

UNHRC

United Nations Human Rights Council

TOPIC:

**Strengthening Global Access
to Education**

President: Ward Khalifeh

Chairs: Perla El Ali & Lana Al Assaad



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I-Committee Description:

A- Committee Definition:

The Human Rights Council (UNHRC) is a multinational body in the United Nations that takes on the responsibility for human rights from all aspects. The council was formed by the General Assembly on the 15th of March in 2006 in resolution 60/251 and is composed of 47 member states. The member states include 13 from Asia, 13 from Africa, 6 from Eastern Europe, 8 from Latin America and the Caribbean, and 7 from Western Europe.



The member states of the council are provided with a multilateral forum to address human rights violations and threatening situations that are happening in countries around the world. This council aims to maintain, protect, strengthen, and promote human rights worldwide. The council takes action on all emergencies that are a threat to human rights and creates resolutions for the implementation of equal rights around the world.

B- Duties/Roles:

The UNHRC works internationally alongside many actors to equalise the rights of all men, women, children, elderly, immigrants, and refugees. Its prominent duties are: establishing global guidelines and resolutions, eliminating gender-based stereotypes, addressing systemic barriers, monitoring and reporting on the right to education, holding regular annual meetings to protect humanitarian rights, promoting international implementation of frameworks to ensure safety in schools, and mandating international fact-finding and investigation missions. All to meet civilian-focused standards.

C- Accomplishments:

The UNHRC has striking accomplishments in pursuit of achieving equal opportunities in society. However, the most talked-about ones are the recognition of education as a fundamental

right, which impacted a lot of immigrants, citizens, nationalities, and races worldwide, and the creation of legal frameworks to reinforce it. Moving on to the protection of education during armed conflict, the HRC has adopted resolutions that condemn any attack on students and teachers and protect education in times of conflict.

II- Introduction to Topic:

A- Significance/Importance:

Back in the 18th century, education was recognised as a manipulative strategy divided strictly by social class and religious duty. Moving forward in time, the launch of the **Universal Declaration of Human Rights (1948)** established education as a fundamental human right and set the moral global standards. This agreement, along with acts against discrimination such as the Convention Against Discrimination in Education (1960) and the International Covenant on Economic, Social and Cultural Rights (1966), eliminated barriers to education.



However, till now the world faces challenges in providing educational rights.

Over 273 million children and young people are denied access to education across borders,



with millions affected in countries such as Afghanistan, the Democratic Republic of the Congo, Somalia, Myanmar, and Ethiopia. Some countries, customs, and cultures may consider race, nationality, gender, or religion as valid reasons to ban education.

Aspects that affect the quality of education tend to be viewed differently in **developing** and **developed** countries. Educational institutions in developing countries and nations are greatly affected by poverty, restrictions on more advanced equipment, language barriers, gender inequality, difficulty gaining secondary knowledge, and corruption of educational systems and curricula. By contrast, developed nations aren't restricted by economic barriers, but they may face gender-based stereotypes, hostile accusations towards foreign

students, a mismatch between primary education curricula and the modern economy, a lack of multilingual education, and inadequate adaptation to rapid digital integration. This may have created barriers to obtaining primary and secondary education.

This insufficiency in education hinders the future of societies and limits the development of future leaders by restricting their opportunities to form a stable mindset of (medical, political, schooling, environmental, etc.) knowledge. This creates barriers to evolving and reshaping a more inclusive and sustainable world.

As a delegate, you are supposed to research your country's stance to clarify whether your country is developing or developed. Discover all actions taken toward equalizing, providing and strengthening global access to education for all, and eventually come up with resolutions to tackle the respective issues.

B- Main Events:

2015- Sustainable Development Goals (SDGs): The United Nations adopted the SDGs (4-5) to ensure everyone has equal access to quality education, regardless of gender, nationality or race.

2012- Malala Yousafzai: Malala raised awareness for girls' right to education in Pakistan against the Taliban, leading to increased advocacy worldwide.

2020-2025- Launch of UNESCO's Global Education Coalition: Mobilized partners to support advancement in technology thus advancing teachers by training and taking a step towards gender equality.

2022- UN Transforming Education Summit: National commitments on sustainable, equitable, and adaptable learning frameworks



C- Link to Theme:

When it comes to rights, there shouldn't be gaps because of gender, nationality, race, wealth, or religion. Education is a basic human right that is not a want but a need. Additionally, the basic human right of learning and knowing is a must for all. No one should miss out on living in stability because their country, family, customs, or culture stops them. Therefore, the committee sees that the yin and yang symbol resemble this perfectly since it is opposites that come together and complete each other.



Similarly, our topic aims to strengthen global access to education all around the globe. Everyone should have the opportunity to learn, discover, and change the future. Therefore, equality of education begins with understanding and awareness. Thus, let's create balance within knowing and understanding no matter who we are since the yin and yang symbol wouldn't be itself if there were gaps in between.

D- Link to SDGs:

This topic addresses two sustainable development goals (SDGs); the **fourth SDG (Quality Education)** and the **fifth SDG (Gender Equality)**.

To start, **SDG four** (Quality Education) aims to enhance the methods and content being taught.



It focuses on ensuring a more inclusive and fair education that provides lifelong learning opportunities for all. This **SDG** goes against every restriction to access education, whether primary or secondary, and supports every immigrant, refugee, and citizen in receiving the resources essential

for development.

SDG five highlights the importance of how, no matter the gender, female or male, everyone should have the same rights. It's relevant since in today's world, some citizens in many different regions have their rights taken away. However, rights (educational, political, financial etc.) must be given to everyone; they should not be shaped by gender stereotypes or societal expectations. Such balance between genders is needed to foster an inclusive world.



E- Link to Pillars of Good Governance:

Human rights, cultural diversity, and social cohesion: Governance must uphold human rights, embrace cultural diversity and promote the inclusion and integration of marginalized groups.

Marginalized groups include women, people with disabilities, lower-income populations, and others. These groups are the ones that need the most assistance, yet they are always ignored by society. Human rights are the key aspect for world peace; riots, wars, and crimes stop when equality is implemented. As for cultural diversity, every region is shaped by its culture and social norms which eventually guide people's decisions. This pillar greatly summarises all aspects that play a role in restricting, allowing, or demanding access to education.

Innovation and openness to change: A culture of experimentation, modern problem-solving, and institutional flexibility should be promoted in both the public and private sectors. Culture is the main thing that builds up a country to be what it is, believes in, and thinks about, and it affects what decisions they make. However, to achieve equality, every country is expected to acknowledge other customs and traditions in order to not strip away a foreigner's identity. That is why every nation must be open to assimilation. Thus, countries must show respect and tolerance to all welcomed



immigrants and refugees who are sacrificing daily to reach high levels of education away from their homes. Without flexibility in change in our everyday world, nothing would have an effect.

III- Subtopics:

A- Moving Towards Free Education and Scholarships for Refugee Students:

Refugees are the result of country conflict. These human beings are forced to leave their homes



and migrate to another country, hoping to seek a new life with

all the resources needed (shelter, jobs, education, food, etc).

However, because of the new environment surrounding them,

they are getting stumped by the financial barriers and

economic struggles found in the country they unfortunately

migrated to. This leads to the possibility of not being able to afford tuition and having the children in the family being stranded in shelters instead of being behind desks.

Thus, the countries that are welcoming immigrants should be able to provide free education to students. These countries should be giving tuition assistance, scholarships, and other forms of financial support. By doing so, they'd be reducing financial barriers and a huge load on families, allowing them to continue their future and build a successful path in a safe country.

As a delegate, you're supposed to research your country's stance about this subtopic, and what actions and alliances are they willing to move with or have moved with to support refugees and provide educational assistance.



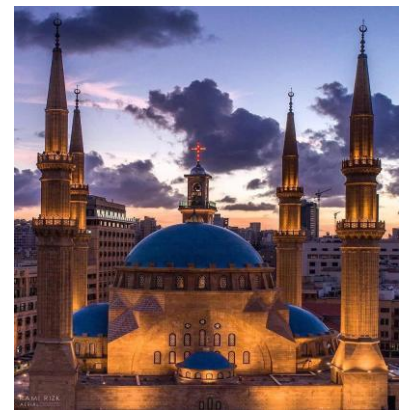
B- Excluding Discrimination and Criticism towards Religions and Races in Educational Systems:

A person's ethnicity and religion shouldn't be a factor in deciding what rights they are getting. Laws and policies were written to prevent discrimination towards race and religion. Thus, a

human should have the right to express their religious beliefs freely without facing any discrimination from anybody. Ensuring that no one has the power to force their beliefs on another person. Moreover, racism is also becoming very prominent in schools and day-to-day life; what starts as a “joke” turns into reality. Students are being harassed by others about the disabilities they have, their



skin tone, and their physical and mental conditions. Although laws were put in place, they are not being implemented. There are many forms of discrimination being thrown around in schools, such as academic bias and harassment. They happen when a student is criticising another student's culture, origin, or religion aggressively to make such a student feel humiliated, inhuman, offended, or degraded. Also, in some countries it's common to prioritise one religion over another, leading to discrimination towards students who don't follow it.



Thus, as a delegate, you're supposed to research your country's stance on this subtopic, and how it's working towards inclusivity of race and religion to create a safe and welcoming place for students.

IV- Main countries:

A- France:

France, also known as the powerhouse of Europe, believes that education is a human right and



treats their French citizens equally, no matter the gender.

However, when it comes to religion and nationality; humans that come from anywhere else and travel to France to study get treated very unfairly because of their ethnicity, race, nationality, and

beliefs. In 2004, France banned students from wearing

conspicuous religious symbols in public primary and secondary schools. This includes the Islamic hijab, as well as Christian crosses and Jewish kippah. Muslim women who wear the hijab can face particular difficulties, not only gender inequality but also discrimination because of their religious beliefs and race, leading to not being allowed to express themselves and get the education they were promised in this foreign land. That's why countries that "educate" their citizens are considered good off. But are the foreigners treated differently, or is everyone truly equal?

B- Finland:

Joy and peace are the goals every country wants to achieve. Finland consistently ranks among



the world's happiest and most stable countries, known for its strong welfare system, high-quality education, and clean, well-protected environment. Being the country they are, they respect all foreigners and everyone's opinions, beliefs, and religions while also not judging people for their race, nationality, ethnicity,

or gender. This made them achieve this goal that every country so desperately wants. Finland, a country with a female president who believes that education is a right for all and would make a very good role model for countries to look up to and walk in their footsteps to reach peace within. Yet, beneath these strengths lie deep challenges.

C- Iraq:

An education system to be looked up to in the region is now demolished by underinvestment and years of war. These struggles limit Iraqi children's access to quality education. With the



fact that certain governorates are more affected by the conflicts that happened, such as Salah al Din and Diyala, more than 90% of children out of school, placing them in positions of exposure to exploitation, inclusion of child labor, going into armed conflicts as soldiers, and early marriages. Due to the destruction, lots of schools needed

rehabilitation. The Ministry of Education in Iraq stated that over 10,000 school buildings are needed to provide equal education. Thus, as of right now, schools that can open are cramming shifts and students, limiting school hours, and overloading unqualified teachers. Teachers, hired left and right, are overwhelmed and overworked due to stress, financial restrictions, material limitations, and lack of training, especially when exposed to conflict at its rise. This eventually led to a lot of trauma, displacement and loss. These types of exposures can lead to long-term and impactful psychological problems that affect teaching abilities.

D - Afghanistan

Afghanistan, a country that was working towards development from the years of 2001 to 2018, is now facing troubles on many levels. It started in 2021 when the Taliban came and



banned girls from continuing secondary education and suspended university education for all women, leaving them stranded without a diploma. However, this is all excused by the Taliban and blamed on "Islamic values" and unsafe propaganda. They consider that the lack of education is a way

of encouraging Islamic institutions and fighting against what they call “western and infidel thoughts.” The Taliban even upended the curricula to prioritise religious studies, mandating a conservative interpretation of Islam. They removed subjects such as art, English, culture, and civic education replacing them with Islamic subjects. This proved to be a form of control and dictatorship; limiting women and empowering men. It follows dehumanisation. Yet, in reassurance, no religion and no policy will ever let that form of bigotry be a norm.



V- Suggested Solutions:

- Form a UN organisation formed of all struggling and excelling nations to monitor and ensure that education is equalized for all.
- Support the idea of developed countries providing and sharing knowledge.
- Create programs that support girls in continuing their education.
- Encourage countries to enrol children from different nationalities and races without discrimination in schools.
- Advance the school curricula to adapt to technological innovations.
- Exclude governmental bodies and terrorist organisations from shaping or editing educational institutions and facilities.

VI- Questions to Consider, Tips, Suggested Sites:

A- Questions to Consider:

- How would your delegation be willing to collaborate and merge projects that proved to support the idea of education for all?
- What measures and standards did your country achieve or want to implement to strengthen global access to education?

- What steps has your country taken to close the gaps in education?
- How does your delegation ensure that refugees and migrants have equal access to public education?
- If your country stands for equal education, what visible actions has your delegation taken?

B-Tips:

- Make sure you have thoroughly researched your country and covered all the ground.
- Take precautions and prepare questions for all countries.
- Put all personal emotions and biased opinions aside and focus only on the political stances.
- Stay up to date on all recent information and protests happening in your delegation.
- Be aware of your allies and enemies.
- Make sure to use credible sources and use AI ethically.
- When it comes to resolutions, make sure of their correlation to the topic and how they could help develop a better generation.
- Be aware of the flow of debate and all points and motions.
- Most importantly, have fun!

C- Suggested Sites:

- Human Rights Education and Training | OHCHR:

Developing specialised human rights education and training materials and resources

<https://www.ohchr.org/en/resources/educators/human-rights-education-training>

- UNICEF alarmed by continued attacks on education in conflict zones in Africa:

<https://www.unicef.org/wca/press-releases/unicef-alarmed-continued-attacks-education-conflict-zones-africa>

- WIDE Education Inequalities:

<https://www.education-inequalities.brg/>

- HRC Resolution: Realising the Equal Enjoyment of the Right to Education by Every Council:

<https://www.right-to-education.org/resource/hrc-resolution-realising-equal-enjoyment-right-education-every-girl>

- UNHCR Opportunities - scholarships for refugees:

<https://share.google/oDEZqiTu8L2ZhwV2o>

- What you need to know about education and why it matters:

<https://www.unesco.org/en/articles/what-you-need-know-about-education-and-why-it-matters>

VII- Represented Countries

	Côte d'Ivoire
	Democratic Republic of the Congo
	Egypt
	Ethiopia
	Ghana

Africa	Kenya
	South Africa
	Chad
	Cameroon
	Djibouti
	Mozambique
	Nigeria
	Somalia
	South Sudan
Asia	China
	India
	Iraq
	Japan
	Pakistan
	Republic of Korea (South Korea)
	Vietnam
	Afghanistan
	Bangladesh

	Iran
	Lebanon
	Myanmar
	Palestine
	Philippines
	Syria
	United Arab Emirates
	Uzbekistan
	Yemen
	Saudi Arabia
Europe	Italy
	Spain
	Switzerland
	United Kingdom
	Finland
	Germany
	Portugal
	Russia

	Sweden
	Ukraine
	France
America	Brazil
	Chile
	Colombia
	Cuba
	Mexico
	United States of America
	Jamaica
	Venezuela
Oceania	Australia

VIII-Contact Info:

President, Ward Khalife: Khward72@gmail.com

Deputy president, Lana Alassad: Lana.Alassaad10@hotmail.com

Chair, Perla Al Ali: elaliperla@gmail.com

IX- President's Note:

Dear delegates,

When homework becomes tiring, projects seem exhausting, and schooling become unbearable, education is overlooked. Then how about meeting someone who fights and sacrifices to gain such knowledge? I am incredibly honoured and excited to serve this committee as President Ward Khalifeh. Education goes beyond school borders; it's the primary base for every decision, infrastructure, and election taken to shape our future. However, how can someone push for innovation if they don't have access to this intelligence? At HRC it's up to you, delegates, to decide whether equalising the access to education for everyone is the solution, or prioritising men over women, citizens over refugees is the one; the purpose of this committee is to achieve a fair and equal ground. Delegates, we all start somewhere, and for you it's in this council. MUN isn't just pressure or presence; it's an opportunity accompanied by knowledge, and those who benefit from it deserve to be called the smart ones. Don't let rumours be the barriers to your success, but let passion and perseverance lead you to victory. This is how experience is obtained to form the young diplomat capable of handling society like a pro.

Your president,

Wared

X-SGs' Note

Dear Delegates,

As your Secretary-Generals, we hope this background guide gives you a strong foundation for the discussions ahead and helps you approach your committee with confidence. Beyond preparation, this conference is an opportunity to challenge yourself, step into new perspectives, and take part in conversations that demand thought and initiative.

This year's theme, "Yin and Yang: The Harmony in Opposites", reflects the idea that opposing sides can exist in balance, whether between conflict and cooperation or speaking and listening. It reminds us that meaningful progress often begins when we learn to understand perspectives different from our own.

As Leo Buscaglia said, "Change is the end result of all true learning," and we hope this experience leaves you with a stronger sense of the value your voice can carry. We cannot wait to meet you and see what you bring to this conference.

Warm regards,

The 15th HHHSMUN Secretary Generals,

Mia, Hani and Omar

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