



Erasmus+

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Letter From Chair:

Hello everyone! I am Efe Erođlu. I'm from Antalya, Turkey and I'm an 11th grader in Dr. İlhami Tankut Anatolian Highschool. I will be your President Chair in our committee and I am also responsible for the authorship of our guide. This guide aims to set you on the right track to prepare for our committee in Portugal between June 2-7. After reading this guide, you should have a sense of our topic of discussion and can conduct extensive research to improve your understanding of the problem, further increasing your debate quality. I sincerely hope you find this guide helpful and I wish to meet you all in 2 weeks!

Sincerely,
Efe Erođlu

INTRODUCTION

INTRODUCTION TO SOCHUM

The Social, Cultural, and Humanitarian Committee is primarily concerned with human rights protection. The committee was established in 1948 with the intention of promoting solutions to ensure worldwide high standards, protect, restore and offer humanitarian and social remedies. Human rights abuses can be found in almost every country. Sochum's main goal is to investigate them and establish global standards to protect human rights while collaborating with Member States. The committee has the capability to issue recommendations to a member of the General Assembly, the UN Security Council, and other bodies

and agencies on issues of peace and security. SOCHUM can also demand special rapporteurs' reports from the UN Human Rights Council.

INTRODUCTION TO THE AGENDA

Since SOCHUM is responsible for the maintenance of human rights in Member States, the right of education also falls into SOCHUM's jurisdiction. In unison with UNHCR, SOCHUM provides resolutions which aim to maintain global peace and guarantee human rights. Elaborated in Article 26 of the Declaration of Human Rights as "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit." Every Member State of the UN has to comply with this said clause. It is frowned upon that in the case of refugee rights, the statistics show that 48% of children who are refugees are out of school and are not provided with proper education. Therefore, the main aim of our delegates will be to provide the committee with a resolution intended to establish a precedent about the maintenance of educational rights of refugees in their host country.

DEFINITION

REFUGEE STATUS

People who have fled war, violence, conflict, or persecution and crossed an international border in search of refuge in another country are recognized as refugees. International law defines and protects refugees. A refugee, according to the 1951 Refugee Convention, is someone who: "is unable or unwilling to return to their home country because of a well-founded fear of persecution or harm on account of race, religion, nationality, social group membership, or political opinion."

INTERNALLY DISPLACED PERSONS

An internally displaced person (IDP) is someone who is forced to flee their home but remains within the borders of their country. They are frequently referred to as refugees, despite the fact that they do not meet the legal definition of a refugee. It was estimated that there were 38.2 million IDPs worldwide at the end of 2014, the highest level since 1989, the first year for which global statistics on IDPs are available. Ukraine (7.7 million), Syria (7.6 million), Iraq (3.6 million), the Democratic Republic of the Congo (2.8 million), Sudan (2.2 million), South Sudan (1.9 million), Pakistan (1.4 million), Nigeria (1.2 million), and Somalia (1.1 million) had the largest IDP populations as of 21 April 2022.

INFORMATION

EDUCATIONAL STATE OF REFUGEES IN THE WORLD

As of mid-2021, there are over 81 million people in a status of being a refugee or stateless. Of these 81 million people %42 (35 million) are children. %73 of refugees are hosted in neighbouring countries of conflict and %85 are hosted in developing countries. This situation results in the rights of refugees being impeded and refugees that require the continuation of education not receiving it properly. Countries that host the most amount of refugees are as follows:

- Turkey: 3.7 Million
- Colombia: 1.7 Million
- Uganda: 1.5 Million
- Pakistan: 1.4 Million
- Germany: 1.2 Million

Any host country of refugees, like the ones listed above, has the responsibility of maintaining refugee rights and providing refugees with necessary healthcare, education and basic needs like sanitation, shelter, food and water. The UN provides necessary aid and funds to countries which have a formidable amount of refugees. SOCHUM works in collaboration with both UNHCR, UNICEF and relevant governmental branches/NGOs to ensure that the rights of refugees are maintained and humanitarian aid is provided. There are also organizations like the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) which provide necessary services to refugees in Palestine since the government present is not capable of providing said services because of an ongoing conflict. These organizations get direct funding from the UN and are run in host countries with permission from the host country. The UN must work in cooperation with host countries to ensure effective and continuous humanitarian aid.

Degree of inclusion	Type of school	Financing	Management	Registration
1	Child Friendly Spaces / non-formal education	UN and/or NGO	UN and/or NGO	
2	Schools using non-accredited curricula	UN and/or NGO	UN and/or NGO	
3	Formal schools using home country curricula	UN and/or NGO	UN and/or NGO	
4	Refugee-segregated formal schools using host country curricula, with access to exams and cycle promotion	UN and/or NGO	UN and/or NGO	
5	Refugee-host formal schools using host country curricula, with access to exams and cycle promotion	UN and/or NGO	UN and/or NGO	
6	Refugee-host formal schools using host country curricula, with access to exams and cycle promotion	UN and/or NGO	UN and/or NGO	MoE
7	Refugee-host formal schools using host country curricula, with access to exams and cycle promotion	UN and/or NGO	MoE	MoE
8	Refugee-host formal schools using host country curricula, with access to exams and cycle promotion	MoE, UN, NGO	MoE	MoE
9	Refugee children attend public schools	MoE + UNHCR support	MoE	MoE
10	Children attend public schools with the same rights and financing as host children	MoE	MoE	MoE

As you can see from the chart above, after a certain point of refugee status, the responsibility of providing education differentiates. While the UN and NGOs provide education services to refugees in host countries to some degree, long term educational rights must be maintained by the host government and its Ministry of Education. SOCHUM must effectively cooperate with the host government if the influx of refugees is too much for the education system of the host country. With proper cooperation, the switch from UN/NGO-based education to MoE managed schools. It is expected from all Member States to

cooperate with the UN on providing the aid refugees desire and the UN to commit to the responsibility established by Sustainable Development Goal 4 which is “ To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” To conclude, it is fundamental for the UN to assist any host country that might have complications providing refugees with necessary educational rights and fulfill international treaties and agreements signed by Member States.

ONGOING REFUGEE CRISES

Europe: By the end of 2016, nearly 5.2 million refugees and migrants had arrived on European shores, after dangerous journeys from Syria, Iraq, Afghanistan, and other war-torn countries. Since 2015, thousands have died or gone missing, and an increasing number of women and unaccompanied minors have embarked on treacherous journeys in search of safety. More than 170,000 people put their lives at risk trying to reach Europe by sea in 2017, with over 3,000 drowning. In 2015, half of all refugees crossing the Mediterranean came from Syria; by 2017, that figure had dropped to 10%. More than 5,300 children arrived in Greece, Italy, Bulgaria, and Spain in the first quarter of 2017 of which 69% (or 3,800) were unaccompanied minors.

Iraq: The ongoing conflict in Iraq has resulted in more than 3 million people fleeing for their lives – creating an emergency call for even more resources in the area. An estimated 11 million Iraqis are currently in need of humanitarian

assistance. More than 2.6 million Iraqis have been forced from their homes but remain inside of the country. 220,000 are refugees in other countries. There are also 300,000 refugees in Iraq from neighbouring countries – the vast majority escaping violence and persecution in Syria. 1.5 million displaced Iraqis and Syrian refugees have moved into the Kurdistan region of Iraq where 25% of the population is displaced. Due to overcrowding in camps and temporary settlements, more than 700,000 displaced in Iraq are living in informal settlements.

South Sudan: The total number of South Sudanese refugees has now surpassed 2 million, making it Africa's largest refugee crisis and the world's third largest, after Syria and Afghanistan. Regrettably, 65% of South Sudanese refugees are children under the age of 18. The majority of South Sudanese refugees are seeking refuge in Uganda. Uganda currently hosts over one million refugees, the majority of whom are women and children. Women and children make up the vast majority of those fleeing South Sudan. They are survivors of violent attacks and sexual assault, and many of them are children traveling alone. They frequently arrive weak and malnourished. When the rainy season arrives, their needs are magnified by flooding, food scarcity, and disease.

Ukraine: Civilian casualties and the destruction of civilian infrastructure in Ukraine have resulted in people fleeing their homes in search of safety, protection, and assistance. Over four million Ukrainian refugees crossed borders into neighbouring countries in the first five weeks, and many more have been forced to relocate within the country. In light of the emergency and magnitude of humanitarian needs of Ukrainian refugees, an inter-agency regional refugee response is underway to supplement the efforts of refugee-hosting countries. 6.1 million Ukrainians have been displaced, 5 million of which are hosted in Europe.

Central America: Parts of Central America have become some of the most dangerous places on the planet as a result of gang warfare and violence. El Salvador, Honduras, and Guatemala have seen a dramatic increase in organized crime by gangs known as "maras" in recent years. Thousands of parents have fled with their children, and in many cases, children have traveled alone. These unaccompanied minors are among the world's most vulnerable refugees; they

have witnessed horrific violence and are in grave danger. The current homicide rate in Central America is among the highest ever recorded.

Several cities, including San Salvador, Tegucigalpa, and San Pedro Sula, are among the world's ten most dangerous. From 2011 to 2016, the number of people from the Northern Triangle who have sought refuge in surrounding countries has increased by 2,249%. The majority fleeing are women and children. In 2016, 388,000 people fled the region – more continued to flee in 2017. The rapid growth of those forced from their homes is quickly outstripping available resources, leaving many vulnerable children, women and men without physical and legal protection.

CONCLUSION

In conclusion, we established the general refugee situation locally and globally, what jurisdiction the UN has over educational rights of refugees and how it conducts aid in host countries. We also established that cooperation between host countries and UN elements are fundamental to ensure the protection of educational rights of refugees. We should arrive at the conclusion that it is the duty of all Member States to fulfill their responsibilities towards refugees and protect one of their most basic rights: education.

QUESTIONS TO BE ADDRESSED:

- 1-** How can the UN and its elements provide the necessary assistance to the host countries of refugees?
- 2-** How can countries include refugees in their education system in the long term?

3- What action can the UN and its elements take to ensure the educational rights of refugees and IDPs are protected in conflict zones?

4- How can member states cooperate with each other on the topic of educational assistance among themselves?

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