

## **SOCHUM (social, humanitarian, and cultural) committee**

Topic: The continuation of educational rights of refugees in receiving countries.

Sponsors: Algeria, Cuba, India, Japan, Poland, United Kingdom.

Signatories: Algeria, Angola, Argentina, Botswana, Brazil, Canada, China, Cuba, DPRK, Egypt, France, India, Israel, Japan, Mexico, Morocco, Netherlands, Pakistan, Poland, Saudi Arabia, Ukraine, United Kingdom, United States of America.

SOCHUM,

*Acknowledging* the different ethnic, cultural, linguistic and racial backgrounds of the refugees,

*Bearing in mind* the financial struggles of the host countries, especially those in the developing world, in accordance of providing accessible education,

*Recalling* the 1951 Refugee Convention and its plea to ensure the educational rights of refugees,

*Fully aware* of the impact of COVID-19 and the war in Ukraine on the worsening continuation of the refugees' education,

*Urging* for the international community to come together and cooperate on these issues;

1. Instructs countries to introduce anti-hate speech legislation in schools to counter the racism and xenophobia directed towards refugee students;
2. Recommends educational programs for the integration of refugees that:
  - a. Suggests that the native language of the country would be taught to the refugees,
  - b. Authorizes classes on the culture and laws of the host country for the refugee students,

3. Authorises the creation of an international body to receive and distribute funds for refugee education that:
  - a. Demands that all member states contribute to the funding according to their economic ability,
  - b. Insists that funding goes to those refugee host nations that are in need of the financial aid according to the number of refugees they take in,
  - c. Affirms that the funding goes to cover all costs related to education,
  - d. Welcomes private donors to contribute towards the funding of this international body;
4. Instructs member states to prepare teachers for taking care of the refugee students so that:
  - a. Insists that a screening process is implemented to avoid employing teachers with discriminatory beliefs,
  - b. Emphasizes the need for teachers to be trained in the native language of the refugees,
  - c. Confirms the need for educational qualifications by the teachers responsible for the refugee students;
5. Invites reserving vacancies in the host country's educational system for refugee students;
6. Affirms that refugee students should be placed into general public education facilities rather than specialized schools;
7. Emphasizes the issues that refugee students face in striving for higher education and suggests that:
  - a. Invites collaboration between Ministries of Education and local universities in providing enrollment opportunities for refugee students,
  - b. Welcomes national and private scholarships to fund higher education;
8. Demands paying more attention towards the psychological issues refugee students experience that:
  - a. Recognises the traumatic experiences undergone by the refugee students,
  - b. Encourages the host countries to provide psychological evaluation to determine the mental state of the refugee students,
  - c. Demands that psychological help must be provided to those experiencing mental disorders by specialists;

9. Realizes that COVID-19 has had a significant impact on the capability of the continuation of education of refugee students and recommends that:
  - a. Recognizes the need for essential medical supplies and vaccinations to avoid disruptions of the educational schedule by the pandemic,
  - b. Supports providing a wider access towards online learning resources for refugee students in countries affected by pandemic lockdowns;
10. Expresses its concern for the education of IDPs and suggests that:
  - a. Approves the implementation of national systems to monitor IDP movement,
  - b. Welcomes foreign aid directed towards the educational systems of nations that are in conflicts,
  - c. Instructs the employment of educational professionals who are IDPs in teaching internally displaced students.