Country: China

Committee: UNESCO

Agenda Item: Expanding Global Education Opportunities and Reducing Inequalities in Access to Education

China is located in the southern part of the Asian continent. The currency of China is the Yuan. China's population is approximately 1.42 billion. The capital of China is Beijing. It is an important country globally, particularly in the field of technology, with many advanced companies.

China's education system plays a crucial role in the country’s social and economic development. However, due to social, cultural, regional, and geographical conditions, 2% of children who are of primary school age cannot attend school. There is a significant disparity in the quality of education between schools in central cities and those in rural areas. There are children in China who cannot benefit from the right to education. Although equal opportunity is one of the fundamental principles of China’s education system, the economic and social inequalities across the country prevent this from being possible, leading to inequalities in education. The KEY SCHOOL and NORMAL SCHOOL system, which has been attempted to be abolished since the 1960s but has not been fully overcome to this day, is one of the most concrete examples of these inequalities.

To ensure equal opportunities in education, a curriculum program aimed at international success could be developed. International exams could be used as references for this. The curriculum program could be opened for discussion by all elements of society. In-service training could be made more planned and systematic. Teachers could be encouraged to pursue postgraduate degrees. Education-related disabilities could be brought to the forefront again. Successful schools could provide support to weaker schools. Successful teachers could be assigned to weaker schools. The number and effectiveness of after-school and weekend tutoring classes could be increased. The success of these tutoring programs could be monitored. Schools could work together and coordinate efforts. Weak school administrations could receive support. A regional education system could be discussed.