



VIZMUN'21

United Nations High
Commission of Refugees

Study Guide



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I. Letter from the Secretary-General

Most Distinguished Attendances and Respectable Advisors,

My name is Ediz Can Kaya. I am a tenth-grade student at Vizyon College and I have the topmost honor of serving as the Secretary-General of the second annual session of Vizyon College Model United Nations which will be held between 11-13 June 2021. As a Secretariat and staff, we value diplomacy and do our best to create a productive and positive experience for all delegates and advisors.

We are gathering in 6 different committees: Legal, Futuristic United Nations Security Council (Futuristic UNSC), World Health Organization (WHO), Turkish Joint Crisis Committee, Joint Crisis Committee, United Nations High Commissioner for Refugees

As a young generation, today we have the chance to change the wraceful world bringing accomplishment and security to each individual. Every day, we get a chance to do something different, to change the world! For a few months, both academic and organization teams of VIZMUN 2021 have been working on this assembly by giving an effort to provide all attendants with an unforgettable and delighted experience of Model United Nations. According to our belief, we and delegates will be contributed to relations, World awareness, and policy along with the conference.

Do not hesitate in contacting us should you encounter any doubts along the way at secretary-general@vizmun.com

Best of luck on the path ahead!

Warm Regards,

Ediz Can Kaya

Secretary-General of VIZMUN 2021

II. Letter from the Under Secretary-General

Esteemed delegates,

I am Berkay Korkmaz, a prep student in İstanbul Kültür University. I will be serving you as your Under Secretary-General responsible for the INHCR. VIZMUN'21 is going to be my 45th conference and I have done my best to reflect the outcomes of those experiences to your study guide.

At this point, you are just expected to comprehend the significance of the UNHCR and the emphasis of Hungarian refugee policies. This study guide is prepared to give you an overview of the issue and it is a must for you to attentively read this study guide to find beneficial solutions for both the Hungarian government and refugees.

I wish VIZMUN'21 leaves you unique moments, wonderful friendships and an academic outcome.

Should you have any questions, you can always contact me.

Yours Faithfully,

Berkay KORKMAZ

Under Secretary-General

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III. Introduction

a. Introduction to the UNHCR

When the Office of the United Nations High Commissioner for Refugees began work on January 1, 1951, it was given three years to complete its task of helping millions of European refugees left homeless or in exile after the war. At that time, three years was deemed long enough to resolve the refugee problem once and for all, after which – it was expected – UNHCR’s task would be complete.

Today, there are 16.1 million refugees worldwide under UNHCR’s mandate.¹ More than half are children, and six million are of primary and secondary school-going age. The average length of time a refugee spends in exile is about 20 years. Twenty years is more than an entire childhood, and represents a significant portion of a person’s productive working years. Given this sobering picture, it is critical that we think beyond a refugee’s basic survival. Refugees have skills, ideas, hopes and dreams. They face huge risks and challenges, but – as we saw exemplified in the inspiring achievements of the Refugee Olympic Team – they are also tough, resilient and creative, with the energy and drive to shape their own destinies, given the chance.

Making sure that refugees have access to education is at the heart of UNHCR’s mandate to protect the world’s rapidly increasing refugee population, and central to its mission of finding long-term solutions to refugee crises. However, as the number of people forcibly displaced by conflict and violence rises, demand for education naturally grows and the resources in the countries that shelter them are stretched ever thinner. Of the six million primary and secondary school-age refugees under UNHCR’s mandate, 3.7 million have no school to go to. Refugee children are five times more likely to be out of school than non-refugee children. Only 50 per cent have access to primary education, compared with a global level of more than 90 per cent. And as they get older, the gap becomes a chasm: 84 per cent of non-refugee adolescents attend lower secondary school, but only 22 per cent of refugee adolescents have that same opportunity. At the higher education level, just one per cent of refugees attend university compared to 34 per cent globally. The personal stories in this report show that refugee children and youth – whether they are girls or boys, young

children or adolescents, living in cities, towns, camps, or other settlements – regard going to school as a basic need, not a luxury. However, the obstacles to full participation in formal education are considerable.

The vast majority of the world's refugees – 86 per cent – are hosted in developing regions, with more than a quarter in the world's least developed countries. More than half of the world's out-of-school refugee children are located in just seven countries: Chad, Democratic Republic of the Congo, Ethiopia, Kenya, Lebanon, Pakistan and Turkey. Refugees often live in regions where governments are already struggling to educate their own children. Those governments face the additional task of finding school places, trained teachers and learning materials for tens or even hundreds of thousands of newcomers, who often do not speak the language of instruction and have missed out on an average of three to four years of schooling. By the end of 2015, 6.7 million refugees were living in protracted situations³. Refugees trapped in forced displacement for such long periods find themselves in a state of limbo. Their lives may not be at risk, but their basic rights and essential economic, social and psychological needs can remain unfulfilled. Despite concerted efforts to expand the provision of education to more refugee children and youth, the weight of numbers means that enrolment rates have been falling in the past few years, even in countries where determined efforts have been made to get more refugee children into school.

Although some protracted refugee situations have lasted more than two decades, refugee education is largely financed from emergency funds, leaving little room for long-term planning. Traditionally, refugee education does not feature in national development plans or in education sector planning, but a few of the largest refugee hosting countries are taking steps to correct this.⁴ However, refugees' educational access and attainment are rarely tracked through national monitoring systems, meaning that refugee children and youth are not only disadvantaged, but their educational needs and achievements remain largely invisible.

The returns on investing in education are immense and far-reaching. There is solid evidence that quality education gives children a place of safety and can

also reduce child marriage, child labour, exploitative and dangerous work, and teenage pregnancy. It gives them the opportunity to make friends and find mentors, and provides them with the skills for self-reliance, problem solving, critical thinking and teamwork. It improves their job prospects and boosts confidence and self-esteem.

Education enables children and youth to thrive, not just survive. Failing to provide education for 6 million refugees of school-going age, on the other hand, can be hugely damaging, not only for individuals but also for their families and societies, perpetuating cycles of conflict and yet more forced displacement. It means lost opportunities for peaceful and sustainable development in our world. As this report illustrates, education is central to both those goals – peace and development – and to helping refugee children to fulfil their potential. One year ago, members of the United Nations set out an agenda for global action for the next 15 years. Sustainable Development Goal 4, “Ensure inclusive and quality education for all and promote lifelong learning”, cannot be achieved by 2030 without meeting the education needs of vulnerable populations, including refugees, stateless persons and other forcibly displaced people. The multiplier effect of education on the other goals – on eradicating poverty and hunger, for example, and on promoting gender equality and economic growth – illustrates education’s important role.

As world leaders gather for the UN General Assembly’s Summit for Refugees and Migrants, and for the Leaders’ Summit on the Global Refugee Crisis hosted by the President of the United States, UNHCR is calling for a broad partnership between government, humanitarian agencies, development partners and the private sector to address the huge gaps in the provision of quality education for all refugees.

We are beginning to acknowledge the scale of the issue. In May this year, governments, companies and philanthropists met at the World Humanitarian Summit in Turkey to create the Education Cannot Wait fund, an initiative to meet the educational needs of millions of children and youth affected by crises around the world.

But we are not acting fast enough. All too often, education for refugee children is considered a luxury, a non-essential optional extra after food, water, shelter and medical care. It is the first item to drop off the list when funding is short, as it is today. The figures tell this sorry story: one in two refugee children have access to primary school, which declines to fewer than one in four enrolling in secondary school, dropping to a pitiful one in 100 having the opportunity to continue their studies at university or elsewhere.

This needs to change. By educating tomorrow's leaders, be they engineers, poets, doctors, scientists, philosophers or computer programmers, we are giving refugees the intellectual tools to shape the future of their own countries from the day they return home, or to contribute meaningfully to the countries that offer them shelter, protection and a vision of a future.

If we neglect this task, we will be failing to nurture peace and prosperity. Education provides the keys to a future in which refugees can find solutions for themselves and their communities.

Refugees face two journeys, one leading to hope, the other to despair. It is up to us to help them along the right path.

The Global Picture

There are six million refugee children and adolescents of school-age under UNHCR's mandate. In 2015, only 2.3 million were in school, 3.7 million were out-of-school. 1.75 million refugee children were not in primary school and 1.95 million refugee adolescents were not in secondary school. The 1.75 million refugee children in primary school and the 550,000 refugee adolescents in secondary education were in need of increased support to help them stay and succeed in school.

Governments, UNHCR and partners have made progress in enrolling refugees in school and in ensuring they have access to accredited education in national systems. The struggle is one of sheer numbers: while the global school-age

refugee population group was relatively stable at 3.5 million over the first ten years of the 21st century and there was gradual progress on enrolment rates, it has grown by 600,000 children and adolescents annually on average since 2011. In 2014 alone, the refugee school-age population grew by 30 per cent.

At this pace, this means an average of at least 12,000 additional classrooms and 20,000 additional teachers are needed each year.

b. Introduction to Agenda Item

The European Union is an example of a political and economic union centred around peace. Dynamism that unites the European states has been a factor that distinguished them from one another at the same time. The speed of unification has followed a slower or a faster tempo according to the size of crisis.

It is possible to see conflicts between national states and international foundations when the structure of the European Union which does not adopt the totalitarianism at all is considered.

We should state that the wing which supports the unification of Europe worries about the countries like Poland, Hungary, Austria and their rising “Euroscepticist” governments.

According to the Commission of EU and the European Parliament the right extremist and populist governments who came in charge in Poland and Hungary, through the law they adopt, are damaging the EU’s ideal of creating a community of democratic constitutional states.

According to the EU, member states, in accordance with the 49. Article of the Treaty of EU, “guaranteed that they will respect and support the human centred basic values.”

The European Union, while stating the values constructing its identification in the 2. Article of the treaty that it depends on, accepts that the member states will respect the values like peace, human rights, rule of law.

The right extremist and populist government that came in charge in Hungary has been intensely occupying the agenda of the European Union lately. As for the government came in charge in Poland, Party of Law and Justice, has strongly been criticised by the Commission of Europe and the European Parliament because of their policies that are claimed to violate the rule of law.

In this context, as a consequence of the report that was written by Judith Sargentini, the European Parliament voted upon the determination of Hungary's violation of the 2. Article of the Treaty of EU.

IV. Key Terms

Right Extremism: The term "extreme right" is used to describe right-wing political, social and religious movements that exist outside of and are more radical than mainstream conservatism. In the United States, the extreme right consists primarily of two large, slightly overlapping spheres. In one sphere is the white supremacist movement, including its various submovements, such as neo-Nazis, racist skinheads, and the alt right, among others. In the other sphere are anti-government extremist movements such as the militia movement and sovereign citizens (collectively, this sphere is often referred to as the "Patriot" movement). Also in the extreme right are several "single-issue" movements, which each tend to be the extreme wing of a more mainstream conservative movement; these include anti-abortion extremists, anti-immigrant extremists, anti-Muslim extremists, and anti-public lands extremists, among others.

Rule of Law: The restriction of the arbitrary exercise of power by subordinating it to well-defined and established laws.

Populism: A political program or movement that champions the common person, usually by favourable contrast with an elite. Populism usually combines elements of the left and the right, opposing large business and financial interests but also frequently being hostile to established socialist and labour parties.

Liberalism: A political philosophy based on belief in progress, the essential goodness of the human race, and the autonomy of the individual and standing for the protection of political and civil liberties.

V. Overview

The acceptance of the law draft in the European Parliament which strongly criticizes Poland and Hungary of violating the rule of law, democracy and basic human rights, draw attention to these countries' relations getting stressful with Europe.

In that law draft, in order to prevent the disruption of the constitutional state system in Hungary, it was stated that the Article 7 should be implemented.

Hungary-European Union

Viktor Orban, who is in charge of Hungary since 2010, is accused of pressuring judgement, press and non-governmental organisations and the opposition. The government is also criticised for its policies against the acceptance of refugees.

Orban stated that their refusal on accepting refugees since 2015 caused the European Parliament to threaten them but they will not bow down against that "blackmails"

In his speech in Strasbourg, Orban told that "We will keep protecting Hungary's borders, stopping illegal immigration, and Hungary's rights, even against you."

This speech was applauded by the right extremist parliamentarians who are also against the European Union.

Nonetheless, the European Parliament confirmed the sanctions on Hungary because of the claims of moving away from democratic values.

VI. Questions to Ponder

- How should the European Council approach the Euroscepticist attitude of Hungarian Government?
- Is it possible to find solutions in favour of both Hungary and refugees?
- What are the reasons behind the such sentiments of Hungarian Government?
- Do Hungarian people totally support their government in the refugee crisis?
- What kinds of aids do the refugees need?
- Are there any other governments assuming a sceptical attitude towards the European Union?
- Are there any other foundations that can be evolved into the situation?

VII. Infographics

SHOULD THE EU SANCTION POLAND, HUNGARY, AND THE CZECH REPUBLIC FOR REFUSING REFUGEES?

Refugees and EU sanctions



HOW MANY REFUGEES ALLOCATED?

POLAND: **6,182**
 HUNGARY: **1,294**
 CZECH REPUBLIC: **2,691**

REGISTERED FOREIGNERS IN POLAND

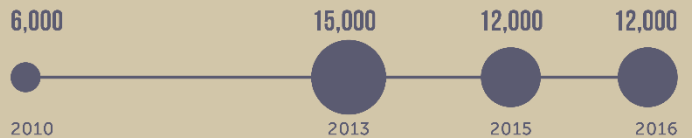
JANUARY 2016:

211,869

FROM UKRAINE :
65,866

UNDER INTERNATIONAL PROTECTION :
4,000

ASYLUM CLAIMS SINCE 2010



MOSTLY FROM:
 RUSSIAN FEDERATION, GEORGIA, UKRAINE, ARMENIA AND SYRIA

ONLY 2% OF CLAIMS ACCEPTED ANNUALLY

POLES' CONTACT WITH FOREIGNERS (OIM POLL)



6/10 POLES THINK THEY POSE A THREAT TO THE COUNTRY

1/3 BELIEVES THEY ARE A THREAT TO THE LABOUR MARKET

CULTURAL PROXIMITY & TRUST:
 HIGHER FOR UKRAINIANS, LOWER FOR ARAB COUNTRIES

Poles and refugees

In-focus: Warsaw

- ASYLUM SEEKERS HOSTED BY THE CENTRE FOR FOREIGNERS OR LIVING ON THEIR OWN
- ACCESS AVAILABLE TO PRIMARY HEALTH, HOSPITALISATION AND EMERGENCY SERVICES
- MAYOR OF WARSAW ADVISED BY A SOCIAL DIALOGUE COMMITTEE FOR FOREIGNERS
- TARGÓWEK DISTRICT HOSTS A CENTRE FOR FOREIGNERS FOR SINGLE MOTHERS

67% ARE AGAINST ACCEPTING REFUGEES FROM THE MIDDLE EAST AND AFRICA

ONLY **4%** SUPPORT PERMANENT SETTLEMENT OF REFUGEES

73% OF POLISH YOUTH DISAGREE WITH GRANTING ASYLUM TO REFUGEES

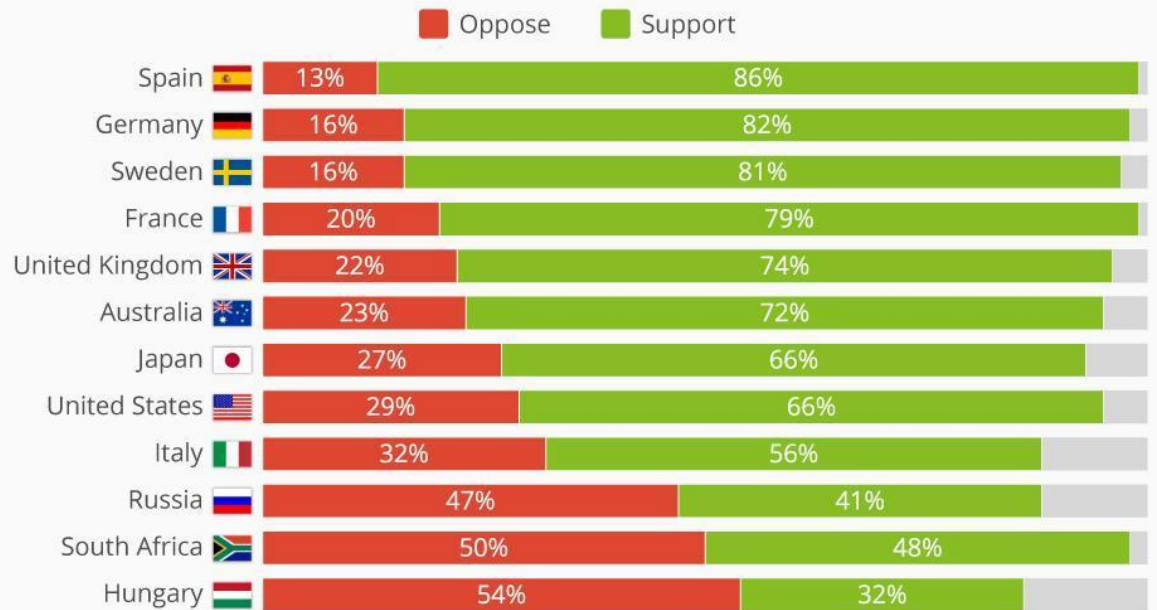
POLAND AND THE REFUGEE RESETTLEMENT MECHANISM

- 2015: AGREEMENT OF THE POLISH RULING COALITION PO-PSL (2015)
- 2016: POLISH GOVERNMENT OPENLY REFUSES TO TAKE PART
- 2017: EUROPEAN COMMISSION CONSIDERING INFRINGEMENT PROCEDURES AGAINST THE CZECH REPUBLIC, HUNGARY AND POLAND FOR NON-COMPLIANCE WITH THEIR OBLIGATIONS.

Sources: Deutsche Welle, European Commission, fdiintelligence.com, Forintegration.eu, IOM Poland, NewEasternEurope.eu, UBC.net, September 2017

Support For Refugees Highest In Western Europe

"Would you oppose/support taking in refugees fleeing violence and war?" (%)



@StatistaCharts

Source: Pew Research Center

statista

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