NGOs), relevant stakeholders, and other international organizations who contribute to African Member States and local communities to allocate resources to import programs aimed at preserving the traditions of refugee and displaced children,

Recognizing the importance of the New Scots Integration Strategy, which sets out a vision for a welcoming Scotland where refugees and asylum seekers are able to rebuild their lives from the day they arrive, specifically ensuring vulnerable populations such as children or women receive necessary attention they may require,

Noting with success the 2022 CERF initiative in Nigeria which delivered lifesaving malnutrition treatment to 1.2 million refugee and displaced children,

Emphasizing the importance of preserving and promoting cultural identity and heritage among vulnerable refugee and displaced children populations, such as through the UNHCR 2021 Refugee Protection and Mixed Migration: A 10-Point Plan of Action that fosters resilience, self-esteem, and social integration, having been supported by studies that have shown maintaining cultural ties can significantly contribute to the mental and emotional well-being of displaced children,

Recognizing a 2021 study on African migrant children's mental health from the National Institutes of Health (NIH) that 41 percent of African refugee and displaced children were identified to have emotional and behavioral problems with additional anxiety disorders identified in 30 percent, depression in 27 percent, and suicidal ideation in 12 percent of the population,

Bearing in mind the 2023 Human Rights Watch Report which noted concern on the derogatory and inhuman treatment that occurs in refugee camps where refugee children are being held in chains and neglected by refugee leaders,

Emphasizing the need for comprehensive protection mechanisms for refugee and displaced children, including measures to address the alarming prevalence of child marriage, child labor, and gender-based violence, with reports from the NIH that nearly 40 percent of female refugee children in Africa are married before the age of 18,

Recognizing Action Africa Help International (AAH-I), an African-led, Africa focused, international non-governmental organization that works with communities in Africa, particularly women, children and youth, to sustainably improve their quality of life,

Aware of the 2022 Report of the Special Rapporteur, A/77/514, on freedom of religion or belief, which indicates high levels of discrimination and prejudice leveled towards refugee children due to a lack of understanding of foreign cultures and languages because of inadequate levels of cultural education in host countries,

Recognizing that refugee and displaced children may learn the native language of the host country and, in turn, lose knowledge about their own native language,

Noting the engagement of cultural-linguistic heritage by the European Engaged Humanity initiative,

Referring to existing cultural protection instruments recognizing and protecting non-material aspects of refugee and displaced children's culture, such as UNESCO's Convention for the Safeguarding of the Intangible Cultural Heritage, who's fund has aided in protecting the cultures of refugee children for greater self-identity and preservation of culture amongst refugee and displaced children,

Convinced of the importance of providing cultural zones within refugee and displaced person communities to help those stay connected to their roots and not lose sense of who they are and where they come from,

Believes refugees and children should have the opportunity to stay connected to their roots with all resources possible,

Draws attention to the importance of amplifying the voices of youth in decisions affecting them according UNHCR and WRC undertook the Global Refugee Youth Consultations (GRYC) 2015-2016 through initiatives such as U-Report a social messaging tool, using RapidPro open source software to access to important information on a regular basis through the use of 'bots' or artificial intelligence and a variety of channels, releasing polls through SMS, Facebook Messenger, U-Report App, Telegram, Viber and the soon-to-be launched WhatsApp,

Guided by the African Union Sport Council (AUSC) and the UNHCR Sports Strategy 2022-2026 aiming to promote sports and as a fundamental human right toward enabling cultural identity,

Recalling UNICEF's Africa Action Agenda for Children and Young People Uprooted which brings together African leaders, civil society, the private sector, multilateral partners and young people to share and scale-up solutions,

Keeping in mind the important role of the African Union (AU) resolution: The Convention Governing the Specific Aspects of Refugee Problems in Africa (1969) in terms of setting regional guidelines and expected practices throughout the continent about refugee rights and treatment, and building further upon this framework in order to incorporate the importance of refugee children into the framework,

Acknowledging the success of Kakuma Refugee Camp in Kenya in fostering safe spaces for children's activities, education, and social interaction within refugee communities, and recognizing the importance of prioritizing cultural preservation and integration efforts,

Emphasizing the importance of the topic on mental health in regard to the cultural loss endured by displaced and refugee children,

1. *Urges* participating Member States to utilize the CERF and further collaboration from relevant stakeholders, including African communities, international organizations, and NGOs in the planning implementation to establish designated cultural zones within refugee and displaced person communities, with a primary focus on providing safe and inclusive spaces for children to engage in cultural activities, education, and social interaction;
2. *Recommends* the International Community and the African Member States in particular, to share knowledge and technology in the sector of child refugee treatment, such as but not limited to, education, data collection and family reunification such as the Global Refugee Youth Consultations (GRYC) 2015-2016 initiative that utilizes social messaging tools through RapidPro, an open source software that uses 'bots' or artificial intelligence through a variety of channels, releasing polls through SMS, Facebook Messenger, U-Report App, Telegram, Viber and the soon-to-be launched WhatsApp;
3. *Urges* African Member States' to cooperate with NGOs, such as the Human Rights Watch, to increase refugee camp inspections to help eradicate the ill-treatment of refugee children;
4. *Encourages* participating Member States to familiarize refugee and displaced children with their native language by motivating the community to communicate with the children in aforementioned native languages by:
 - a. Holding campaigns supported by local NGOs such as the EU's Engaged Humanity project that preserves cultural heritage and the revitalization of endangered minority languages;
 - b. Sensitize local communities to the cultural importance of the refugees speaking in local native languages through dialogue;
5. *Suggests* investments into sports, arts and crafts, and linguistic programs in nurturing refugee's children healing and creativity in terms of:
 - a. Welcoming the implementation of new sports, arts and crafts and, language programs in schools and refugee camps to foster inclusion;
 - b. Designating funding of sports as an opportunity that should be guaranteed in national systems and structures;
6. *Welcomes* the establishment of cultural exchange programs between refugee and displaced children and local residents of host and transit countries in order to educate both locals and refugees about the others' culture to foster a sense of collaboration of both sides;
7. *Calls upon* NGOs and additional UN international bodies, such as UNICEF, to increase Cultural Education near and around refugee communities with programs similar to the New Scots Integration Strategy and the Immigrant and Refugee Community Organization, to help educate locals of the cultures and traditions of incoming refugees;
8. *Advocates* for the designation of current longer lasting refugee camps such as those in Kenya, Ethiopia, and Syria which have existed for decades and have started to develop their own cultural traditions as "Intangible Cultural Heritage" sites under UNESCO's Convention for the Safeguarding of the Intangible Cultural Heritage, by sharing experiences through such existing communication platforms as the African Union regionally and the United Nations globally, in order to safeguard the culture of refugees such as oral traditions, performing arts, social practices, and traditional craftsmanship;
9. *Proposes* building upon the existing international and regional frameworks such as The Convention Governing the Specific Aspects of Refugee Problems in Africa in order to further

implement efficient information sharing and continuity regarding universal standards for obtaining documentation;

10. *Recommends* African Member States to implement programs by working with local NGOs similar to Action Africa Help (AAH), a program that promotes mentorship and support to refugee children, especially girls, to promote the self-determination and support the native culture of refugee children through education;
11. *Requests* IOM and other UN organization to provide infrastructural assistance expand programs similar to UNICEF's U-Report to other host nations, allowing youth to modify and edit the impact of initiatives within refugee communities;
12. *Suggests* participating Member States uphold the existing regional refugee frameworks such as The Convention Governing the Specific Aspects of Refugee Problems in Africa (1969) and expand the guidelines to further include the refugee and internally displaced children by:
 - a. Bringing forward the legislative recognition for the displaced children in order to prioritize attributing legal status to displaced children;
 - b. Highlighting fundamental rights of displaced children internally and internationally:
 - i. The right to remain with their closest family members during the process of forceful relocation;
 - ii. The right to be reunited with their family, or the country of origin if such desire exists;
13. *Encouraging* participating Member States to establish cultural zones within refugee communities, inspired by models like Kakuma Refugee Camp, focusing primarily on the following concepts:
 - a. Prioritizing safe space for children to express their culture;
 - b. Ensuring spaces emphasize the importance of education;
 - c. Allowing for children to experience social interactions in order to improve development;
 - d. Ensuring each cultural zone pays specific attention to ensuring the following goals are kept in mind, including:
 - i. Community engagement;
 - ii. Holistic child development;
 - iii. Cultural preservation;
 - iv. Integration efforts;
 - v. Resource allocation and monitoring;
14. *Encourages* participating Member States to allocate financial resources towards the establishment and maintenance of cultural zones within refugee communities, providing a specific focus on providing an environment that encourages development and cultural celebration for displaced children to engage in;
15. *Calls* upon and encourages participating Member States to allocate dedicated funding and resources towards both mental health support programs and the establishment and maintenance of cultural zones within refugee communities for refugee and displaced children;

- a. Implement a comprehensive needs assessment process to identify specific requirements for funding within participating Member States through the use of aid of the UN Secretariat;
 - b. Establish a robust monitoring and evaluation framework to assess the effectiveness of funded programs in achieving their objectives;
16. *Creates* a proportional funding system that will provide funding for each participating Member State to establish and maintain cultural zones within refugee camps located in their borders through:
 - a. Developing an equitable formula for funding for funding allocation that considers the number of refugee and displaced children within participating Member States, the capacity of the participating Member States to contribute resources, and the specific needs of particular refugee communities;
 - b. Implementing a comprehensive needs assessment process to identify specific requirements for cultural zones within participating Member States through the use of aid of the UN Secretariat;
 - c. Establishing a robust monitoring and evaluation framework to assess the effectiveness of funded programs in achieving their objectives;
 - d. Allocating dedicated funding and resources towards mental health support programs for refugee and displaced children, including access to trained psychologists, counselors, and psychiatric services;
17. *Adopts* this program with the specific intentions to, upon the success of it, eventually expanding to include other regions of the international community, ensuring the following general standards are met within each additional framework:
 - a. Cultural preservation and protection within displaced and refugee children are prioritized;
 - b. Funding will be provided by participating Member States and will be allocated through proportional and equitable funding formulas;
 - c. Promoting and integrating regional and international framework to establish each program alongside international and regional partners;
 - d. Ensures the expansion of developmental activities for displaced and refugee children such as sports, arts and crafts and, language programs;
18. *Invites* willing and able Member States and other donors to provide extrabudgetary resources for the purposes described above, in accordance with the rules and procedures of the United Nations.



Code: UNHCR/1/5

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Deeply concerned with the fact that children's right to play and childhood is compromised due to their displaced and refugee status,

Confident that all children, regardless of nationality, should be exposed to the principles outlined in the Universal Declaration of Human Rights (UDHR),

Guided by Article 24 of the UDHR, the right to rest and leisure, including reasonable limitation of working hours and periodic holidays,

Recalling Article 6 of the Conventions on the Rights of the Child (CRC) that recognizes the right of a child to develop, as well as participate freely in cultural life and arts (1989),

Having considered Article 31 of the CRC, the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child, and to participate freely in cultural life and the arts,

Recognizing the efforts made by the Red Cross and Save the Children organizations, providing volunteers to assist in refugee camps to manage humanitarian aid,

Noting the Human Rights Watch Report 2023 on the incessant inhumane treatment and stigma in refugee camps in which leaders keep refugees, including refugee children, held in chains and unlawfully detained,

Recalling partnerships with corporations such as the LEGO Foundation in their efforts to give children the chance to learn through play,

Recognizes the importance of Member States to join the The Global Coalition for the Reintegration of Former Child Soldiers (2018),

Noting with gratification the role of programs such as "Making Ghanaian Girls Great," in empowering young refugee girls' self-esteem, self-awareness, and social reintegration,

Deeply conscious of the lack of food provision in educational institutions, such as schools, that keeps refugee children from attending and remaining in school as they seek food outside of the premises,

Underlining partnerships such as Go Volunteer Africa in Ghana aimed at promoting volunteer involvement in sports coaching projects to foster culture, community engagement and cognitive and physical development,

Bearing in mind the UNICEF Mental Health in Displaced Child and Youth Population Report (2023), which states that toxic stress affecting refugee children can lead to mental health disorders including depression, anxiety, alcoholism, post-traumatic stress disorder (PTSD), and other behavioral changes,

Deeply disturbed that through 2005-2022, UNICEF reported more than 105,000 children were verified and recruited by parties for conflict and require immediate rehabilitation into civil society,

Deeply concerned that in 2023, the UNHCR reported that from an estimated 40% of all refugees under the age of 18, 1.9 million were born as refugees,

Emphasizing General Assembly Resolution (GA) 78/184, which encourages Member States to advance procedures that promote the best interest of the child,

Conscious that the National Library of Medicine found that among refugees ages 8 and under, up to 80% are plagued by psychological disorders and distress,

Recalling the success of the UNHCR Mental Health and Psychosocial Support Services (MHPSS) program, which promotes psychological support directly to displaced and refugee communities through education surrounding mental health support, therapy, and various activities directed towards refugees to mitigate poor mental health,

Keeping in mind the digital divide that impedes refugees living in rural areas from getting a proper education in places where internet and connectivity are scarce,

1. *Proposing* the implementation of the Children Health Intervention and Lifelong Development (CHILD) program, with a focus on different welfare avenues including, but not limited to, establishing accessible recreational activities, mental health interventions to enable children to develop and withhold a high standard of their overall well-being and the principles outlined by the UDHR through:
 - a. Focusing on professional-based training for volunteers who will go into education institutes, refugee centers, and various other refugee communities by:
 - i. Using a pilot phase of 1 year, measuring the efficiency and sustainability of the program;
 - ii. Focusing on targeting schools and refugee camps in areas with dense displaced and refugee populations and in conflict-ridden areas;
 - iii. Requesting the UNICEF to have full oversight of the program that grants them the ability to monitor data and report to the general assembly;
 - b. Considering the various social and economic climates of the area where refugee and displaced children can be based, volunteers should be enabled to act as effective professional support by:
 - i. Fostering intercultural trust, act as reference persons for children of various heritages, and consult with specific cultural knowledge to share their expertise with children and help them foster their social relationships as well as increase their overall mental well-being;
 - ii. Having experts in pediatrics, child psychology, education, mental health, and similar topics train the volunteers on global competency skills, cultural sensitivity, language, and other areas mentioned in sub clause i;
 - iii. Requesting host countries to maximize efforts in ensuring national safety police and military protection, added that volunteers should be educated on local customs enabling them to protect themselves from local threats;

- c. Implementing the CHILD initiative guided by the UNHCR alongside various other organizations such as UNICEF by:
 - i. Controlling data and policy standards for the program;
 - ii. Collaborating with diverse organizations such as the Agency of Adoption for Migration or the UN Refugee Agency to share collective expertise and train the necessary volunteers, also considering other relevant organizations such as the Red Cross and Save the Children;
 - iii. Monitoring and funding for the program with the help of UNICEF a who have experience in the areas of refugees and well-being development;
2. *Calls upon* the implementation of Child Protection Policies within facilities implementing the CHILD program and services to further protect them from exploitation, abuse, harassment, and trafficking by:
 - a. Furthering development of volunteer programs in partnership with UN Agencies to foster gender inclusion;
 - b. Raising refugee and displaced girl's self-esteem, self-awareness, and self-empowerment through process set forth by UN Women such as the LEAP Program;
3. *Further proclaims* the potential of recreational activities to emphasize a sense of normalcy, nurturing, healing, and community engagement within displaced children's lives through multiple areas of development by encouraging areas where the CHILD program is active to:
 - a. Implement group activities such as sports teams for refugee and displaced children;
 - b. Create clubs and activities based on arts and crafts;
 - c. Enact classes that teach basic digital literacy skills, and basing the classes on the framework of Scratch; an elementary programming language that introduces children to the digital world while having a joyful, colorful, and very interactive user experience;
4. *Draws attention* to the benefits of early-stage recognition and action when it comes to MHPSS, and therefore advocates for a platform to establish a base for this pressing issue by:
 - a. Providing a questionnaire created by the Office of the High Commissioner for Human Rights that would assess the state of the child's mental health and the possibilities of progression concerning betterment to raise the efficiency of diagnosing and addressing mental health problems displaced and refugee children have by enabling this questionnaire to be built into the proposed sub-clause 7 initiative, enhancing the platform and providing accessibility;
 - b. Decreasing the stigma surrounding mental health that may be instilled within children while still preserving their home nation's culture and values by:
 - i. Establishing child mentorship programs with the help of non-governmental organizations (NGOs) such as UNICEF to give children the outlet they require, as well as trained professionals to talk to should they need it;

- ii. Encouraging elders of the child's home country to help establish a sense of trust between the youth and those working within refugee camps by facilitating open conversations;
 - c. Implementing trauma-informed care that would recognize that many refugees have experienced various forms of trauma and approach assessments from a trauma-informed perspective by asking open-ended questions to give children an opportunity to express their lived experiences;
 - d. Encouraging MHPSS to send mental health professionals to train volunteers to use psychosocial approaches that encompass emotional expression, group and individual counseling, cultural rituals, social reconstruction, and emotional reintegration to rehabilitate children fleeing from high conflict zones and child soldiers and:
 - i. To provide child soldiers and survivors of conflict-ridden zones with the opportunity to establish trusting and consistent relationships with adults and also emphasize a family-based environment;
 - ii. To enable family-based mediation to address the vulnerabilities of poor mental health such as post-traumatic stress disorder (PTSD), antisocial and aggressive behavior that child soldiers develop, allowing them to form healthy relationships with their peers, improving their mental well-being through providing opportunities for military psychologists to volunteer to rehabilitate child soldiers;
- 5. *Further Requests* Member States to support and collaborate with programs such as the MHPS which operates directly within refugee camps to provide children with alternative learning spaces which are spaces that foster social and emotional learning through:
 - a. The implementation of various types of therapy including art therapy and music therapy;
 - b. Creating programs that educate migrants and displaced people on the importance of good mental health and giving them health mechanisms to cope with past traumas;
 - c. Facilitating the creation of safe spaces for children, focused on implementing extracurricular activities;
- 6. *Urges* General Assembly for the establishment an online platform for countries to apply, provide information, and provide a database for the CHILD program to enhance accessibility and data monitoring by:
 - a. Facilitating the continuation of effective treatment and education by giving schools and other variable organizations the opportunity to:
 - i. Report medical information and mental health history to a secure database in order to allow appropriate professionals to assist in the holistic approach to the treatment of refugee children;
 - ii. Measure current development progress, through the United Nations Development Program and criteria from the Human Development Index;
 - iii. Building different systems recognizing and respecting local cultures and customs enhancing accessibility for all cultures;

- b. Building a database to monitor the effectiveness of the program by measuring the well-being of refugee children and their health through various measures such as the Health Utilities Index and standardized testing;
 - c. Partnering with novel initiatives in the implementation of Artificial Intelligence through the online platform:
 - i. Facilitating translation and access to all languages and cultures from which refugee and displaced children constitute;
 - ii. Allowing for personalized treatment to effectively assess the diverse factors and issues that plague refugee children populations by taking advantage of A.I.'s generative abilities;
 - iii. Enabling a quick response to dangerous situations by identifying risk factors within refugee populations;
 - d. Taking into account all relevant national and international privacy policies, ensuring compliance with all relevant privacy and other varying laws in all active countries where similar programs and platforms are implemented;
7. *Encourages* Member States to sponsor the reimplementing of campaigns such as the #IBelong campaign, which ends in 2024 and has the intention of providing pathways for stateless people, including children, to gain legal recognition and have access to government assistance, social programs, and education;
8. *Calls on* Member States to partner with NGOs and UN Agencies to establish projects such as Tigo Ghana's E-Library on Wheels, a mobile library van that provides learning materials, such as books and digital devices, to children living in rural areas and aims at bridging the digital divide to make education more accessible for all;
9. *Advocates* for governments to implement national feeding programs and establish canteens as needed for food access in schools and refugee camps to improve school attendance among refugee children;
10. *Protecting* non-material aspects of refugee and displaced children's culture, such as UNESCO's Convention for the Safeguarding of the Intangible Cultural Heritage, which has aided in protecting the cultures of refugee children for greater self-identity and preservation of culture amongst refugee and displaced;
11. *Urges* Member States to support safe and sustainable return conditions to countries of origin by targeting the vulnerabilities and persecutions that force migrants to flee their country of origin by using the IOM's determinants of migrant vulnerability through identifying individual, household and family, community, and structural factors that contribute to the violence, abuse, and exploitation that lead to the displacement process.



Code: UNHCR/1/6

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Recalling the commitment to the provision of education to refugee children as codified in the Convention on the Rights of the Child (1989)– an act aiming to protect children from recruitment and use in hostilities, in Article 28 and the Optional Protocol (2000),

Referring to the significance of the 1967 Protocol Relating to the Status of Refugees as a fundamental document in expanding the scope of protection for refugees by removing geographical and time limits beyond the 1951 Convention,

Guided by the UNHCR's Framework for the Protection of Children (2012) which highlights the preservation of the child of participation, culture, and capacity as integral to their protection,

Guided by the Global Compact on Refugees (2018) framework which recognizes the necessity for international cooperation to achieve sustainable solutions to refugee situations,

Guided also by the Refugee Coordination Model (RCM) which is an inter-agency coordination platform that provides an overview of the protection needs and solutions strategy for a refugee response,

Supporting fully the sovereignty of each Member State, as made clear in Chapter 1, Article 2(1) of the United Nations Charter (1945), by providing for domestically implemented and tailored frameworks according to each Member State's abilities and needs,

Deeply disturbed by the UNICEF report from 2023 stating that at least 17.5 million children are refugees, 1.5 million are seeking asylum, and more than 25 million children are internally displaced according to UNICEF's *Child Displacement* fact sheet (2023),

Underlining the principle of collective responsibility of all Member States in addressing global challenges, and recognizing the need for efforts that enhance community-based mechanisms involving all relevant stakeholders to achieve sustainable solutions for refugee and stateless children,

Emphasizing the importance of upholding refugee children's cultural backgrounds and community traditions in order to uphold their dignity and unique identities when providing a learning environment that is nurturing and comfortable,

Noting the inherent dignity and equal rights of all refugee children to access education, regardless of their circumstances, and as a means to promote their personal development and integration into society,

Acknowledging the need to bridge education gaps and provide technological resources for refugee children through programs such as Instant Network Schools (2013) and Accelerated Education Program (2013),

Reaffirming the importance of UNHCR's All Inclusive Campaign at safeguarding the educational rights of displaced and refugee children as the fundamental aspect of their protection and overall empowerment,

Urging the use and expansion of the Educate a Child organization which is partnered with UNHCR and focuses on extending the quality of primary education for refugee and displaced children around the world,

Recognizing with satisfaction the successes of UNICEF's Learning Bridges Program, which enabled almost 500,000 children to continue learning during COVID-19 school closures through blended learning and use of technology,

Noting also the usefulness of Save the Children's innovative Learning Tree application to respond effectively in times of emergency when teachers lack remote learning resources and online training to educate displaced children,

Appreciating the UNHCR's education strategy, Refugee Education 2030, which emphasizes the importance of Technical and Vocational Education Training (TVET) in primary and secondary education as a tool for positive integration into host countries,

Having regarded Member States to identify and protect stateless people in line with UNHCR's #IBelong Program to resolve existing situations of statelessness and also prevent wherever possible the emergence of new cases of homelessness,

Calling attention to Australia's Community Refugee Integration and Settlement Pilot (CRISP) Program which works to aid host families in integrating refugee children through 12 months of frontline support,

Acknowledging the Youth Mentoring (YM) Program's success in the United States, a refugee program for children to develop opportunities and activities to promote social and life skills and assist with career development with resume drafting, understanding workers' rights and training,

Commending the National Emergency Response Mechanism (NERM) for its efforts in tracing and identifying refugee children, identifying signs of trafficking and Gender-Based Violence (GBV), and providing Mental Health and Psychosocial Support Services (MHPSS) and emergency accommodation,

Recognizing the high volume of refugees and migrants in the world, particularly children who constitute 43.3 million of them, according to the United Nations Children's Fund (UNICEF), and underscoring the accompanying hardships such as susceptibility to abuse, exploitation, psychological illness, and academic struggles, emotional and academic stress caused by family separation due to humanitarian crises as outlined in the International Organization for Migration (IOM) inter-agency guiding principles,

Recognizing the importance of fostering self-reliance and self-sufficiency and further developing Community-Based Protection mechanisms including Mental Health and Psychosocial Support (MHPSS), educational instruction, and fostering community support, that put the capacities, agency, rights, and dignity of forcibly displaced and stateless children at the center of programming,

Viewing with appreciation existing questionnaires and documents curated to assess refugees' psychological status such as the International Trauma Questionnaire (ITQ) and Post-Migration Living Difficulties Checklist (PMLD), which are self-report surveys that act as a predictor of emotional health by asking relevant and broad projection questions, as well as the progress they have made for efficient psychological stability monitoring and support for refugees,

Raising awareness of the detrimental physical and psychological strain that separation places on displaced or refugee children, with focused attention on the loss or lack of documentation, the epidemic of statelessness, as well as the efforts of Oxford Committee for Famine Relief (OXFAM), the International Red Cross, and Save the Children to remove barriers for attainment of documentation,

Requesting continued support from WHO for existing health-care programmes for refugee and displaced children such as WHO Health and Migration Programme,

Emphasizing the urgent need to combat psychological health stigma, and noting other World Health Organization (WHO) strategies to combat the urgent psychological health struggles among children,

Acknowledging the Conclusion on Refugees with Disabilities and Other Persons with Disabilities Protected and Assisted by UNHCR No. 110 (LXI), and the unique challenges caused by physical, psychosocial, intellectual, and sensory impairments,

Recalling further the creation of the Joint Framework on Developing Standard Operating Procedures for the Identification and Protection of Victims of Trafficking (2020) in partnership with the IOM which aims to strengthen cooperation with respect to the identification, referral, protection, and assistance to victims of human trafficking, alongside NGOs such as OXFAM, The Red Cross, and Save the Children,

Recognizing the particular vulnerabilities that the refugees and displaced children face such as the forcible removal from their homes and the unsafe living conditions while navigating bureaucratic and legal processes to obtain identity documentation to access basic services such as healthcare, education, and family reunification,

Acknowledging the importance of the discontinued UNICEF's Humanitarian Cash Transfer Programme that facilitates the donation of cash to refugee families in need further supporting communities, stabilizing family units, and boosting the local economy,

Welcoming the establishment of a mutual fund to assist the financial burden of developing countries by providing essential care to refugees and displaced people via healthcare, housing, and education,

Bearing in mind, the logistical and operational effort needed to maintain a fund aimed at assisting developing countries with refugee hosting alongside the criteria for the distribution of the fund,

Noting with satisfaction the support that refugees received through the US Welcome Corps Program in relation to housing, enrollment of children in school, and the creation of secure groups,

Stressing the importance of national database registration of children born as refugees through collaboration with NGOs such as OXFAM ensuring they can integrate into society and access basic services,

Emphasizing the importance of expanding educational opportunities to refugee students that prepares them for the future of the digital world through technological advancements through initiatives such as the Instant Network Schools Program (INS), Center for Digital Inclusion (CDI), and UNICEF's Global and Innovation Gateway for All (GIGA),

1. *Encourages* all Member States to ratify the Convention on the Rights of the Child (1989) and the Optional Protocol (2000) to ensure harmonized commitments across Member States to recognize the right of all children, including refugee children, to equally access education;
2. *Affirming* the utilization of the Global Compact on Refugees (2018) as a mechanism to strengthen and support comprehensive refugee responses for more predictable and equitable responsibility-sharing at both national and regional levels;
3. *Welcomes* Member States who are willing and able, to create and implement a comprehensive domestic Education Response Plan for Refugees and Host Communities, modeled after the Ugandan and UNHCR initiative, working alongside NGOs, communities, and cultural groups, focusing on equitable access to quality education and cultural enrichment for refugee and displaced children, by:
 - a. Developing targeted programs and initiatives based on disaggregated demographics to address the specific needs of refugee and displaced children within the education system;
 - b. Implementing inclusive teaching methodologies and curriculum adaptations to accommodate the diverse linguistic and cultural backgrounds among refugee and displaced student populations within the country, such as translanguaging;
 - c. Establishing a network of teachers who are specially trained in refugee-specific teaching methods and de-escalation tactics through:

- i. Risk-informed planning to prepare for all eventualities, and emergency scenarios caused by refugee influx, natural hazards, or epidemics;
 - ii. Double-shift education systems that reduce overcrowding in classrooms by dividing students into two groups throughout the day to enhance students' access and flexibility;
 - iii. Gender-specific pedagogies that encourage inclusivity of girls in the classroom;
- 4. *Emphasizes* the involvement of local and regional NGOs in the provision of additional training and professional expertise exchange between educators working with displaced communities;
- 5. *Reiterates its request* for all governments willing and able, to provide free and accessible transportation services for children to attend schools without barriers by:
 - a. Monitoring the vehicles to ensure the security of refugee children from being in danger to develop safer transportation pathways;
 - b. Training drivers efficiently and conducting background checks for any criminal history or suspicious behavior;
 - c. Enhancing local orientation by coordinating with transportation agencies to provide free transport and tailoring transportation schedules for the refugee children's individual needs through funding requested from Education Cannot Wait;
- 6. *Invites* Member States that are willing and able to implement programs that provide community integration, especially to refugee girls, through the use of academic mentorship, community dialogue, and after-school programs to aid in school retention rates similar to African Women Rising's *Girl's Education Program*;
- 7. *Encourages* continued Member State support for UNHCR's education strategy, Refugee Education 2030, which aims to increase youth access to formal, nationally accredited skills training and diploma programs and focuses on inclusive teaching methods, cultural sensitivity, and trauma-informed approaches to support the effective education of refugee children by:
 - a. Integrating vocational training into a curriculum specifically geared to the host country's dialect, culture, and institutions;
 - b. Supporting refugee and displaced children to gain market-relevant skills and strengthen their capacity to lead independent and fulfilling lives;
 - c. Intervening to improve the skills and employability of refugees and their host communities in the transition from education to the world of decent work, allowing refugees and displaced people to provide for their family's needs;
 - d. Developing specialized training programs for more youth professionals to gain the qualifications necessary for providing education to displaced and refugee children, such as training professionals to provide specialized legal assistance and advocacy support to refugee and displaced families to navigate documentation for identity requirements and legal rights which would offer domestic civil support from local volunteers;
 - e. Raising awareness of the specific cultural and linguistic background and potential psychological requirements for stability of displaced children such as through performance-based teacher training;
 - f. Prioritizing the employment of previously displaced persons who have experience in migrating to a foreign country to provide trauma-informed care and set guidelines for refugee children in schools;

- g. Ensuring the involvement of local and regional NGOs in the provision of additional training and professional expertise exchange between educators working with displaced communities;
 - h. Aiming to assess the well-being of refugee children globally by conducting psychological health evaluations, background checks on host families, and providing free resources for financial aid, rehabilitation centers for substance abuse, and educational support;
 - i. Working with The National Child Traumatic Stress Network with expanding screening and assessment services to refugee children and expanding education through workshops for the public as well as professionals working with refugees about the four core stressors that refugees commonly face:
 - i. Trauma;
 - ii. Acculturative Stress;
 - iii. Resettlement Stress;
 - iv. Social Isolation;
- 8. *Reiterates its call* to implement and support initiatives that are aimed at incorporating comprehensive measures, such as broad and inclusive educational services and skills training, to enhance the human capital of refugee children such as UNHCR's All Inclusive: The Campaign For Refugee Education which sets the focus on accessibility to an inclusive quality education by:
 - a. Further implementing wrap around support for language, psychosocial needs, and support classes;
 - b. Strengthening of professional pathways for refugee teachers on a par with national teacher development to share lived experiences and potentiate their teaching potential;
 - c. Provide trauma-informed care and set guidelines for refugee children in schools by ensuring cultural and linguistic sensitivity;
- 9. *Advises Member States* to implement UNICEF's Learning Bridges Program into their own regions and build on its curriculum so refugee and displaced children can regain lost learning through:
 - a. Increasing the number of languages within its publicly accessible translated educational materials and teacher training courses, to include cultural retention from the protection of dying languages;
 - b. Broadening the level of education materials from 4th to 9th grade to cover elementary and secondary school;
- 10. *Stresses its belief* in the need to further expand partnerships with NGOs and their initiatives like Save the Children's Learning Tree app to support Member States' capacity to increase displaced and refugee children's literacy, numeracy, executive functioning, and social and emotional skills in times of emergency and in their period of recovery;
- 11. *Recommends* the expansion of Educate A Child in partnership with UNHCR to include a "Peer-to-Peer" program to match refugees or displaced with local children to ensure cultural exposure, eased language learning, and adaptation to a new environment;
- 12. *Draws attention* to building upon existing UN programs that target children's access to education in developing countries by:

- a. Expanding upon the Accelerated Education (AE) Program for children who have missed out on early-on education by incorporating socio-emotional learning to address the unique needs of refugee learners;
 - b. Building on the Instant Network Schools Program (INS) for refugees, teachers, and host communities through partnering with NGOs such as the Center for Digital Inclusion, which can provide digital tools to modernize methods of learning and extending this program to more Member States adapting to the technological revolution;
 - c. Implementing UNICEF's Global and Innovation Gateway for All (GIGA) Initiative that provides students access to laptops as well as to high-speed internet connections that will provide more equitable technological services to all students in the classroom focusing on preparing children for the digital world;
13. *Invites* Member States who are willing and able to reimplement the UNHCR #IBelong campaign which ends in 2024 and encourages Member States to allow stateless children to obtain legal status and provides a pathway to government-sponsored programs to allow those without a state to have enhanced access to education and general social services;
14. *Recommends* Member States implement community-based programs, taking inspiration from Australia's CRISP, emphasizing the need for:
 - a. Partnerships with domestic organizations to provide temporary accommodation to refugee children for at least 4-6 weeks;
 - b. Providing a support program for children in school, to access language classes providing access to social opportunities and emotional support;
15. *Advocating* for the implementation of the National Emergency Response Mechanism (NERM) on the international level to offer resources in emergency and displacement situations in order to support children, through:
 - a. Tracing and Identification methods through a 24/7 line and trained professionals in trafficking and Gender based- violence (GBV);
 - b. Referring to long term accommodation and support with the asylum progress;
 - c. Providing Mental Health and Psychosocial Support Services (MHPSS);
 - d. Contributing Information desk and mobile units;
 - e. Collaborating with a database in support of the UN Legal Identity Agenda Task Force managed by UNICEF;
 - f. Supporting through local NGOs and cooperation with the IOM;
 - g. Partnering with UNICEF;
16. *Endorses the call* for the expansion of Community-Based Protection (CBP) by actively engaging community members to address protection issues, provide assistance, monitor refugees' situations personally, ensure the safety and well-being of vulnerable refugee children, and recruit and train adult refugees and internally displaced persons to become educators;
17. *Suggesting* the expansion of access to specialized healthcare services for refugees and/or displaced children by means of collaboration with the WHO, emphasizing access to physiological aid through health workers, first responders, pediatricians, and other immediately trained healthcare services specialized in aiding refugees and/or displaced;

18. *Expressing its hope* that Member States will assist in the careful curation of an internationally recognized psychological health assessment form, created and overseen by UNHCR's Mental Health and Psychosocial Support (MHPSS) program, in order to properly and efficiently find what kind of support refugees and displaced children specifically need, especially considering the unique trauma and vulnerabilities that these children are exposed to in hopes of:
 - a. Establishing and, if possible, diagnosing at risk children during the early stages of trauma response to minimize the possibility of worsening their situation;
 - b. Providing children a sense of stability by knowing specifically what they are experiencing and how to combat it;
19. *Emphasizes* the existing culture surrounding psychological health, aiming to adapt earlier mentioned platforms for psychological health questionnaires, such as the International Trauma Questionnaire and the Post-Migration Living Difficulties checklist which serve as a predictor of refugee/displaced people and children's psychological health, while keeping in mind the limited access due to negative preconceptions by:
 - a. Building trust and fostering relationships between volunteers and workers by education based on respected host country cultures;
 - b. Training workers and volunteers to help solve the problem of illiteracy by helping children access the questionnaire in their native language by:
 - i. Educating staff and volunteers on how to approach and build relationships in the refugee's native language;
 - ii. Building a framework based on respecting other cultures and making sure values are respected;
20. *Further invites* Member States to take into consideration the specific needs of refugees with disabilities and recognize their heightened risk of being excluded from support and services during humanitarian emergencies, paying particular attention to neglect, abuse, abandonment, and exploitation;
21. *Strongly Recommends* the adoption and adherence to the 2020 Joint Framework on Developing Standard Operating Procedures for the Identification and Protection of Victims of Trafficking created through a joint partnership between IOM and UNHCR, as well as:
 - a. Further encouraging the development of a standardized set of protocols complementing pre-existing regional and national level frameworks;
 - b. Training volunteers on how to best protect refugees against exploitation and abuse as well as expanding the "Stay Safe" awareness program meant to educate the public about the various risks facing refugees;
22. *Advising* the establishment of a mutual fund built through donations from Member States and any interested NGOs to facilitate the creation of more robust infrastructure and facilities within refugee camps, along with a Transitional Committee to manage the handling of the operations and logistics of the fund where Member States may draw upon the funds in the event that a mass influx of refugees and/or displaced people causes a considerable strain on their infrastructure due to a sharp increase in demand for resources;
23. *Affirms* the establishment of the Transitional Committee, which would consider:
 - a. Establishing modalities, and institutional arrangements that complement existing arrangements under the mandate of UNHCR;

- b. Ensures the compatibility of the fund with pre-existing funding arrangements by the UNHCR;
24. *Further Advises* the decisions of the Transitional Committee be informed by:
- a. The economic power of the requesting country;
 - b. The number of refugees being hosted by the requesting country;
25. *Further requests* all willing and able Member States, in collaboration with the UNHCR and other humanitarian agencies, to increase their financial contributions to support the immediate and long-term needs of child refugees, with a particular focus on providing access to educational infrastructure and encouraging the establishment of a Refugee Response Plan (RCM) to address the ongoing challenges faced by refugee children and better coordinate the response and keep it in line with host government plans;
26. *Emphasizes* the importance of creating resolutions to benefit the lives of child refugees, these solutions can include but are not limited to working alongside regional stakeholders with similar interests to help relocate and educate refugee children by:
- a. Advising working with nations that have greater financial resources with greater ability to provide support in the education system for refugee children;
 - b. Collaborating with other Member States to provide asylum, encouraging countries with the facilities to do so to accept an agreed number of refugees and provide advisory steps for the integration process;
27. *Strongly encourages* the restart of UNICEF's Humanitarian Cash Transfer Programme to financially stabilize family units allowing children to focus on educational attainment as opposed to seeking temporary employment to support their family, alongside Member States to establish nation-specific programs to offer pre-paid payment mechanisms for refugees, such as meal vouchers;
28. *Recommending* a streamlined system, such as birth registration or a universal standard identification card, to provide refugees paths to resettlements by:
- a. Collaborating with the UN Legal Identity Agenda Task Force to create robust digital databases, for maintaining the vital records of children born in rural conflict zones and for these databases to be managed by UNICEF;
 - b. By allowing easier access to documentation that serves as proof of nationality, facilitates acquiring aid in resettlement and acquiring citizenship in host nations for the process of reunification of children with their families to become an immensely easier and more prompt process;
 - c. Also recommending collaboration with NGOs such as OXFAM, International Red Cross, and Save the Children to provide funding for the minimization of birth registration fees.