

UNESCO

*Novice
ECOSOC*



TOPIC: Equal and Accessible Education for Migrant Youth

CHAIRS: Declan Owen, Sara O'Brien

LAIMUN XXIX

December 2-3

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LAIMUN XXIX

December 2-3

Letter from the Secretaries-General

Dear Delegates,

On behalf of our entire staff, it is our pleasure to welcome you to Session XXIX of the Los Angeles Invitational Model United Nations (LAIMUN) conference. LAIMUN XXIX will take place on Saturday, December 2 and Sunday, December 3 of 2023 at the Mira Costa High School (MCHS) campus.

Our staff, composed of over 120 MCHS students, has been working tirelessly to make your debate experience the best it can be. You will find your dais members to be knowledgeable about the issues being debated and MUN procedure. We pride ourselves in hosting a conference that is educational and engaging, and we hope you take advantage of that as you prepare and debate.

At LAIMUN, we value thorough research and preparation. We ask that delegates write position papers following [these directions](#). The deadline to submit position papers to be considered for Committee and Research Awards is Friday, November 24 at 11:59 PM PT. The deadline to submit to be considered for Committee Awards is Thursday, November 30 at 11:59 PM PT.

We also encourage all delegates to read the [LAIMUN Rules of Procedure](#) for conference-specific information and as a reminder of points and motions that can be made during committee.

Feel free to reach out to our staff with any questions or concerns you may have. Delegates can find their chairs' contact information next to their committee profile and the Secretariat's email addresses on the staff page. Any member of the LAIMUN staff will be happy to assist you.

We look forward to seeing you in December!

Sincerely,

Akash Mishra and Lily Stern
Secretaries-General, LAIMUN XXIX
secretarygeneral@mchsmun.org



Introduction to the USG

Hi delegates!

My name is Claire Koerber and I am the Under-Secretary General of the Economic and Social Council (ECOSOC) for Mira Costa Model UN; I am excited to welcome you all to LAIMUN XXIX.

The advanced and novice ECOSOC committees cover a variety of prevalent international issues that require multifaceted approaches and solutions. Each delegate brings a unique perspective into debate and it is important to use creativity in developing solutions while also paying attention to country policy. Your chairs will hold you to high standards in regards to solutions, speeches, caucusing, and diplomacy, so please be sure to keep this in mind.

To ensure you are adequately prepared for debate, please submit your position papers promptly to your chairs. All work should be your own. This goes for all preparation, speeches, solutions, and resolutions as well. LAIMUN has a strict no pre-written resolution policy, and resolutions should only be worked on at the chair's discretion. Be sure to act respectfully in committee towards fellow delegates and chairs.

I hope LAIMUN XXIX provides you with lasting memories and educational experiences. Our LAIMUN staff do their utmost to give all delegates the best experience possible. We want all delegates to gain knowledge, confidence, speaking skills, and most importantly, a new understanding of international relations and the current events around us that affect the way we live today. Throughout the weekend, make sure to participate and stay engaged during debate. Who knows...if nothing else, you may actually learn a thing or two.

If you have any questions or concerns, please don't hesitate to reach out to ecosoc@mchsmun.org or any other secretariat member. Looking forward to seeing you in December and best of luck in your preparation towards success!

All the best,

Lily Stern and Akash Mishra
Secretaries-General

Claire Koerber
Under-Secretary General ECOSOC

Introduction to the Dias

Hello delegates!

My name is Declan Owen, and I will be your co-chair UNESCO Novice. I am a senior at Costa and have been a part of the MUN program since my freshman year. Last year I was a co-chair for Novice UNHRC, and I look forward to chairing another committee at LAIMUN XXVIII.

Outside of MUN, I played Mira Costa Soccer for three years and played for my club soccer team Sand and Surf nearly half of my life. Although I no longer play, it is a really big part of my identity. A fun fact about me is that my favorite professional soccer team is Manchester United because my parents went to Manchester College. I love to go to the gym, listen to music, surf, and hang out at the beach with friends. My favorite subjects are math and science-related and I hope to pursue a major in business or economics. My dream college is UCLA.

In UNESCO, we decided on a very relevant topic with many underlying consequences people might not typically consider. This may allow you in debate to become more creative with solutions as there is a wide variety of subtopics present. We hope you all can create new and inventive solutions so debate can be proactive. Please reach out to us with any questions or concerns, and I look forward to seeing you all in debate!

Best regards,

Declan Owen

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Hello Delegates!

My name is Sara O'Brien and I will be one of your chairs for UNESCO Novice! Currently, I am a junior at Mira Costa. This is my 3rd year in the Model UN program here. I have attended various local conferences in the area such as SOCOMUN, Edison MUN, and SCMUN. Last year I got the opportunity to attend MUNUC in Chicago, which I am so grateful for, as it allowed me to test my debate skills in a new environment.

At school, I also dance on the Mira Costa Varsity Dance Team. This will be my second year on the dance team and I have truly loved being able to perform at football games and other school events! As well, outside of school, I dance at my dance studio where I mainly do ballet. I have been dancing since I was 3 years old and I went on pointe at 11. One of my favorite performances I have been in was last year in our production of Swan Lake. In my free time, I love going to the beach with my friends, hanging out with my family, and walking my dog!

In UNESCO Novice I would love to see solutions on various topics, not limited to the suggested ones. I would also like to see delegates use their policy in their solutions, speeches, and comments. Do not be afraid to reach out with any questions regarding the debate or the topic! I look forward to meeting all of you and being one of your chairs at LAIMUN XXIX!

My Best,

Sara O'Brien

Committee Description

Founded on November 16, 1945, the United Nations Educational, Scientific, Cultural Organization (UNESCO) works “to contribute to peace and security” by means of collaboration among nations. UNESCO is made of 194 member states with 12 associate members; all member states to the UN have the right to membership of UNESCO while non-member states may also be admitted to UNESCO by a two-thirds majority vote. Associate members are territories or groups of territories that do not conduct their own international relations who have been admitted as well. As their creation followed World War II, UNESCO recognized the need for awareness of cultural heritage and an understanding of “the equal dignity of all cultures” (UNESCO). This developed into a mission to provide all people with access to a quality education that specifically revolves around scientific development, cultural knowledge, and freedom of speech. The “racist and anti-Semitic violence” that was present during World War II was their founding vision, but still today, “cultural diversity is under attack and new forms of intolerance, rejection of scientific facts and threats to freedom of expression challenge peace and human rights” (UNESCO).

Today, UNESCO preserves 1,073 World Heritage sites in 167 countries and is working towards achieving Sustainable Development Goal 4 – quality education for all. They are currently training Ukrainian teachers on digital pedagogy as most in person education in Ukraine is currently disrupted by the war. Additionally, the rapid increase of AI technology has created the need for regulations in education that has been forefronted by UNESCO in the global Guidance on Generative AI in Education and Research. It is UNESCO’s goal to provide

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assistance and resources that will give all children and citizens the ability to receive a quality education despite their socioeconomic status and government leadership. Education is a crucial piece of creating a more successful and peaceful future for all. (sources!)

Topic: Equal and Accessible Education for Migrant Youth

I. Background:

With the mass immigration of families in the past 20 years into Europe and the United States, nations have fallen short in making quality education accessible to migrant families. Migrant children and youth often struggle with integration into schools due to language barriers, financial barriers, a lack of access to resources, and discrimination.

Immigrant families often speak a different language at home than their children do at school. This is also known as linguistic isolation. Linguistic isolation is a term utilized by the U.S. Census Bureau to identify households that lack English proficiency but can be applied to anywhere in the world. Immigrant children who do not speak or are not advanced in the native language spoken in the country of migration often take additional classes to develop their language skills. However, with all their core instruction and additional work in an unfamiliar language, they fall behind. In 2019, a California study found that about 29 percent of immigrants of working age did not graduate highschool, compared to the 7% of US-born California residents.¹ Without competence in the native language spoken in a country, children struggle to keep up with their teachers, complete their assignments, and perform well in class.²

Financially, education in countries such as the United States is expensive; including costs of tuition, textbooks, other school materials, and transportation. All of which make the core issue

¹ Person, et al. "Immigrants and Education in California." *Public Policy Institute of California*, 25 May 2023, [www.ppic.org/publication/immigrants-and-education-in-california/#:~:text=In%202019%2C%2029%25%20of%20working,%2Dborn%20residents%20\(21%25\)](http://www.ppic.org/publication/immigrants-and-education-in-california/#:~:text=In%202019%2C%2029%25%20of%20working,%2Dborn%20residents%20(21%25).).

² Ravitch, Jones. "Education Barriers For Immigrants In The United States: Challenges And Solutions - College US." *College Us*, 14 Jan. 2023, <https://college.us.com/education-barriers-for-immigrants/>.

attaining a quality education more difficult for immigrant families. Many of these families often live in poverty and therefore cannot afford the excess cost of a quality education for their children. This issue is especially amplified when paying for college, not only are they paying for tuition, but also for room and board along with other expenses. As well, many first generation children of migrant families do not make it past highschool and do not seek a higher education due to financial barriers preventing them from doing so. In fact, the ISGM NY, IIMMLA, and CILS surveys all found that second generation students (children of first generation students) sought a higher education and transitioned into labor markets, allowing more successful careers as a result of their education.³ Financial barriers are notably heightened when referring to undocumented or illegal immigrants. About 4.4 million United States citizen children under the age of 18 are children to at least one undocumented parent.⁴ U.S. immigration policies regarding undocumented status directly and indirectly affects children and families. These policies can separate parents and children across borders for immense amounts of time, causing family members to be in defenseless positions, and different members having different legal statuses within one family.⁵ Thus many families with undocumented parents fear being deported and being separated from their children. Due to these reasons, they often keep a low profile by

³ “Young Refugees in Education: The Particular Challenges of School Systems in Europe | Comparative Migration Studies | Full Text.” *SpringerOpen*, <https://comparativemigrationstudies.springeropen.com/articles/10.1186/s40878-019-0129-3>.

⁴ “U.S. Citizen Children Impacted by Immigration Enforcement.” *American Immigration Council*, 7 June 2023, www.americanimmigrationcouncil.org/research/us-citizen-children-impacted-immigration-enforcement#:~:text=4.4%20million%20U.S.%2Dcitizen%20children,undocumented%20parent%20as%20of%202018.

⁵ “The Effects of Parental Undocumented Status on Families and Children.” *American Psychological Association*, www.apa.org/pi/families/resources/newsletter/2016/11/undocumented-status. Accessed 10 June 2023.

working menial jobs, therefore not making enough money to provide a quality education for their children. As well, having an undocumented parent creates obstacles to their children's social mobility. For example, acquiring a driver's license and applying for financial aid for college tuition.⁶

The Pew Research Center estimates that, by 2050, about one in five of the United States' children will either have an immigrant parent, or be an immigrant themselves.⁷ Furthermore, to improve migrant youth's experience in school, educators will have to make considerable efforts to promote equality and fair treatment. Discrimination faced by migrant youth in educational spaces promotes negative psychological, social, and academic outcomes. A report done by the Migration Policy Institute (MPI), examines the prolonged discrimination against child immigrants at both a structural and personal level.⁸ At a personal level, migrant youth may face discrimination through their interactions with their peers and other adults at school. Such comments cause immigrant children to self criticize and single out parts of themselves as a result of prejudice they faced. Structurally, migrants who are still learning an unfamiliar language, tend to be segregated from their native-speaking counterparts. As well, students lack access to high quality resources, are disproportionately placed in special education, and have low levels of parental engagement because of biases they face.

⁶ "The Education of Immigrant Children." *Harvard Graduate School of Education*, www.gse.harvard.edu/news/uk/14/12/education-immigrant-children. Accessed 10 June 2023.

⁷ "U.S. Population Projections: 2005-2050." *Pew Research Center*, 11 February 2008, <https://www.pewresearch.org/hispanic/2008/02/11/us-population-projections-2005-2050/>. Accessed 10 June 2023.

⁸ Keys Adair, Jennifer. *The Impact of Discrimination on the Early Schooling Experiences of Children from Immigrant Families*. September 2015
<https://www.migrationpolicy.org/sites/default/files/publications/FCD-Adair.pdf>

In Europe, the issue of providing a decent education to refugees began to intensify in 2015, after larger numbers of asylum seekers and refugees came into Europe. Due to this, many European countries have had to make larger-scale and improvised solutions to aid refugee children's ability to get an education. However, many of these refugees and asylum seekers come from countries of political turmoil or war, and are therefore likely not to return to their home country. Such large scale education measures will put children at a disadvantage when they enter formal education, seek a higher education, or are looking for employment. The TIES Survey collected data from eight different European countries (Austria, Belgium, France, Germany, the Netherlands, Spain, Sweden and Switzerland), about the support their education systems gave to migrant youth, all of which had different results.⁹ Such data found that the German education system was the largest failure when it came to providing immigrant children with an education similar to one received by a native born child. Germany, for example, separates students into "tracks" early into their education, and most migrant children are sorted into the lowest qualifying track, putting them at a disadvantage. Ultimately, the TIES Survey concluded that in order to improve the education of migrant youth, countries must bring the children into an educational environment as young as possible, integrate them into schools, give all possible options of career paths, engage parental units, and dismantle preconceived notions.

II. United Nations Involvement:

⁹ *Projects & Results | Cordis | European Commission*, cordis.europa.eu/projects. Accessed 13 June 2023.

In the 1989 Convention on the Rights of the Child (CRC), the United Nations established education as a basic human right.¹⁰ This convention was the first legally binding international document that included a complete variety of all human rights, those being: civil, cultural, economic, political, and social rights. The CRC has almost global acceptance, being ratified by 193 parties, which is more nations than members of the UN. The convention protects and sets standards to a child's right to quality health care, education, legal, civil, and social services. By ratifying the CRC, nations must carry-out the duty of upholding and protecting children's rights. Therefore, they agree to hold themselves accountable in front of the international community.

The 1951 Refugee Convention (1967 Protocol), was created as a set of guidelines to protect basic human rights of refugees and migrants for the international community as a reaction to World War I and World War II.¹¹ The 1967 Protocol to the 1951 Refugee Convention removes geographic and time-based limitations, allowing the convention to be applied globally to refugees and peoples fleeing persecution. The main principle of the 1951 Refugee Convention is that a refugee should not return to a country where their rights are put at risk. This means that while in a host nation, under the convention, refugees have the right to education, housing, and work to therefore lead a stable life.

¹⁰ "Convention on the Rights of the Child." *OHCHR*, www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child. Accessed 13 June 2023.

¹¹ "The 1951 Refugee Convention." *UNHCR*, www.unhcr.org/about-unhcr/who-we-are/1951-refugee-convention. Accessed 14 June 2023.

Sustainable Development Goal (SDG) number 4 is quality education.¹² The goal of this SDG is to increase enrollment in schools by giving access to a quality education to all people. By 2030, the UN wants to guarantee that all children complete primary schooling and secondary education. A high-quality education to all people promotes better opportunities for employment, decreased crime rates, gender equality, and increased civic and political participation in one's government. Going hand-in-hand with SDG 4, UNESCO created Education for Sustainable Development (ESD).¹³ The intention of ESD is to increase knowledge about climate change, biodiversity, and inequality. All of which help influence informed and educated decision making to improve society and concern for the environment. As well, Sustainable Development Goal 10, reduced inequalities, directly affects the ability to access education. Inequalities include low incomes, sex, race, and ethnicity.¹⁴ All which can affect the capability for children to get an education that is up to standard to one received by their more privileged peers. In conclusion, Sustainable Development Goals 4 and 8 as well as Education for Sustainable Development promote the obligation of the international community to make education accessible and equal globally.

III. Topics to Consider:

A. Language Support

¹² "Goal 4 | Department of Economic and Social Affairs." *United Nations*, sdgs.un.org/goals/goal4. Accessed 14 June 2023.

¹³ "What You Need to Know about Education for Sustainable Development." *UNESCO.Org*, www.unesco.org/en/education-sustainable-development/need-know. Accessed 14 June 2023.

¹⁴ "Reduce Inequality within and among Countries - United Nations Sustainable Development." *United Nations*, www.un.org/sustainabledevelopment/inequality/. Accessed 14 June 2023.

¹⁵Language support for migrant youths is an urgent issue that needs to be addressed before it continues to worsen for future generations. As more and more families emigrate from native nations in hope of a better life, they continue to run into more problems within the educational sector for their children. The biggest of these problems is the language barrier and lack of language support which hinders these families from a smooth transition into their host country. This impacts not only education but their ability to communicate, become educated, and properly socially integrate into society. Language is essential and with linguistic barriers for the youth, solutions need to be made so they are not simply unable to gain an education. With different native languages, understanding lessons and even doing group work becomes seemingly impossible. Language support programs are essential to the equality of education for migrant youths and its importance cannot be looked past.

Furthermore, language barriers, especially for the youth, can worsen mental health and create an extreme feeling of loneliness in and out of educational settings. It makes it more difficult to make friends and participate in educational and extracurricular activities. Both of these are a huge part of the school experience and migrant youths would be missing out on these. This is a very negative side effect of the language barrier and demonstrates the need for more language support.

¹⁵ *LANGUAGE integration barriers: Perspectives from refugee youth.* (n.d.). BRYCS. Retrieved June 14, 2023, from <https://brycs.org/migration-resettlement-awareness/language-integration-barriers-perspectives-from-refugee-youth/>

¹⁶One way to combat this issue is through the implementation of more language classes. These would be specifically tailored towards migrant youths with special teachers educated for this class. By creating a class of people from similar situations, they would feel much more comfortable and the environment would increase productivity and help interactive skills. It would be one of the first classes they take but create a positive connotation surrounding education. This would begin them on a much better start than from being thrown into a normal class with a language barrier. The migrants can practice and work on their language skills before becoming educated.

In conclusion, language support for youth immigrants is a very complex issue that cannot be easily solved. The first step towards progress is the recognition of the problem and countries must start off by doing so. With a heavy emphasis on language, migrant youths can have a better educated future and thrive in their new host countries.

B. Cultural Integration

¹⁷Cultural integration of migrant youths is another subtopic that cannot be looked past. It goes further than the adjustment to a new language and school system. There are new cultural values and customs that the migrant may not be accustomed to. Not only do they see all of these things, but they must gain an understanding of them to function in society. By integrating into the

¹⁶ *Language Support for Youth with a Migrant Background: Policies that Effectively Promote Inclusion*. (2014, November 11). Migrationpolicy.Org. <https://www.migrationpolicy.org/research/language-support-youth-migrant-background-policies-effectively-promote-inclusion>

¹⁷ Algan, Y., Bisin, A., & Verdier, T. (2012, September 27). *Introduction: Perspectives on cultural integration of immigrants*. OUP Academic. <https://academic.oup.com/book/32691/chapter/270917236>

cultural norms, the migrants can feel much more comfortable not only in an educational setting, but every setting. This brings a higher sense of community and belonging, which can have a very large impact on someone that is not in their normal setting.

One of the biggest challenges that migrants typically face is the feeling of alienation and disorientation that is a product of standing out in society. This is then worsened by cultural differences and it makes it very difficult to find something in common with the norm. By navigating cultural integration, it can significantly help in an educational setting as migrants will have a better and more open mindset. This integration is also crucial for steps after education. Becoming employed and finding jobs is a large part of life and being an outcast from the cultures of your host country would most definitely hinder this.

Ultimately, successful cultural integration is a mix of cultures and identities that can be compatible in society.¹⁸ It is important that people address all other cultures and that people can adapt to the changes around them. By doing so, it will create a better educational environment for migrant youths as they feel more at home in their new country.

C. Educational Policies

Education policies for young immigrants are extremely important since they have a significant impact on their academic achievement and overall knowledge.¹⁹ These policies are essential for developing a diverse educational system that is comfortable for new immigrants and

¹⁸ Toppelberg, C. O., & Collins, B. A. (2010). Language, culture, and adaptation in immigrant children. *Child and Adolescent Psychiatric Clinics of North America*, 19(4). <https://doi.org/10.1016/j.chc.2010.07.003>

¹⁹ Koehler, C., & Schneider, J. (2019). Young refugees in education: The particular challenges of school systems in Europe. *Comparative Migration Studies*, 7(1), 1–20. <https://doi.org/10.1186/s40878-019-0129-3>

supports their learning. First, these educational measures guarantee that young immigrants have access to quality education. Equal chances for all students, regardless of immigration status or background, must be guaranteed by these policies. This is often a problem with the educational policies in other countries as migrant students are treated much more poorly. The equal chances are to make sure that children are enrolled in school and provided the right resources regardless of their monetary status. These policies create the framework for success and enable young immigrants to realize their full potential by removing obstacles in education.

Some policies that could be beneficial are things like academic advising, mentoring initiatives, and counseling. Educational policies guarantee that youth immigrants get the support they need to navigate the educational system and can have a successful future after their education.

Immigrant youth education policies are essential for guaranteeing fair access to quality education, language assistance, cultural inclusion, and all-inclusive services. Youth immigrants who are empowered by these policies are better able to overcome obstacles and are given the resources and chances for academic success and social integration. Societies may promote a brighter future for all people, regardless of their immigration status, by giving educational programs a higher priority that address the special needs of young immigrants.

IV. Case Study: Inequality in learning achievement among migrant students in Latin America

Latin America is very familiar with the consequences of increased migration in the past few years.²⁰ With these migrants comes much more responsibility in terms of housing, education, and health which are all difficult to equally distribute, especially for non-citizens. Of these, education is increasingly important for these youth migrants that are working toward a better future in these Latin American countries.

In their educational systems, Latin American countries have to work towards decreasing discrimination and racism against migrants. This comes with more accessibility in academics because of the difficulties that are associated with linguistic and cultural barriers. In 2021, the Third Regional Comparative and Explanatory Study (TERCE) studied the results of migrant children in school with the goal of discovering a trend regarding their academic performance. It was seen that in grades in both elementary and middle school, the migrant youths typically achieved lower scores and therefore had much lower levels of performance in the classroom setting. This was compared to the normal Latin American student, who performed significantly better and had much higher scores. This study also showed bias towards students properly enrolled within the school systems. This means that it excludes a very large proportion of youth migrants that aren't able to enroll in the school systems or are out of school completely. If it were to have included this, the performance rates would most definitely decrease even further, resulting in a larger divide between the education of a normal and migrant student.

These results could be impacted by a variety of factors that tend to hurt migrant youths worldwide. One of the first aspects is mobility which doesn't alone determine these lower results

²⁰ (N.d.). Retrieved June 14, 2023, from https://unesdoc.unesco.org/ark:/48223/pf0000375297_eng

but increases other factors like exclusion, unequal opportunity, and discrimination. This shows the necessity for strengthening the quality of teachers and education as a whole to create a better understanding for migrant youths while also eliminating the stigma around inequality. Along with this, advancing a curriculum that encompasses a wider range of teachings can help inclusion for those who migrated.

To accomplish these goals in more countries than just Latin America, UNESCO decided to implement the Regional Strategy for Responding to the Situation of Persons in a Context of Mobility. This strategy was solely in the context of mobility but had the ultimate goal of supporting countries in guaranteeing the proper and sufficient rights for people in education. The first step of this is addressing more of the clear problems that are often ignored or simply neglected by governments. This can be a variety of solutions ranging from more education planning for those who have been displaced to proper management of educational admissions. Furthermore, the recognition of strategies and studies like these allows for them to be much more successful. Without full trust and transparency within a country, this cannot be implemented, and therefore, it will only hurt the migrants. Additionally, a strategy like this is very universal, but with more data and studies similar, it can be adapted to specific countries for the best results.

With studies not being available in many other countries, Latin America serves as an example of the hidden truth that many countries are not willing to accept. The gap between migrant education and citizen education is much more drastic than it seems and should be combatted before it worsens in the future.

V. Guiding Questions

1. What incentives can be provided to countries to motivate them to become more inclusive in their educational systems?
2. What are the difficulties associated with language barriers in less developed countries, seeing that technology would have a lower presence?
3. Are there universal regulations that could be put in place worldwide to help mitigate this problem?
4. What success has your country seen in combating this issue? How can it be modeled and implemented in the future?
5. Does your country suffer from similar issues? If so, what programs and solutions could be implemented to help?

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