

WINNING IDEAS MUN REFUGEE CHALLENGE 2020



Middle-school students in Nur Sultan, Kazakhstan, take part in the MUN Refugee Challenge. © HASMUN

In 2020, UNHCR, the UN Refugee Agency, launched the [MUN Refugee Challenge](#) to encourage Model UN delegates worldwide to debate major issues related to forced displacement.

Throughout 2020, more than 20,000 students in 75 countries took part in the MUN Refugee Challenge. And over 100,000 students learned about forced displacement through their peers and the UNHCR and refugee guest speakers who joined their MUN.

The resolutions that emerged from these debates were put before a jury composed of UNHCR members, young refugee leaders and independent experts. The resolutions were assessed according to the students' knowledge and understanding of the topic and the quality and implementability of their recommendations.

UNHCR is recognizing two winners and two special mentions in each of the four debate categories: 1) Climate and forced displacement, 2) Countering toxic narratives, 3) Economic inclusion of refugees, and 4) Access to education for refugees. Five MUNs are also receiving best communication awards.

The winners for this year's Challenge were officially announced on December 9th, 2020, during the closing session of the High Commissioner's Dialogue on Protection, in the presence of policy-makers, refugees, experts and scholars.

TOPIC #1 - CLIMATE AND FORCED DISPLACEMENT

BEST MUN - Lagos Model UN - LMUN

“We encourage member states to establish criteria for emergency residency permits in the form of humanitarian visas for unexpected disasters. The visas could be granted to citizens of countries affected by climate catastrophes and to people at risk of being displaced in a foreseeable amount of time due to events such as droughts, floods, and the rise of sea levels.”

- Lagos, Nigeria
- University students
- @lmun_ng @UnilagNigeria



BEST MUN - Mediterranean Model UN - MEDIMUN

“We recommend that the UN step up efforts to better track down droughts and develop early warning systems by working closely with federal, tribal, state, local and academic partners, identifying high-risk areas to proceed with evacuation and giving effective warnings to local populations.”

- Nicosia, Cyprus
- Middle school students
- @medimun.cy @medimun



SPECIAL MENTION – FACAMP Model UN - FAMUN

“We recommend the creation of a special fund managed by UNHCR, to reinforce the emergency responses to displacement crises caused by natural disasters. The fund will guarantee the appropriate use of resources during climate disasters, improve infrastructure, relocate displaced persons and help them return voluntarily and safely to their countries of origin.”

- São Paulo, Brazil
- High-school and university students
- @famunfacamp



SPECIAL MENTION - Haileybury Astana Model UN - HASMUN

“We call on states to invest in technologies to avert natural disasters and protect refugees. Technologies would include 1) the use of sponge-like soils as a nature-based solution for flood prevention, to retain water in floodplains and peatland areas and restore habitats and biodiversity, 2) the use of 3D printed houses as an eco-based solution for temporary shelter.”

- Nur Sultan, Kazakhstan 🇰🇿
- Middle and high-school students
- @haileyburyastana



TOPIC #2 - COUNTERING TOXIC NARRATIVES

BEST MUN - MUN Valley Forge School

“We urge governments to reform their education systems and incorporate into their programs themes related to refugees, their rights, their situation, their socio-economic role, etc, in order to raise awareness and educate the future generations of the world.”

- Tibas, Costa Rica
- Middle and high-school students
- @valleyforgehs @valleyforgecr



BEST MUN - National High School Model UN - NHSMUN

“We encourage social media platforms to embrace refugees and marginalized people across the world. We propose the creation of algorithms which can scan social media platforms for specific discriminatory words and phrases. The algorithm would be used only for alarming users, not for censorship.”

- New York, USA
- High-school students
- @NHSMUN @nhsmun_official



SPECIAL MENTION - Canadian Online Model UN - COMUN

“We call for the implementation of awareness activities to counter toxic narratives starting in primary school. The activities would focus on the importance of treating each individual with dignity and respect, be based on a curriculum approved by UNHCR and educate students about bias and false information.”

- Vancouver, Canada
- Middle and high-school students
- @canadianonlinemun



SPECIAL MENTION - North American Invitational Model UN - NAIMUN

“We encourage nations to promote cultural sensitivity by posting billboards that show the positive relationship between the native population and their new neighbours, introducing a campaign called #TuCasaEsMiCasa to promote local inclusion and inviting refugees to participate in local celebrations.”

- Washington D.C., USA
- High-school students
- @naimun.georgetown



TOPIC #3 - ECONOMIC INCLUSION OF REFUGEES

BEST MUN - Global Classrooms Lebanese American University Model UN - GCLAUMUN

“We encourage the creation of an international database of job opportunities for refugees. In each country, an office run by UNHCR would update the database in cooperation with governments and NGOs. This would help refugees find opportunities based on their qualifications and skills.”

- Beirut, Lebanon
- High-school students
- @gclaumun



BEST MUN - Vancouver Youth Model UN - VYMUN

“We encourage governments to provide incentives for companies to hire refugees by 1) pointing out that corporations can market themselves as “global citizens”, 2) providing tax reductions of no more than 10% for companies that support the integration of refugees, and 3) allocating mentorship opportunities to refugees.”

- Vancouver, Canada
- Middle, high-school & university students
- @vymun_official



SPECIAL MENTION - Seoul Youth Model UN - SYMUN

“We ask states to prepare refugees in their countries for future employment by providing cultural integration courses, language training programs, day care services for refugee children and activities connecting refugee and local children.”

- Seoul, South Korea
- High-school and university students
- @symun.official



SPECIAL MENTION - Birkerød Gymnasium - BIGMUN

“We propose the creation of an easy to access and UN-funded website to help refugees 1) understand their rights and the laws of the countries they are in, 2) access information on how to find work in their area, and 3) learn how to navigate the local financial and business systems, for example, how to open a bank account.”

- Birkerød, Denmark
- High-school students
- @bigmun.2021 @bigmunconference



TOPIC #4 - ACCESS TO EDUCATION FOR REFUGEES

BEST MUN - Inventure Model UN - INMUN

“We call for a better integration process in schools to cater to refugee children’s psychological needs by 1) offering training for teachers on the integration and education of refugee children, 2) giving refugee students the option to take up an extracurricular activity and 3) organizing workshops to counter social isolation and enhance refugee children’s wellbeing.”

- Bangaluru, India
- High-school students
- @inventureacademy



BEST MUN - Ramona High School Model UN

“We ask states to increase access to internet resources for refugees if there is no physical education accessible in their own region by 1) providing education platforms including pre-recorded lectures as well as assignments with no strict deadlines, 2) increasing internet access in refugee communities to help distribute educational content and avoid connectivity issues.”

- Riverside, USA
- High-school students
- @ramonahs @RamonaHighS



SPECIAL MENTION - Wind of Change International Model United Nations - WoCMUN

“We urge states to 1) enforce a mandatory quota of refugees enrolled in secondary schools and universities every year, 2) build public secondary schools closer to the refugee camps, 3) establish inter-ministerial working groups to coordinate data collection relevant to refugees’ access to quality education, 4) provide more scholarships for refugee students.”

- Berlin, Germany
- University, middle and high-school students
- @wocmun



SPECIAL MENTION - MDMUN

“We suggest creating examinations for refugee children to determine their education level so that teachers may tailor lessons more efficiently from elementary school to high-school. We suggest holding the exams in places close to refugee communities and easily accessible, such as public libraries. This would also help raise awareness about school, university and scholarship opportunities.”

- Denizli, Turkey
- High-school students
- @metudenizlimun



