



Documentation of the work of the
United Nations High Commissioner for Refugees (UNHCR)
NMUN simulation*



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United Nations High Commissioner for Refugees (UNHCR)

Committee Staff

Director	McKenzie Kelly
Assistant Director	Theodore C. Alberto
Chair	Shi Haoyu

Agenda

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

Resolutions adopted by the Committee

Code	Topic	Vote (For-Against-Abstain)
UNHCR/1/1	Protecting Displaced and Refugee Children	65 in favor, 15 against, 22 abstentions
UNHCR/1/2	Protecting Displaced and Refugee Children	58 in favor, 17 against, 27 abstentions
UNHCR/1/3	Protecting Displaced and Refugee Children	55 in favor, 20 against, 27 abstentions
UNHCR/1/4	Protecting Displaced and Refugee Children	62 in favor, 11 against, 29 abstentions
UNHCR/1/5	Protecting Displaced and Refugee Children	67 in favor, 15 against, 20 abstentions
UNHCR/1/6	Protecting Displaced and Refugee Children	71 in favor, 11 against, 20 abstentions
UNHCR/1/7	Protecting Displaced and Refugee Children	62 in favor, 17 against, 23 abstentions
UNHCR/1/8	Protecting Displaced and Refugee Children	51 in favor, 18 against, 33 abstentions
UNHCR/1/9	Protecting Displaced and Refugee Children	51 in favor, 23 against, 28 abstentions
UNHCR/1/10	Protecting Displaced and Refugee Children	51 in favor, 25 against, 26 abstentions
UNHCR/1/11	Protecting Displaced and Refugee Children	61 in favor, 19 against, 22 abstentions
UNHCR/1/12	Protecting Displaced and Refugee Children	59 in favor, 20 against, 23 abstentions

Summary Report

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

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

The session was attended by representatives of 97 Member States and three Observers; two non-governmental organizations also attended the meeting.

On Sunday, the committee adopted the agenda of 2, 1, beginning discussion on the topic of "Protecting Displaced Refugee Children." By Monday, the dais received a total of 14 proposals covering a wide range of sub-topics, including education initiatives, technological support, culture, resettling, family reunification, community facilitators, nutrition, security and protection, and health care. By the end of this session, the delegates developed solutions to protect the children, and by the end of the evening, several working groups collaborated to produce a total of 12 proposals.

On Wednesday, 12 draft resolutions had been approved by the Dais, nine of which had amendments. The committee adopted 12 resolutions following voting procedure. The resolutions represented a wide range of issues, including the protection and promotion of refugee children by education initiatives, technological support, culture, resettling, family reunification, community facilitators, nutrition, security and protection, and health care.



Code: UNHCR/1/1

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Recognizing the dire need for refugee access to education as highlighted in Human Rights Council (HRC) resolution 8/4,

Expressing deep concern at the rising numbers of displaced and refugee children as highlighted in General Assembly resolution 71/177, specifically clause 8,

Alarmed and concerned by the unaccompanied and displaced refugee children as illustrated by the *Child Displacement* United Nations Children's Fund (UNICEF) report of June 2023,

Stresses its desire to establish temporary guardianship, foster care, and orphanages for refugee children,

Recognizing the obstacles Least Developed Countries face when implementing frameworks that support refugee communities within their borders, such as the 2030 Agenda for Sustainable Development as confounding factors (former colonization, environmental disasters, and economic instability) may place developing nations at an increased disadvantage when addressing issues relating to the protection and well-being of displaced children,

Recognizing the successes of the UNICEF School-In-A-Box project which has been utilized through various humanitarian and refugee crises, including the Rwandan genocide, to educate rural and urban displaced children in conflict zones,

Highlighting the Non-Governmental Organization (NGO) Education for All's successes in boarding schools in Morocco, having educated more than 8,000 rural girls with a 100 percent graduation rate,

Bearing in mind the dire need for universal health coverage and financial risk protection as highlighted by the 2030 Agenda for Sustainable Development, specifically Sustainable Development Goal (SDG) 3 (Good Health and Well-Being),

Understanding the work of the Food and Agriculture Organization of the United Nations (FAO) and the World Food Programme (WFP) to address food insecurity, especially reliable access to nutritious food and clean water for children,

Recognizing the successes of RACE2, a program that was implemented in Lebanon during the Syrian Refugee crisis, which effectively educated more than 460,000 children through the rehabilitation and expansion of already existing schools,

Affirms that refugee and displaced community members need to be included and empowered in decision-making processes, as they have an indispensable view of how to care for their communities,

Recognizing that access to clean and sanitary water is a human right, as highlighted by General Assembly resolution 64/292,

Determined to uphold the right to quality and safe education for every boy and girl under the care of the United Nations High Commissioner for Refugees (UNHCR) throughout all stages of its operations, as outlined in the *1951 Convention relating to the Status of Refugees* (Article 12) and the *Convention of the rights of the Child* (Article 22 and 28),

Notes with concern the press statement, SG/SM/21776 from 25/04/2023 by the Secretary General of the United Nations concerning the 2030 Agenda and the disparity between its goals and the current progress,

Keeping in mind the effects of climate change and its role in forcing individuals to seek asylum, including the risk of future disparities and crises caused by the climate catastrophe and the thereof rising sea levels with the potential increase of climate refugees fleeing from the sea and the special vulnerability of children,

1. *Implementing* RACE2 to rehabilitate and expand already existing schools for rural and refugee children while adding a new department within RACE2 of Technical and Vocational Education Training to prepare teenagers for adjusting to society into society, which can be done through collaboration with NGOs and institutions, specifically requesting the aid of NGO Refugee Youth Education Hub, an organization that specializes in providing equitable access to education to children fleeing conflict zones and refugee crises and the International Bank for Reconstruction and Development, which aides in large-scale infrastructure projects;
2. *Reimplementing* UNICEF's School-In-A-Box, which has been extremely successful over the last thirty years in educating children in rural areas, conflict zones, and refugee camps through portable and affordable boxes that contain the resources required to educate a class of forty primary school students on basic subjects, including updates such as:
 - a. Including chemical, physical, and biological science materials to push students into science, technology, engineering, and mathematics (STEM) sectors;
 - b. Including rural language guides for instructors to ensure that the educational guides and materials are communicated effectively through less prominent regional languages;
3. *Utilizing* Temporary Learning Spaces (TLS) and boarding schools to promote education to rural child refugees by:
 - a. Utilizing boarding schools from NGO Education For All, which have been used across rural Morocco and throughout the Atlas Mountains which pushed rural girls into the STEM sector;
 - b. Using TLS in internally displaced persons camps, providing safe and conducive environments for learning;
4. *Implementing* online education through the International Telecommunication Union (ITU), a United Nations specialized agency for information and communication technologies, to promote technology use for displaced children and rural communities by:
 - a. Making use of the ITU's commitment to digital literacy and global communications;
 - b. Utilizing current technology and developing additional forms of technology to bridge gaps between displaced children and their current communities;

- c. Making practical and efficient use of current frameworks put in place by the ITU to provide meaningful and effective education resources to displaced children;
5. *Encouraging* Member States to strengthen regulations for family reunifications by placing rules or a system with the help of the United Nations Global Family Reunification Network to facilitate the reunification process;
6. *Encouraging* UNICEF to increase the Education in Emergencies fund and focus its distribution on refugee children and expand the 'education beyond learning' guidelines into the new UNHCR refugee camps to provide soft and other skills for young refugees for future job opportunities;
7. *Endorses* efforts to help refugee and displaced children embrace their cultural heritage and mother tongue by providing education that connects them with their community and place of origin, with the long-term goal of providing displaced peoples the conditions they require to return to their region of belonging;
8. *Strongly encourages* establishing psychological support by collaborating with experts, Psych First Aid and providing regular medical checkups by requesting medical equipment of high quality such as personal protective equipment, hospital furniture, first aid kits, and diagnostic equipment like stethoscopes and x-ray machines, bandages, antibiotics, and more from NGOs, specifically Global Refugee, a significant refugee organization that operates to aid refugees worldwide;
9. *Endorses* the improvement of modern healthcare structures through collaboration with NGOs, specifically Global Refuge, a significant refugee organization that operates to aid refugees worldwide;
10. *Encourages* relevant agencies, non-profit organizations, and other entities to prioritize the inclusion of diverse viewpoints when participating in discussions and conversations in which the safety and well-being of displaced children are being discussed to outline efforts to provide basic needs, education, and familial reunification, including, but not limited to nations formerly under colonial rule, nations of the Global South, nations that frequently experience refugee crises due to regional conflict, natural disasters, and/or social and political turmoil, and Small Island Developing States (SIDS);
11. *Requests* UNICEF to further their educational teacher training programs with a special focus on increasing the number of qualified teachers for refugees, leading to supportive education environments;
12. *Strongly condemns* all educational focus on extremist education manifesting in the form of hate-speech based on race, gender, religion or belief, or ethnicity such as, but not limited to persons belonging to religious communities or indigenous groups, further included is violence, islamophobia, xenophobia, antisemitism, discrimination, sexual orientation, disability, lack of tolerance for displaced and refugee children in their host country and encourages providing quality teaching by developing their critical thinking and communication skills through various pedagogical disciplines;
13. *Requests* the United Nations Development Programme Bureau of Crisis Prevention and Recovery help support establishing and expanding existing child-friendly designated safe spaces and support centers in refugee camps and host communities that provide inclusive psychosocial support, immediate healthcare services, and recreational activities for refugee and displaced children that:

- a. Involve diverse stakeholders' knowledge and resources through collaborating with a combination of local grassroots organizations, NGOs, and international agencies;
 - b. Offer spaces for refugee and displaced children to safely, anonymously report violence and receive Mental health and psychosocial support;
 - c. Ensure that these programs offer training and educational resources to specialists and non-specialists from the community so they can care for their communities and be qualified service providers;
 - d. Maintain success through need-based assessments and consulting community stakeholders;
14. *Encourages* the implementation of food distribution programs in centers of education for displaced and refugee children and their families to receive the proper nutrition required for enhanced learning and productivity by:
- a. Requesting that the WFP further provides funding for centers of education in refugee camps with high populations of children;
 - b. Encouraging the further involvement of local farmers and food resource providers to participate in the WFP's Home-Grown School Feeding programs by providing stipends to subsidize the associated costs and promote economic security for disadvantaged individuals;
15. *Requesting* the use of Multiple Micronutrient Powders from UNICEF, which effectively and affordably reduces a child's risk of developing anemia, iron, iodine, vitamin A, zinc, calcium, vitamin D, and folate deficiencies by being sprinkled onto 1-2 daily meals, costing USD0.10 per serving to better feed refugee children in refugee camps and conflict zones, these powders have been used across 58 Member States and have nourished more than 16,000,000 children;
16. *Further invites* the FAO to help develop and implement Farmer Field Schools (FFS) programming that is adjusted to best support the learning initiatives of refugee and displaced youth to promote economic self-reliance and community empowerment within educational programming by:
- a. Creating age-appropriate tiers for agricultural education standards that will introduce youth to sustainable agricultural methods and skills;
 - b. Tailoring comprehensive learning methods and materials rooted in the cultures and experiences of refugee and displaced children to ensure the curriculum remains engaging and effective;
 - c. Incentivizing youth to participate in agricultural development with the promotion of the economic and social benefits within their relocation community;
 - d. Providing additional sources for water on FFSs such as boreholes, Seawater Greenhouses, solar-powered desalination plants, and rainwater harvesting with running water and irrigation systems to increase productivity and agricultural growth;
 - e. Implementing FFS with the Enhancing Harvest Initiative, a program that utilizes bioengineered drought-resistant strains of corn, rice, and wheat to increase crop yields by 25% and reduce water usage from 40-60%;

17. *Utilizing* the Hamma Water Desalination Project which uses reverse osmosis that passes water through pretreatment filtration to filter out small particles and a semi-permeable membrane to separate 99.5% of salts from polluted water, effectively converting it to safe drinking water;
18. *Recommends* that developed and willing host Member States enter scheduled bilateral and multilateral summits with climate-affected coastal and island Member States to establish a working relationship on the eventuality of indigenous people of SIDS having to flee their home country safeguard due to rising sea levels with special regard to the effect this would have on these refugee children;
19. *Encourages* potential host Member States to revise national legislation regarding the status recognition for individuals fleeing from rising sea levels to offer them the same protections and rights seen in the 1951 *Refugee Convention*, including refugee children and their futures;
20. *Implementing* the Extreme Sea Level Projection Project, which predicts sea level rise in the next 80 years to address potential future disparities and crises caused by climate change and the resulting rising sea levels, noting with concern the potential rise in climate refugees fleeing from the sea and the special vulnerability of children.



Code: UNHCR/1/2

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Recalling the Convention on the Rights of the Child (CRC) and the world's commitment to strengthening, honoring, and protecting the rights of all children,

Reaffirms objectives proposed in General Assembly resolution 77/198 for Member States to provide trauma-informed services for refugees and internally displaced persons (IDPs),

Acknowledges the findings of Evidence for suicide prevention and Response Programs with Refugees: A Systematic Review and Recommendations, a 2018 report conveying the necessity for developing UNHCR mental health resources,

Aware of the World Health Organization (WHO) Comprehensive Mental Health Plan 2013-2030, which recognizes mental health as a fundamental human right and underscores the critical importance of Mental Health Services and Psychological Support Systems (MHPSS) for children who are displaced, who are particularly susceptible to experiencing psychological distress,

Recognizing that displaced persons often lack access to commonplace technology and that refurbished technology provides an opportunity to expand tech access,

Noting with concern, however, that many digital applications and resources developed by or in conjunction with UN bodies are outdated in the current digital sphere,

In the interest of pursuing Sustainable Development Goals (SDGs) 4 (Quality Education), and 10 (Reduce Inequalities),

Bearing in mind that, according to UNHCR's data, the Malala Fund has calculated that about half of refugee girls were not able to continue primary and secondary education as a result of the COVID-19 pandemic,

Reminds Member States of the recommendation in UNHCR resolution 2/2.1 that refugee children are entitled to education and the tools to lead a sustainable livelihood,

Keeping in mind the fundamental right to education emphasized in the Universal Declaration of Human Rights and the CRC, as well as the implementation of inclusive education policies such as the Education For All (EFA) policy and SDG 4 (Quality Education), which is aimed at ensuring access to quality education for all children within its borders,

Emphasizing that refugee education programs should include both native and host nation's languages,

Alarmed by the disproportionate number of child refugees and IDPs, given that children make up almost half of the world's refugees according to the United Nations Children's Fund 2022 data on child displacement,

Noting with concern the urgency regarding the assimilation or loss of culture of children experiencing displacement and ensuring that their religious and cultural needs are met as outlined in EC/SCP/46 Note on Refugee Children,

Reaffirming the sentiments in General Assembly resolution 71/177 to renew the world's commitment to protect children from violence as well as establish comprehensive social, physical, and mental health services for survivors and victims,

Further recognizing the environmental burden of e-waste, which, as documented by the United Nations Institute for Training and Research, produces over 54 million metric tons of waste yearly,

Reflecting on the work of the United Nations Educational, Scientific, and Cultural Office (UNESCO) Institute for Lifelong Learning in regard to the support and awareness of the importance of education for migrants, refugees, and displaced peoples,

Taking into account the *Special Rapporteur on Contemporary Forms of Racism, Racial Discrimination, Xenophobia, and Related Intolerance* (1990) and the negative impact of discrimination in classrooms on the basis of cultural identity or national origin on children's social and cultural development,

Drawing attention to the need to teach refugees the language of their host nations as well as social and cultural values, thus improving integration outcomes while respecting the preservation of refugees' native language as well as cultural heritage,

Applauding the efforts of the Reaching All Children with Education II (RACE II) program that saw widespread success in the Middle East concerning the quality, inclusivity, monitoring, and efficacy of general education,

Taking note of the need to ensure the social and economic integration of displaced and refugee youth by ensuring they receive an education, vocational training, and tools for determining professional opportunities,

Promoting quality, reliable, sustainable, and resilient infrastructure, including regional and transborder infrastructure, to develop human well-being, with a focus on affordable and equitable access for all,

Highlighting the fact that low- and middle-income nations along high-traffic migrant routes are most challenged by the refugee crisis and that there is no universal approach to education,

Stressing that some Member States are more challenged by migrant and refugee crises around the world, particularly low- and middle-income nations, highlighted by the International Organization for Migration's IOM *World Migration Report 2022* that noted a fifth of the world's migrants come from six Asian nations,

1. *Advocates for* the implementation of the program named Trauma Emergency Outreach Coalition (TEOC) Program, which operates in conflict and post-conflict areas with limited access to facilities to assist in de-stigmatizing mental health concerns across diverse ethnic groups that will consist of mobile units staffed by mental health specialists and instructors and provide trauma-informed educational programming and coping mechanisms to support displaced children in affected areas;
2. *Recommends* utilizing UNHCR's existing networks of collaboration, notably its Memorandum of Understanding with the United Nations Population Fund, to census at-risk and post-conflict refugee populations with the assistance of MHPSS during medical examinations to provide appropriate treatment that will create a safe zone for the youth within displaced communities by:
 - a. *Ensuring* that training of UNHCR-sponsored healthcare- and social-worker training is consistently monitored by the Protection and Return Monitoring Network in accordance with the recommendations of the WHO *Comprehensive Mental Health Action Plan 2013-2030*;
 - b. *Employing* the TEOC Program, along with the already existing networks, to improve the infrastructure, efficiency, and accessibility for MHPSS in vulnerable areas focusing on displaced youth;
3. *Proposes* an extension of the Connectivity For Refugees initiative through the implementation of the Initiative to Redistribute Educational and Communication Hardware in order to work with

existing Non-Governmental Organizations (NGOs) that facilitate the collection, refurbishing, and redistribution of disposed devices by:

- a. Introducing designated collection sites in areas of moderate to high population to take in forfeited technology;
 - b. Partnering globally with universities to form student-run workshops to refurbish collected technology;
 - c. Utilizing the TEOC program to distribute refurbished technology to displaced and refugee communities;
4. *Further recommends* immediate revision of the UNHCR mobile application “Learn and Connect” to be carried out in conjunction with global universities in order to modernize the application interface for ease of use and educational content implementation and provide offline integration of application content for a diverse range of devices;
 5. *Calls for* cooperation with UNESCO Institute for Lifelong Learning to supply technological resources towards the revision of “Education to Heal,” a global e-learning program under the “Learn and Connect” app framework, that will educate children affected by health and political crises by:
 - a. Cooperating with national governments in marginalized areas to incorporate Learn and Connect into school systems;
 - b. Expanding UNHCR’s results-based strategy of its “Education Programme,” so as to engage new tutors on E-learning platforms;
 6. *Insists* that the integration of refugee-specific educational programs be informed by Member States most impacted by refugee crises with the help of dedicated NGOs, such that schools are tailored towards affected regions as well as the origin of refugees;
 7. *Emphasizes* the cultural and linguistic need for education to promote the acquisition of host nations’ national languages, conveys important cultural values of the region, and recognizes the value of continued native language and culture education;
 8. *Further encourages* Member States to condemn discrimination in classrooms on the basis of cultural identity, national origin, or indigenous status through the implementation of social cohesion programs such as the Social Cohesion And Livelihood Initiative with multilateral or civil society organizations;
 9. *Highlights* to Member States, the opportunity for schools to support government initiatives, such as serving as a site for assisting in vaccination programs and the identification process, as well as connecting displaced children with legal and administrative services;
 10. *Promotes* collaboration between educational and refugee-centric NGOs to model programs after the RACE II initiative by:
 - a. Following the model of cost minimization for refugee families through additionally partnering with civil society organizations to pay for students’ tuition, materials, and classroom or school support;
 - b. Establishing alternative curriculum dedicated to simultaneous social and cultural integration while maintaining the integrity of students’ cultural and social heritage;
 11. *Advocates* that Member States facilitate access to secondary education for displaced youth by enabling access to preparatory courses to improve necessary skills and core subjects such as

linguistics and self-development, ensuring that completion of secondary education is guaranteed irrespective of residence permits, and providing the opportunity for vocational training;

12. *Suggests* Member States strengthen collaboration with entities such as the Humanitarian Aid Department of the European Commission (ECHO) in order to tailor interventions such as child protection measures with a focus on mentoring programs and further coordination and collaboration with regard to the mental health needs of displaced and refugee children;
13. *Renewing* focus on the needs of individual families and children by tracking progress through resettlement, such as receipt of documents, enrolling children in educational and healthcare services, use of social integration services, language classes, and other services as needed;
14. *Calls upon* Member States to streamline refugee intake and processing in order to expedite unaccompanied minors' and families' access to necessary services, mainly by:
 - a. Collecting data on the processes through which migrants apply for refugee status or residency in an effort to ensure efficiency and increase focus on the needs of individual families and children by tracking progress through resettlement, such as receipt of documents, enrolling children in educational and healthcare services, use of social integration services, language classes, and other services as needed;
 - b. Determining how to best support displaced people and refugees through each step of the intake process by developing a Fast Track Program (FTP) to prevent indefinite application acceptance times, increased susceptibility to human trafficking, financial difficulties, or worsened living or social conditions due to a lack of support or documentation;
15. *Advises* Member States to streamline processing of displaced people to minimize family separation and expand prompt access to necessary services, mainly by:
 - a. Developing FTP to support children and families who are displaced through:
 - i. Facilitating data collection throughout the application process of refugee status in an effort to ensure efficiency;
 - ii. Determining best practices for data collection based on the preferred method of each Member State to conduct a census specifically intended to allow for the identification of refugees and internally displaced people;
 - iii. Increasing efforts to locate and integrate displaced peoples' identifying documents;
 - iv. Services to reunite children and their families, as well as ensuring families remain together throughout the processing and resettlement periods;
16. *Supports* Member States in prioritizing family reunification and facilitating the reunification of unaccompanied minors with appropriate guardian(s) by:
 - a. Ensuring, to the highest possible standard, that children remain with their families or guardians during processing and resettlement or evaluation for refugee status;
 - b. Suggesting Member States emphasize reunification at the forefront of programs serving displaced persons and refugees;
17. *Encourages* Member States to create Multilateral Children's Kindness Zones (MCKnZ) that will create a safe environment with psychosocial support services for adolescents within displaced communities, defending the rights and welfare of children and refugees who have been uprooted to promote hope and resiliency transcending boundaries and bringing communities together by:

- a. Increasing capacity by redistributing volunteer organization directives specifically in areas that have higher levels of displaced and refugee children for child protection programs such as EFA within ECHO's framework;
- b. Creating safe zones for children who are displaced that take into account age, gender, and other diversity metrics so that children have freedom and safety to pursue extracurricular activities, such as sports, clubs, after-school gatherings, and more.



Code: UNHCR/1/3

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

*Bearing in mind Article 26 of the *Universal Declaration of Human Rights* (UDHR) (1948), which affirms that education shall be universally accessible and promotes tolerance, and Article 16, which articulates the principle of family unity, upholds it as a universal right, with family reunification being a priority for UNHCR,*

*Recalling the definition of refugee provided by the *Geneva Convention Relating to the Status of Refugees* (A/CONF.2/108) (1951), which states that “a refugee, according to the Convention, is someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion,” and in particular Article 22 of the convention, which states that refugee children must have the same right to elementary education as is accorded to national citizens,*

*Reiterating the right to education contained in the *Protocol Relating to the Status of Refugees* (A/RES/2198(XXI)) (1967), and guided by principle 2 (“leave no one behind”) of the *2030 Agenda for Sustainable Development* (2030 Agenda) (A/RES/70/1) (2015),*

Expressing deep concern for the rising number of displaced and refugee children, particularly in developing countries, and for the unique challenges faced by both displaced and refugee children, including but not limited to the lack of access to education, healthcare, protection from exploitation, and psychosocial support,

*Reaffirming the *Convention on the Rights of the Child* (CRC) (A/RES/44/250) (1989), which recognizes the need for special care and protection for children and Article 28 expresses the right to free primary education and different forms of secondary education for every child,*

*Guided by the *Educate a Child Program* (EAC) (2012) aimed at overcoming the access and retention barriers blocking the displaced and refugee children's path to education by building school facilities that are inclusive while protecting children from sexual- and gender-based violence (SGBV) through constructing new classrooms with gender-sensitive water, sanitation, and hygiene facilities (WASH) and disability facilities,*

Addressing the barrier of access to education children face when they encounter dangers and risks during their commute to educational facilities,

Recalling the 2030 Agenda, and in particular target 5 of Sustainable Development Goals (SDG) 4 (Quality education), which states that barriers must be eliminated for children in vulnerable situations and contrasts disparities in educational access, and SDG 10 (Reduced inequalities), which promotes a reduction of inequality in all areas,

*Reaffirming the principles of the *Refugee Education 2030: A Strategy for Refugee Inclusion* (Refugee Education 2030) (2019), and in particular, the goal to decrease the enrollment gap in education between displaced children and the rest of the population by 2030,*

Highlighting the need for Member States and stakeholders to allocate resources and expertise for policies addressing the unique needs of certain groups of displaced persons, including unaccompanied and separated children, expressed in the *Global Compact for Refugees (A/RES/73/151)* created in 2019,

Stressing the importance of family reunification as a basis for the physical and psychological well-being of internally displaced and refugee children, leading to easier access to education and preventing child labor by providing a safe environment (A/HRC/49/L.29) (2022),

Commending the establishment by the UNHCR's Secretariat of the *Family Reunification Network*, marking the inaugural international platform dedicated to refugee family reunification,

Acknowledging the importance of the African Union Convention for the *Protection and Assistance of Displaced Persons in Africa* adopted on 23 October 2009 (Kampala Convention),

Emphasizing the need to create supportive learning environments and ensure access to high-quality education for everyone, particularly minors, following General Assembly resolution A/RES/78/120, as well as promoting endeavors to enhance the safety of schools and prevent refugee and displaced children from getting exposed and involved into child labor and/or child prostitution and, consequently, child abuse and/or violence,

Reaffirming the importance of the PROSPECT Opportunity Fund projects, supported by UNHCR and the International Labor Organization (ILO), to provide refugees and hosting communities with safer and more dignified access to economic and self-reliance opportunities within digital technology,

Recognizing the importance of respecting and preserving different cultures affected by crisis causing displacement, specifically those connected to refugee populations,

Emphasizing the importance of combating the language and cultural barrier refugee children face and resolving bureaucratic issues, which can lead to low access school attendance,

Emphasizing the importance of informal education and the key role that game plays in the development of children,

Acknowledging the significance and uniqueness of the protection of children's rights, especially in the context of crisis causing displacement, with a special emphasis on their right to have access to education,

Recognizing that refugees and displaced children are an asset to Member States social and economic growth and human resources,

Noting the importance of gender equality among refugee and internally displaced children regarding access to education as a way to protect them from dangers, such as child marriages and early pregnancies,

Alarmed by all forms of exploitation, more specifically sexual and financial exploitation of refugee and displaced children within asylum-seeking Member States, and host Member States,

Acknowledging technology-based programs hosted by the UNHCR, that in the pursuit of inclusion for all refugee and displaced youth,

Reaffirming the importance of the PROSPECT Opportunity Fund projects, supported by UNHCR and the International Labor Organization (ILO), to provide refugees and hosting communities with safer and more dignified access to economic and self-reliance opportunities within digital technology,

1. *Recommends* the creation of the Children Health and Intercultural Learning Department (CHILD) within the UNHCR to supervise the implementation of education programs specific to displaced and refugee children and youth, including both formal and informal education, in particular providing:
 - a. Traditional schooling to guarantee that every child has the opportunity to develop basic skills, such as writing, reading, calculus, and the knowledge of a worldwide used language;
 - b. Vocational training programs to provide youth with practical and technical skills to support their integration into society, help them become self-sufficient, and prepare them to enter the labor market in partnership with local businesses;
 - c. Informal education programs and recreational activities, such as sports, art, and music;
 - d. Projects, which contribute to the psychological and emotional wellness of children, helping them to go through anxiety, depression, and post-traumatic stress disorder, integrated into the above-mentioned activities;
2. *Strongly advocates* for the creation of culturally sensitive educational programs, supervised by the above-mentioned CHILD and implemented in collaboration with local organizations and entities, to guarantee respect of the local culture and the child's culture of origin by:
 - a. Providing educators and program developers with a deep understanding of the cultural values, social structure, and traditions of the all-refugee communities they are working with, thanks to dedicated training sessions organized by CHILD's specialists in collaboration with local and asylum-seeking organizations;
 - b. Incorporating local community members and leaders in the planning, development, and implementation of educational programs and incorporating international languages into educational programs to preserve cultural heritage and promote bilingualism among asylum-seeking youth;
 - c. Designing curriculum and teaching materials in a way that reflects the experiences, perspectives, and contributions of refugee people who have fully integrated;
 - d. Guaranteeing safety in learning environments, allowing refugee students to feel valued, respected, and affirmed in their cultural identities, avoiding issues of racism, discrimination, and cultural stereotypes within educational settings by:
 - i. Implementing fully integrated refugees as staff quotas in learning environments within asylum-seeking population areas;
 - ii. Encouraging the creation of campaigns meant to challenge social stigmas in regard to refugee populations with the use of brochures, posters, and pamphlets;
 - e. Fostering collaboration and partnership with international organizations, cultural centers, and community agencies to guarantee that a culturally sensitive approach is maintained throughout the whole education process;
 - f. Encouraging the supervision of international organizations, such as Survival International and Oxfam International, in particular by expanding Oxfam's "Cultural Diversity

- a. Educating displaced and refugee children within their asylum facilities and their host communities on the reasons why they are at higher risk of getting exploited, by:
 - i. Creating pamphlets that simplify the explanation process within education systems for children within the age range 12-20;
 - ii. Pairing children with counselors to provide them with training to appropriately and delicately relate these issues to integrating refugees;
 - iii. Expanding the *Prospect Opportunity Fund*, supported by UNHCR and the International Labor Organization (ILO), aiming to provide refugees and hosting communities with safer and more dignified access to economic and self-reliance opportunities within digital technology;
 - b. Implementing preventative measures curated by new immigrants, who can communicate with children without a language barrier and provide them with psychological support, by providing special training regarding the correct approach for helping refugee and displaced children to new adult immigrants interested in supporting children voluntarily, and organizing special classes for refugee and internally displaced children by trained incoming immigrants;
5. *Presses* the need for the expansion of specific programs tailored to the needs of young women and girls by:
- a. Fostering the participation of women and girls in educational programs at all levels of schooling and encouraging them to participate in learning activities by expanding the UNHCR *Girl's Education for a Better Future* (ÉDUFAM) project to everywhere UNHCR operates;
 - b. Supporting young women to enter the labor market through mentorship and scholarship programs by expanding UNHCR's *Refugee Scholarships Programme* (DAFI) to everywhere UNHCR operates;
 - c. Educating students and people from various backgrounds about the inequalities girls experience in education, with NGOs such as Plan International who conducted a gender-based campaign on girls called *Girls Get Equal*;
6. *Recommends* a partnership between ECOSOC, United Nations Children's Fund (UNICEF), NGOs, and national governments to provide all enrolled children safe public transportation in their path to and from their school so the children can easily access the education infrastructure without being worried about their security by:
- a. Having an appropriate school bus for their ride to school;
 - b. Protecting the road and sidewalk from groups involved in elevated levels of criminal activity;
 - c. Having dedicated chaperones to guide children to and from educational facilities;
7. *Encourages* Member States to establish a connection between their asylum facilities and their displaced communities, and educational civil society organizations to facilitate giving displaced children educational materials such as textbooks:

- a. As many children on the move or without asylum status lack access to formal education structures, which:
 - i. Puts them behind their peers in terms of development;
 - ii. Has long-term effects on future career prospects and their ability to improve their circumstances, and puts them at higher risk of exploitation;
 - b. And access to materials would allow them to receive some form of continued education independent of their access to teaching facilities:
 - i. The contents of these materials should be tailored to address the unique education needs of children without asylum status;
 - ii. acting as an alternative to conventional schooling systems;
8. *Stresses* the need that children within their new Member States of residence shall be taught the language and cultural aspects of the respective country while also receiving language classes in their mother tongue:
- a. Through this, refugee and displaced children can stay connected with their roots, while learning about the new country they are living in;
 - b. The language training in their mother tongue can be provided by educated people from their own communities and the official language of the country of residence can be taught within school:
 - i. seeking out adults who are capable of acting as a teacher to provide classes on languages spoken in asylum-seeking countries, in refugee shelters and asylum centers
 - ii. Artificial Intelligence computer programs have been curated to make initial communications more simple when refugees come into their host countries;
9. *Encourages* contributions, from Member States, NGOs, UN agencies such as ECOSOC, and funds such as the Education Cannot Wait Fund (ECW), to provide financial and material resources in order to build infrastructure to conduct formal and informal educational activities;
10. *Encourages* coordination, resource mobilization, and international cooperation among governments, humanitarian agencies, and organizations to facilitate the family reunification process for displaced and refugee children by:
- a. Suggesting for Member States to act in cooperation in regards to the reunification of families, as it pertains to furthering academic participation and performance in school environments;
 - b. Calling for official registration of refugee and displaced children into host Member State's national education system, providing children with easier access to education, as well as providing with legal status and aiding in family reunification;

11. *Recommends* cooperation with UNICEF on a streamlined process to facilitate the reunification of displaced and refugee children with their immediate family or legal guardian by:

- a. Expanding the *Global Family Reunification Network 2020* (FRUN) by digitizing and universally sharing data on the location, status, and age of refugees by:
 - i. Allowing them to search for and contact immediate family members, with the use of FRUN, which will guide them through complex family reunification processes;
 - ii. Assuring data security, the collection of personal data will be done by official national administration staff and kept in safe databases;
 - iii. Establishing a new handout called “Unaccompanied Children on the move” to be handed out to refugee camp workers in order to be aware of unaccompanied refugee children on the move;
 - iv. Allocating UNHCR volunteer workers in refugee camps to accompany unaccompanied children to designated meeting points;
- b. Implementing a program in accordance with the host states legal framework to standardize the reunification of refugee families with children and unmarried children under the age of 21 called the *Refugee Family Reunification Initiative* (RFRI) to ensure integrity in cases of missing 1 family by accepting the presence of two alternative potential guardians in the migratory process and providing legal capabilities to refugee children;
- c. Establishing a digital exchange platform for refugees to submit in any applications and documents;

12. *Requests the Commission on the Status of Women and the Human Rights Council* to adopt a ground-level approach, working with local NGOs for the formation of face-to-face forums and discussion groups by:

- a. Recommending several organizations to provide funding, notably with a partnership concerning UNHCR’s annual budget and the UNICEF fund, encouraging all relevant UN bodies and Member States to participate on a voluntary basis;
- b. Ensuring that refugees and displaced children are being heard and have a safe space to communicate their specific overall needs depending on their age group;
- c. Drawing attention to the importance of well-being, empathy, and inclusion for refugee and displaced children amongst UN bodies and Member States;
- d. Encouraging locals and citizens, mental health specialists, and pedagogists to be observers in these forums, collaborate amongst each other, and take part in being solutions makers;
- e. Implementing the initiative within the next six months in all refugee camps and refugee centers where UNHCR operates;

13. *Expresses its hope that Member States, through collaboration, remain committed to saving the lives and protecting the rights of refugees and displaced children and youth as well as building a better future for them.*



Code: UNHCR/1/4

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Recalling Article 28 of the *Conventions of the Rights of the Child* (1989), which emphasizes the importance of protecting refugee and internally displaced children's rights to equal opportunity for quality education,

Bearing in mind Sustainable Development Goal (SDG) 4 (quality of education and equal opportunity) and SDG 17 (international cooperation and partnership) by encouraging joint partnerships, international cooperation, and the participation of global non-governmental organizations (NGOs) aimed at improving the situations of refugee and internally displaced children such as the United Nations Children's Fund (UNICEF),

Stressing the importance of breaking communication barriers for internally displaced and refugee children to ensure their ability to advocate for themselves,

Commending national efforts towards refugee committees that work with governments for refugee input,

Cognizant of the international community's previous lack of consideration for the participation of internally displaced and refugee children when implementing and operationalizing meaningful solutions,

Having reviewed the statistics of the UNHCR's *Mid-Year Trends 2023*, indicating the impacts of cognitive, psychosocial, and physical trauma on refugee and internally displaced children,

Acknowledging the importance of refugee for refugee programs through the Community Group Facilitator (CGF) program by the UNHCR,

Taking into consideration, when addressing the issues faced by refugee and internally displaced children, the UNHCR's *Assessing Mental Health and Psychosocial Needs and Resources: Toolkit for Humanitarian Settings*, and the potential to use this template when addressing educational shortages of internally displaced and refugee children,

Considering the language barriers, the mental cognition, the psychosocial and physical impacts from the internally displaced and refugee children's experience, as these children will face possible discrimination, violence, and other potential traumas in a foreign school without proper care,

Keeping in mind the shortage of psychosocial support given to children and their families from conflict-affected areas,

Encouraging cross-cultural exchange initiatives among refugee and internally displaced children and their hosting Member State to foster a sense of understanding and solidarity,

Emphasizing the importance of education, which empowers refugees and internally displaced people to work toward self-sufficiency and brings a further positive impact on their community in the long term and during their transition to adulthood,

Deeply regretting the suffering of the refugee and internally displaced children who have been neglected by their parents and forced to live in poor conditions due to lack of proper legal protections,

Appreciating highly the UNHCR's efforts aiming at offering quality primary and youth education to refugees, including programs such as Educate A Child (EAC),

Acknowledging that Education Cannot Wait, hosted by the United Nations Children's Fund (UNICEF) and the largest global UN education fund has provided education to 8.8 million children in humanitarian-affected areas since 2016,

Recognizing the diversity of the resources available to individual child refugees and internally displaced children, and how these circumstances impact their own educational needs,

Affirming the importance of culturally responsive education for refugees and other internally displaced children of all ages, as stated in the UNHCR, United Nations Educational, Scientific and Cultural Organization (UNESCO), and UNICEF's *2023 Building Inclusive Education Systems for Refugees*,

Emphasizing the necessity to strengthen a multidisciplinary practice through accurate teacher training in order to provide education that is attentive to the needs of the child to make them conscious of their own identity,

1. *Recommends* alleviating language-based communication issues between internally displaced and refugee children and the people of the hosting Member State by implementing language learning programs, which can be easily accessed and understood by children by:
 - a. Adopting the Liechtenstein Languages program, an initiative set in place to innovatively integrate and educate internally displaced and refugee children in speaking the host nation's language by:
 - i. Following a two-week-seminar, teachers and social workers of any educational background learn how to teach a language course, making the program cost-effective;
 - ii. Learning through entertaining games and dynamic lessons, promoting an active learning environment;
 - iii. Emphasizing verbal communication skills;
2. *Further urges* Member States to establish domestic committees comprised of internally displaced people and refugees to advise the government on their needs by:
 - a. Establishing communication between internally displaced and refugee populations and governmental organizations through these committees, utilizing regular meetings and reports on the conditions and concerns of internally displaced people and refugees;
 - b. Adapting the services of these committees (i.e. providing tool kits, humanitarian aid, etc.) to prioritize internally displaced and refugee children who require specialized care;
 - c. Distributing surveys to the underage internally displaced and refugee population inquiring on the physical and mental health of children to assess the psychosocial effects on an internally displaced or refugee child;
3. *Suggests* the following guidelines to provide further care for refugee and internally displaced children physically or cognitively distressed by psychosocial factors associated with adjusting to a new environment by:
 - a. Designing and executing training through UN staffing or UN volunteer teachers based on anti-discriminatory practices;

- b. Designing training, in collaboration with foreign schools and migrant communities, based on a bilingual approach to maintain heritage within the child's life;
 - c. Utilizing and training those who were once internally displaced or a refugee to educate the internally displaced children and child refugees in the education system;
 - d. Utilizing the funds and knowledge of Survival International, which will support these efforts to bridge the gaps between social and cultural differences that isolate children;
 - e. Encouraging the supervision of international organizations, such as Survival International and Oxfam International, for example by expanding Oxfam's "Cultural Diversity Workshop" towards refugee and internally displaced children, to guarantee that best practices are employed throughout the whole education process;
4. *Introduces* the ideas and resources proposed in this resolution through a Community Group Facilitator (CGF) Program as the main tool for reaching refugee and internally displaced children directly, which includes adjusting to a new environment by:
- a. Designing and executing training for a refugee or internally displaced person as group leaders and teachers through official UNHCR handbooks and training on education, technology, and basic needs assessment;
 - b. Creating a safe space for refugee and internally displaced parents and children to participate in the group sessions led by the group leader;
 - c. Using existing financial resources by the UN Children's Education Cannot Wait fund;
 - d. Using already existing UNHCR staffing to provide the CGF with necessary information, such as handbooks;
 - e. Using the CGFs as a structure to encourage cross-cultural exchanges with the end goal of fostering understanding and co-existence between refugee/internally displaced people and citizens of the host state through for example events within the community or language and cultural exchange programs;
 - f. Having a representative of Survival International to mediate between the educational system and indigenous refugee and internally displaced children;
 - g. Considering Peace Summits as hubs for cultural exchange within hosting Member States, and where refugee and internally displaced children and other relevant actors could interact and propose solutions promoting understanding and inclusion;
5. *Encourages* Member States to implement multidisciplinary academic education programs in different curricular sectors to improve refugee and internally displaced children's identity and growth through:
- a. Developing culture-inclusive curriculum through theater, music, sports, and other social-related courses;
 - b. Providing technological courses so that refugee and internally displaced children may be technologically advanced to possibility to have contact with their families;
 - c. Funding handbooks and program costs through Member States, such as Denmark, implementing similar initiatives in providing the curriculum;
6. *Invites* schools to achieve inclusive meetings with UNHCR staffing and school employees, thus encouraging the well-being of each child growing up by using the Refugee-led Innovation Fund

further to encourage the inclusive meetings to help primary, middle, and high school operators integrate refugee children so they are better supported in succeeding at school;

7. *Further recommends* that the international community deepens its approach towards child participation and emotional expression to best advocate for internally displaced children by:
 - a. Recognizing the importance of young refugee and internally displaced children's voices a Comprehensive Refugee Response Framework (CRRF), is effective in integrating and implementing principles that encourage child participation;
 - b. Implementing a Multi-Partner Strategy (MYPS) that can be focused on planning and empowering the voices and lives of internally displaced children and child refugees;
 - c. Advocating for international collaboration in creating safe spaces that encourage participation across borders and within various refugee and internally displaced children's communities;
8. *Appeals* Member States to work with both the private and public sector to expand humanitarian aid that provides education to refugee and internally displaced children in emergency situations or protracted crises by:
 - a. Using already existing funds such as Education Cannot Wait;
 - b. Including curriculums such as disaster risk reduction, resilience to natural disasters, and digital education;
9. *Emphasizes* implementing education programs that consider long-term goals for integrating refugee and internally displaced children into society and their communities as they transition into adulthood through:
 - a. Promotion of programs targeted at refugee and internally displaced children for developing *life skills* such as digital and information literacy, critical thinking skills, workforce and professional preparation, and financial literacy;
 - b. Member States' development of Technical and Vocational Education and Training (TVET) programs that are responsive to current and emerging market needs and focused on assisting children;
 - c. Encouraging partnerships with the private sector for funding programs and scholarships, as well as increasing career opportunities, internships, training, etc;
 - d. Encouraging partnerships with the public sector to advocate for policy that increases access of refugees and internally displaced children to TVET in public educational institutions;
10. *Recommends* the creation of a new toolkit called "Summer Refugee Campus" under the UNHCR that entails a specific educating and skills curriculum package for refugee children:
 - a. To be handed out in school systems to act as a basic guidance and training resource to faculty members and tutors to allow the reintegration of refugees into school communities;
 - b. To make monthly checkups of newly integrated refugee children in the new academic year to maintain a long-term function of the toolkit;

11. *Requests that an overarching toolkit expanding on the 2023 Building Inclusive Education Systems for Refugees* which focuses on curricular requirements for the education of refugee and internally displaced children be created while acknowledging that unique circumstances can complicate adequate access to education, and which is considerate of all cultures:
 - a. Including multicultural facets and perspectives in educational programs, keeping in mind the preservation of the cultural backgrounds of refugee, internally displaced, and indigenous children;
 - b. Using the toolkit within communities as a template that can be adapted to serve undereducated refugees and internally displaced children.



Code: UNHCR/1/5

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Recalling the 2030 Agenda for Sustainable Development all current plans, resolutions, donations, and efforts to support increased food safety, water sanitation, hygiene, and healthcare for refugees and other displaced children, to fulfill in particular the SGD 2 (zero-hunger), SDG 3 (good health and well-being), SDG 6 (clean water and sanitation), and SDG 11 (make cities and human settlements inclusive, safe, resilient and sustainable),

Recalling also goals including, but not limited to the UNHCR Global Compact on Refugees (2016), the World Food Programme, and the 2030 Agenda for Sustainable Development (2015),

Emphasizing the crucial role of accountability programs and reports, including the important role of data and work of the UN Secretary-General appointed Independent Accountability Panel for Every Woman, Every Child, Every Adolescent (IAP) (2016) to synthesize an annual global report on the state of women's, children's, and adolescents' health,

Acknowledging the detrimental effects that displacement has on adolescents' mental and physical healthcare, according to the Office of Population Affairs, 49.5% of adolescents suffer from a mental health condition in their lifetime,

Concerned with the inadequate care refugee children are experiencing, especially in rural areas and less-developed Member States,

Fully aware of the lack of water, sanitation, and hygiene facilities (WASH), which increases the risk of sexual and gender-based violence (SGBV) for women and girls in education settings, according to a WaterAid reported that 1 in 3 girls and women do not have access to a decent toilet and according to the CDC, 1 in 3 women and girls experience sexual harassment,

Considering over 35 million refugee children do not have access to clean water or adequate sanitation according to UNICEF's WASH program,

Recognizing the importance of the UNHCR Adolescent sexual and reproductive health in refugee situations: a practical guide to launching interventions in public health programs (2019),

Deploring that 1 in 5 Children globally do not have access to essential immunizations, leaving them at risk of death, disability, and illness from preventable diseases, according to the Center for Disease Control and Prevention,

Recognizing the financial coordination and transportation barriers that limit vaccination for child refugees, which is an issue that is currently put aside because of its complexity to put international health rules about,

Realizing that according to UNICEF almost 30,000 children have been forced out of their homes and into displacement, with consideration that most refugee children are prone to higher levels of psychological trauma,

Concerned with the lack of access to adequate healthcare and supplies during the transitional period in which children travel to host Member States,

Acknowledging the additional medical support and funding required for pediatric treatment for refugees,

Cognizant of the reality that many Member States offer robust health care to people of legal status, as well as the current difficulties refugee children face in obtaining legal status,

1. *Recommends* the addition of a new Toolkit to the 2021 Best Interest Procedures (BIP) of the UNHCR that will include a Neighborhoods Public Health Center Program (NPHCP) as an international program dealing with both sanitation and health care respectively, the program will set up public health care personnel in every refugee and displaced people's facilities; including children focused facilities; this information will be gathered through the last updated preferred Member State form of census, which:
 - a. Will come into action with a wide-based logistics program that;
 - b. Will be inspired by the International Organization for Migration (IOM) (1951), this program will similarly gather a group of volunteers with the UNHCR will serve as Political and Civil Officers for the United Nations to create a better understanding of the specifics of how every Member State chooses to implement the new BIP toolkit;
 - c. Will have the UNHCR & IOM will work within different Civil Society Organizations to make the necessary arrangements to set the mental and physical health experts in refugee centers;
 - d. According to *IOM/UNHCR Framework of Engagement (2022)*, IOM and UNHCR will jointly engage UN and civil society partners through predictable and inclusive co-led strategic planning and coordinated response mechanisms;
 - e. Requires experts in their town of origin to maintain a better understanding of the people and their all people and cultures but they will access neighboring rural and urban areas if needed by:
 - i. Understanding of all people and cultures in rural to urban areas;
 - ii. Working with Survival International to send trained interpreters as representatives to be the bridge between displaced indigenous people, ethnic groups, and Member States;
 - iii. Having experts attending a seminar on how to treat the refugees and displaced people;
 - iv. Having a one-year time of trial period so that UNHCR Political and Civil Officers can analyze the efficacy of the program and determine if it should be permanent;

2. *Invites* Member States to consider funding the implementation in refugee camps and in areas of internal displacement of the WASH program to provide improved sanitation stations and purified drinking water to refugee children, including properly regulated food to ensure safety and proper nutrition and the necessary hygiene products and information;
3. *Recommends* Member States prepare national legislation, jurisprudence, and status recognition for children displaced due to include children displaced due to climate change, crisis, or disaster reasons that offer them the same protection and rights as in the *1951 Refugee Convention*;
4. *Encourages* Member States to implement policies that make it easily accessible for refugee children, children of refugees, and displaced children born in their state to obtain any of the various types of immigration status necessary to obtain proper healthcare, Member States are recommended to utilize their civil registries to consider granting any of the various types of documented refugee status to children born to refugee parents and refugee children;
5. *Considers* the implementation of a program under the *2007 UNHCR Emergency Handbook: emergency assistance: Health and Nutrition: Mental Health and Psychosocial support* (MHPSS) implemented within Health programs in 2022 funded by donations from Member States as well as with openings for funding from interested NGOs with the help of the WHO, called “the Mind Healers” to bridge the gap between physical and mental trauma faced by refugee children in vulnerable areas:
 - a. Enabling MHPSS care professionals who are specialized in dealing with refugee children suffering from trauma post-displacement;
 - b. Allocating mental health professionals specifically trained to avail the traumatic;
 - c. experiences of child refugees and displaced children in collaboration with the World Health Organization;
6. *Endorses* development of applicable mental, physical, and psychosocial health frameworks in accordance with The *UNHCR Emergency Handbook: emergency assistance: Health and Nutrition: Mental Health and Psychosocial support* implemented with the monetary help of the WHO, where refugees and displaced children temporarily or permanently resided in:
 - a. Address cost-effective solutions regarding fostering community support and group therapy to help children deal with any potential bullying or discrimination especially as it pertains to school and classroom environments;
 - b. Expand MHPSS to seek out indigenous wisdom for alternative forms of healthcare if requested;
7. *Suggests* providing pregnant refugee and displaced women as well as children and Sexual Assault victims with the proper physical healthcare and postnatal care from healthcare professionals by increasing the percentage of professionals that focus on women’s reproductive health per SDG 5.6 (Universal Access to Reproductive and Healthcare Rights);
8. *Suggests* Member States consider offering information on pregnancy rights in the host nation, free emergency care to pregnant refugee women, and nutritional support and information in accordance with the 2020 UNHCR victim-centered approach; and including information and

nutrition kits according to the *UNHCR Infant and Young Child Feeding in Refugee Situations: A Multi-Sectoral Framework for Action* (2018);

9. *Encourages* Member States to utilize UNICEF as a part of their Vaccine Independence Initiative (VII);
10. *Encourages* Member States to utilize the work of Doctors Without Borders and similar NGOs to advance the WHO's Global Vaccine Action Plan, for the purpose of working in the field of refugee camps or travels to ensure that displaced and child refugees are given systematic access to vaccines, for every curable disease, for when they arrive in a new state:
 - a. Alongside the WHO, creating an international regulation about vaccines for children, making possible an international vaccine passport by applying the same rules to every child, including all existing vaccines for Sexually Transmitted Diseases that are internationally recognized by WHO;
 - b. Recommending pharmaceutical groups to put aside some stocks of vaccines before they are commercialized to other groups of the population, to make them proprietary, because they are more vulnerable;
11. *Encourages* the distribution of easily packaged, transferable, and transportation, friendly medical supplies created under the requirements of *UNICEF's Product Innovation Project* (PIP) portfolio for medical screening, emergency health, and inclusive assistance including but not limited to:
 - a. ProcureMate for Integrated Lifesaving Obstetric and Newborn Technologies (PILOT) to aid newborn and infant children within the initial 28 days of life as per the 2014 WHO's *Every Newborn Action Plan*;
 - b. Supplies that treat Jaundice and Hypoglycemia such as non-invasive, hand-held bilirubin assessments and controlled incubators and warmers;
 - c. High-Performance Tents that follow UNICEF's *Target Product Profile* (2007);
 - d. Infrastructure that is resistant to various climates including rain, snow, extreme hot or dry environments, and natural disasters;
 - e. The addition of electrical grids, generators, and solar panels;
12. *Calls for* the utilization of the World Health Organization (WHO) to communicate with partnered Non-governmental Organizations (NGOs) in the event of increased humanitarian need by:
 - a. Suggesting host Member States' health ministries cooperate with each other, the WHO, and the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) as per the 2016 Health Emergencies Programme;
 - b. Inviting the nine external partners under the *Standby Partnership Agreement* (2022) to work with Member States that host and transport refugees and displaced children for additional emergency care;

13. *Suggests* Member States consider providing willing professionals to the NGOs currently partnering with the UNHCR to provide specialized checkups, diagnosis, prescriptions, and healthcare via technology to:
 - a. Address those with more advanced or specialized health concerns in a timely manner;
 - b. Facilitate and expedite online access to professional medical services in affected regions for children's refugees and displaced children while preventing difficulties in travel and accommodations of medical professionals;
 - c. Focus on getting refugee and displaced children, when necessary, access to virtual specialized medical sessions, to have equal access to a specialized doctor or expert by:
 - i. Encouraging Member States to provide internet networks and connection to refugee-populated regions;
 - ii. Ensuring child refugees and displaced children patients ensure access to online professional medical consultations in all regions, especially those with insufficient connectivity;
14. *Encourages* Member States to work with national Civil Society Organizations in order to address the *Global Compact for Migration* (2018) and any other national frameworks in terms of migration;
15. *Encourages* Member States to request the help of United Nations programs such as the 1961 World Food Program (WFP), NGOs, or private sector contractors to help secure access to food by making food available, adequate, and accessible to meet the UNHCR's goal of adequate food for refugees and displaced children by:
 - a. Calling for nutrition facilities within refugee camps, offering specialized care including nutritional therapy and medical interventions to combat the prevalent issue of malnutrition among vulnerable children;
 - b. Encountering a universally accessible color-coded measurement tool, such as the Mid-Upper Arm Circumference (MUAC) tape, which helps health workers globally identify malnourished children for timely intervention, thereby reducing the risk of severe malnutrition;
 - c. Encouraging rapid intervention to reduce the rates of world hunger;
16. *Welcomes* the implementation of the 2012 UNHCR's Educate a Child Programme's (EAC) project to enhance the quality of education by constructing new classrooms with gender-sensitive WASH (water, sanitation, and hygiene) and disability facilities, to further provide access to medications, vaccines, and other basic services to girls in order to ensure their safety, equity, and academic enrollment;
17. *Encourages* greater utilization and collaboration with the International Medical Corps as first responders to humanitarian and climate crises.



Code: UNHCR/1/6

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Emphasizing the fundamental right to education for everyone, especially youth, as enriched in the Universal Declaration of Human Rights (UDHR),

Reaffirming the fundamental rights of children outlined in the *Convention of the Rights of the Child* (CRC) (1989), especially Article 3, 9, 10, 22, 28 highlighting the right to safety and protection, the best interest of the child principle, the importance for family reunification and education,

Recognizing the value in the realization of Sustainable Development Goal 4 (quality education), targets 4.1, 4.2, 4.7, SDG 5.3 (gender equality), SDG 8 (sustainable economic growth and productive employment for all), and SDG 16 (promote peaceful and inclusive societies for sustainable development), target 16.2, benefiting the protection of refugee and displaced children,

Underlining ExCom's Conclusion No. 24 on Family Reunification which affirms the importance of time-sensitive family tracing and reunification for unaccompanied and separated children (UASC) in order to prioritize the best interests of the child,

Reiterating its conviction to the *New York Declaration for Refugees and Migrants* (2016) and its commitment to the protection of the most vulnerable refugees, including unaccompanied minors,

Reaffirming the UNHCR Refugee Education 2030 Strategy and the work of the Accelerated Education Working Group that promotes equitable, appropriate education for all children, acknowledging the barriers to education faced by refugee children,

Noting that according to the *Global Compact on Refugees Indicator Report* (2023) finding that 80% of the world's refugee population is being hosted by states that together represent only 19% of the world's income,

Welcoming the provision of *Safe & Sound guidelines* for Europe (2014) by UNHCR and the United Nations International Children's Emergency Fund (UNICEF), highlighting the application of the best interest of the child principle regarding family reunification, including the documentation of UASC, the detailed assessment of family situations, and the identification of durable solutions through family reunification,

Reaffirming the published integration handbook by the UNHCR to foster inclusion of arriving refugees and to integrate them into their new societies, especially the checklist, titled 'Planning and supporting the development of welcoming and inclusive societies,

Noting with zest the implication of the NGOs, youth groups, and community as actors of change,

Acknowledging the work done by the Refugee Investment Network (RIN) to provide private funds for refugees in host Member States in order to promote entrepreneurship and economic productivity,

Recognizing that several projects such as CONNECT Project and Safe Passage International have been already facilitating to build communities regarding their culture and languages and to strengthen border security internationally,

Noting the Global Refugee Youth Consultations (GRYC), in which refugees, local youth, stakeholders, and other relevant officials gathered to consult the regulation of refugees,

Acknowledging that cultural and religious barriers prevent many child refugees from acclimating to the culture of public schools and educational systems,

Noting with concern that over 7 million refugee children are currently not receiving formal education,

Acknowledging the need for specific programs and trainings promoting social and cultural awareness and acceptance in communities that refugees are entering,

Acknowledging that nutrition is an important factor in education and that many refugee children's needs are not met on a daily basis,

Reaffirming the importance of a family for a child and for their well-being, development, safety and for unlocking their educational potential,

Seeing the underutilization of skills and knowledge held by refugee social workers and teachers, and the value of the relatability and shared experience with refugee and displaced children,

Recognizing that language barriers prevent many new refugees from accessing and benefiting from education in their host communities and that language immersion presents a tool for facilitating social integration,

Acknowledging the existence of established protection structures in host Member States for refugees and displaced people,

Recognizing the mental health challenges displaced and refugee children face as more than 40% of refugee children experience symptoms of anxiety and depression and the importance of mental health support for the success and productivity of children in an educational environment,

Underlining the need to provide educators with the proper mechanisms and tools to establish equitable standards of education for displaced and refugee children in formal education systems,

Reaffirming the role of the UNHCR in empowering youth refugees and promoting their integration into host communities,

Reminding the importance of the UNHCR's Information and Communication Technology (ICT) Strategy (2004), allowing refugees to have access to education regardless of the place and the time,

Bearing in mind that youth refugees are isolated within their experiences,

1. *Promotes* the development of Peer Pairing Programs (PPPs) administered by the UNHCR in partnership with local educators, which facilitate the exchange of ideas and experiences between members of host communities and refugee families with a view of refugee children's social integration within host communities, in line with the following parameters:

- a. Respectively pairing, elementary-age refugee children, secondary-age refugee children, and refugee parents with their counterparts in host communities to promote bilateral engagement and acceptance through:
 - i. Recreational and leisurely activities including sports and other games;
 - ii. Cultural exchange activities such as language, art, and culinary workshops;
 - iii. Open-minded, candid discussions and dialogue, facilitated by properly trained local educators, covering struggles and misunderstandings;
 - b. Disseminating narrative-based videos that share the stories of refugee children who have fled from their homes to be shared by regional UNHCR offices online, including on websites and social media platforms, and within the peer groups;
2. *Requests* the expansion of existing protection infrastructure within host Member States, establishing an unaccompanied minor facility for children traveling alone or in a child-headed households by calling for host Member States to build or utilize unused facilities to be designated for refugee or displaced unaccompanied minors to protect unaccompanied children from potential harm or exploitation by:
 - a. Requesting the support of the Red Cross and voluntary contributions from other international organizations and host Member States in providing three meals a day and adequate water for children in the support structure;
 - b. Utilizing psychological professionals in partnership with Psychological First Aid to lead group check-ins to assist with decompression and ease of adjustment;
 - c. Partnering with the International Committee of the Red Cross for family tracing working towards nuclear family reunification when favorable for the children in the facility;
3. *Encourages* Member States hosting refugee populations to collaborate with local, regional, and international education-based civil to implement Accelerated Education Programmes that bridge the gap between refugees' actual levels of education and expectations laid out in national standards;
4. *Asks* the respective regional bureaus of the UNHCR in collaboration with the UNICEF to update and adapt the existing *Safe & Sound* guidelines for non-European regions until September 2025 and to report the intermediate results at the Executive Committee's annual meeting in October 2024;
5. *Requests* that the UNHCR further widens the scope of implementation of the Planning and supporting the development of welcoming and inclusive societies integration handbook's checklist for Member States hosting large incoming refugee populations to assist the tracking of the acclimation of new refugees and having diverse cultures;
6. *Recommends* the creation of a voluntary sponsorship program to connect displaced unaccompanied children, youth, and families with local families, providing children with security and protection, and easing their integration into society by:

- a. Encouraging host communities to contribute to the social integration of refugees through dialogue and the development of community-based solutions;
 - b. Implementing in collaboration with Member States, with Oxfam International as an administrative and funding partner, and with participation from other NGOs to:
 - i. Provide financial means for host families of refugee children to provide for the children's basic needs;
 - ii. Offer referral services to local civil society organizations, women-led groups, and health-care services to ensure that refugee and displaced children's needs are met, especially for refugee and displaced girls who are a more vulnerable population;
 - c. Focusing on communities experiencing the greatest need as determined through a needs-based analysis;
7. *Reminds* Member States of their responsibility to provide a Guardian Legal Representative by:
 - a. Advocating for the child in case the repatriation or reunification is not advisable for the child's wellbeing;
 - b. Assigning an appropriate homestay to the child and manage all the necessary legal procedures to support the refugee's right to be registered and have legal identity documents;
 - c. Elevating regional organizations such as the European Network of Guardianship Institutions (ENGI) on an international scale, to ensure that all refugee children have equal and global access to a trusted and committed figure;
8. *Encourages* strengthening partnerships between existing projects such as the CONNECT Project to gather information about refugees and Safe Passage International to strengthen the monitoring of the international movements of people, and examine how NGOs, local governments, and legal structures in various Member States accepting displaced and refugee children can be utilized to facilitate nuclear family reunification within and beyond the regions;
9. *Suggests* the creation of a new program titled EduCare to facilitate refugee camp workers, coming from the host community, to allocate specific time every week, to teach newcomers the national language supporting the integration within the host community's society and job market which will be:
 - a. Implemented by the UNHCR providing the administration for local community organizations matching refugee camp workers to newcomers;
 - b. Offering special literacy and language immersion classes in refugee centers suited to the needs of displaced and refugee children;
10. *Recommends* the implementation of initiatives to help children learn about their rights and safety by:
 - a. Integrating rights and safety programs in school curricula at all levels to help children learn about the CRC by:

- i. Creating age-appropriate educational UN materials such as storybooks, videos, and games;
 - ii. Implementing training for teachers and educators to effectively deliver rights and safety education, fostering an environment where children feel empowered to ask question and receive thorough answers;
 - iii. Encouraging with zest Member States to recognize the importance of local community organizations, and youth groups;
 - b. Creating interactive learning games tailored to the needs and cultural backgrounds of refugee children, helping them learn languages, develop essential skills, and integrate into their new environment;
 - c. Promoting non-formal and informal educational initiatives outside of traditional school settings by:
 - i. Calling for the creation of community centers and safe spaces to improve the access to information, resources, and support for children;
 - ii. Encouraging the use of media and communication channels to raise awareness on safety and security;
11. *Encourages* the creation of a new initiative called “Refugee Enterprise Fund” in collaboration with the RIN and the International Labour Organization by:
- a. Investing in refugee entrepreneurship innovations tailored to provide mentorship, networking, and technical assistance to help them launch and grow successful ventures;
 - b. Establishing microfinance initiatives and providing financial assistance to support refugee youth in entering the labor market;
12. *Calls upon* Member States to reinforce ICT infrastructure according to their capacity in a joint effort with NGOs for:
- a. Bridging existing digital devices with internet access to be available refugee shelters or educational facilities to give children, especially in remote and rural areas, access to learning materials, online courses, and educational platforms with TECHIAX as sponsoring organization;
 - b. Further training teachers, interpreters, counselors, and other social workers through training programs or workshops, focusing on technical skills, project management, and innovation;
 - c. Further equipping caregivers of refugee children with opportunities to foster child development effectively in collaboration with NGO Mondo, educational institutions, and industry stakeholders such as TECHIAX, thus, leveraging digital platforms for scalable delivery to support long-term growth and accessibility;
13. *Proposes* a Teaching Skill Bridge Program for host Member States to expeditiously train and allow refugee and displaced teachers to educate refugee and displaced children in their native

language, sponsored and supported by Instant Network Schools Program and Educate a Child by:

- a. Partnering with teachers in the host Member State to learn age-appropriate educational expectations in the host Member State to build and evaluate children's knowledge to be on par with host Member States's education system;
 - b. Providing a cultural education to empower teachers in educating refugee and displaced children for eventual integration into host Member State quality education systems;
14. *Facilitates* partnerships between local school systems and NGOs such as Survival International that can provide resources in the native language of refugees like Books Away From Home by:
- a. Establishing the MOTHER (Making of Outlines for Textbook Handing for Education of Refugees and Displaced Children) framework policy;
 - b. Expanding European MALDIVE Program and CLIL that aim to make classes multilingual by using refugee children's mother languages in classrooms;
 - c. Creating teaching materials written in refuge children's mother tongues and distributing them for free or cheaply;
 - d. Implementing within schools in the host Member State, as well as online to children in refugee shelters through programs that can provide access to digital education;
15. *Suggests* the instauration and expansion of school meal programs in collaboration with the World Food Program to ensure universal access to nutritious food, culturally appropriate meals, and promote sustainability which:
- a. Encourages Member States to provide special attention to vulnerable children in rural areas, urban slums, or areas affected by conflict or natural disasters which:
 - i. Calls for targeted interventions, such as supplementary feeding programs, food vouchers, or cash transfers, to reach children facing greater risks of malnutrition and hunger;
 - ii. Encourages the involvement of community-based organizations, faith-based groups, and volunteers in the delivery of meals;
 - b. Suggests the integration of principles such as equity, sustainability, and community participation by:
 - i. Promoting the use of organic farming practices, agroecological principles, and biodiversity conservation initiatives such as crop rotation, cover crops, and biodiversity;
 - ii. Establishing local procurement policies and partnerships with smallholder farmers, cooperatives, and food producers to support local economies and food systems;

16. *Welcomes* Member States to include refugees and local youth into decision-making processes by holding the National Refugee Youth Consultation by taking the GRYC as a model through cooperating with local schools and local NGOs;
17. *Encourages* Member States to promote mental health education that enables refugee children to navigate mental health challenges by:
 - a. Integrating mental health awareness into local school curricula;
 - b. Assigning coordinators from the private sector to organize and monitor the progress of mental health education;
 - c. Monitoring regular checkups and regular counseling at schools that connect them to the necessary medical services;
18. *Further recommends* creating an app, in collaboration with the United Nations Educational, Scientific and Cultural Organization, titled 'YOUTHConnect' which allows young refugees to correspond with one another allowing them to share their stories, connect with those who have similar experiences, and help others in similar situations;
19. *Requests* the UNHCR to establish infrastructure to build e-learning for refugee children and youth through:
 - a. Applications with educational curriculum tailored for newly arrived refugees through an e-learning system by partnering with telecom companies;
 - b. Recommending the employment of GIGA program to assess the internet needs of refugee and displaced camps and equip them with digital learning technology;
 - c. Partnering with the UNICEF Digital Literacy Equity Outcomes Fund and Offline Learning Passport to have funding mechanisms that can help enact the programs and curriculums.



Code: UNHCR/1/7

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Recalling the fundamental rights laid out and adopted in the *Convention on the Rights of the Child* (1989), with great attention paid to Articles 3 (best interests of the child), 7 (birth registration, name, nationality, and care), and 9 (condemnation of separation from parents),

Recognizing the importance and right of every child to family, as outlined in Article 22 of the *Convention on the Rights of the Child*, as well as the *Marrakesh Declaration on the Rights of Refugee and Migrant Children* (2018),

Bearing in mind the General Assembly resolution 64/142 on the implementation of principles of necessity and suitability regarding the prevention of family separation, especially in the case of asylum seekers,

Acknowledging the lack of legal protections for displaced and refugee children that persist in some regions,

Alarmed by the unique dangers and challenges unaccompanied and separated minors face as they travel, arrive, and integrate into their host societies,

Welcoming the provision of the *Safe & Sound* guidelines (2014) by the United Nations High Commissioner for Refugees (UNHCR) and the United Nations Children's Emergency Fund (UNICEF) that discuss the application of the best interest principle in European Member States,

Noting with concern that 80% of the world's refugee population is being hosted by states that together represent only 19% of the world's income according to the *Global Compact on Refugees* (2023),

Cognizant of the positive impact UNHCR's Family Unity and Family Reunification program and the Global Family Reunification Network (FRUN) have had on returning refugee and displaced children to their family units,

Recalling the definition of family as stated in *Families Together: Family Reunification for Refugees in the European Union* (2019),

Appreciating the work of the UNHCR in establishing the Population Registration and Identity Management Ecosystem (PRIMES),

Recalling the *Minimum Standards for Temporary Child Protection Care Facilities and Foster Care* (2022) that set minimum standards for child care facilities,

Drawing attention to the Blue Dot Hubs, established in collaboration with UNICEF and UNHCR, and its success in consolidating humanitarian aid in vulnerable regions - especially conflict-ridden borders - concerning basic necessities, temporary asylum, protection status, and vital social services,

Having examined the UNHCR's managed Refugee-led Innovation Fund and the UNICEF Innovation Fund, which seek to recenter the voices of displaced persons in discussions on the delivery of humanitarian aid to refugees and self-sustaining projects that prioritize innovative solutions for improving the safety and well-being of children,

Recognizing the issues missing documentation causes for refugees, especially in the scope of family reunification,

Acknowledging the crucial nature of Non-Governmental Organizations (NGOs) and Member State partnerships with them in addressing the plight of displaced and refugee children,

Emphasizing the 2030 Agenda Sustainable Development Goal (SDG) 4 (Quality Education) with special emphasis on Target 4.5 (Quality Education for Children in Vulnerable Situations),

Recalling the *Refugee Education 2030*, specifically the strategic objectives of making education facilities inclusive, safe, and sustainable for refugees and displaced persons,

Deeply concerned that 3.7 million refugee children do not have access to education,

Alarmed by the fact that only 68% of refugee children have consistent access to high-quality education as opposed to over 90% of non-refugee children,

Noting the significance of learning the language of the host Member State for facilitating children's integration process and shaping their future,

Recognizing that refugee children are frequently subject to discrimination and alienation in educational settings often due to language barriers,

Drawing attention to the *UNHCR Language Integration Handbook* and its success in describing best practices for language assistance programs for refugees,

Appreciating the International Organization for Migration (IOM) Development Funds' critical role in supporting developing Member States in strengthening their migration management capacity,

Cognizant of the diverse educational needs of refugee and displaced children,

Expressing its appreciation for the UNHCR Strengthening Protection of Persons with Disabilities in Forced Displacement global project that seeks to drastically improve the quality of living for displaced persons living with disabilities,

Deeply concerned that over 40 percent of refugees and displaced children regularly experience some form of psychosocial distress,

Further recognizing that educational institutions serve as an ideal center for the dissemination of social and healthcare services, shifting some of the onus away from refugee parents or other guardians,

1. *Calls on* the respective regional UNHCR bureaus to update and adapt the existing Safe & Sound guidelines to non-European regions;

2. *Encourages* Member States to continue to cooperate with the UNHCR's Family Unity and Family Reunification program and the Global Family Reunification Network (FRUN) to expedite the family reunification process further;
3. *Calls for* FRUN to accelerate family reunification processes through the creation of:
 - a. An Emergency Measures Advisory Council, whose mandate is to study alternative forms of proof for familial relationships in emergencies in which essential documentation has been lost, which:
 - i. Works multilaterally with UNHCR, UNICEF, Member States, NGOs, and refugees to conduct these studies;
 - ii. Includes refugees' feedback on best practices of family reunification in cases where documentation is missing;
 - iii. Reports to the UNHCR on a bi-annual basis;
 - b. A pilot project on family reunification for asylum seekers and other displaced people which:
 - i. Encourages regional cooperation between neighboring Member States in sharing information through the UNHCR's refugee databases on displaced and refugee children;
 - ii. Facilitates the immigration and asylum processes of unaccompanied minors through the creation and implementation of regional digital identification systems based on data sharing between Member States;
 - iii. Partners with the International Committee of the Red Cross (ICRC) Central Tracing Agency (CTA) to gather information on unaccompanied children's whereabouts;
 - iv. Organizes the reunification with the collaboration of both the Member State of departure and the Member State of arrival;
4. *Urges* Member States to continue voluntary contributions to UNHCR's refugee databases such as the Operational Data Portal (ODP), Refugee Data Finder, the ICRC, Restoring Family Links database, and the Refugee Population Statistics Database to track separated refugee children's families abroad by:
 - a. Bolstering analysis of available data to determine the ancestry of refugee children to aid in the family reunification process;
 - b. Conducting periodical data check-ups on patterns of separated children through cooperation between Member States and the UNHCR's relevant data platforms;
5. *Suggests* the specific protection of unaccompanied refugee children during transitional periods with no family, tribal, or community connections through the creation of safety zones for these

unaccompanied minors to temporarily stay in until their asylum application is accepted, or they are moved into host family initiatives or other programs where:

- a. UNHCR and UNICEF will oversee the creation of these safety zones in partnership together;
 - b. Funding will be drawn from the UNHCR and UNICEF annual budgets and voluntary contributions from Member States, NGOs, and civil or private organizations;
 - c. Zones should be located in refugee camps or close to regions that include a UN Blue Dot Hub;
 - d. Zones are responsible for providing all necessary facilities, leveraging amenities already existing in the camp when possible, to ensure not only the safety but also the comfort of the unaccompanied minors to ensure the child thrives, such as access to potable water, sanitation, food, educational materials, basic healthcare, and enriching play;
6. *Encourages* the expansion of relevant UNHCR funding mechanisms enabling the financing of government and NGO programs and initiatives that train and prepare host families for the care of unaccompanied minors, including:
- a. The UNHCR Refugee-Led Innovation Fund;
 - b. The UNICEF Innovation Fund;
 - c. Voluntary Member State contributions to the relevant funds;
7. *Strongly encourages* Member States to create, expand, and enforce host family programs with voluntary guidance and assistance from UNHCR to care for unaccompanied and displaced minors during family reunification processes by which:
- a. Member States should be primarily responsible for the creation and funding of the initiatives;
 - b. Assistance to developing Member States will be available through UNHCR as established in Clause 5(b);
 - c. Families will be trained to serve as specialized volunteers to assist unaccompanied minors along their reunification journey;
 - d. Collaboration is encouraged between Member States, Oxfam International, Survival International, and other relevant international and national NGOs to provide monetary funds that facilitate sufficient care for unaccompanied minors within their host families, including providing training that takes into account unique cultural experiences and prepares families for the challenges specific to fostering unaccompanied minors such as difficulties with post-traumatic stress disorder (PTSD) or cultural shock;
 - e. Families should be thoroughly reviewed and vetted to ensure the safety of the children placed in their care in line with the *Minimum Standards for Temporary Child Protection Care Facilities and Foster Care* created by UNICEF and IOM;

8. *Appeals* to all Member States, NGOs, and other programs working with refugees to refrain from family separation upon arrival of the family to the border of the host Member State, facilitated by the Office of the High Commissioner for Human Rights (OHCHR), by:
 - a. Ensuring that a family is registered when they arrive in the host Member State working with the PRIMES program as established by the UNHCR;
 - b. Providing appropriate accommodations to allow the family to stay together;
 - c. Remembering that the definition of family as stated in the Families Together report is not limited to the immediate nuclear family, but includes extended family, community, and tribal members;

9. *Recommends* the adoption of community support programs by Member States that serve as host Member States for refugee families in these communities focused on facilitating access to employment, healthcare, and education carried out by voluntary groups such as neighbors, friends, other members of the local community, and relevant NGOs, with the programs designed to:
 - a. Facilitate job placement services, vocational training, and mentorship programs connecting refugees with local business networks and employment opportunities;
 - b. Establish community health initiatives that provide accessible medical check-ups, mental health support, and health education, tailored to the needs of refugees;
 - c. Create a welcoming environment to promote the integration of refugee families into the social, legal, and economic fabric of the Member State and community;

10. *Encourages* Member States to partner with NGOs, such as the International Refugee Assistance Project (IRAP) and Kids in Need of Defense (KIND), and other legal aid organizations to develop a network of pro bono legal services specifically dedicated to displaced and refugee children, by means such as:
 - a. Assisting children in navigating complex asylum procedures to obtain refugee status or other forms of lawful stay;
 - b. Advocating for children's best interests in immigration hearings to ensure their safety and well-being;
 - c. Providing legal guidance on family reunification procedures to reunite children with separated family members;
 - d. Advising on the appointment of appropriate guardians for unaccompanied children, ensuring their safety and best interests are prioritized;
 - e. Advocating for children's right to education and access to necessary services, including health care and mental health support;

11. *Invites* Member States to reevaluate curriculum structure and relevant resources available to educational providers to ensure the smooth social integration and gradual resumption of studies of refugee children with a particular focus on:

- a. Supporting the direct integration class model over the reception class model - the latter has been shown to isolate children from their peers further - in tandem with remedial teaching efforts to prevent significant delays in the child's academic trajectory;
- b. Maintaining services that offer instruction in the child's mother tongue up to the end of secondary education to maintain their ethnocultural identity and to minimize difficulties with language integration;

12. *Affirms* the need for consistent and high-quality language training programs in line with the UNHCR's Language Integration Handbook for teachers and other educational providers, especially in school districts - or equivalent regional divisions - where there is a high concentration of specific refugee groups, including education programs within refugee camps, with a particular focus on:

- a. Connecting the schools and teachers in question with UNHCR's language integration guidelines and associated specialists in cases of either insufficient staffing or when more urgent support is needed when there is a large influx of refugees into a Member State;
- b. Being sensitive to specific differences in dialects of the child's mother tongue;
- c. Creating allowances for those children with intellectual or physical disabilities that might impair their academic performance, in collaboration with the UNHCR Strengthening Protection of Persons with Disabilities in Forced Displacement project;
- d. Maintaining consistent accessibility to social and education programs provided by the school by providing means of transportation to and from the school for students and faculty alike, availability of class times, and varying modalities such as in-person or online;
- e. Partnership between the UNHCR and the IOM Development Fund so that low and middle-income Member States are enabled to implement language training programs;

13. *Recommends* the localization of healthcare services to educational institutions and community settings in collaboration with UNICEF, the World Health Organization (WHO), and relevant NGOs with the shared purpose of advocating for mental health on a global scale such as the World Psychiatric Association (WPA), Save the Children, and Strong Minds, by implementing the Mental Health Gap Action Programme (mhGAP) interventions with particular emphasis on:

- a. Providing mental health and psychosocial support systems (MHPSS) specifically for conditions such as PTSD, anxiety, and chronic stress;
- b. Providing trained nurses, doctors, counselors, and other professionals who specialize in trauma-informed care both for MHPSS and physical ailments;

- c. Inviting child advocates or community members to be present in educational environments through teacher's aids or advisors to ensure the child is comfortable in the unfamiliar environment;
 - d. Expanding funding for healthcare services in educational institutions through the UNHCR, direct donations from Member States, private investors, relevant NGOs, or the WHO Special Initiative for Mental Health, through which Member States can apply for access to funds to bolster MHPSS;
14. *Proposes* Member States to expand existing local peer support programs for refugee and other displaced children or create new ones, recognizing that peer support has a significantly positive effect on the success of integration, focusing on:
- a. Supporting children in the process of learning the language in the host Member State, as being able to communicate enables more opportunities for the children's future;
 - b. Exchanging similar lived experiences;
 - c. Facilitating a welcoming, inclusive space for refugee children where they have the opportunity to meet peers, making integration easier and overcoming isolation, which can have positive effects on their mental health as well;
 - d. Providing supervision for instance by social workers, teachers, or psychosocial professionals to guarantee a safe space for every child;
 - e. Embracing the diversity of each child, equal treatment, and being inclusive;
15. *Recommends* the expansion of the Instant Network Schools (INS) Program hosted by the UNHCR and the Vodafone Foundation to provide access to education for displaced and refugee children in remote regions and refugee camps by:
- a. Partnering with NGOs such as Reaching Across Borders, to provide information and communication technology tailored to the needs and environment of the refugee community;
 - b. Partnering with private telecommunication providers, such as the Emergency Telecommunications Cluster, to ensure access to networks and education programs in remote regions;
 - c. Including education partners such as ProFuturo and UNICEF, to provide culturally adapted digital education programs to refugees in their mother tongue;
 - d. Drawing funding from the UNHCR annual budget and voluntary contributions from partners.



Code: UNHCR/1/8

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioners for Refugees,

*Aware of the Article 16 of the *Universal Declaration of Human Rights* (UDHR) (1948) on the right to family,*

*Acknowledging the right of children to birth registration and a nationality as outlined in the *International Covenant on Civil and Political Rights* (1966),*

Reemphasizing the importance of empowering conflict-affected children and youth to achieve Sustainable Development Goal (SDG) 3 (good health and well-being), SDG 4 (quality education), and SDG 16 (peace, justice, and strong institutions), especially recognizing SDG 16.9, which lays out the goal of providing legal identity for all, including birth registration by 2030,

Alarmed by the fact that United Nations International Children's Emergency Fund (UNICEF) estimates that one in every four children below the age of five, approximately 166 million, remain unregistered,

*Underlining that the *African Charter on Human Rights* (1986) establishes the importance of family preservation during crises of displacement to reduce children's exposure to Adverse Childhood Experiences and support healthy childhood development,*

Deploing the targeting and recruiting of unaccompanied displaced children as child soldiers within insurgency groups, in line with the Vancouver Principles on Peacekeeping and the Prevention of the Recruitment and Use of Child Soldiers,

*Reaffirming the principles of the 1989 *International Convention on the Rights of the Child* (CRC) especially emphasizing Article 3 of the CRC (1989) which ascertains the responsibility of Member States to ensure that any military operations against non-state actors take all possible measures against the exposure of children to violence and displacement from their families and communities,*

Having in mind that successful interventions in child soldier recruitment can not only effectively solve one of the biggest threats to children and serve as reactive and preventative mechanism for the solution of further refugee crisis but could also prevent the participation of child soldiers in to be condemned terror attacks children are carrying out the ideologically motivated hatred,

Fully believing that existing public infrastructure, such as health centers, may be used to support national civil registration programs and specifically the registration of displaced and refugee children,

Aware of the success of the UNHCR's Asylum and Human Rights Education for Legal Professionals (HELP) online self-learning course, which trains those working in the legal field on asylum law to empower them to assist displaced persons in their community by combating human rights violations such as statelessness,

*Understanding the *International Accounting Standards Committee (IASC) Guidelines on Mental Health and Psychosocial Support in Emergency Settings* (2007) which emphasizes the toll that the social stigma*

against refugee and internally displaced children can take on the mental health and well-being of the individual,

Mindful that our collective future depends on our ability to prevent children from forceful recruitment into military and terrorism organizations and groups,

Expressing its satisfaction for the work of the Family Reunification Network (FRUN), which facilitates access to procedures for family reunification mechanisms,

Notes with concern the report by the Secretary General of the United Nations with regard to the 2030 Agenda and the disparity between its goals and the current progress,

Recognizing the effects of climate change and its role in displacing individuals according to the UNHCR report on Refugee Facts and Myths published on 13 November 2023,

Calls upon World Health Assembly Resolution 72/25 for Member States to facilitate health services and provide mental health support to refugees and Internally Displaced People,

Reaffirming the Paris Agreement (2015) which strongly encourages Member States to reduce greenhouse gas emissions by 2030,

Defining resource centers as locations that distribute vital necessities such as clean water, nutritional food, blankets, educational resources, fuel, and much more,

Acknowledging the vulnerability of displaced children and individuals, particularly in accessing essential services and protection mechanisms,

1. *Suggests* to augment the current UNHCR Refugee Data Finder Database, an inclusive database aligned with the current General Policy on Personal Data Protection and Privacy, to include missing or dispersed family members enabling fellow Member States to allow both a registration for arriving children refugees and family reunification through intake stations at the entrances of refugee communities;
2. *Strongly recommends* Member States take all possible actions to ensure that national registration systems are accessible to and compatible with UNHCR initiatives to reduce statelessness and assure integration by providing displaced and refugee children with access to birth certifications and other critical government-recognized identity documentation, including but not limited to:
 - a. Establishment of civil registry points, with records maintained by national registration systems within Member States, at health centers providing maternal and child healthcare to track statelessness and provide birth certificates to infants born to displaced and refugee women and asylum seekers;
 - b. Implementation and expansion of national registration partnerships with UNHCR and non-governmental organizations (NGOs) such as the International Rescue Committee to provide refugee camps with well-coordinated and efficient opportunities for displaced families to register their children, such as a monthly Birth Registration Day;
 - c. Elimination of fees for national child registration to ensure that parents and guardians do not face cost barriers and are dissuaded from registering their children in national registration programs;

3. *Draws attention* to the lack of tools available to children refugees and displaced persons and encourages the implementation and expansion of resource centers and FRUN in and around refugee communities which provides tools, such as for the improvement of the proGres v4 for PRIMES as well as translation services, necessary to aid in receiving documentation required for the reunification process;
4. *Requests* that UNHCR, in partnership with the HELP Program of the Council of Europe, expand the languages currently offered in the UNHCR's Asylum and Human Rights HELP online self-learning course to include: Arabic, Bengali, Haitian, Kinyarwanda, Polish, Romanian, Swahili, and Ukrainian, with the intention to add more as ongoing situations develop, in order to strengthen the capacity of legal professionals in the field of human rights, especially when it comes to registration of children in ongoing refugee emergencies;
5. *Implores* that Member States hosting refugees and internally displaced children implement the Global Framework on Well-being and Health Promotion (2022) in coordination with the World Health Organization WHO, which would discourage the promotion of social stigmas against refugees and internally displaced children by host Member States, thus lessening mental trauma;
6. *Encouraging* UNICEF to collect data, within the maintenance of the United Nations Statistics Division, on peace and security training programs concerning child soldier recruitment in conflict-affected areas in line with the Vancouver Principles, in order to notice early warning signs of the recruitment and use of child soldiers, while maintaining their standard protection of Data to prevent cyber-attacks as well as refugee and displaced children's information divulgence with the public;
7. *Suggests* Member States to take the fate of child soldiers into consideration and continue to uphold the CRC by:
 - a. Differentiating between child soldiers under and over the age of 15 years regarding legal affairs as recommended in Article 40(3) of the CRC;
 - b. Establishing a juvenile criminal law, in alignment with Article 40(3), to create a differentiation between young children, who do not comprehend what effects their actions have in posing a danger to both military personnel, civilians, and voluntary workers;
 - c. Taking into account the different stages of child development, cultural background, and gender in the implementation of a gender and age-sensitive deradicalization and reintegration process, building upon Save the Children's Child Soldier Reintegration Programs;
 - d. Thereby indirectly reducing the recruitment of child soldiers by terror organizations, which try to bypass international criminal law by abusing minors to commit their ideologically motivated crimes;
8. *Publishing* annually which organizations and groups are committing the crimes on the website of the Special Representative to the Secretary-General on Children and Armed Conflict and Special Representative of the Secretary-General on Migration and Refugees by including the findings in the Secretary-General's annual report resulting in Member States;
9. *Insists that* Member States adhere to the *2018 Global Compact on Refugees* which urges Member States to enhance their cooperation and delegate responsibilities for increased

humanitarian aid for displaced children and refugees by creating an incentive for Member States facilitated by the UNHCR to contribute additional funds allocated for delivering aid to displaced peoples and refugees:

- a. By incentivizing all Member States to become Donor Governments, allowing UNHCR to support their economies by purchasing humanitarian aid supplies from donor governments;
 - b. In an effort to help keep refugee and displaced children healthy in coordination with Article 14 of the UDHR;
10. *Endorses* the creation of new centers based in each of the six populated continents for a rapid response during a climate, humanitarian, or conflict crisis which:
- a. Would act in response to aforementioned crises allowing for quick and decisive action in emergencies in relation to children, creating a network of medical centers that can be mobilized to distribute staff and resources to affected areas when requested by Member States to support the refugee and internally displaced children in the areas;
 - b. In execution, are proportionally representative to the population of a given territory and can cater to a variety of needs including emergency care and reparations, sexual violence trauma support, mental health and well-being, and education in advocacy of prevention of further environmental catastrophes in situations where it is needed with:
 - i. Recommended association for funding and staffing with organizations such as Médecins Sans Frontières, International Medical Corps, Red Cross, Fiji Medical Association, Aboriginal Medical Association, among others, to allow to send aid to nations to achieve care within the first 72 hours of a request, and allowing for large NGOs and Intergovernmental organizations the time it takes to properly gather support and aid for the Refugee and Internally Displaced Children;
 - ii. Recommended locations for distribution centers being the UNHCR Central Office in Madrid for Europe, the UNHCR Central Office in Ciudad Juarez for Central America and the Caribbean, the UNHCR Central Office in Cairo for Africa and the Middle East, the UNHCR Central Office in Sydney for Oceania, the UNHCR Central Office in Brasilia for South America, the UNHCR Office in Dhaka for Asia as signatories and sponsors have promised to support the building of new hubs in these locations to ensure that the timely response to a crisis;
 - iii. All centers funded through a combination of the UNHCR and resources provided by NGOs such as the International Organization of Migration (IOM), Survival International, and Oxfam International;
 - iv. The knowledge that the act of receiving aid that is entirely voluntary and up to the will of those affected by a crisis during and after the crisis with oversight from Member State that requested aid;
11. *Encourages* the adoption of a climate education-based curriculum with a focus on using indigenous knowledge in schools across in accordance with United Nations SDGs 4 (Quality Education) and 13 (Climate Action), led by leaders in their respective indigenous communities and assisted by climate-combatting NGOs such as Green Hope Foundation, Connect Climate,

and the UN Intergovernmental Panel on Climate Change (IPCC) to ensure that both indigenous and western ways to prevent and mitigate climate crisis so that the number of climate refugees and internally displaced children due to lack of nutrition, land, or shelter is mitigated through:

- a. Focusing on education that is also developed by the *Convention of the Rights of the Child* (1989) to provide climate refugee and displaced children with adequate social and economic circumstances as well as proper well-being;
 - b. Collaborating with indigenous populations will be led by Survival International representatives, who will go directly to tribal groups to build the curriculum with different tribal groups;
 - c. Obtaining guidance from the World Meteorological Organization's Global Framework for Climate Services to oversee and report the effectiveness of the curriculum on a yearly basis to the UNHCR for analysis on recommended changes and updates to the programs;
12. *Further suggests* that the aid for internally displaced children, including indigenous children, is increased in order to better reflect the current needs of crisis zones across the world, which would:
- a. Include food, water, medical supplies, funding for destroyed infrastructure, educational centers, and all other vital resources;
 - b. Be endorsed and partially funded by Survival International and Oxfam International which encourages other NGOs to further contribute to this cause;
 - c. Include the WASH Program which provides funding, materials, and expertise in creating water, sanitation, and hygiene facilities for refugee and displaced children;
13. *Calls upon* Member States to establish a Refugee Hotline for Children and Displaced Persons (RHC-DP) to provide a confidential and accessible communication channel to seek assistance, report emergencies, asylum information, and access information on available services and support mechanisms, following the framework provided by the International Telecommunication Union for emergency telecommunications services;
14. *Encourages* Member States to collaborate with relevant international organizations, humanitarian agencies, and telecommunications companies such as International Red Cross to ensure the effective implementation and operation of the RHC-DP, including the provision of language interpretation services.



Code: UNHCR/1/9

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Recalling the 1951 Refugee Convention that established the rights and protections of refugees,

Reaffirming the Convention on the Rights of the Child (CRC) (1989), which reaffirms that family is crucial for the development and well-being of children,

Emphasizing the briefing paper Blueprint for Joint Action (2020), which outlines the need for education, child protection, and access to water, health and sanitation services (WASH),

Recalling the Human Rights Council (HRC) resolution 49/L.29 (2022), which calls upon Member States to protect unaccompanied refugee children and provide proactive reunification services,

Welcoming the UNHCR Education: 2030 A Strategy for Refugee Education, which outlines the need for refugees and displaced children to be included in national education plans,

Reiterating Sustainable Development Goal (SDG) 4 (quality education) specifically target 5 which outlines the goals of eliminating gender disparities in education while ensuring access to the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations,

Emphasizes to Member States the importance of integrating refugees into educational systems so that they can be placed in a safe learning environment and fundamental protection where they develop skills and training, foster inclusion, and act to accelerate recovery and rebuilding of their lives,

Guided by the United Nations Safe School Declaration (2015), which guarantees access to a safe learning environment,

Fully aware of the issues girls face as outlined in UNHCR Her turn: It's time to make refugee girls education a priority,

Supporting the New York Declaration for Refugees and Migrants adopted 19 September 2018, which reaffirms the importance of education in the lives of refugee children and calls for receiving education within a few months of arriving,

Bearing in mind, that most low- to middle-income Member States do not have the infrastructure to have a formidable census database that can track and identify refugees like the Primero Case Management System,

Concerned with the lack of water, sanitation, and hygiene facilities (WASH), which increases the risk of sexual and gender-based violence (SGBV) for women and girls in education settings,

Affirming previous initiatives by UNICEF like the Early Education Childhood Programme that offers mobile schooling to refugee children who have been displaced by climate change,

Cognizant of the misuse and proper usage of foreign aid with over 20 percent of voluntary contributions being misused through corruption per the World Bank and the Gitnux Market Data Report (2024),

Alarmed by the one hundred ten armed conflicts worldwide that worsen the plight of refugees, and internally displaced persons (IDPs),

Deeply concerned with the deteriorating humanitarian situation in conflict-ridden zones, especially in those in which humanitarian aid has been hindered or prevented,

1. *Encourages* the implementation of the recommendations proposed in HRC resolution 49/L.29 (2022) as it reaffirms that children should not be separated from their caregivers by including:
 - a. The recognition of the right of the child to be cared for by his or her parents;
 - b. Taking positive actions to reunify separated family members;
 - c. Strengthening child welfare and child protection systems;
2. *Endorses* the partnership between the UNHCR and the International Committee of the Red Cross (ICRC), which focuses on family tracing services for unaccompanied minors by:
 - a. Collecting tracing requests from parents;
 - b. Visiting parents' and family residences;
 - c. Displaying pictures of children through different media platforms;
 - d. Registering personal information of the unaccompanied minors;
3. *Strongly encourages* community-based initiatives aimed at promoting family reunification and mental well-being, such as the *Blue dot Hubs* project which provide:
 - a. Information regarding tracing services to facilitate family reunification;
 - b. Professional mental health assistance and medications for refugee and displaced children;
4. *Recommends* Member States to partner with NGOs such as Oxfam International to provide expertise and oversight for installing WASH services to achieve the goals of the *Blueprint for Action for Refugee Children*;
5. *Calls upon* Member States to further implement the Education 2030 project, by collaborating with the United Nations International Children's Fund (UNICEF) 2019 GIGA INITIATIVE to locate schools in remote areas using telemetry data, artificial intelligence, and satellite imagery;
6. *Suggests* Member States implement educational plans that follow SDG 4.5, where cultural and native languages are preserved to ensure equal and inclusive education for vulnerable populations;
7. *Calls for* the implementation of a new Refugee Developmental Aid Evaluation (RDAE) tool that specifically monitors voluntary contributions given towards capacity-building or efforts to protect refugee children by:
 - a. Working in conjunction with the Development Initiative Organization to insert an evaluation tool to evaluate aid give to refugee children;

- b. Calling for a stronger social media campaign with other NGOs like Survival International that already have a strong media platform to promote the correct usage of voluntary contributions from Member States;
8. *Suggests* the enhancement of the Primero Case Management System by:
 - a. Further allowing its current function of enhancing access to protection services, legal services, and tracking children in movement;
 - b. Working closely with Member States ministerial government agencies to help enhance a State's census database for refugees;
 - c. Creating unique profiles for refugee children and their legal guardians for easy reunification information;
 - d. Indigenous communities have the right to refuse such tracking services for the purpose of valuing their agency;
9. *Calls upon* the expansion of UNICEF's *Early Education Childhood Programme* through the expansion of professional workshops within its temporary learning schools by:
 - a. Offering workshops that target the sciences, arts, business, and engineering sectors to enhance the talents and workforce of a Member State's workforce;
 - b. Collaborating with NGOs, international bodies, and the private sector to provide voluntary scholarships or workshops to teach refugee children;
 - c. Sharing success stories on UNHCR's social media handles on the benefit of temporary learning schools to shift the stigma of refugees worldwide;
 - d. Incorporate indigenous wisdom like indigenous science and cultural education to respect all methods of learning;
10. *Creates* a new culture of resilience program called "Healing Paths in Action" under the UNHCR, tailored for different cultures and languages in Africa:
 - a. That dispenses culturally trained volunteers and refugee camp workers to these specific camps;
 - b. To create a communication-friendly environment for refugees to bridge language and cultural barriers;
 - c. In collaboration with representatives from Survival International will support the preservation of indigenous languages in African communities;
11. *Welcomes* the implementation of the UNHCR's *Educate a Child Programme* (2012) (EAC) to provide basic services to girls in order to ensure their safety and academic enrollment through:
 - a. Providing more technical support and dialogue between NGOs and the private sector to further increase retention rates for young girls and encourage scholarships offered to refugee girls;



Code: UNHCR/1/10

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Acknowledging the United Nations Commissioner for Refugees *1951 Refugee Convention*, outlining the rights of refugees and the international standards of treatment for their protection,

Reiterating the *1948 Universal Declaration of Human Rights* (UDHR) specifying the rights and privileges of nationality, citizenship, and ability to seek asylum granted to every individual, regardless of status, age, or nationality,

Emphasizing the *1989 United Nations Convention on the Rights of the Child*, calling for the formal recognition and respect of a child as a unique human being,

Affirming General Assembly resolution 74/133, which outlines a child's right to a family and to healthy parental care, particularly for children separated from their families,

Recognizing the importance of the *Global Refugee Forum* held by the United Nations High Commissioner for Refugees (UNHCR) every four years for the refugees' well-being,

Recognizes the imperative dangers of children in conflict, thus providing essential mental health procedures establishing a Protective Environment Facility based on the Danish Red Cross (DRC) Guidelines on Mental Health and Psychosocial Support in Migration and Displacement and IASC MHPSS Pyramid,

Reminding Member States of Sustainable Development Goal (SDG) 16 (Peace, Justice, and Strong Institutions), specifically Target 16.9, which pledges to provide a legal identity, including birth registration, to all by 2030, along with the increased difficulty of advancing this goal due to COVID-19,

Deeply concerned by the fact that refugee and internally displaced children do not have secure places to live and the number of them is 40 million, which accounts for almost half of all refugees,

Stressing the 43.4 million children identified as refugees by the UNHCR and the 385,000 born yearly into refugee status,

Concerned by the lack of safety and inhumane dangers that unaccompanied minors face while they are in the process of crossing borders, such as abuse, exploitation, malnourishment, and limited access to medical care, as well as the increased risk of child trafficking that they face in precarious conditions,

Distressed that 300,000, according to the National Institutes of Health refugee children were reported to be unaccompanied or separated while crossing borders,

Deeply concerned by the fact that the most common form of human trafficking, 79%, is sexual exploitation, and almost 20% of all trafficking victims are children, according to the *2022 Global Reports on Trafficking In Persons* from the United Nations Office on Drugs and Crime (UNODC),

Recognizing the significant demand for Mental Health and Psychological support needed among refugees and internally displaced individuals faced with trauma due to conflict and forced migration,

Reaffirming the importance of providing appropriate protection and assistance to refugee and internally displaced children,

Recognizing the importance of international protection for refugee and internally displaced children who do not have enough access to accommodation and education,

Noting with regret only 68% of refugee and internally displaced children can access primary education, as opposed to 90% globally in conflict zone areas,

Noting with concern the financial and logistical disparity low- and middle-income Member States experience resulting from hosting for 75% of individuals given refugee status,

Fully aware of the missing data within UNHCR databases relating to the births of children in refugee status, particularly within Africa, Asia, and the Pacific, leading to one in four children missing from registries,

Recognizing the partnership between Oxfam International and other non-governmental organizations (NGO) that provide humanitarian aid to girl child refugees in Gaza and Ukraine,

1. *Suggests* expanding reach and functionality of Peace Corps Community for Refugee on the reality and obstacles of a displaced child in conflict areas by:
 - a. Supporting the use of experts and volunteers arriving in the conflict zone area to mitigate the risk of human trafficking and instilling a sense of security through:
 - i. Providing measures to accompany them to make crossing borders safer;
 - ii. The assignment of Peace Corps volunteers reflects the direct proportionality of the refugee and displaced children population;
 - b. Encouraging the creation of safe zones for children in emergency contexts;
 - c. Endorsing training mentors or guardians assigned to refugee children upon their arrival in host Member States, offering personalized support and guidance as they assist children through their navigation toward their new host community;
 - d. Suggesting implementing language facilitation programs administered by qualified language mentors working as bridging entities for all refugee children and internally displaced individuals which would:
 - i. Serve as a protective network, mitigating the risk of human trafficking and instilling a sense of security;
 - ii. Provide language education programs for accompanists to supply a sense of security, trust, and comfort for the child;
2. *Encouraging* the support of Survival International as the liaison with indigenous tribes in locating, advocating, and protecting displaced indigenous children from the dangers of exploitation, forced assimilation, and other forms of abuse they may face:
 - a. Endorsing the preservation of indigenous languages and culture to ensure their heritage is not lost during their time as displaced people;

- e. Reminding the international community that Member States are primarily responsible for addressing and preventing statelessness and seeking avenues to accelerate the elimination of statelessness;
6. *Calls upon* the need to expand the MHPSS Database allow multilateral collaboration and access as influenced by working toward overcoming the Challenges and Enhancing Mental Health Treatment and Research for Refugee and Internally Displaced Children by:
- a. Recommending Member States establish bilateral agreements for the transfer of health records to assess better and address the physical, mental, and social health concerns of individuals with refugee status through:
 - i. Encouraging Member States to increase the numbers of social workers and psychologists specialized in children's mental health issues related to trauma and migration in refugee shelters, drawing upon the program "Remote Modalities" of the UNICEF;
 - ii. Having experts can provide guidelines for UN Volunteers and train them for basic virtual counseling and virtual psychosocial support on the ground by cooperating with social workers for specific trauma contextualization, offering a chance of emancipation, emphasizing well-being and a balanced life;
 - b. Emphasizing the importance of creating secure connections between children and their families and/or guardians while maintaining confidentiality within public documents;
7. *Recommends* utilization and expansion of UNHCR, UNODC, and NGO partnerships to increase education and capacity building related to combating the trafficking of migrants, particularly displaced and refugee children, by:
- a. Monitoring early warning indicators related to human trafficking:
 - i. Through the implementation of voluntary data sharing between Member States' borders to enhance training and security subject to a higher risk of illegal activities, such as abuse and trafficking, to warn and protect children passing through these areas;
 - ii. By surveilling the connection between human trafficking and drug trafficking to protect displaced and refugee children from introduction into either form of exploitation;
 - b. Utilizing the International Civil Aviation Organization (ICAO) to:
 - i. Coordinate anti-human trafficking efforts and training with regional and national aviation security agencies by utilizing existing databases and alerting to vulnerable and trafficked individuals;
 - ii. Increase education on cooperation and increasing circulation of anti-trafficking publications, such as the ICAO-OHCHR's "2018 Guidelines for Training Cabin Crew on Identifying and Responding to Trafficking in Persons" (Cir 352), "2023 Manual on a Comprehensive Strategy for Combating Human Trafficking in the Aviation Sector" (Doc 10171), and Airports Council International's "2019 Combating Human Trafficking";



Code: UNHCR/1/11

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Bearing in mind Article 3 of the *Universal Declaration of Human Rights* (1948), stating that “everyone has the right to life, liberty, and security of person”,

Reminding the main principles of the *Convention on the Rights of the Child* (1990), which include the right of children to survival and development and the best interests of the child as a primary consideration,

Keeping in mind the United Nations General Assembly Resolution 71/177 (2009), which advocates for equal access to necessities, including for children with special needs,

Appealing to SDG 16 (Peace, Justice, and Strong Institutions), especially Target 16.2, focusing on the protection of children from abuse, exploitation, trafficking, and violence,

Deeply alarmed by the increasingly wide funding gap and underfunding, which has reached 49% in the 2022 Global Appeal, which severely limits the child protection services and casework capacity,

Recognizing the many challenges faced by refugee and displaced girls, who are disproportionately affected by gender-based violence and injustices, and the need to address those inequalities while keeping in mind SDG 5 (Gender Equality), aiming to achieve gender equality and empower all women and girls,

Guided by the Refugee and Migrant Health Toolkit created by the World Health Organization’s Health and Migration Program, including different priorities such as the promotion of gender equality and accelerating progress towards achieving the SDGs,

Fully believing in the importance of the holistic development of refugee and displaced children and the need for the integration of arts, culture, and sports, and further recognizing the efforts of the UN to emphasize and raise awareness through initiatives such as the International Day of Sport for Development and Peace and the World Day for Cultural Diversity,

Having devoted attention to the research and reports of regional analysis platforms such as the *International Data Alliance for Children on the Move* (IDAC) and the Child Mobility Platform,

Concerned with the lack of water, sanitation, and hygiene facilities (WASH), which increases the risks of sexual and gender-based violence for women and girls in education settings,

1. *Recommends* Member States to publish biennial national reports, which will be discussed every four years at the *Global Refugee Forum* (GRF), starting in 2030, on the state of refugee and displaced children’s issues, including:
 - a. Comprehensive data identifying the specific needs of Member States and regions, subsequently proposing a human-centered, rights-based approach to fulfill these needs, drawing on the data collection mechanisms and research methods established in regional

platforms such as the *International Data Alliance for Children on the Move* (IDAC) and the *Child Mobility Platform* (CMP) in West and Central Africa;

- b. An analysis of the evolution of the status of children refugees in Member States through:
 - i. Collaboration with experts and resources from the International Telecommunication Union (ITU) for more profound analysis;
 - ii. The integration of technological advancements such as biometric identification, digital platforms, and databases for optimized and enhanced streamlined family tracing efforts;
 - c. The implementation of an intersectional gender-based analysis approach and appliance of the principles of Diversity, Equity, and Inclusion (DEI) with regard to the adoption of all policy elements related to refugee issues, in a perspective of eliminating systemic inequalities, which affect mainly:
 - i. Refugee and displaced girls, whose relevant reports will be under the supervision and through the consultation of the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women);
 - ii. Indigenous refugees and displaced children, whose relevant reports will be under the consultancy of organizations such as Survival International;
 - iii. Members of previously and currently marginalized communities, as defined by the Office of the High Commissioner for Human Rights (OHCHR) electronic course on LGBTQIA+;
2. *Calls upon* all Member States to commit to further prevent direct sources of danger towards refugees and other displaced children from sexual exploitation and human trafficking within refugee camps and communities by proposing:
- a. The Camp Coordination and Camp Management (CCCM), group of the International Organization for Migration (IOM) to take measures to increase staff and capacity to ensure safety within refugee camps and to report to the United Nations High Commissioner for Refugees (UNHCR) executive board committee on the steps needed to be taken by CCCM;
 - b. A community-based protection mechanism that would empower local refugee communities and associations to recognize and respond to the signs of child trafficking and sexual exploitation with:
 - i. The training of community and association leaders, educators, and children themselves on the risks of trafficking and the importance of reporting suspicious activities;
 - ii. The supervision and support of already existing refugee associations, along with local, national, or international NGOs;
 - iii. The implementation and beginning of training before February 22nd, 2028, to commemorate the Human Trafficking Awareness Day;

3. *Encourages* Member States to promote:
 - a. The training of local community members and the adoption of a culturally sensitive approach, awareness of the specific needs, and recognition of context-specific social and linguistic barriers faced by refugee children;
 - b. Partnerships with specialized Non-Governmental Organizations (NGOs) such as Oxfam International and Save the Children to help facilitate the collaboration with local community members and groups who can provide sustainable practices in line with their refugee children's cultural needs;
 - c. The distribution of online class videos, drawing upon the NGO Plan International's work and their Bridging the digital gender divide program that promotes digital empowerment for women, and guidelines presented in order to make this training program more accessible and that would include training about;
4. *Emphasize* the well-being to ensure a balanced life for better integration of children refugees in Member States' host societies by:
 - a. Implementing safe spaces and workshops to support refugee and displaced children upon their arrival in host societies, as an objective to attain within the upcoming decade to:
 - i. Share their experiences and opinions to enhance the sense of belonging and to make them feel welcome and safe;
 - ii. Foster the empowerment and resilience of children refugees by consulting them and building on their ideas and perspectives;
 - iii. Encourage the collaboration with Plan International's programs;
 - iv. Listen to their voices in order to shape the upcoming strategies to make sure they are well-adapted to their specific needs;
 - b. Organizing cultural exchanges, sports, and activities with the aim of:
 - i. Enhancing arts to empower the culture of child migrants and consolidate the link with the culture of the host Member State;
 - ii. Promoting sports opportunities to ensure social links, emancipation, cohesion, and solidarity;
 - c. Ensuring the integration of marginalized, such as special needs, indigenous, LGBTQIA+, and refugee children;
 - d. Encouraging the collaboration between the *United Nations Educational, Scientific and Cultural Organization* (UNESCO) and the UNHCR in order to make sure that every culture is well-represented and to preserve ethnic identity and protect the cultural identity of every child refugee;
5. *Suggests* the financial support of Member States, along with the collaboration of NGOs such as Oxfam International and other UNHCR private or public sector partnerships, with the goal of increasing the capacity of UNHCR to deliver child protection services by reaching the required amount of personnel, which only reached 30% capacity in some critical objective areas, by

reducing the funding gap from 49% in 2022 down to 40% by 2028 in order to attain the objectives Outcome Area 5 “Child Protection” of the Global Appeal;

6. *Adopts* the implementation of a new handout called “*Women in Conflict Zones*” under the UNHCR that would bridge the gap between Sexual Gender-Based Violence (SGBV) and young women in displaced regions by:
 - a. Cooperating with national governments and CSOs to enable easy access to the handout by the international community;
 - b. Encouraging NGOs to enhance existing monitoring systems such as the Spotlight Initiative-supported GBV Data Situation Room;
 - c. Hygiene services for refugee and displaced girls in education settings to prevent sexual and gender-based violence in education settings in line with the goals of the Educate a Child Program 2012.



Code: UNHCR/1/12

Committee: United Nations High Commissioner for Refugees

Topic: Protecting Displaced and Refugee Children

The United Nations High Commissioner for Refugees,

Considering the United Nations Human Rights Office of the Higher Commission establishes a child as every human under the age of eighteen years unless under the law applicable to the child,

Referring the Convention on the Rights of the Child that requires parents, and if there is no other adult a guardian, have the responsibility for a child to always consider what is best for the child and governments should support them,

Keeping in mind the Note of Refugee Children EC/SCP/46, which states that unaccompanied child refugees are those who are both separated from their parents and not being cared for by an adult,

Noting with grave concern that, according to the UNHCR Global Appeal 2024, the gap between needs and humanitarian funding continues to grow, and recalling in this context the need for equitable burden and responsibility sharing,

Emphasizing the need for a reliable international database to assist UNHCR and partner organizations in reunifying refugee children with their family members,

Acknowledging the fact that the UNHCR is entirely funded through donations and goodwill of Member States and NGOs, and the significant donations towards UNHCR programs by the private sector through programs such as the pledges made by civil society for Ukraine,

Bearing in mind General Assembly resolution 77/198 of the Report of the United Nations High Commissioner for Refugees, questions relating to refugees, returnees and displaced persons and humanitarian questions,

Mindful that global platforms like the Global Family Reunification Network are already devoting their efforts to family reunification,

Deeply convinced that the matter should be faced by the international community in its entirety rather than by a single Member State or non-governmental organization,

Deeply conscious that privacy is a sensitive matter when dealing with vulnerable categories, especially refugees and children's data,

Taking into account the General Assembly resolution 28/16 2015 relating to the creation of the Special Rapporteur on the right to privacy,

Considering the United Nations Human Rights Council resolution 53/L.10 has declared proper education as a right,

Expressing its grave concern about the numerous and increasing numbers related to mental health conditions recognized in refugee children,

Keeping in mind General Assembly resolution 64/293 from 2019, objective 10 (26 i) the creation of national and local information systems and training programs that alert and educate citizens, employers, as well as public officials and law enforcement officers, and strengthen capacities to identify signs of trafficking in persons, such as forced, compulsory or child labor, in countries of origin, transit and destination,

Calls attention to the challenges and stresses that child refugees experience and requests healthcare professionals to focus on helping them develop the ability to self-regulate behaviors and psychological impairments,

1. *Encourages* the outlined governmental systems of guardianship for unaccompanied displaced children and child refugees, which entails specialized guidelines and recommendations for care which:
 - a. Calls upon the recognition of individuals with specialized training, such as social workers, to support foster parents properly and allow complete preparation and training to guardians of children from crisis-affected countries;
 - b. Considers a limit on housed children by foster parents to allow more specialized care and focus on refugee and displaced children affected by conflict;
 - c. Directs Attention to the implementation of collaborative work between local, municipalities to enable support to Guardians housing refugee and displaced children;
 - i. Expresses belief for the establishment of specialized procedures for social workers to have a probational period of constant upkeep with housing foster parents and guardians to ensure they have the proper resources;
 - ii. Encourages the establishment of monetary, social, and physiological resources available for guardians;
2. *Recommends* a portion of the UNHCR's budget be set aside for financial incentives and reimbursements to be given to host countries and locations that have taken in significant numbers of refugees;
3. *Advises* UNHCR to allocate funding to sponsor an expansion of the UNHCR refugee data finder to facilitate UNHCR programs and partner organizations in family reunification for refugee children, and recommends the committee set up a future meeting to discuss the specifics for the funding necessary to sponsor the project;
4. *Proposes* the requisitioning of funds by the UNHCR on behalf of Member States based on their respective economic needs and ongoing refugee crises, by requesting that the International Monetary Fund (IMF) would grant funds to UNHCR which:
 - a. Requests that funding will be directed through the UNHCR by a Special Committee;
 - b. Recommends that the special committee be made of UNHCR member states and that this committee be given discretionary powers to provide funds to UNHCR programs;
 - c. Advises that the special committee will issue a transparency report every two years that guarantees financial transparency and appropriate allocation of funding to member states in order to prevention of fund embezzlement;

5. *Proposing* an initiative to increase media attention toward charitable drives within Member States a more accessible system where individuals can support the refugees of the global community freely which would:
 - a. Promote charity and donation organizations through their various forms of media such as social media platforms and their websites as part of the awareness campaign for the general public;
6. *Invites* the UNHCR, alongside UNICEF, to continue to monitor the efficiency of funding into child-focused programs, and to report them to the UN General Assembly;
7. *Intends* to implement the Global Family Reunification Network (FRUN) by:
 - a. Guaranteeing the truthfulness and the transparency of data collected and shared with the FRUN the Disarmament and International Security Committee by:
 - i. Trusting that all Member States are going to ensure full access to data in their possession to guarantee an accurate and transparent collection;
 - ii. Wanting that the collection will take place bi-annually to frame the most recent picture of the phenomenon;
 - b. Asking that all data will be viewable by the United Nations High Commissioner for Refugees to refine existing programs and define new projects;
 - c. Providing easy accessibility to all speakers in every language recognized to efficiently tackle the difficulties of language barriers;
 - d. Providing simplified procedures to guarantee an appropriate-level of safety in the fastest;
 - e. Urging all Members States to discuss and sign bilateral and multilateral agreements to establish and empower embassies and consulates which would:
 - i. Ensure an easy release of IDs for refugees;
 - ii. Guarantee direct assistance for their citizens;
 - f. Having professional translators placed in borders in order to assist refugees to acquire all necessary information on the next steps regarding documentation, the ability to express if special additional assistance is needed by:
 - i. Requiring them to provide the vulnerable refugees the right to answer and advocate for their own needs and concerns;
 - g. Welcoming any contribution and the monitoring of the Special Rapporteur on the right to privacy to guarantee the privacy of all data collected;
8. *Draws the attention* of the World Health Organization for the facilitation and organization of foster care parents for unaccompanied displaced refugee children through specified methods by:
 - a. Requesting the supervising UN bodies to set standardized tests to ensure qualified individuals will be taking responsibility for displaced and refugee children as foster parents;

- b. Encouraging the United Nations Children's Fund hosts workshops and seminars for eligible individuals through the existing universal foster care programs of the host countries to easily accommodate the rehabilitation of displaced and refugee children through:
 - i. Further requesting volunteers from the United Nations Volunteer Program (UNV) to aid and assist the local workshops and seminars by acting as translators to ease the understanding for the participating individuals of the locality;
 - ii. Further recommending volunteers from the UNV Program to develop 3D and infographic presentation materials to ease and improve the understanding of the essential contents and components of the seminars and workshops;
 - iii. Further inviting physicians, psychologists, and other healthcare professionals to required regions where they will be aiding and training local healthcare workers through the local hospitals and community clinics;
 - iv. Requesting the United Nations Children's Fund to provide child psychologists specializing in the area of mental health stabilization and identity fixation;
 - v. Recommending the United Nations Children's Fund to host workshops and seminars for foster care parents in host countries for parentless and children that are unaccompanied by an adult;
9. *Requests* the General Assembly First Committee of Disarmament and International Security, to dispatch UN white helmets to the required regions where Child refugees and displaced persons are at serious risk of harm to:
 - a. To protect displaced and refugee children from exploitation, trafficking, and violence in order to create a safe haven;
 - b. To protect individuals working for the UN and partnered organizations in the required regions from any harm or violence.