

19 – 23 March

Documentation of the Work of the Office of the United Nations High Commissioner for Refugees (UNHCR)



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Conference A

The Office of the United Nations High Commissioner for Refugees (UNHCR)

Committee Staff

Director	Auric Kaur
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Chair	Jacob Mathis
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Agenda

- I. Promoting Livelihoods and Education for Refugees and Displaced Persons
- II. Addressing Protracted Displacement
- III. Environmental Migration and the Future of Displacement

Resolutions adopted by the Committee

Code	Topic	Vote
UNHCR/1/1	Promoting Livelihoods and Education for Refugees and Displaced Persons	50 votes in favor, 15 votes against, 14 abstentions
UNHCR/1/2	Promoting Livelihoods and Education for Refugees and Displaced Persons	66 votes in favor, 6 votes against, 7 abstentions
UNHCR/1/3	Promoting Livelihoods and Education for Refugees and Displaced Persons	65 votes in favor, 7 votes against, 7 abstentions
UNHCR/1/4	Promoting Livelihoods and Education for Refugees and Displaced Persons	57 votes in favor, 6 votes against, 16 abstentions
UNHCR/1/5	Promoting Livelihoods and Education for Refugees and Displaced Persons	62 votes in favor, 6 votes against, 11 abstentions
UNHCR/1/6	Promoting Livelihoods and Education for Refugees and Displaced Persons	55 votes in favor, 8 votes against, 16 abstentions
UNHCR/1/7	Promoting Livelihoods and Education for Refugees and Displaced Persons	47 votes in favor, 9 votes against, 23 abstentions
UNHCR/1/8	Promoting Livelihoods and Education for Refugees and Displaced Persons	58 votes in favor, 3 votes against, 18 abstentions
UNHCR/1/9	Promoting Livelihoods and Education for Refugees and Displaced Persons	60 votes in favor, 7 votes against, 12 abstentions
UNHCR/1/10	Promoting Livelihoods and Education for Refugees and Displaced Persons	49 votes in favor, 15 votes against, 15 abstentions

Summary Report

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

- I. Promoting Livelihoods and Education for Refugees and Displaced Persons
- II. Addressing Protracted Displacement
- III. Environmental Migration and the Future of Displacement

The session was attended by representatives of 80 Member States. On Sunday, the committee adopted the agenda of I, II, III. Having heard impassioned speeches and negotiations, delegates emphasized the high importance of promoting education and livelihoods for refugees and displaced persons.

By Tuesday, the Dais received a total of 12 proposals. The committee covered a wide range of subtopics ranging from barriers to refugee education, the enhancement of access to education, language and skills training to the integration of refugees in microfinance. The atmosphere was characterized as collaborative, synergetic and very diplomatic. By the end of the session on Tuesday evening, multiple working papers were on the floor and merging was discussed.

On Wednesday, 10 draft resolutions had been approved by the Dais, two of which had amendments. The committee adopted all 10 resolutions following voting procedure, receiving majority support by the body. The resolutions represented a wide range of issues, including education programs, collaboration amongst Member States with non-governmental organizations and the private sector as well as measures to facilitate the access of sustainable livelihoods to refugees and displaced persons. Overall, the committee worked in unity to provide solutions that would alleviate hardships refugees face in terms of education and basic needs and access to successful assets. The work of the body explored multiple routes to addressing the promotion of education for refugees while considering their long-term independence to succeed technically, financially, and maintain social capacity in host countries.



Code: UNHCR/1/1

Committee: The Office of the United Nations High Commissioner for Refugees

Topic: Promoting Livelihoods and Education for Refugees and Displaced Persons

1 *The Office of the United Nations High Commissioner for Refugees,*

2
3 *Emphasizing the 1951 Convention Relating to the Status of Refugees, specifically Article 22, which outlines the*
4 *right of refugees to education and employment opportunities equal to those of citizens of the host country,*

5
6 *Reflecting on Sustainable Development Goal (SDG) 4 of the 2030 Agenda for Sustainable Development, which*
7 *ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all people,*

8
9 *Further reflecting on SDG 8 of the 2030 Agenda for Sustainable Development, which focuses on promoting*
10 *inclusive and sustainable economic growth, full and productive employment, and decent work for all,*

11
12 *Reaffirming the New York Declaration for Refugees and Migrants, which highlights the necessity of combating*
13 *xenophobia that arises due to the strain on the host country's infrastructure and resources,*

14
15 *Cognizant of the UNHCR Note on Refugee Integration in Central Europe that language barriers prevent many*
16 *refugees from accessing both education and the formal labor market,*

17
18 *Acknowledging the UNHCR report Microfinance for Refugee Livelihoods, which states that microfinance has been*
19 *used successfully in the past to promote livelihood opportunities for refugees and displaced peoples,*

20
21 *Bearing in mind that many Member States limit the right to work for non-citizens within their borders and that*
22 *receiving employment rights is central to refugees and displaced persons thriving in their new environments as*
23 *highlighted by UNHCR's report Handbook on Establishing Effective Labor Migration Policies in Countries of*
24 *Origin and Destination,*

25
26 *Recognizing the 2004 Mexico Declaration, which promotes solidarity on the issue of women's equal rights in*
27 *education and integration into existing scholastic infrastructure,*

28
29 *Emphasizing that regional cooperation and effective partnerships such as Mecanismos Internacionales De Asistencia*
30 *Humanitaria (MIAH) are the keystone to address the issue of Promoting Livelihoods and Education for Refugees*
31 *and Displaced Persons as stated in General Assembly resolutions 68/141 of 2013 and 48/57 of 1994,*

32
33 *Cognizant of the UNHCR's Innovation Unit's findings that access to tertiary education directly impacts a refugee's*
34 *ability to find employment,*

35
36 *Noting with regret that poverty and malnutrition hinder refugees and displaced persons from accessing basic*
37 *education and vital livelihood programming as highlighted by the UNHCR report Global Acute Malnutrition,*

38
39 *Noting with satisfaction the UNHCR's Graduation Approach, that provides personalized assistance, education, and*
40 *mentoring to extremely impoverished forcibly displaced family units, thus, increasing sustainable livelihood*
41 *opportunities and food security which ultimately leads to greater participation of their children in school,*

42
43 *Applauding IKEA's partnership with the UNHCR within refugee camps to employ refugees as weavers for the*
44 *limited run collection of handwoven rugs and other textiles as an example of the private sector's role in the*
45 *livelihoods of refugees and their integration into the host country's labor market,*

46
47 *Recognizing that the success of initiatives like the Yemen's "Self Reliance Project in Basateen" and other programs*
48 *that promote livelihoods and education for refugees and displaced persons is highly dependent on the technical,*
49 *financial, and social capacity of host countries as outlined in UNHCR's Promoting Livelihoods and Self-reliance:*
50 *Operational Guidance on Refugee Protection and Solutions in Urban Areas,*

51 *Viewing with appreciation* Ecuador's 2008 Constitutional Reforms, Italy's Article 45 PD 394/199 and Azerbaijan's
52 Article 7 of the law of the Republic of Azerbaijan On Status of Refugees and Internally Displaced Persons, as
53 legislative models which grant refugees equal access to education as stated in the 1951 Convention,
54

- 55 1. *Suggests* that Member States work with the UNHCR through Income Generating Projects for Refugee Areas
56 (IGPRAs) to:
57
- 58 a. Adapt the IGPRAs to each individual Member States specific needs by working with the United
59 Nations Country Teams for regional approaches to solutions;
60
 - 61 b. Provide employment opportunities for refugees and local populations to expand the Afghani funding
62 model of the World Bank by utilizing the International Bank for Reconstruction and Development
63 (IBRD) funding the World Bank's infrastructure grant mechanism to provide salaries, purchase
64 equipment and capital, and the raw materials necessary to complete the jobs;
65
 - 66 c. Strengthen the host country's infrastructure through measures such as road construction for improved
67 travel and tree planting, as well as agricultural endeavors for food security, through the previously
68 mentioned employment opportunities;
69
 - 70 d. Reduce xenophobia by allowing both refugees and local populations to benefit from the World Bank
71 funding, and to interact and work together to build a stronger host country infrastructure and a culture
72 of cooperation;
73
- 74 2. *Suggests* Member States to enact programs in partnership with UNHCR to provide relevant job skills training
75 and employment opportunities for refugees, drawing on universal best practices by:
76
- 77 a. Modelling the structure of Migrant du Monde, which has connected refugee women with local women
78 to learn native arts like sewing and weaving, particularly successful because of the cultural connection
79 between refugees and citizens of the host country as well as an online platform from which to sell their
80 work, making this a sustainable source of income for refugee women;
81
 - 82 b. Further modelling Partnership for Refugees, which has been successful in providing language, soft,
83 and industry-specific skills through coordination with small businesses surrounding refugee camps;
84
 - 85 c. Creating an accessible and flexible online platform with modules for job skills training as done
86 successfully by Refugees on Rails;
87
- 88 3. *Encourages* Member States to establish national action plans with the goal of offering microfinance to refugees,
89 similar to the 2006 UNHCR's Graduation Approach, by:
90
- 91 a. Identifying the most vulnerable groups including women, people with disabilities, and youth
92 entrepreneurs;
93
 - 94 b. Maintaining a minimum savings balance to be determined by the International Labor Organization
95 (ILO);
96
 - 97 c. Promoting access to business model training, with an emphasis on the agricultural sector for food
98 security, through private sector support for refugees through initiatives similar to the Hebrew
99 Immigrants Aid Society;
100
 - 101 d. Providing mentorships for participants of this training to encourage stability and confidence by
102 following up with the business model seminar for sustainability;
103
 - 104 e. Encouraging Member States and NGOs such as Kiva.org and Trickle Up, which have successfully
105 provided microfinance loans to refugees for the launching of new businesses to provide them with a
106 means of livelihood, and private sector corporations and businesses;

- 107 4. *Recommends* that Member States work closely in collaboration with NGOs as Oxfam, the Karam Foundation,
108 and Save the Children, with the UNHCR acting as an intermediary to coordinate these efforts in host countries,
109 by using Conditional Cash Transfer (CCT) from these NGOs in order to:
110
- 111 a. Empower women by putting them directly in charge of their financing by placing CCTs directly into
112 their accounts to enable them to:
113
 - 114 i. Invest in small businesses and start businesses of their own;
 - 115 ii. Support themselves while they continue to attend higher education institutions;
 - 116 b. Support girls entering primary and secondary education by setting aside specific CCTs for these girl’s
117 parents so that they may continue to work on their education and:
118
 - 119 i. Supplementing these CCT advances with educational programs regarding maternal and
120 reproductive health;
 - 121 ii. Calling to further for NGO cooperation with the UNHCR program Women Leading for
122 Livelihoods (WLL) to confirm that this money is being used for education;
 - 123 c. Model the success of existing partnerships with NGOs like UNHCR’s partnerships with Educate a
124 Child and the African Refugee Education Project, which have worked successfully in providing
125 financial and material support for education to Syrian refugee children;
- 126
- 127
- 128
- 129 5. *Strongly encourages* Member States to enact policy promoting refugee access to the formal labor market using
130 the best practices found by UNHCR’s Policy Development and Evaluation Service (PDES)’s *The Labor Market*
131 *Integration of Resettled Refugees*, applied to refugees still in a host country using as a model Uganda’s 2006
132 Refugee Act, which guarantees refugees the right to work, freedom of movement, and access to education;
133
- 134 6. *Strongly suggests* all Member States currently hosting refugees within their borders who wish to integrate them
135 into their native workforce to begin a multi-wave program that will grant refugee and displaced populations the
136 right to work within the host country and potentially integrate them into the economy through steps modelled
137 after Ethiopia’s Development Response to Displacement Impact Project in the Horn of Africa, allowing for
138 variation based on the needs of the Member State in question, such as:
139
- 140 a. Working with international funding mechanisms such as the World Bank and the European Investment
141 Bank, as well as other Member States such as the United Kingdom of Great Britain and Northern
142 Ireland’s partnership with Ethiopia, to develop and fund the project;
 - 143
 - 144 b. Issuing Refugee Identity Cards to have a comprehensive database of all refugees within a Member
145 State’s borders;
 - 146
 - 147 c. Establishing a target number as the first group to be granted the right to work to be determined by the
148 host Member State through an assessment of the needs and capacity of the Member State with regards
149 to their labor market;
 - 150
 - 151 d. Reviewing the program every three months to determine if the framework is effectively integrating
152 refugee and displaced populations into the host country workforce;
 - 153
 - 154 e. Integrating a subsequent set of refugees and displaced persons into the host country workforce
155 according to a target number set by Member States, with a minimum set by the UNHCR, each three
156 months in the previously mentioned review, for as long as the program shall last.
- 157
- 158 7. *Recommends* for cooperation between UNHCR, Member States, and the private sector, as modeled by the IKEA
159 Foundation, which successfully implemented the “Brighter Lives for Refugees” campaign, that follows the
160 principle of the Circle of Prosperity, emphasizing the important and interdependent values of home, health,
161 income, and education;
162

- 163 8. *Further encourages* corporations to provide child care options such as daycare or partnerships with child care
164 opportunities for refugees they employ and train, analogous to the commitment of the International Business
165 Machines (IBM) Corporation spending \$3 million to build five child-care centers near its offices and plants to
166 serve 530 preschool children, as has been highly successful in providing refugees with children the opportunity
167 to work without the added burden of cost for childcare;
168
- 169 9. *Recommends* that Member States work with the UNHCR to implement their own national policies as Italy,
170 Ecuador, and others have done to promote refugee access to education, and utilize the UNHCR as a guide in the
171 drafting process for enacting efficacious legislation that works to increase educational and employment
172 opportunities for refugees by:
173
- 174 a. Setting up a joint office within the UNHCR’s Division of Information Systems and
175 Telecommunications (DIST) and Field Information Services Branches, which are mandated to collect
176 data for the UNHCR, to aid Member States in creating such legislation by:
177
 - 178 i. Utilizing DIST’s data collection methods to hold workshops to collect and disseminate
179 information from existing legislation models from other Member States to utilize as a guide;
 - 180 ii. Work with individual Member States to draft legislation that is designed with each Member
181 State’s specific needs upon the request of Member States to be invited to these workshops;
182
 - 183 b. Urging investment in comprehensive teacher training that focuses on scholastic, professional and
184 vocational education for students;
185
- 186 10. *Proposes* that Member States enact policy to increase refugee access to education where such access is often
187 limited, stressing the urgency to support and expand on the efforts of UNHCR *Policy on Refugee Protection*
188 *and Solutions in Urban Areas* aiming to ensure that refugees in urban areas have access to education;
189
- 190 11. *Encourages* Member States to establish domestic bodies within host country governments such as Venezuela’s
191 establishment of a National Commission of Refugees to act as an official liaison working with the UNHCR and
192 other national and multilateral entities to ensure education for displaced persons;
193
- 194 12. *Supports* a partnership between UNESCO and UNHCR in order to utilize UNESCO’s “Education Above All”
195 Program to Protect Education in Insecurity and Conflict (PEIC)’s online platform education4resilience which
196 currently is successful in providing access to best practices and flexible curriculum development options like
197 night classes and inclusivity training for education which can be tailored to fit the needs of individual
198 communities to also include teacher training initiatives with the same basis as the curriculum development
199 options to:
200
- 201 a. Increase accessibility through an online platform for wider dissemination;
202
 - 203 b. Promote flexibility to meet the differing needs of various refugee populations adapted at a local level
204 to incorporate differences in culture between refugee groups;
205
- 206 13. *Welcomes* the collaboration of NGOs and United Nations system agencies UNESCO and UNICEF within the
207 framework of the World Education Forum to work with the UNHCR to build educational infrastructure in
208 refugee camps, urban areas hosting displaced persons, and IDP hotspots while ensuring access to all ages and
209 genders to education, regardless of race or religion, by incorporating the UNHCR’s “Age, Gender, and
210 Diversity Approach” into the World Education Forum;
211
- 212 14. *Suggests* UNHCR assist in the provision of scholarships and tertiary education opportunities for refugees to
213 successfully integrate refugee minors and adults into society as a way to best respond to the growing influx of
214 refugees by:
215
- 216 a. Engaging the private sector by utilizing the Solution Alliance’s thematic group Engaging the Private
217 Sector for Finding Solutions for Displacement;
218

- 219 b. Working directly with public universities through programs similar to Bologna University's Unibo for
220 Refugees program, which provided scholarships for refugees to attend university at discounted or no
221 cost;
222
- 223 15. *Strongly encourages* Member States, Non-Governmental Organizations (NGOs), Intergovernmental
224 Organizations (IGOs), and private sectors of the international community to provide financial support for
225 refugee education programs in the framework of the aforementioned UNICEF and UNESCO initiatives through
226 established funding mechanisms like the World Bank's Education Support Programs, which have been
227 implemented in several Member States and can be expanded through grants to other Member States and
228 include:
229
- 230 a. Supporting the ability to utilize funding to subsidize education infrastructure such as school buildings
231 and classroom technologies like computers, projectors, and learning modules;
232
- 233 b. Financing modality suggestions and calculation of costs and funding gaps provided by beneficiary
234 Member States;
235
- 236 c. Designing, testing, and implementation of financial education programs for members of savings and
237 credit cooperatives;
238
- 239 16. *Suggests* all Member States facing difficulties in providing food security for their own internally displaced
240 persons and for hosted refugees to allow the UNHCR to subsidize the WFP's School Meals Program for the
241 local population's schools, contingent upon their acceptance of refugees into this educational infrastructure, to:
242
- 243 a. Pair nutrition provided by the WFP with the education, which encourages attendance at the schools, in
244 addition to alleviating the burden that parents face with food security;
245
- 246 b. Provide this food security to both local children and refugees, which will help to reduce the
247 xenophobia that is associated with the perception that displaced persons are taking resources from the
248 host country population;
249
- 250 c. Work to incorporate this program to occur concurrently with the UNHCR Graduation Approach, in an
251 effort to unify attempts to improve livelihood and education simultaneously and remove the barriers to
252 education and employment associated with poverty, malnutrition, and other living factors;
253
- 254 17. *Calls upon* Member States to implement legal frameworks that provide practical, relevant education experiences
255 outside of the classroom that support refugee populations within their local environment in order to:
256
- 257 a. Establish mechanisms to provide support and education for displaced persons regarding their local
258 environment including initiatives to prevent trafficking;
259
- 260 b. Provide educational mechanisms for refugees regarding the environment, maternal and female
261 reproductive health, and water, sanitation and hygiene (WASH) related education;
262
- 263 18. *Invites* Member States to implement language learning programs within their refugee modelled after the
264 approach used by the UNHCR's Adult Learning Program in Yemen, which trained refugees as teachers in the
265 language of the host country through methods such as:
266
- 267 a. Involving local refugee communities in their own education;
268
- 269 b. Adding an aspect of sustainability by teaching refugees themselves to be teachers;
270
- 271 c. Expanding language-learning programs to be specific to the location and culture of various ethnic
272 groups within a refugee community;
273
- 274 19. *Further suggests* the use of UNHCR Innovation Lab's Tablets for Education program, which:

- 275 a. Seeks to provide interactive e-learning opportunities for refugee children to learn the language of a
276 host country while also providing access to content that would further develop native language skills;
277
- 278 b. Is also available as a smartphone applications for wider access in refugee camps;
279
- 280 c. Can be more widely implemented using UNHCR partnerships with the private sector like UNHCR's
281 existing partnership with Microsoft which provides access to technology learning centers in refugee
282 camps;
283
- 284 20. *Looks favorably* upon Member States and the international community taking actions to support all Member
285 States hosting refugees in overcoming barriers to education and livelihoods for refugees.



Code: UNHCR/1/2

Committee: The Office of the United Nations High Commissioner for Refugees

Topic: Promoting Livelihoods and Education for Refugees and Displaced Persons

1 *The Office of the United Nations High Commissioner for Refugees,*

2
3 *Deeply concerned* about the 65 million forcibly displaced persons worldwide who are often denied their basic
4 human rights, including the right to education, and that in many cases this denial of access to education for displaced
5 persons is due to language barriers if the language of the host country is not spoken by refugees,

6
7 *Recalling* the Right to Education, as stated clearly in Article 26 of the *Universal Declaration of Human Rights,*

8
9 *Affirming* Article 28 of the *Convention on the Rights of the Child* and Article 13 of the *International Covenant on*
10 *Economic, Social and Cultural Rights,*

11
12 *Further recalling* Goal 4 of the *2030 Agenda for Sustainable Development* outlined in General Assembly resolution
13 70/1 of 2015, which promotes universal free education, facilitated by technological development, as the foundation
14 to improving people's lives,

15
16 *Calling attention* to the Labour Market Integration of Resettled Refugees by the UNHCR Policy Development and
17 Evaluation Service (PDES), which states that forced migrant groups often suffer from higher unemployment rates
18 than the general population and that they are often underemployed compared to their qualifications,

19
20 *Emphasizing* the *New York Declaration* adopted by the General Assembly resolution 71/1 of 2016, and the General
21 Assembly Resolution 70/59 of 2016, which specifically point out that refugees should be supported in becoming
22 literate in and learning the language of their host country to secure access to all types and levels of education and
23 social integration,

24
25 *Fully aware* of the High Commissioner's message in the *Missing out: Refugee Education in Crisis* report, which
26 states that 86% of the world's refugees are currently hosted in less and least developed countries, who often lack the
27 capacity to provide education services,

28
29 *Approving* the work on addressing the access to education through innovative technologies by organizations such as
30 the International Organization of Migration (IOM), Eneza Education, the Education Development Center (EDC) and
31 the Literacy Bridge,

32
33 *Appreciating* the work that is being done to overcome language barriers for refugees by Non-Governmental
34 Organizations (NGOs), such as the Refugee Education Trust (RET), which organizes high quality language courses,
35 based on needs and assets assessment surveys and therefore adapted to each specific situation,

36
37 *Noting with concern,* that refugees often do not speak the language of the local teachers and vice versa, especially
38 when tribal languages are involved, and that in these situations conventional courses based on didactic teaching
39 methods, such as RET's, are not suitable,

40
41 *Finding* that innovative solutions must be created to enable independent language learning by refugees or to remove
42 language barriers between teachers and students,

43
44 *Keeping in mind* that there are few easily accessible institutions currently offering a wide degree of free quality
45 university-level courses and degrees that can effectively train and prepare refugees for the job markets in their host
46 countries,

47
48 *Noting with satisfaction* the work of accessible institutions such as online universities offering free courses to all,
49 such as The University of the People, Coursera, and edX, which, even though they are not specifically affiliated with
50 UNHCR, can allow refugees to continue their education in times of crisis and instability,

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Acknowledging the UNHCR branch Innovation, a department under the Deputy High Commissioner (DHC), which is creating innovative approaches to refugee education, and which is already active in the field of education,

Particularly recognizing the Learn Lab, which is a UNHCR Innovation resource concerning technology and teaching, and which focuses on teaching of interpersonal skills, critical thinking and conflict resolution, but which does not, so far, provide refugees with flexible language education,

Highly appreciating the UNHCR strategy for “Connectivity for Refugees,” which is working to bring Internet Access to displaced persons in all regions of the world by cooperating with telecommunications corporations such as Vodafone,

Further acknowledging mobile language education applications, such as Kelu and Duolingo, which are highly attractive for use by private citizens as they offer flexible language courses free of charge, but which do not offer language courses relevant to refugees’ host countries and taught through refugees’ native languages,

Welcoming that a cooperation between these institutions Kelu, Duolingo, RET, and UNHCR Innovation could offer suitable language courses to refugees via a mobile application, which could make a significant contribution to refugee education, as it is flexible and fosters independent learning,

1. *Recommends* to the General Assembly to encourage all Member States to further contribute to UNHCR funding and to provide their national expertise on innovative information and communication technology tools, such as applications and online knowledge sharing platforms, to the field offices of UNHCR operating in the countries that are currently hosting the largest amount of refugees at the point that this resolution will be passed, operating mainly in, but not limited to countries that are hosting the largest amount of refugees, to ensure that they gain access to language courses and quality education, defined as elementary linguistic, scientific and social knowledge;
2. *Decides* to focus the work of UNHCR personnel on the ground on the integration of innovative information and communication technologies as mentioned above, while facilitating the equal access to quality education for refugees by:
 - a. Strengthening the cooperation and encouraging partnerships with international organizations such as the IOM, as well as international and local NGOs such as Eneza Education, EDC and the Literacy Bridge, which are already addressing the access to education through innovative technologies through:
 - i. Encouraging the initiative Talking Book from Literacy Bridge, a low-cost audio computer, which records and distributes information on educational and health programs in the native language;
 - ii. Working in close collaboration with the initiative of Eneza, that provides online classes to students, training to teachers as well as business courses via smartphone apps, using live talks between teachers and students;
 - iii. Further initiating a stronger dialogue with the EDC to implement local radio stations broadcasting basic educational programs, that are imperative if the access to internet is missing;
 - b. Proposing to financially support the already existing initiatives by the above-mentioned NGOs through available UNHCR funds;
3. *Calls upon* the DHC to give UNHCR Innovation’s Learn Lab the task of planning the development of a mobile application for language education called United Nations Flexible Education (UNFLED), which aims to offer language courses for refugees relevant to the host country and taught through the refugees’ native language, based on existing online language education platforms, such as Kelu and Duolingo;
4. *Directs* the DHC and the Learn Lab to do the following:

- 107 a. Inviting NGOs with expertise in refugee education, such as RET, to participate in the development of
108 the UNFLED mobile application, to utilize this expertise to create an effective learning platform
109 tailored to refugees;
110
- 111 b. Further inviting representatives from existing online language education platforms, such as Kelu and
112 Duolingo, to participate in the development of UNFLED, to provide insight into how to create mobile
113 applications which provide language courses in general;
114
- 115 5. *Instructs* the DHC to give the Learn Lab the following tasks concerning UNFLED:
116
- 117 a. Deciding, based on the expertise in the field of refugee education which participating NGOs such as
118 RET provide to the Learn Lab, which language courses are relevant and necessary to be included in the
119 UNFLED mobile application;
120
- 121 b. Discussing and deciding upon the inclusion of an online space for advertising institutions which offer
122 further skills training including higher education and vocational training, ranging from carpentry to
123 nursing, for refugees;
124
- 125 c. Engaging with existing university-level institutions offering courses in professional skill development,
126 such as the University of the People, Coursera, and edX to establish a collection of reputable sources
127 of free higher-level education for refugees to utilize;
128
- 129 d. Choosing other universities and discussing with them the possibility of developing their own free
130 online courses, or making existing courses, in a variety of fields of study, available for advertisement
131 in the UNFLED mobile application;
132
- 133 e. Appealing to schools which offer vocational training in the trades, to also offer free courses online
134 with the incentive that refugees using such courses will be able to contribute to national economies
135 after acquiring more skills to enter the labor market;
136
- 137 f. Discussing within the committee, especially regarding the participating NGOs' expertise in refugee
138 education, how to provide suitable formats for the language courses within the UNFLED mobile
139 application to enable effective education which is tailored to the needs of refugees;
140
- 141 g. Employing software engineers to develop the UNFLED mobile application according to the decisions
142 previously taken;
143
- 144 6. *Proposes* that UNFLED's resources will be provided by:
145
- 146 a. Receiving private sector corporate donations, particularly from existing partners of UNHCR
147 Innovation, such as Hewlett Packard and Vodafone;
148
- 149 b. Crowdfunding through private citizens;
150
- 151 c. Using available UNHCR funds provided by Member States' voluntary monetary donations;
152
- 153 d. Utilizing the donation of technological expertise and personnel regarding mobile application software
154 that Member States, including, but not limited to, The People's Republic of China and the Republic of
155 India, have at their disposal and will be kindly invited to supply voluntarily.



Code: UNHCR/1/3

Committee: The Office of the United Nations High Commissioner for Refugees

Topic: Promoting Livelihoods and Education for Refugees and Displaced Persons

1 *The Office of the United Nations High Commissioner for Refugees,*

2
3 *Emphasizing* the importance of the transit process in settling refugees in new host countries where they may attain
4 enhanced livelihoods which have been absent during their stay in their countries of origin and transit Member States,

5
6 *Noting* the distressing nature of the transit process on refugees and its deprivation of resources necessary for the
7 fulfillment of decent livelihoods,

8
9 *Taking into consideration* the importance of accountability and identification in ensuring the need for livelihoods of
10 refugees with specific regard to displaced women and children at the border of transit states,

11
12 *Identifying* the necessity for cooperation from the international community to financially support the allocation of
13 resources including medical aid and proper sanitation aims,

14
15 *Acknowledging* the duality of burdens placed upon both refugees and transit/host countries by the extended duration
16 of the transit process, including loss of basic living necessities, access to education, and employment, and economic
17 hardship,

18
19 *Recognizing* the importance of keeping a record of the skills and talents of refugees during the transit process, and
20 the role of Nongovernmental Organizations (NGOs) in welcoming refugees, in order to place those displaced in
21 employment opportunities once received by a host country which can facilitate integration and education,

22
23 *Underscoring* the success of the UNHCR *Quality Assurance Initiative* (QAI) in strengthening national refugee status
24 determination internationally,

25
26 *Reaffirming* the *2030 Agenda for Sustainable Development*, specifically Sustainable Development Goal (SDG) 6,
27 highlighting the importance of availability and sustainable management of water and sanitation for all exemplified
28 by the International Water, Sanitation, and Hygiene Foundation work in providing clean water and sanitation in
29 South Africa and India,

30
31 *Emphasizing* the UNHCR *Refugee Assistance and Information System* (RAIS) that establishes a more seamless and
32 transparent tracking of refugee migration, thus assuring refugees are given the basic requirement of verifiable
33 identification outlined in UNHCR Addendum A/32/12/Add.1,

- 34
35 1. *Recommends* Member States coordinate with Mercy Corps, an NGO which provides refugees with medical and
36 educational aid through:
- 37 a. local and emergency relief during transition periods;
 - 38
 - 39 b. utilizing communities and local market-led initiatives to promote and ensure sustainable changes in;
 - 40
 - 41 c. seeking innovative technological means to fight disproportionate socio-economic situations of sub-
42 societies with the goal of expanding access and increasing interconnectedness among separated
43 families through the use of:
 - 44
 - 45 i. Wi-fi hot spots;
 - 46 ii. smart-phones to use applications for tracking location, real-time online IT support,
47 transnational GPS support, and connecting families through mobile banking;
 - 48

- 49 2. *Encourages* transit Member States and NGO co-operations as currently exemplified in the work of the
50 International Water, Sanitization, and Hygiene Foundation, to expand their influence to transit areas where need
51 is most prevalent, to reduce and prevent the spread of infectious diseases by:
52
- 53 a. providing sanitation facilities such as plumbing and drainage areas;
 - 54
 - 55 b. incorporating hand washing facilities alongside plumbing and sanitation facilities for refugees;
 - 56
 - 57 c. providing readily available, safe potable water for refugees in transit;
 - 58
- 59 3. *Recommends* Members States adopt the QAI, which reinforces cross-border cooperation as a means of
60 sponsoring refugee livelihood by:
61
- 62 a. extending the reach of already implemented applications of the QAI in regions such as Latin America
63 and Europe to provide refugees with national and regional resettlement programs;
 - 64
 - 65 b. incorporating the promotion of efficient cooperation between the asylum seeker and the on-site
66 representative who aids with the decision-making of the application process for refugee asylum;
 - 67
- 68 4. *Expresses its hope for* Member States to encourage voluntary donations by private organizations to continue
69 and further fund initiatives and programs by:
70
- 71 a. sharing pertinent data with the international community to ensure third party's continued engagement;
 - 72
 - 73 b. providing transferable skills training to refugees for future employment;
 - 74
 - 75 c. implementing the proposal of multiple donor bonds by the World Bank's *2016 Forcibly Displaced*
76 *Report*;
 - 77
- 78 5. *Takes note of* the increasing need for further infrastructure development in transit states in need for the purpose
79 of strengthening institutional coordination and cooperation to facilitate the expansion of funds available for
80 increasing the mobility of refugees across international boundaries:
81
- 82 a. Relevant agencies such as but not limited to the World Bank, World Trade Organization, International
83 Monetary Fund, and the Organization for Economic Co-operation and Development (OECD) and the
84 Group of twenty (G20);
 - 85
 - 86 b. NGOs collaborating with the private sector;
 - 87
- 88 6. *Endorses* the expansion of the scope of the RAIS to:
89
- 90 a. Track technical and non-technical skills, including prior and developed language skills, acquired
91 through recognized UNHCR refugee camps;
 - 92
 - 93 b. Track documented work experience at local communities at, but not limited to, on-site NGO's and
94 Refugee camps;
 - 95
 - 96 c. Prioritize fast-track registration and screening for asylum seekers of vulnerable groups in transit
97 nations and subsequent transferal to a host Member State of distinguished migrants;
 - 98
 - 99 d. Empower refugee camp leaders to record the status and development of refugees in the camps they
100 administer through the RAIS database;
 - 101
- 102 7. *Encourages* Member States to adopt the RAIS to further expand refugee tracking globally to ensure that
103 refugees can be accounted for when crossing multiple borders;
104

105 8. *Further invites* Member States on a voluntary basis to provide the UNHCR RAIS monetary and/or
106 technological resources through the means of bilateral agreements between, but not limited to, transit and host
107 Member States.



Code: UNHCR/1/4

Committee: The Office of the United Nations High Commissioner for Refugees

Topic: Promoting Livelihoods and Education for Refugees and Displaced Persons

1 *The Office of the United Nations High Commissioner for Refugees,*

2
3 *Bearing in mind* Article 7 of the *Universal Declaration of Human Rights* (UDHR), stating that discrimination based
4 on nationality, culture, and gender is unacceptable and that this to freedom from discrimination right is upheld by
5 refugees in their pursuit of education and livelihoods,

6
7 *Further recognizing* Article 14 of the UDHR, which proclaims the right of human beings to seek and enjoy asylum
8 from persecution and violations of human rights,

9
10 *Recognizing* Article 23 (1) of the UDHR which states that all people have the right to work,

11
12 *Reaffirming* Article 26 of the UDHR with regards to education as a basic human right,

13
14 *Mindful* of the Sustainable Development Goal (SDG) 4 of the *2030 Agenda for Sustainable Development* which
15 ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all,

16
17 *Reiterating* the SDG 8 which promotes, inclusive and sustainable economic growth, full and productive employment
18 for all,

19
20 *Deeply conscious* of the possible language barriers between refugees and host states, which may be remedied by
21 language-based education of elementary, secondary, and tertiary levels,

22
23 *Recognizing* the importance of comprehensive language-based education for adult refugees in host states according
24 to the UNHCR's *Refugee Resettlement Handbook to Guide Reception and Integration* (2002),

25
26 *Taking into consideration* the need for adult educational programs that are readily accessible for those refugees with
27 diverse commitments,

28
29 *Acknowledging* the work of non-governmental organizations (NGOs) and their refugee education initiatives to
30 specifically combat the diverse obstacles faced by refugees or displaced persons, and the difficulties they face in the
31 implementation including lack of funding, lack of proper infrastructure, and lack of organization,

32
33 *Recognizing* the programs being implemented in Venezuela, such as Instituto Autónomo para el Desarrollo de la
34 Economía y Social del estado Táchira (FUNDESTA) and Banco del Pueblo Soberano (BPS), that promote micro
35 financing for refugees and asylum seekers,

36
37 *Recognizing* the importance of an international micro financing program such as the one implemented in Venezuela,

38
39 *Alarmed* by the difficulties faced by refugees and displaced persons in accessing legal status and financial support in
40 order to provide for themselves and their families,

41
42 1. *Recommends* all Member States to ratify the 1951 Convention Relating to the Status of Refugees and the
43 Convention on the Rights of the Child,

44
45 2. *Encourages* Member States that have ratified the above-mentioned conventions to strengthen existing policies;

46
47 3. *Invites* Member States to enforce working rights for refugees within their national legal frameworks regardless
48 of their citizenship status;

49

- 50 4. *Recommends* the creation of a universal UNHCR database with the contribution of refugee information from
51 NGOs, Member States and civil society organizations upon their arrival to national borders which include, but
52 are not limited to:
53
- 54 a. Information regarding identification;
 - 55
 - 56 b. Country of origin;
 - 57
 - 58 c. Region of origin;
 - 59
 - 60 d. Educational background;
 - 61
 - 62 e. Former/current occupation;
 - 63
- 64 5. *Encourages* Member States to create efficient administrative processes in order to provide education,
65 employment, and legal opportunities to prevent the exclusion of individuals in these situations and these
66 administrative processes will include:
67
- 68 a. Applications for working permits;
 - 69
 - 70 b. Enrollment in educational institutions, for refugee and displaced person status;
 - 71
- 72 6. *Suggests* Member States to work with NGOs in collaboration with the UNHCR to prevent the discrimination of
73 age towards refugees by providing educational programs at all tiers, including primary, secondary and tertiary;
74
- 75 7. *Further invites* local institutions, such as law enforcement and border control, to collaborate with the UNHCR
76 to effectively and legally integrate refugees into states,
77
- 78 8. *Encourages* host states to implement a variety of approaches that promote cultural education among refugees,
79 including the use of:
80
- 81 a. Technologically based programs that allow for access to education in all settings through:
82
 - 83 i. the promotion of expanding initiatives such as the Idea Boxes from the UNHCR Innovation
84 Unit (2014), which supply refugees with items such as low-cost technological devices for the
85 purpose of providing access to online-based education; and
 - 86 ii. partnerships with private sector businesses, such as technology and social media companies,
87 to expand technological infrastructure and access to critical goods which include phones,
88 tablets, laptops, and wireless networks;
 - 89
 - 90 b. Language classes that include cultural influences and guidance for the sake of enhancing integration
91 efforts such as:
92
 - 93 i. discussion and explanation regarding the host state's political institutions and structure;
 - 94 ii. discussion about the differences in cultural traditions between refugees and their host States;
 - 95 iii. discussion of administrative and legal processes;
 - 96
- 97 9. *Invites* Member States that host refugees and asylum seekers with vast language differences to provide
98 imperative programs for all asylum seekers that require language education in coordination with NGOs and the
99 UNHCR through:
100
- 101 a. Language support schemes funded by a combination of host states, contributing member states, and
102 partnerships with NGOs and IGOs, with no cost to refugees;
 - 103
 - 104 b. Programs done in cooperation with either interpreters or language services of the primary language of
105 refugees;

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- c. Promoting existing similar programs to be scaled up, such as Start Wein in Austria which helps orient, advise, and educate incoming refugees;
 - 10. *Supports* the implementation of educational classes and programs to be available before and after business hours to cater to those who hold full-time employment to ensure greater access for participants through collaborations and partnerships with NGOs, including:
 - a. The expansion of programs such as PRAKSIS, which implements adult language education programs in Greece;
 - b. Further development of programs like Volkshilfe Österreich that provide adult education in coordination with other organizations and municipalities for the betterment of refugee livelihood;
 - 11. *Encourages* Member States who host refugees and displaced persons, to reallocate a percentage of their respective refugee expenditure budget in language education for the targeted population to facilitate integration and build a stable community by:
 - a. Universally expanding UN cooperation with the program ‘Teachers Without Borders’ to educate teachers worldwide and prepare them for the unique circumstances surrounding teaching the targeted population of refugees and displaced persons;
 - b. Leveraging financial support dedicated to targeted populations’ host-states;
 - 12. *Emphasizes* the importance of ensuring further education for refugees who have not received beyond a primary education in their home state by:
 - a. Calling upon Member States to implement their standardized primary school tests to refugees and displaced persons before placement in education programs;
 - b. Allocating funds from the international donor communities to foundational education created specifically for refugees lacking education beyond a grade six level to NGO’s such as ‘CARE Education’ who provide education to refugees and displaced persons to further implement their programs in host states;
 - 13. *Supports* the continuance of the micro-financing programs implemented by FUNDESTA and BPS in Venezuela, which incorporates:
 - a. Asylum seekers and refugees into a government program that provides financial services for micro enterprise creation;
 - b. The accessibility of bank services (opening bank accounts, financial transactions, etc.) and taking out loans, allowing refugees and asylum seekers to start micro financing within their respective communities;
 - c. The startup of employment opportunities for refugees and asylum seekers’ communities and increasing their revenues;
 - d. The strengthening of the targeted population through the help of workshops, business training, linkage with local production networks and communities;
 - 14. *Calls upon* the creation of a similar micro financing program such as, the programs implemented by FUNDESTA and BPS in Venezuela on an international scale, which will be called “Micro Financing for Refugees” (MFR), which will incorporate:
 - a. Displaced persons within the targeted population;

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- b. A minimum set of requirements such as host-state language proficiency, a fast track financial and business courses (with the inclusion of a business workshop) to lower the risks of misuse of allocated loans distributed to the targeted population;
15. *Affirms* the importance national sovereignty by leaving specific implementations of the adult-based language programs in host states at the discretion of the respective Member States.



Code: UNHCR/1/5

Committee: The Office of the United Nations High Commissioner for Refugees

Topic: Promoting Livelihoods and Education for Refugees and Displaced Persons

1 *The Office of the United Nations High Commissioner for Refugees (UNHCR),*
2

3 *Guided by UN General Assembly resolution 70/1 of 2016 which proposes the 2030 Agenda for Sustainable*
4 *Development pledging that no one will be left behind and by integrating all members into society,*
5

6 *Having studied the United Nation's Development Program's (UNDP) Capacity Assessment Methodology User's*
7 *Guide, which establishes steps for capacity assessment, and it is a prerequisite in the pathway for sustainable*
8 *assessment guidelines,*
9

10 *Recalling the 1951 Geneva Refugee Convention in which relevant information for granting asylum can be received*
11 *through UNHCR,*
12

13 *Acknowledging UN General Assembly September 19 Summit Addressing Large Movements of Refugees and*
14 *Migrants which brings in a range of stakeholders from the outset including local and national authorities,*
15 *humanitarian and development actors, the private sector and civil society,*
16

17 *Recognizing that lack of adequate education and the inability to find and perform suitable employment are*
18 *significant barriers to the integration of refugees and displaced persons into their host societies,*
19

20 *Recalling Article 26 of the Universal Declaration of Human Rights, which reaffirms the responsibility of the*
21 *international community to commit itself to upholding the right to an education,*
22

23 *Recalling the importance of the private sector in tackling the integration of refugees in local labor markets,*
24

25 *Guided by the Call to Action from the CEO Round Table which originated from a group of private sector industries*
26 *from the United States of America and Japan that agreed to strengthen their involvement in creating sustainable*
27 *approaches to help refugee integration into host societies,*
28

29 *Recognizing Sustainable Development Goal 10 which calls for the reduction of inequalities between and with*
30 *countries by eliminating laws and policies that are discriminatory,*
31

- 32 1. *Calls upon* Member States for the creation and voluntarily implementation of the capacity assessment and
33 transparent framework called Assess, Enhance, Integrate (A.E.I.) in collaboration with Multi-stakeholders
34 such as knowledgeable institutions, NGO's, UNHCR, and Member States concerning three pillars that will
35 be further outlined in:

- 36 a. Assessment of skills, training, and education of refugees;
37
38 b. Enhancement of training to further qualify refugees to gain employment in their host countries;
39
40 c. Integration of refugees in the local labor force;
41
42

- 43 2. *Recommends* that Member States with assistance of UNHCR, assess capacities of refugees by mobilizing
44 and designing relevant capacity assessments, conducting the capacity assessment, and summarizing and
45 interpreting results based on the guidelines established in the UNDP's Capacity Assessment Methodology
46 User Guide by generating recommendation reports by the expertise and funding of UNHCR and
47 knowledgeable NGOs;
48

- 49 3. *Invites* Member States to implement mechanisms such as interviews, special projects evaluated by
50 experienced professionals, focus groups, and simulation activities for skill demonstration to assess

- 51 capabilities with the assistance of UNHCR and other organizations;
52
- 53 4. *Further asks* Member States in collaboration with the UNHCR to produce recommendations for the
54 refugees based on their assessment results which will outline the possibility of employment or need for
55 additional training;
56
- 57 5. *Suggests* that Member States utilize programs in collaboration with A.E.I. framework to enhance refugee
58 education, such as;
59
- 60 a. Science 4 Refugees which matches refugees with a scientific background to current scientific
61 institutions that have declared themselves as refugee welcoming organizations;
62
- 63 b. Expand the refugee scholarship program (DAFI) to include refugees who are returning to school
64 for extra training needed to be employed in their host countries;
65
- 66 6. *Recommends* that Member States aim to meet the varying educational needs of refugees, dependent on age,
67 by:
68
- 69 a. Enhancing education for adolescents, defined as those under age 18, through close collaboration
70 with existing NGOs, such as the Center for Education Innovations, to strengthen the collaboration
71 between the United Nations and those directly involved with educating this demographic;
72
- 73 b. Enhancing education for adults defined as above 18 and below 65 by:
74
- 75 i. Utilizing the recommendations produced by the capacity assessments by working closely
76 with relevant education providers for refugees, such as NGOs to enroll the individuals in
77 specific programs such as workshops or training seminars to enhance their skills and
78 prepare them for final stage of integration into the labor force;
79
- 80 ii. Initiating more internet based education for adults in the form of online platforms and
81 mobile applications following the examples of programs such as the Humanitarian
82 Education Accelerator's program called Libraries Without Borders which provides
83 laptops, tablets, and other electronic devices to enhance learning;
- 84 7. *Invites* Member States to appeal to members of the private sector within their own nations to strengthen the
85 Public-Private Partnership (PPP) policies that can assist in implementing the A.E.I. framework which will
86 apply recommendations to include individuals into the private and public spheres of the acting Member
87 States;
88
- 89 8. *Emphasizes* that Member States work toward partnerships with the private sector, such as CEO
90 Roundtables, which will facilitate dialogue to include national industries and address the refugee crisis as
91 an economic asset;
92
- 93 9. *Further invites* Member States to pursue equal employment opportunities for refugees and citizens with the
94 same qualifications by recommending that Member States strive for a reduction of legal barriers that deny
95 the access of refugees to labor market.



Code: UNHCR/1/6

Committee: The Office of the United Nations High Commissioner for Refugees

Topic: Promoting Livelihoods and Education for Refugees and Displaced Persons

1 *The Office of the United Nations High Commissioner for Refugees,*

2
3 *Deeply concerned* by the lack of access many highly skilled refugees have to the labor market and understanding
4 that promoting such access would greatly benefit host countries' economies as well as the livelihoods of refugees,

5
6 *Fully aware of* the 'refugee gap' in which other immigrants and natives perform at higher levels in statistical
7 measures of labor integration compared to refugees, which means that their skills and assets are not contributing to
8 host communities during potentially productive periods, and leaving them in a status of uncertainty,

9
10 *Alarmed by* the frequent non-recognition of previous qualifications held by refugees,

11
12 *Further recalling* that there are Member States with current or foreseeable gaps in labor force participation,
13 sometimes due to phenomena such as the brain drain and aging populations, which would benefit from welcoming
14 highly skilled refugees into their Member States,

15
16 *Seeking* to address these issues through targeted international cooperation,

17
18 *Recognizing* that discrimination, based on gender, ethnicity, religion, in refugee camps and in host countries are
19 unacceptably high, as stated by former United Nations High Commissioner for Refugees Ruud Lubbers, in an
20 address to the Human Rights Commission in Geneva on March 21, 2001,

21
22 *Affirming the International Convention on the Elimination of All Forms of Racial Discrimination* and Article 13 of
23 *New York Declaration* adopted by the General Assembly resolution 71/1 of 2016 recalling the obligations under
24 international law which prohibit discrimination on any basis of, but not limited to, race, color, sex, language,
25 religion, political or other opinion, national or social origin, property or birth,

26
27 *Observing* Economic and Social Council resolution 2008/18 of 2008, which highlights education as a vital tool for
28 social integration and the eradication of poverty,

29
30 *Bearing in mind*, Goal 8 of the *2030 Agenda for Sustainable Development* outlined in General Assembly resolution
31 70/1 of 2015, which promotes sustained, inclusive and sustainable economic growth, full and productive
32 employment and decent work for all, which must necessarily include refugees who have often been excluded from
33 the labor market in host countries,

34
35 *Recalling* Article 5 *New York Declaration* adopted by the General Assembly resolution 71/1 of 2016, which
36 stipulates the need to foster self-reliance among refugees by expanding opportunities for refugees to access labor
37 markets and support host communities, primary goals of this resolution,

38
39 *Reaffirming* the right to work under the *1951 Convention Relating to United Nations Refugee Convention*
40 specifically, Article 17, which protects the right of wage earning employment, as well as article 18 of the convention
41 which seeks to protect the inherent right to self-employment,

42
43 *Observing* the successful introduction of individualized employment plans in Member States such as Denmark,
44 which involves the assessment of the qualifications and the needs of the refugees, helping them access the labor
45 market more quickly and increasing the potential for an independent and self-resilient life, and recognizing the
46 potential which such initiatives would have for refugees on a global scale,

47
48 *Having examined* the findings of the Labour Market Integration of Resettled Refugees by the UNHCR Policy
49 Development and Evaluation Service (PDES) on the labor market integration of refugees, which describes the

50 successful partnership between the government of Brazil and the consulting company Emdoc, in developing a
51 database to match available jobs with resettled refugees' and asylum seekers' skills,
52

53 *Welcomes* funding opportunities under UNHCR Innovation, which provide humanitarian workers with the necessary
54 funds for the implementation of their innovative ideas,
55

56 *Recognizes* the inclusive work of the UNHCR Partner Portal, a web-based tool that ensures information sharing
57 between the UNHCR and its partners, especially NGOs, about their organization and capabilities to respond to the
58 needs of refugees and persons of concern,
59

60 *Noting with satisfaction*, the work of UNHCR Innovation's Link Lab, which connects refugees and forcibly
61 displaced communities, UNHCR, and external partners to one another through information and communication
62 technologies,
63

64 1. *Trusts* that the Deputy High Commissioner, as the overseer of UNHCR Innovation, will endorse the Matching
65 System for Skilled Refugees, which will act as a two-way online database facilitating integration of refugees
66 into the global labor market:
67

68 a. It will store information on:

- 69 i. refugees' skill sets, qualifications, and work experience;
- 70 ii. Member States with specific labor gaps looking to host refugees with specific skills;
- 71 iii. job openings of corporations and organizations around the globe looking to employ refugees,
72 and descriptions of the skills they require;
73
74

75 2. It will focus on refugees with professional skills and qualifications, including but not limited to medical
76 professionals, academics, lawyers, engineers, and technical experts by:
77

78 a. Linking skilled refugees directly with Member States, corporations and organizations, the matching
79 system aims to:

- 80 i. counteract the 'refugee gap' and help refugees embark on productive and fulfilling lives as
81 quickly as possible;
- 82 ii. fill gaps in the labor markets of Member States lacking skilled professionals in different areas;
- 83 iii. promote the hiring of refugees by corporations who are interested in increasing their
84 Corporate Social Responsibility (CSR);
85
86

87 3. *Recommends* the expansion of the mandate of UNHCR Innovation's Link Lab to facilitate the creation of the
88 Supervisory Committee for the Matching System for Skilled Refugees, with the responsibility to:
89

90 a. Oversee the creation of the database software:

- 91 i. Member States with strong technology capabilities will provide expertise for the creation of
92 the software;
- 93 ii. refugees with computer technology and programming skills will be involved in the process
94 where possible;
95
96

97 b. Raise awareness of the Matching System for interested refugees, both those already resettled as well as
98 those residing in camps through an awareness campaign and the involvement of on the ground NGOs,
99 highly skilled refugees will be given the necessary information to create profiles on the platform,
100 include description and evidence of their qualifications and skills;
101

102 c. Oversee a verifying body to, where possible, confirm the accuracy of the information, and
103 communicate with participating refugees:
104

- 105 i. Assessment and verification of refugee profiles will be undertaken by a specialized task force
106 funded by corporate sponsors and Member States;
107
108 d. Disseminate information via the UNHCR Partner Portal;
109
110 e. Ensure sufficient and continued funding for the matching systems from:
111 i. voluntary Member States;
112 ii. partner corporations;
113 iii. UNHCR Innovation, following application to funds such as Google.org: Impact and
114 Community Grants;
115
116
117 4. *Further recommends* that the Supervisory Committee consist of:
118
119 a. An independent and impartial coordinator;
120
121 b. Representatives of cooperating Member States;
122
123 c. Representatives of funding corporations and organizations interested in hiring refugees;
124
125 d. Representatives of NGOs involved in integrating refugees into the labor market;
126
127 e. Skilled refugees with experience in software design and project management;
128
129 5. *Further proclaims* that the UNHCR Partner Portal will be utilized to facilitate cooperation with NGOs and
130 corporations:
131
132 a. NGOs and corporations will be informed about the initiative and invited to become involved;
133
134 b. Regional NGOs will be able to aid in data collection and disseminating information about the program
135 to skilled refugees under their care;
136
137 c. Corporations will be encouraged to use the platform to hire refugees;
138
139 6. *Emphasizes* the need to address the issue of potential discrimination against all refugees on the basis of religion,
140 color, gender, nationality and any other personal attributes:
141
142 a. Aims to find solutions by making profiles primarily skills based;
143
144 b. Will take any allegations of discrimination against refugees seriously and investigate them
145 accordingly;
146
147 7. *Strongly recommends* that implementing and cooperating Member States encourage large companies and
148 corporations to employ refugees and engage in the matching system platform by providing incentives.



Code: UNHCR/1/7

Committee: The Office of the United Nations High Commissioner for Refugees

Topic: Promoting Livelihoods and Education for Refugees and Displaced Persons

1 *The Office of the United Nations High Commissioner on Refugees,*

2
3 *Emphasizing* the importance of Article 25 of *Universal Declaration of Human Rights* because of the United Nations’
4 dedication to ensuring that all individuals are given the resources for adequate standards of living,

5
6 *Re-enhancing* Sustainable Development Goal (SDG) 11 through the continued efforts of making cities inclusive,
7 safe, resilient, and sustainable,

8
9 *Reaffirming* our commitment to SDGs 4 and 10, through the United Nations’ dedication to guarantee the quality of
10 lifelong education and the reduction of inequality for all individuals regardless of race, sex, religion, disability, or
11 other status,

12
13 *Referencing* Articles 3, 24, and 34 of the 1951 *Convention Relating to the Status of Refugees*, which respectively
14 state the importance of non-discriminatory practices towards refugees, remediation of the vulnerability of refugees
15 through unemployment and the lack of local support systems, and dedication to expedite the naturalization process
16 for refugees,

17
18 *Noting with satisfaction* the comprehensive work of NGOs, such as the *Dreams Can Be Foundation*, that focus on
19 accessible and affordable childcare, which gives parents the opportunity to obtain education and participate in the
20 workforce to improve livelihoods,

21
22 *Affirming* that media has an important position in spreading information and acting as a facilitator for informed
23 discussion to further involve refugees, as mentioned in the UNESCO framework of *The Importance of Self-*
24 *Regulation of the Media in Upholding Freedom of Expression*,

25
26 *Recognizing* the collaboration between the United Nations Educational, Scientific and Cultural Organization
27 (UNESCO) and the United Nations International Children’s Fund (UNICEF) as the primary partnership and funders
28 for long-term humanitarian and development assistance to children and mothers as referred to in UNICEF resolution
29 8 of 2003,

30
31 *Keeping in mind* the 2016 UNESCO and UNHCR *Global Education Monitoring Report* that 50% of primary-school
32 aged refugee children and 25% of secondary-school aged refugee children have access to basic education, which is
33 not in accordance with the International Network for Education in Emergencies (INEE) Minimum Standards, stating
34 education as a basic human right regardless of race, gender, national or social origin,

35
36 *Recognizing* the UNHCR program “Learning for a Future: Refugee Education in Developing Countries,” aiming at
37 establishing a safe environment for education for children in regions of conflict with the intent to ensure that the
38 basic human rights of all children are enforced and livelihood is guaranteed,

39
40 *Welcoming* the relationship established between the International Organization of Migrants (IOM) and the United
41 Nations, which fosters our ability to further integrate refugees into society by means of identification documents,

42
43 *Encouraging* Member States to support self-help for refugees and internationally displaced persons through the
44 access to the national labor markets employment in the hosting country,

45
46 *Deeply conscious* of the action of local initiatives having a significant impact on social, urban, and environmental
47 services as mentioned by the World Bank in *Forcibly Displaced: Toward a Development Approach Supporting*
48 *Refugees, the Internally Displaced, and Their Hosts*,

49

- 50 1. *Supports* the facilitation of and the access to the local labor market within communities to enable refugees and
51 displaced persons to work in the host country by:
52
- 53 a. Reducing legal restrictions regarding the right to work in the host countries, for example, through
54 issuing temporary work permits;
55
 - 56 b. Educating refugees and Internally Displaced Persons (IDPs) on their rights and responsibilities as
57 employees within the host community;
58
 - 59 c. Inviting Member States to provide refugees and displaced persons' tools to gain entrepreneurship skills
60 to start their own business or to become employed by existing enterprises to address unemployment;
61
 - 62 d. Encouraging host countries to offer economic incentives to local businesses for employing refugees in
63 enhancing access to economic opportunities;
64
 - 65 e. Encouraging all Member states to implement financial empowerment programs to transform displaced
66 persons into active members in the local economy who are financially independent and are self-
67 reliant;
68
 - 69 f. Promoting the creation of sustainable jobs within communities and according to the communities
70 needs that will increase refugee participation in the economy of the host country;
71
- 72 2. *Emphasizes* that successful care for refugee children can be accomplished through:
73
- 74 a. Promoting programs in host countries that extend beyond school hours with a goal of specifically
75 promoting socialization;
76
 - 77 b. Implementing day care programs for infant and toddler refugees that are structured to accept applicants
78 in resettlement agencies with the purpose of moving out of refugee camps and into an environment of
79 support within country of residence that encourages social integration through day care;
80
- 81 3. *Invites* Member States to increase the purview of current child care facilities to include special programs, such
82 as the work of the NGO Dreams Can Be Foundation, that work to care for refugee children during after school
83 hours to allow parents to obtain jobs and provide families more opportunities to attend free and public education
84 avoiding barriers that limit childcare opportunities;
85
- 86 4. *Recognizes* the necessity of reliable data and official identification as fundamental for efficient allocation of
87 funding, which enables refugees to integrate themselves into society so they may attend regular school and use
88 other public services by:
89
- 90 a. Improving the pre-existing United Nations database proGres and building upon the IOM's database,
91 which provides written and photo documentation of refugees across seventy countries, in order to
92 reduce bureaucratic red tape and allow for easier acquisition of essential documents such as birth
93 certificates, passports and refugee status;
94
 - 95 b. Training in logistics of the issuance of essential documentation, for example through providing
96 government documents and refugee status registration online;
97
 - 98 c. Logistics training for public servants in order to enable host communities to react self-reliantly on
99 further challenges by their own resources;
100
 - 101 d. Improving infrastructure which alleviates those efforts;
102
 - 103 e. Cooperating with relevant NGOs such as the UPS-Foundation to provide expertise and to advocate for
104 funding;
105

- 106 5. *Authorizes* UNHCR to continue the support of local and sustainable food initiatives and provide refugees and
107 displaced persons with sufficient, balanced and healthy diets that fulfill their basic needs by:
108
- 109 a. Expanding upon pre-existing local organizations and collecting excess food from local food providers
110 and redistribute to refugees;
 - 111
 - 112 b. Calling upon Member States to increase funding for nutritional support directed towards Civil Society
113 Organizations (CSOs);
 - 114
 - 115 c. Building off the UNHCR's previous efforts and in collaboration with Member States to increase
116 environmental sustainability, for example with the implementation of community gardens in Tanzania;
 - 117
 - 118 d. Encouraging the creation of sustainable gardens which will encourage healthy eating habits and
119 provide a continuous supply of food that is accessible through working in the garden, which restores
120 dignity and self-sufficiency to refugees;
 - 121
 - 122 e. Noting the importance of religious and cultural dietary restrictions and seeking to incorporate these
123 practices into the local and sustainable food initiatives;
 - 124
- 125 6. *Expresses* its hope that local primary and secondary schools and colleges offer inclusive classrooms and
126 learning environment to refugees and displaced persons, by establishing a desired ratio of refugee children per
127 school, thus fostering a better learning environment by:
128
- 129 a. Encouraging Member States to increase funding to match the suggested ratio to build the capacity of
130 these schools to host refugee children, and promote education, economic opportunities, and human
131 capacity building;
 - 132
 - 133 b. Establishing ratios based on the realistic capability of local educational providers determined by
134 economic indicators, such as GDP, the per capita amount of refugee children, and availability of
135 United Nations and host country funds and economic capacity;
 - 136
 - 137 c. Ensuring that classes will promote the preservation of languages, preserve cultures of origin and
138 promote cultural tolerance;
 - 139
- 140 7. *Intends* to strengthen the cooperation between UNHCR, UNESCO, UNICEF and other international and
141 national stakeholders with local communities to implement inclusive education policies, consistent to the INEE
142 Minimum Standard, according to the needs of refugees and displaced persons, such as language courses or
143 providing free school books for all those in need, focused on enabling social integration and promoting
144 acceptance in the host country by:
145
- 146 a. Modeling after the UNHCR's workshop led in Eastern Chad by transitioning Sudanese refugee
147 children into the local Chadian educational system while continuing discussions with local educators to
148 ensure the success of refugee children;
 - 149
 - 150 b. Promoting the integration of refugee educators into the local region;
 - 151
 - 152 c. Inviting Member States to increase funds to the UNHCR for the suggested use of directing it to host
153 countries that lack the economic capacity to educate refugee children and distribute and monitor the
154 funds through routine enrollment audits by UNHCR;
 - 155
- 156 8. *Expresses its conviction* for all Member States hosting refugees and Internally Displaced Persons (IDPs) to
157 encourage local initiatives that aim to promote livelihoods and community integration of refugees and IDPs by:
158
- 159 a. Host nations to allocate a certain budget based on national economic capacity and percentage of
160 refugees living within a community, for community projects that welcome refugees and IDPs,
161 specifically implementing programs that connect refugees to host country's communities;

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- b. Modeled after the United States Department of Labor who offers tax credits for every adult refugee hired, suggest a system of rewards and recognition for NGO's that successfully execute grass root initiatives such as:
 - i. incentivizing and promoting private involvement in local initiatives through financial reimbursements determined by the number of refugees employed;
 - ii. recognizing outstanding work from the public through awards and certificates, just as the *European Economic and Social Committee's Civil Society Prize* does;
9. *Recommends* the use of media and communication tools, such as public service announcements, social medias and online platforms, to promote local community engagement projects and solidarity projects through:
- a. Creating social media and local communication campaigns to spread awareness about prevalent issues that refugees and IDPs are coping with to create a cohesive solution;
 - b. Suggesting the creation of a global campaign by the UN to encourage funding for local initiatives and create a more accepting global atmosphere;
10. *Invites* all Member States to unite refugees and displaced persons in community life by:
- a. Encouraging all Member States to work with private citizens and Civil Society Organizations in sponsoring refugees to help facilitate their merging into the host country's society, similar to Canada's Private Sponsorship of Refugee Program which has managed to resettle around 14,000 Syrian Refugees since November 2015 which:
 - i. ensures them access to social opportunities and leisure activities, such as recreational sports, social outings, and community building events;
 - ii. invites all Member States hosting refugees to work with NGOs to offer social activities to the host family and the refugees to encourage community building;
 - iii. providing assistance with temporary shelter and food;
 - b. Urging all communities support, each other and helping them in the welcoming refugees on a multi-scale level;
 - c. Integrating the success of local integration initiatives such as Italy's City of the Future Resettlement Program, to shelter refugees in unoccupied homes and provide them with economic opportunities:
 - i. urges developed countries to provide startup funding for developing nations who have accepted refugees;
 - ii. by integrating this project into the UNHCR's Innovation Labs to prototype the initiative in other host country contexts;
11. *Further recommends* establishing psychological support systems with the goal of treating mental trauma affecting displaced persons and refugees and promoting social inclusion:
- a. Encouraging each community is encouraged to establish discussion groups to share experiences and coping mechanisms that are effective in treating mental health issues as a result of traumatic experiences;
 - b. Connecting refugees with professionals and provide follow-up support systems to track progress through interaction with families originating from the host country in order to successfully integrate them into society;

216 12. *Draws attention* to the impact of recognizing importance of the livelihood of refugees, as well as the
217 participation and support of all Member States to enhance capacity measures and ensure the right to education
218 and livelihood of refugees.



Code: UNHCR/1/8

Committee: The Office of the United Nations High Commissioner for Refugees

Topic: Promoting Education and Livelihoods for Refugees and Displaced Persons

1
2 *The Office of the United Nations High Commissioner on Refugees,*

3
4 *Acknowledging the Universal Declaration of Human Rights and particularly highlighting Article 26, that calls for*
5 *fundamental education,*

6
7 *Calling attention to the necessity of improving the cooperation between Member States and non-governmental*
8 *organizations (NGOs),*

9
10 *Recognizing the importance of increasing strong relationships between various international organizations, such as*
11 *Teachers without Borders, an NGO striving to close the education divide between societal groups,*

12
13 *Emphasizing the 2030 Agenda for Sustainable Development including the Sustainable Development Goals (SDGs),*
14 *particularly SDGs 4: Ensure Inclusive Education for All and Promote Lifelong Learning, 5: Achieve Gender*
15 *Equality and Empower All Women and Girls, 8: Promote Sustained, Inclusive and Sustainable Economic Growth,*
16 *Full and Productive Employment and Decent Work for All, and 10: Reduce Inequality within and Among Countries,*

17
18 *Noting the current efforts to implement the basic human right of education being made by other UN organizations*
19 *and programs, such as the UN Education Cannot Wait Fund, which strives to provide safe, free, and quality*
20 *education to crisis-affected children including refugees,*

21
22 *Keeping in mind Article 22 of The Convention Relating to the Status of Refugees, which states the right to education,*

23
24 *Recalling the International Covenant on Economic, Social and Cultural Rights (A/RES/21/2200), that acknowledges*
25 *free access to education and work as a basis for social development,*

26
27 *Acknowledging that better education leads to increased regional security, as stated in the UNHCR Regional*
28 *Framework for Somalia, and that greater regional stability allows for more effective coordination and educational*
29 *efforts by NGOs,*

30
31 *Deploring common soft barriers to refugee education, such as discrimination, language, and culture,*

32
33 *Expressing appreciation for the IKEA Foundation, the largest private sector partner of UNHCR, which provides*
34 *funding and support in field operations, such as the partnership program with Save the Children which develops*
35 *community education programs,*

36
37 *Remembering the benefits of music, arts, and physical education as efficient learning mechanisms through NGOs*
38 *such as Art for Refugees in Transition (A.R.T.), an organization yearning to give back refugee children their*
39 *childhood to help them cope with the trauma of displacement and help them transition into education programs,*

40
41 1. *Calls upon Member States to intensify their cooperation with the UNHCR, refugee education-focused NGOs,*
42 *and civil society by establishing their own national exchange platform, if there is not already one in existence,*
43 *to provide a focused dialogue, that includes:*

44
45 a. *Increasing the frequency of their consultations, according to the needs and capacity of each Member*
46 *State, by delegating one Member State official as a permanent representative who then coordinates the*
47 *consultations with the related NGOs and civil society;*

48
49 b. *Enhancing coordination efforts between UNHCR, related NGOs, and civil society experts, who would*
50 *be involved when issues are specific to their expertise, to get input from those who have on-the-ground*

- 51 experience with refugee education, or are scholars in fields relating to education, development, or
52 refugees;
- 53
- 54 c. Hosting regular meetings with NGOs within the realm of education;
- 55
- 56 2. *Approves* the creation of a second field guide written by UNHCR and its NGO partners, this time focused on
57 refugee education, entitled *Educating Refugees: A Field Guide for NGOs*, which would include:
- 58
- 59 a. Providing NGOs with legal information and practical guidance for general refugee education,
60 specifically relating to UNHCR work, including:
- 61
- 62 i. Discussion of possible legal barriers to establishing new refugee education programs;
- 63 ii. Addressing limitations that might be faced based on resource availability;
- 64
- 65 b. Answering frequently asked and misunderstood questions regarding refugee education;
- 66
- 67 c. Sharing a list of related documents which would be useful for NGOs wanting information specific to a
68 region, culture, religion, or country;
- 69
- 70 3. *Requests* that Member States increase actions and financial contributions, according to their capacity, related to
71 the *2030 Agenda for Sustainable Development* and the SDGs, especially Goals 4 (Ensure Inclusive Education
72 for All and Promote Lifelong Learning), 5 (Achieve Gender Equality and Empower All Women and Girls), 8
73 (Promote Sustained, Inclusive and Sustainable Economic Growth, Full and Productive Employment and Decent
74 Work for All), and 10 (Reduce Inequality within and Among Countries),
- 75
- 76 4. *Encourages* Member States to strengthen their collaboration with civil society and refugees by:
- 77
- 78 a. Participating in the World Refugee Day on June 20th to reduce stigma about refugee education by
79 carrying out workshops, particularly on refugee education;
- 80
- 81 b. Recalling the fact that a societal consensus will help raise awareness of refugee education throughout
82 the population;
- 83
- 84 5. *Further recommends* that Member States encourage private sector organizations to pursue their philanthropic
85 responsibilities and increase their contributions towards refugee education initiatives;
- 86
- 87 6. *Believes* that, since this era of digitization is based on the exchange of information, Member States should
88 promote technological refugee education programs conducted through technology companies such as Google
89 and Microsoft, which would expand on current UNHCR efforts by:
- 90
- 91 a. Enhancing information hubs and online learning materials for refugees;
- 92
- 93 b. Providing translation technology for refugees and NGO workers;
- 94
- 95 7. *Endorses* the installation of a UNHCR recognition standard including a certification for education personnel to
96 provide a more fluid exchange of teachers and encourage culturally sensitive educators;
- 97
- 98 8. *Further suggests* that Member States embed the recognition of the refugee right to education, as stated in the
99 *Convention Related to the Status of Refugees*, in their national legal framework to highlight the issue;
- 100
- 101 9. *Recommends* a focus on music, arts, and physical education as vehicles for learning by working with refugee
102 education-focused NGOs to:
- 103
- 104 a. Help students develop training in skills such as leadership, cooperation, and conflict resolution through
105 athletic events such as soccer matches, which will strengthen students' contributions to society;
- 106

- 107 b. Increase education regarding physical well-being and improve healthy lifestyle habits;
108
109 c. Incorporate programs that are inclusive towards people with disabilities and other populations affected
110 by physical limitations;
111
112 d. Provide refugee children with productive, creative, and skill-based programs that promote active
113 student engagement;
114
115 10. *Urges* all Member States to fully cooperate with the UNHCR to enhance efforts aimed at improving NGO
116 coordination regarding refugee education.



Code: UNHCR/1/9

Committee: The Office of the United Nations High Commissioner for Refugees

Topic: Promoting Livelihoods and Education for Refugees and Displaced Persons

1 *The Office of the United Nations High Commissioner for Refugees,*

2
3 *Guided by Article 13 of the Universal Declaration on Human Rights which enshrines the right to freely leave and*
4 *return to one's own Member State, as well as Article 26 of the 1948 Universal Declaration of Human Rights which*
5 *grants everyone a right to education,*

6
7 *Recalling the 1951 Convention on the Status of Refugees and its 1967 Protocol that defined refugees and the rights*
8 *that they hold, with article 3 of the 1979 Convention on the Elimination of all Forms of Discrimination against*
9 *Women, which stresses that Member States should encourage all women regardless of their legal status to advance*
10 *socially, politically, economically and culturally, in addition to articles 3 and 4 of the 1989 United Nations*
11 *Convention on the Rights of the Child and article 4 of the 2006 Convention on the Rights of Persons with*
12 *Disabilities, moreover recalling articles 1 and 3 of the 1960 Convention against Discrimination in Education,*

13
14 *Keeping in mind Sustainable Development Goal (SDGs) 4 which ensures inclusive and equitable education and*
15 *promote lifelong learning opportunities for all which would dramatically aid in efforts of promoting education to*
16 *underrepresented populations of students such as refugees,*

17
18 *Concerned about the 3.5 million disabled refugees unable to access mainstream assistance programs as result of*
19 *attitudinal, physical, and social barriers, as noted by the Women's Refugee Commission's Report on Refugees with*
20 *Disabilities and acknowledging that refugees with disabilities are often denied opportunities for education,*
21 *occupational training, and decent work, and are often isolated in their communities,*

22
23 *Notes with satisfaction that the Executive Committee (ExCom) has recognized that integration of foreign refugees*
24 *into their respective host societies is the principal sustainable solution for refugees in the greater industrialized*
25 *world, and would increase resettlement efficiency efforts, thus promoting livelihoods by getting refugees settled in*
26 *and participating in society faster,*

27
28 *Recognizing the need to resettle refugees hosted in overcrowded first asylum Member States, as stated by UNHCR*
29 *reports referencing to the unbearable influx of refugees in African and European States, into third-party States where*
30 *the quality of education and livelihoods provided will be of better quality due to the facts highlighted by Missing*
31 *Out: Refugee Education in Crisis, emphasizing that lack of funding is resulting in overcrowded and under-resourced*
32 *classrooms in the education systems of the refugee-welcoming States, thus more sustainable systems of resettlement*
33 *efforts are needed,*

34
35 *Emphasizing that those to be understood as "vulnerable populations" include the elderly, women, children, and the*
36 *physically and mentally ill being among the most vulnerable people in refugee communities and need special*
37 *attention regarding resettlement services due to social standards and health needs as highlighted by the Human*
38 *Rights Protection of Vulnerable Groups,*

39
40 *Realizing that refugees that qualify as members of vulnerable populations are at an increased risk for exclusion from*
41 *educational systems, labor markets, and acceptance in host Member States stated by the UNHCR report Reach Out:*
42 *A Refugee Protection Training Project Module 8 - Vulnerable Groups,*

43
44 *Noting with satisfaction the success of UNHCR-sponsored localized refugee self-reliance initiatives, including the*
45 *Poultry Projects in impoverished host States such as Rwanda, Mozambique, and Zimbabwe, which has allowed for*
46 *refugees in critical conditions to taper off humanitarian aid resources and begin engaging in the host state's economy*
47 *and observing also the reimbursement of the allocation of UNHCR funds which afforded the Poultry Projects*
48 *through their subsequent financial success,*

49

50 *Affirming* Critical Refugees as individuals who are at high risk of malnourishment, food insecurity, destitute
51 poverty, as well as being systemically unable to obtain education and basic resources and thus are categorized as
52 marginalized and vulnerable by the General Assembly resolution 47/107 of 1992, and upon reaching refugee camps
53 their livelihoods would be immediately dramatically improved upon entering an organized dedicated refugee camp,
54

- 55 1. *Encourages* the resettlement of refugees hosted in overcrowded first asylum Member States into third-party
56 Member States, facilitated by UNHCR resettlement programmes, in the aim to:
 - 57 a. Provide livelihoods and education of better quality considering that the number of refugees to
58 provide for will be more proportionate to the financial capabilities of the respective state to ease
59 the financial strain, funding from the UN should be encouraged;
 - 60 b. Alleviate the situation of Member States hosting refugees beyond their capacity by resettling them
61 in Member States who have the geographical, financial and political capacity to host them;
 - 62 c. Further the work done by the Working Group on Resettlement (WGR) and the Annual Tripartite
63 Consultations on Resettlement (ATCR);
- 64 2. *Proposes* that ExCom increases the proportion of the UNHCR's annual budget allocated towards ensuring
65 that the specific needs of vulnerable refugee populations are met, thus allowing them an unhindered access
66 to increased education and livelihood opportunities;
- 67 3. *Urges* Member States to financially support Non-Governmental Organizations (NGOs), aid organizations
68 and groups such as Handicap International and The Women's Refugee Commission, who work to ensure
69 the integration of vulnerable groups of refugees into the education system and job market of their host
70 Member State;
- 71 4. *Encourages* host Member States to actively distribute information concerning educational services
72 which refugees might be unaware of, Member States should inform these refugees how to access their
73 national education services, and should integrate refugee populations into existing school systems;
- 74 5. *Fully supports* the continued efforts of UNICEF and OXFAM in Rwanda to provide access to clean water
75 in camps by implementing water transportation pipelines and water treatment facilities, which have
76 improved access to clean water, increased sanitation, and decreased risk of the spreading of disease thus
77 improving overall livelihoods of camp residents and volunteers;
- 78 6. *Recommends* that developing Member States employ localized self-reliance initiatives, such as the
79 UNHCR's Poultry Projects, which allow refugees to become independent from humanitarian aid and
80 engage in the economy of their host state, thus allowing for the total of expenses to be reimbursed to the
81 UNHCR after implementation;
- 82 7. *Welcomes* support from the international community to take into consideration the specific needs and
83 limitations of physically disabled refugees by ensuring that they have access to certain amenities, to ease
84 their integration into new communities and therefore promoting greater livelihoods and equal access to
85 education which include, but are not limited to:
 - 86 a. Accessibility ramps to ensure access to schools, hospitals and other public buildings, wheelchair-
87 friendly desks, chairs and floorings in schools and other public buildings, elevators in multi-floor
88 public buildings;
 - 89 b. Research done by Women's Refugee Commission to document existing services for displaced
90 persons with disabilities, identify gaps and good practices and make concrete recommendations on
91 how to improve services, protection and participation for this neglected population;

- 104 c. Ask for the collaboration of Nobel Peace Prize laureate Handicap International and HelpAge
105 International, to integrate refugees with disabilities and elderly populations into society by
106 ensuring disability rights and equal rights and access in order rehabilitate and ensure inclusion;
107
- 108 8. *Further welcomes* the International Community's efforts to mobilize adequate assistance to unaccompanied
109 minors in area of education to ensure the efforts of the UNHCR to protect and assist refugees, including
110 children and unaccompanied minors by:
111
- 112 a. Taking into consideration the Children of Peace Initiative, which provides education to children in
113 emergency situations by promoting a safe environment and giving psychological support to those
114 affected by trauma;
115
- 116 b. Supporting unaccompanied homeless youth to attend university analogous to the efforts of the
117 Italian Oriental University in Naples which has granted 12 scholarships since September 2015 in
118 their Welcome Student-Refugees Programme as well as the U4REFUGEES in partnership with
119 the UNHCR and the National Conference of University Deans which announced 100 scholarships
120 granted to refugee students as of September 2016;
121
- 122 c. Taking into consideration the Federal Association for Unaccompanied Minor Refugees which has
123 been working towards improving legal representation of unaccompanied minor refugees in
124 Germany while promoting the participation of lawyers within the host Member State;
125
- 126 d. Supporting that governments prioritize effective inclusion of refugee children in national systems
127 and multi-year education sector plans;
128
- 129 9. *Calls upon* NGOs such as Amnesty International and OXFAM to continue to provide funds and resources
130 supporting the 2017 Children Psycho-Social Protection goals set by UNICEF in order to prevent additional
131 psychological hindrance on the livelihood and education of refugee children;
132
- 133 10. *Commends* the work of NGOs Caritas Nepal, Karen Handicapped Welfare Association, and Mae Tao
134 Clinic in Thailand and Nepal that provide education and vocational training for disabled refugees, including
135 victims of landmines, and asks Member States to collaborate with NGOs to continue to develop innovative
136 solutions to integrate disabled refugees in the economy and community;
137
- 138 11. *Urges* Member States who host refugees to deploy appropriate efforts to ensure that female refugees'
139 access to education and capabilities to provide livelihoods for themselves and their family will not be
140 hindered by certain cultural and medical limitations that female refugees face by implementing measures
141 such as, but not limited to:
142
- 143 a. Making sure that there is an adequate number of female health practitioners and teachers to cater
144 to the needs of the female refugee population;
145
- 146 b. Ensuring access to feminine hygiene products, thus ensuring that menstruation does not prevent
147 women and girls from attending school and/or work;
148
- 149 c. Ensuring access to birth control and reproductive health services;
150
- 151 d. Providing private spaces for mothers and infants;
152
- 153 e. Putting in place programs to instill leadership skills and allow women to have their voices heard,
154 notably in refugee camps;
155
- 156 f. Working in close collaboration with and increase their financial support for NGOs, organizations
157 and groups such as The Spice Kitchen, Oxfam, UN Women, Women Leading for Livelihoods
158 (WLL), and other local women's organizations.



Code: UNHCR/1/10

Committee: The Office of the United Nations High Commissioner for Refugees

Topic: Promoting Livelihoods and Education for Refugees and Displaced Persons

1 *The Office of the United Nations High Commissioner on Refugees,*

2
3 *Emphasizing* the importance given to the right to an adequate standard of living by article 25 of the *Universal*
4 *Declaration of Human Rights* (UDHR) and by article 11 of the *International Covenant on Economic, Social and*
5 *Cultural Rights* (ICESCR),

6
7 *Keeping in mind* the Article 23.1 of the UDHR and the Article 6 of the ICESCR, that both affirm the right to work,

8
9 *Approving* of the *2030 Agenda for Sustainable Development* as adopted by General Assembly resolution 70/1 of
10 2015, specifically Sustainable Development Goals (SDGs) 3, 4, and 8 which seek to ensure healthy lives and
11 promote well-being for all, as well as guaranteeing quality of education and sustained, inclusive, and sustainable
12 economic growth, and full, and productive employment,

13
14 *Highlighting* the *Education Strategy 2020* and the *UNHCR Global Strategy for Livelihoods 2014-2018*,

15
16 *Recognizing* the need for refugees to be provided with prior education in their respective fields prior to
17 displacement,

18
19 *Acknowledging* the program Educate a Child (EAC), which allows for refugees to have prior education in their
20 respective fields prior to displacement,

21
22 *Reaffirming* the work achieved in the field of education by the World Bank (WB), the Organization for Economic
23 Cooperation and Development (OECD), the World Trade Organization (WTO), the United Nations Education
24 Scientific and Cultural Organization (UNESCO) and the United Nations Children's Fund (UNICEF),

25
26 *Recalling* the *USAID Education Strategy 2011-2015* goals of improving reading skills for a hundred million children
27 in primary grades by 2015, improving ability of tertiary and workforce development programs to generate workforce
28 skills relevant to a Member States development goals and increasing equitable access to education in crisis and
29 conflict environments for fifteen million learners by 2015,

30
31 1. *Invites* willing Member States and the independent donor community to take part in initiatives to promote
32 education in communities of refugees such as:

33
34 a. Educate a Child (EAC), a program created to extend quality primary education to refugee children
35 around the world;

36
37 b. No Lost Generation created in 2013 by the UNHCR;

38
39 2. *Encourages* that refugee camps supervised by UNHCR should prioritize the following education aspects:

40
41 a. Increase the literacy rates of the refugees within the respective Member States;

42
43 b. Integrate literate refugees into the work forces of their communities;

44
45 c. Involve young children into the schooling process starting at the age of three;

46
47 d. Improve learning skills of young adults (18-25);

48

- 49 3. *Recommends* the reinforcement of the program Educate a Child (EAC) and Education without Borders (EWB)
50 in order to reach the objectives of the educational aspect of the *Education Strategy 2020*, which aims to provide
51 a global framework for the development of more specific country-level education strategies and programs in
52 camps and urban settings, in addition to the objectives of the International labour organization, the Regional
53 Office of Arab States and the European Council for Refugees and Exile (ECRE);
54
- 55 4. *Encourages* willing Member States to take part in the creation of vocational and trade school infrastructure
56 dedicated to educating refugees in jobs such as pipefitting and electrical work, training refugees how to properly
57 work in and approach special facilities such as:
58
- 59 a. Factories;
 - 60
 - 61 b. Agricultural Plants;
 - 62
 - 63 c. Cultural Employment Centers;
 - 64
- 65 5. *Suggests* to further expand the online survey entitled Promoting Empowerment of People in Achieving Poverty
66 Education, Social Integration and Full Employment and Decent Work for all, by the United Nations Department
67 of Economic and Social Affairs, Division for Social Policy and Development, which promotes educational
68 opportunities to volunteer’s refugees and other Member States;
69
- 70 6. *Encourages* a health care program for refugees to alert them on potential diseases and how they can combat
71 those concerns;
72
- 73 7. *Further invites* the implementation of cultural information as well as language tutorials for refugees so that they
74 can integrate more efficiently within the host country and they can thus contribute to the economic growth of
75 the host Member State;
76
- 77 8. *Encourages* all Member States to adopt a similar approach to USAID to achieve SDG 4.