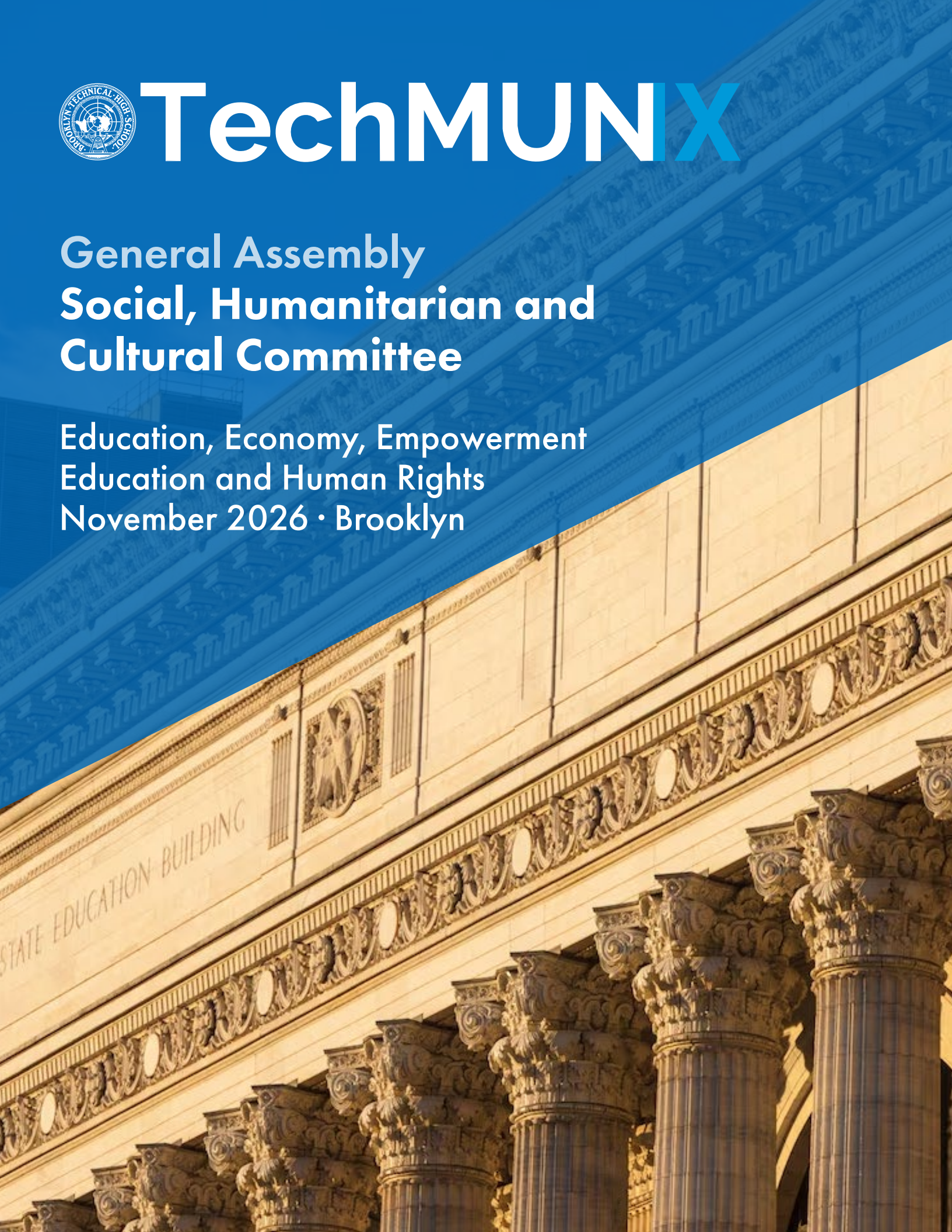




# TechMUNX

## General Assembly Social, Humanitarian and Cultural Committee

Education, Economy, Empowerment  
Education and Human Rights  
November 2026 · Brooklyn





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November 2026 • Brooklyn

### Publication Credits

Published by Brooklyn Tech  
Model UN Team

Editor-in-Chief Iffat Abidah  
Prepared by Constance Tu  
Allegra Gandolfi  
Diya Singh

Layout Director Jiaxu Zhao

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# Letters from Dais



TechMUN/Jiaxu Zhao

Constance Tu  
Chair

ctu7339@bths.edu

Dear Delegates,

Welcome to TechMUNC IX! My name is Constance Tu, and I am a senior in the Law and Society Major at Brooklyn Tech. I joined Tech’s Model UN team in my sophomore year, and I’ve been able to meet so many amazing people and make so many great memories. I hope you will be able to say the same after your conference with us.

This year, we decided to focus on one of the most significant and enduring issues

of historical and contemporary times: accessibility to education. We encourage everyone to think deeply about this topic and consider the ways education is interconnected with other facets of society, such as the economy, legal system, political system, and social hierarchy.

This committee rewards reflection, diplomacy, and a realistic approach to our topic. Please feel free to reach out to me at ctu7339@bths.edu. We look forward to seeing you!



TechMUN/Jiaxu Zhao

**Allegra Gandolfi**  
Co-Chair  
agandolfi4357@bths.edu

Dear Delegates,

Welcome to TechMUNC IX! My name is Allegra Gandolfi and I am honored to serve as your Co-chair for this TechMun. I am a Junior in the Social Science Research Major at Brooklyn Tech. During Middle School, I was always interested in joining Model UN and I finally joined my Freshman year of High School. Model UN has brought me closer to so many new people and has given me some amazing memories. I hope that this conference will help you meet other delegates from around the city!

This year, SOCHUM will be focusing on a high stakes pressing issue that has affected society greatly: access to education. This committee requires diplomacy, but it also requires the ability to consider the way that education affects every aspect of life.

I hope that we are able to make this committee as memorable as possible and if you have any questions feel free to contact us!



TechMUN/Jiaxu Zhao

**Diya Singh**  
Rapporteur  
dsingh8543@bths.edu

Welcome to TechMunc IX!

My name is Diya Singh, and I'm honored to be the rapporteur for this SOCHUM conference. I'm currently a sophomore at Brooklyn Tech and have been part of our Model UN club since freshman year. Over the past year, I've gained priceless memories, developed diplomatic skills, confidence in public speaking, and an abundance of new experiences. I hope you all can develop or utilize such skills in this conference.

This year, our committee will highlight the imperative global issue of education and address its accessibility. I encourage you to delve deep into this topic, as it holds much substance on the past and present. We wish you the best, and don't forget to enjoy!

If you have any questions for me, please don't hesitate to reach me at diyayaya.dsingh8543@bths.edu. Looking forward to seeing you all!



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# Intro- duction

## Section I

### Scientia potentia est

Education is the backbone of an inclusive and thriving country. Although education is recognized as a human right by some, the protection of this right is weak and not prioritized by many countries. Millions of people around the world face persistent obstacles in obtaining even the most basic of education due to factors such as poverty, internal conflict, discrimination, and corrupt governance. When individuals are denied their education, they lose more than just opportunities to succeed; they lose their ability to fully participate in their country and its politics, economy, and communities. This reliance on governments, social status, economic affluence, and even gender in some countries raises significant ethical dilemmas. Without equal opportunities for education, can societies ever truly reach equality? How can civilians protect their human rights and dignity without knowing what their rights are?

In 2015, all 193 United Nations member states vowed to uphold the Sustainable Development Goals (SDGs), one of which is the focal point of our committee: SDG 4 regarding Quality Education.



Development under  
SDGs



Joint SDG Fund

This SDG urges member states to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” This goal and the topic of this committee aligns with the SOCHUM (the Social, Humanitarian, and Cultural) committee, which is made to protect human rights, defend marginalized groups, and address the most pressing social issues. It must be noted that all SOCHUM resolutions are non-binding, which means that they are only strong political and moral recommendations and not laws.

Keeping the purpose of SDG 4 and the SOCHUM committee in mind, delegates will have to explore the influences of education and the many obstacles that hinder people in receiving their education. This can go beyond economic factors into societal and gender discrimination. This topic and conversation can go as deep as you are willing to take it. And when delegates have to decide whether ensuring quality education is a human right obligation, the following conversation must include how countries can be supported or persuaded to recognize and uphold this obligation.

2030 Agenda for  
Sustainability



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# Topic History

## Section I

### Prior Conventions

Education worldwide has long been associated with employment opportunities, economic growth, and political participation. However, access to education has historically depended on a person's social class, race, gender, ethnicity, and geographic location. Over time, this has created a significant gap in educational opportunities, consequently limiting social mobility and creating employment barriers.

In the 1948 Universal Declaration of Human Rights (UDHR), the United Nations opened the discussion regarding the universal right to education for the first time. Article 26 of this declaration states that everyone has the right to “a free and compulsory education”. The declaration mandated that elementary education must be free and compulsory, professional education to be more widely available, and higher education to be accessible based on individual qualifications. The UDHR also served as the

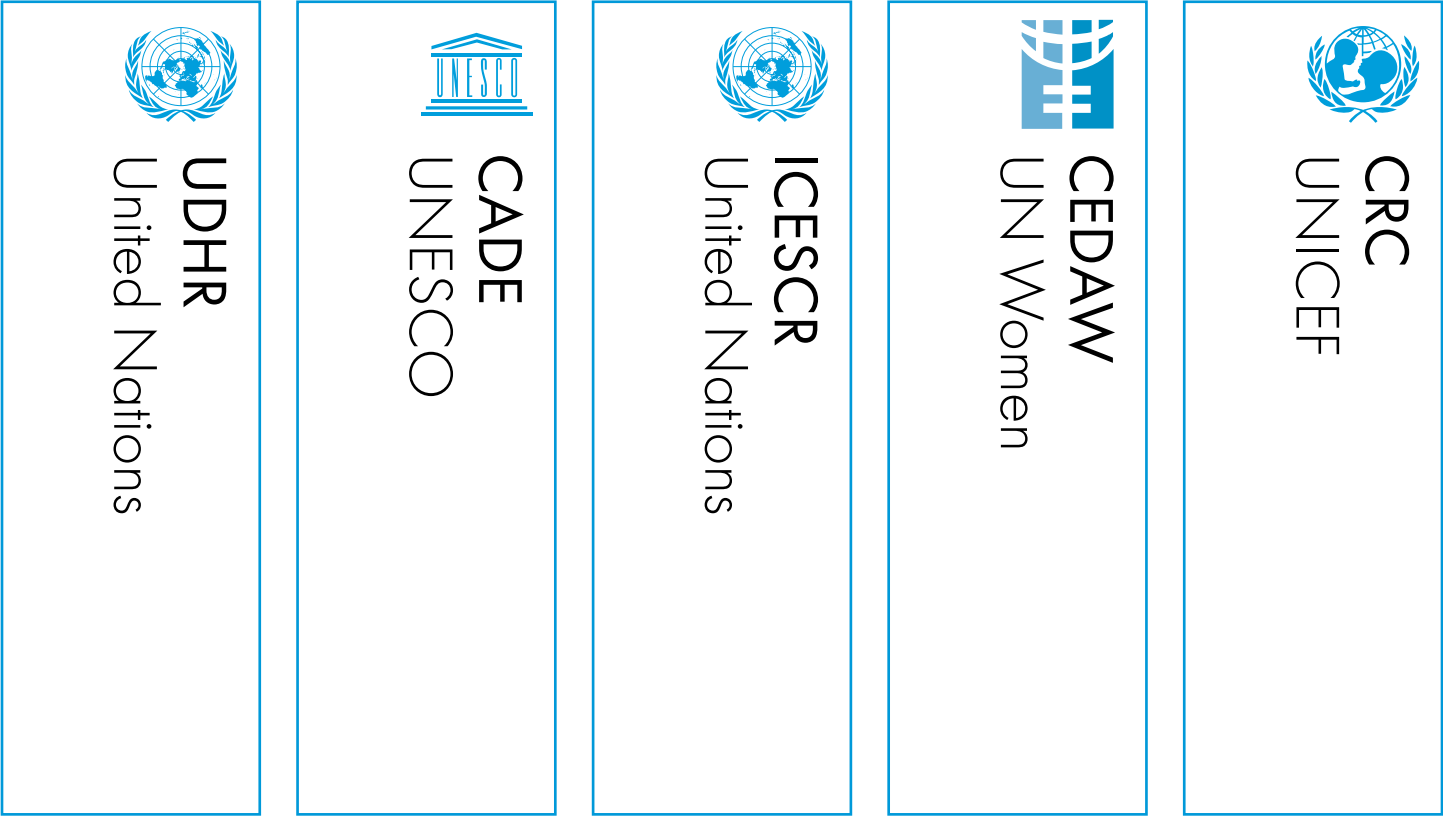
blueprint for other legal treaties including the Convention Against Discrimination in Education and the Convention on the Rights of the Child. However, the UDHR is not legally binding: even though education is established as a global standard, countries are still not legally obliged to implement the policies necessary to guarantee education for all. This serves as an essential distinction between recognizing education as a legal right and measuring the protection of this right in contemporary times.

Since the UDHR failed to create genuine policy changes, the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention against Discrimination in Education became the first international treaty dedicated exclusively to the right of education. Adopted on December 14th 1960, the convention aimed to fight against discrimination in the field of education by reaffirming the freedom of religious education, private schooling, and the right to teach other languages. Furthermore, it defined discrimination in schools as “any distinction based on the basis of race, color, sex, language, religion, political opinion, and economic status of birth”. This represented a major development for global education because it acknowledged that limited educational opportunities were not solely caused by a lack of quality schooling.

The right to education was further expanded through the International

Covenant on Economic, Social and Cultural Rights (ICESCR), which was adopted by the United Nations General Assembly in 1966. The ICESCR upholds the premise of the UDHR; specifically, it reinforces that education is a universal and fundamental human right. It affirms that education enables all participants to “participate effectively in a free society, promote understanding, tolerance, and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace”. Additionally, the Covenant supported the expansion of secondary education and higher education. Contrary to the UDHR, the ICESCR actually created legal obligations for states that decided to take part in the treaty. Article 2 requires states to maximize their resources in order to achieve “the full realization of rights”.

Considering that the implementation of Article 2 relied heavily on states and their resources, the execution rapidly became uneven. This created a significant issue within the international community because despite recognizing education as a human right, many countries still failed to uphold this principle. Wealthier countries, including the United States, Germany, Canada, and France, had the resources to construct public schools, employ properly trained teachers, and provide educational materials. Meanwhile, countries facing poverty or political instability were unable to meet the



same standards. As a result, the question of whether governments had an obligation to guarantee education regardless of their economic circumstances became increasingly prominent.

As the twentieth century progressed, the barrier of uneven distribution of education persists. To address this, the Convention on the Elimination of All Forms of Discrimination against Women was adopted in 1979 by the United Nations and continued to work towards even opportunities for education. More scholarships were given out to women and girls, identical conditions for all genders were implemented, and stereotypes were eliminated in the

educational sector.

Similarly, the Convention on the Rights of the Child was adopted in 1989 as a landmark international human rights treaty that confirmed the civil, political, economic, social, health, and cultural rights of everyone under the age of 18. It continues to stand as the most ratified human rights treaty in all of history, with 196 countries as parties to it. Its four core principles include Article II, non-discrimination towards every child, Article III, best interests of the child, Article VI, rights to life, survival, and development, and Article XII, the right to be heard. Three additional protocols cover the implementation of this convention in

the state of armed conflict, the sale of child pornography and child prostitution, and complaint procedures that allow children to bring issues directly to the United Nations.

## Section II Nowadays

By the end of the twentieth century, the international community began to not only recognize education as a fundamental right, but they also started to develop initiatives to expand its accessibility. In 1990, the World Conference on Education for All was held in Jomtien, Thailand, where governments and international organizations discussed the millions of children who still did not receive formal education. This conference marked a shift towards education becoming an increasingly valued international priority. Despite this, another major issue with education was revealed: the lack of a guarantee of a meaningful education. Around the world, many students were attending overcrowded schools that had insufficient numbers of teachers and limited school materials. A clear cut distinction between access to education and quality of education became increasingly present.

During the UN's development of the

Millennium Development Goals (MDGs) in 2000, this issue became a main focus. MDG goal 2 aimed to achieve universal primary education worldwide by the year of 2015. Some key progress noted by this goal includes primary education enrollment in development regions increasing by 8% and reaching a high of 91% in 2015, global literacy rates going from 83% to 91%, and the gender educational gap narrowing significantly.

Then, in 2015, the UN attempted to address the limitations such as lack of data regarding children unenrolled in schools and the uncertainty of safe school environments by introducing the Sustainable Development Goals (SDGs). The SDGs, as part of the 2030 Agenda for Sustainable Development, included a wide range of goals including many about education. For example, SDG 4 calls for the international community to ensure inclusive and equitable education and promote lifelong learning opportunities for all by the year of 2030. Unlike previous international initiatives, SDG 4 expanded the definition of educational access beyond primary school. It tackled issues including early childhood education, primary and secondary education, vocational training, higher education, literacy, qualified teachers, and lifelong learning. However, SDG 4 did have limitations, with notable examples including its chronic underfunding, a heavy focus on enrollment instead of quality education, and persisting global inequalities.

Despite the vast number of international commitments and conferences, access to equality continues to be heavily affected by political instability, resources, and economic and political circumstances. Poverty continues to prevent families from affording transportation and school materials. In some countries, children may even be required to work or contribute to household responsibilities instead of continuing their regular education. Gender discrimination has also remained a significant barrier in certain geographical regions including Sub-Saharan Africa. Other populations, including ethnic minorities, migrants, refugees, and individuals with disabilities, may also experience barriers that prevent them from participating in a functional education. Armed conflict can also cause less focus on education and lead to many children not fully finishing primary or secondary education. For refugees and internally displaced populations, education can be interrupted for extended periods of time. These situations demonstrate the difficulty of guaranteeing a universal right when governments may lack control over their territory, resources, or political stability.

One of the most significant disruptions to modern education was the COVID-19 pandemic in 2020. Schools around the world closed and many countries relied on online learning. This caused a significant digital divide where some students were not able to participate in remote learning due to the lack

of technology. COVID-19 demonstrated that access to a school alone does not guarantee access to education, especially as technology becomes important within current education systems.

Today, governments around the world face a significant problem; education has been recognized as a fundamental right through the UDHR, international treaties, the MDGs, and the SDGs but is still not properly implemented everywhere. Millions of people still face barriers to receiving a quality education, while governments continue to progress at different rates in order to address these challenges. The historical development of international education policy shows a persistent gap between the commitment to education as a universal human right and its implementation, mostly among marginalized populations. Understanding this gap is essential to examining why educational inequality continues to persist despite decades of international efforts to eliminate it.



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# Current Situation

## Section I

### Obstructing Blockers

Nearly 272 million children remain out of school due to national instability, ongoing conflict, and a lack of resources, according to a UN SDGs Report. While the UN has recognized education as a human right for decades, nations have failed to implement policies to ensure education is protected. These challenges disproportionately affect marginalized groups, including girls, children with disabilities, and children living in poverty. This not only threatens students' futures, but also the future of progressing nations.

Furthermore, impoverished children face daunting challenges. As countries are struggling to provide basic services and maintain a stable nation, maintaining equal access to education proves to be challenging. This issue is exacerbated for minority groups, where their right to an education is often not prioritized. For instance, safety concerns, transportation, supportive infrastructure,

and poverty create significant hurdles in a student's education. However, this issue extends beyond access alone. Today, approximately 55% of children and teens lack basic proficiency in reading and math compared to 60% in 2016, showing a decline in quality education.

Children of under-resourced countries continue to face barriers that limit their accessibility to meaningful education. Poverty remains one of the leading obstacles, as it restricts children's access to basic resources and stable learning environments, which are factors that contribute to widening achievement gaps. This prevents lower-class families from affording uniforms, transportation, materials, and other costs that may come with an education. Students of wealthier nations generally outperform those of developing nations. Moreover, some children need to work to support their struggling families, which prevents them from attending school, feeding into the cycle of impoverishment. According to UNESCO, countries such as Sudan, South Sudan, Afghanistan, and Yemen have millions of children out of school due to conflict, poverty, and economic instability.

Additionally, deeply entrenched gender discrimination creates a damaging social stigma that discourages women and young girls from receiving education. According to UNESCO, women make up two-thirds of illiterate adults due to families prioritizing



Belent Kilic/AFP via Getty Images, through CNN

male education and placing the burden of domestic work on women. Globally, around 133 million girls are out of school due to safety and travel concerns. Furthermore, in regions such as Sub-Saharan Africa and South Asia, girls are forced into early marriages and are kept home to handle housework, limiting their ability to obtain an education. Refugees and immigrants also often face discrimination such as language barriers, xenophobia, and displacement that create further difficulty in adjusting to a new education system. Globally, around 5.7 million, or about 46% of all refugee children, are out of school today.

However, access isn't the only issue

children are facing. More often than not, standards for quality education are not being met. For instance, approximately 58% of children achieve reading proficiency and 44% reach mathematics proficiency. Many factors can be accounted for. A notable obstacle is that around 20% of teachers worldwide do not meet the minimum requirements. Disabled students additionally lack support and proper infrastructure, as only 50% of primary schools provide accessible facilities. Subpar quality standards contribute to illiteracy and strip children of the essential skills needed for their education and future careers. Despite the initiatives taken by the United Nations, quality education is still not guaranteed.

The weakness of such issues was exposed during the COVID-19 pandemic, forcing schools to close, disrupting nearly 1.6 billion learners. In 191 countries, approximately 94% of schools and learning centers closed, leaving 40% of all children who lack internet behind. This widened the gap of pre-existing inequalities that the UN's policies attempted to solve. As a result, many underprivileged, vulnerable children were forced to drop out. Even after the pandemic, there were significant lasting effects in education, such as discontinuation of schooling, mental health issues, and irrecoverable learning losses.



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# Questions to Consider

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How can countries cooperate internationally to ensure that quality education is accessible regardless of a country's political or economic status?

How can governments around the world reduce gender, racial, ethnic, religious, and socioeconomic discrimination within education systems?

Should wealthier states have more responsibility to finance progress towards SDG goal 4 in developing countries and communities?

How should the right to education be protected during international armed conflicts, political instability, and other humanitarian emergencies?

What standards should define if a country is providing quality education to meet the requirements of meaningful access to education?

How can international organizations address the digital divide as technology becomes increasingly necessary for access to education?

What monitoring systems, financial cooperation, and funding systems could encourage various countries to actually develop strong educational systems?

How can the international community or the United Nations hold governments accountable for educational discrimination or general lack of educational systems while respecting national sovereignty?



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# Bloc Positions

# Africa

## Chad

Chad has recently enforced free and compulsory education in its 2018 Constitution, but regional insecurity and a severe lack of infrastructure has limited full implementation. On the national level, public education is designed as secular to promote civic service and integration.

## Dem. Rep. of the Congo

The Democratic Republic of the Congo’s Constitution guarantees all persons the right to a school education and formally prohibits discrimination within the national education system. However, ongoing domestic conflict and underfunding prevents all students from attending schools.

## Ethiopia

Ethiopia recognizes that education is necessary in developing individuals’ respect for human rights, understanding, and tolerance of differences. Ethiopia establishes that education is free and compulsory in the elementary stage. Regardless, severe resource scarcity, political instability, and constant disruptions from ongoing conflict reflect undermines Ethiopia’s initiatives.

## Mali

In Mali, both public and private education is recognized under its Constitution. Additionally, its constitutional framework explicitly states that public education is to be obligatory, free, and secular. In spite of this, regional instability has disturbed education in schools, even forcing all schools nationwide to shut down temporarily.

## Nigeria

Although regional judicial interventions by the ECOWAS Court has ordered Nigeria to treat basic education as a legally enforceable right, the country continues to face difficulties in funding, enrollment, and security for schools.

## Rwanda

Education serves as a means of hope for Rwandans to rebuild and heal their country following the 1994 genocide. While most of its population is enrolled in primary school, the quality of education is substandard due to constrained resources.

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## Somalia

Somalia formally recognizes free education as a fundamental human right and tool to rebuilding the nation. The Somali education system has initiated the reintroduction of national primary and secondary exams, which proved to be a valuable resource. Despite strong initiatives, ongoing state rebuilding and infrastructure disruptions hinders progression.

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## South Africa

South Africa views education as a protected constitutional right, where its Bill of Rights requires the government to make education accessible for all. However, international organizations have addressed that the infrastructure of South Africa’s schools are unsanitary and unsafe, which could possibly be attributed to lingering inequalities from the legacy of apartheid.

# Asia-Pacific

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## Afghanistan

Under Taliban rule, Afghanistan is the only nation in the world that formally forbids girls from obtaining secondary and higher education. This is a systematic shut down of education for entire generations of women, and education quality has deteriorated for boys as well.

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## China

Education is viewed as a vital tool of development in China, and it is maintained as a right and duty for citizens. However, inclusivity measures such as accessibility for disabled students or minority language preservations is not prioritized.

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## India

Education is a free and compulsory schooling for children aged 6 to 14, and local authorities are held accountable for infrastructure and enrollment. While legal initiatives have expanded access, reports of discrimination and unequal quality of education indicates that further action is required.

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## Indonesia

Indonesia treats education as a fundamental constitutional right and has mandated that the government is legally required to allocate at least 20 percent of its budget to public education. Despite this financial commitment, regional disparities and discriminatory practices impede Indonesia’s progress.

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## Japan

Japan maintains a highly rigorous stance that treats education as a fundamental constitutional right and parental duty. However, legal protections of education towards non-citizen residents in Japan are weak, leading to some foreign students lacking necessary support.

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## Kazakhstan

Kazakhstan’s Constitution guarantees the right to education, and the country also provides free secondary and primary schooling. However, the Human Rights Watch has noted that this same level of access and attention is not granted to students with disabilities. They often face discrimination and have to rely on home schooling or specialized institutions.

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## Pakistan

Pakistan provides a constitutional guarantee which mandates the state to provide free and compulsory education to all children aged 5 to 16. Nevertheless, gender disparities, enforcement challenges, and a staggering enrollment crisis prevents this constitutional guarantee from taking place.

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## Singapore

Although Singapore does not view education through the traditional Western framework of a “human right,” its government prioritizes educational equity and accessibility. Singapore sees education as a strategic pillar for national survival. Despite this, socioeconomic and racial background do correlate with achievement gaps.

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## United Arab Emirates

The United Arab Emirates (UAE) legally guarantees education as a constitutional right, prioritizing free education and inclusion of students with disabilities. However, non-citizens face significant financial barriers to education, and the UAE enforces severe restrictions on academic freedoms.

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## Philippines

The Philippines’ Constitution expresses that the government has a duty to promote, provide, and protect citizens’ right to education. The country provides free elementary and high school education. Despite their commitment, high poverty rates and recurring natural disasters act as a barrier to these services.

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## South Korea

South Korea maintains education as a fundamental right for citizens and a mandatory civic duty. The state enforces a highly rigorous and standardized education system, yielding exceptionally high literacy rates and enrollment. However, students who participate in discriminating against minorities, specifically LGBTQ+ students, face little to no repercussions. This can establish an unsafe and unequal learning environment.

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## Uzbekistan

Uzbekistan officially recognizes education as a fundamental right, and it guarantees free general and secondary schooling. Despite this, there remains unequal access to education for disabled students, rural disparities, and restrictive state censorship on academics.

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## Vietnam

Vietnam views education as a fundamental right and a pillar for national development and a socialist market economy. However, academic freedoms are restricted and there remain gaps in fostering equity, inclusion, and protection of civil liberties in Vietnam.

# Eastern European

## Georgia

Georgia legally guarantees education as a fundamental right through its constitution and national laws. Yet, Georgia still suffers from unequal access for rural and minority students and a lack of academic freedoms.

## Hungary

Hungary formally guarantees the right to education in its constitution, but its implementation and policies face intense international criticism in regards to equality, academic freedoms, and minority rights.

## Poland

Poland legally guarantees the universal right to education for everyone up to age 18 in its constitution, where public schools are tuition free and this right protects all children living in Poland, including non-citizens and refugees. However, Poland’s education system allows for political and religious interference in its curriculum and deepens socioeconomic inequalities between public and private schools.

## Romania

Romania’s constitution guarantees the right to education, mandating free and compulsory public schooling through the upper secondary level. However, the country faces persistent challenges in reducing dropout rates among marginalized and vulnerable students.

## Serbia

Serbia legally guarantees the right to education as a universal human right in its constitution and national laws, though academic freedom is limited and safety concerns have led to disruptions in schooling.

# Latin American & Caribbean States (GRULAC)

## Brazil

Brazil guarantees education as a fundamental right and public duty in its Federal Constitution. However, its actual implementation is hindered by racial and regional inequalities, limited inclusive programs, and restricted academic freedoms in regards to the curriculum.

## Colombia

Education is officially recognized as a fundamental right and public service that is guaranteed by Colombia’s constitution. Despite legal protections, Colombia faces ongoing hurdles in regards to regional inequality, budget constraints, and localized security risks.

## Haiti

Haiti recognizes education as a fundamental right and state responsibility, and its constitution ensures that education is available to all and free of charge. However, severe systemic crises—including inadequate infrastructure, political instability, and ongoing conflict and crisis—prevent full implementation.

## Honduras

Honduras officially guarantees the right to education in its constitution, and it views education as a core pillar of national development. Despite Honduras’ commitment, the country still faces deep hurdles, including poverty, underfunded infrastructure, and localized gang violence.

## Mexico

Mexico guarantees education as a universal, free, secular, and compulsory right explicitly supported by its constitution. In spite of this, rural and indigenous regions face gaps in infrastructure, coverage, and resource distribution.

## Peru

Peru officially recognizes education as a fundamental human right in its constitution, but implementation faces regional divides and marginalized groups face bureaucratic and social obstacles that prevent full time enrollment in schools.

# Western European & Others (WEOG)

## Australia

Although Australia formally recognizes education as a fundamental right through international agreements, it does not have an enforceable federal legal right to education. This brings about unequal school funding and systemic gaps.

## Belgium

Belgium upholds education as a fundamental human by guaranteeing free, compulsory schooling up to age 18 directly in its constitution. However, socioeconomic inequalities among marginalized and immigrant students are prevalent.

## Canada

Canada recognizes education as a fundamental right through endorsing international covenants. However, because education rights are not explicitly federally guaranteed, vulnerable populations still face persistent structural barriers and inequalities in accessing high quality education.

## France

France views education as a fundamental constitutional right, making public schooling free, secular, and compulsory for children aged 3 to 16. In spite of this, teacher shortages and infrastructural barriers, specifically in its overseas territories, leave many children without consistent access to schooling.

## Germany

Germany treats education as a fundamental right, offering a universally accessible and largely tuition-free public school system. However, its system of early tracking leads to social stratification, which disadvantages children coming from immigrant backgrounds or lower income families.

## Sweden

Sweden views education as a fundamental right and a public entitlement, where state actors are legally bound to prioritize the best interests of children. Nonetheless, Sweden faces critical challenges in regards to socioeconomic segregation and widening achievement gaps for migrant children.

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# United Kingdom

The United Kingdom recognizes education as a fundamental right and legally protects its access for all children. However, its progression is disturbed by systemic barriers faced by minority students, such as children with specific educational needs or disabilities.



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# Back matter

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# Acknowledgment

## This and That

This background guide was prepared through the collective effort of the TechMUN IX Third Committee dais.

Appreciation is extended to our delegates, whose engagement and participation have greatly promoted the spirit of the MUN program.

We also recognize the educational resources, public-domain materials, and open-access information that supported the development of this background guide.

And hope everyone has a great time at Model United Nations this year.



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