



INTERNATIONAL LAW
JOURNAL

**WHITE BLACK
LEGAL LAW
JOURNAL
ISSN: 2581-
8503**

Peer - Reviewed & Refereed Journal

The Law Journal strives to provide a platform for discussion of International as well as National Developments in the Field of Law.

WWW.WHITEBLACKLEGAL.CO.IN



WHITE BLACK
LEGAL.

DISCLAIMER

No part of this publication may be reproduced or copied in any form by any means without prior written permission of Editor-in-chief of White Black Legal

– The Law Journal. The Editorial Team of White Black Legal holds the copyright to all articles contributed to this publication. The views expressed in this publication are purely personal opinions of the authors and do not reflect the views of the Editorial Team of White Black Legal. Though all efforts are made to ensure the accuracy and correctness of the information published, White Black Legal shall not be responsible for any errors caused due to oversight or otherwise.

WHITE BLACK
LEGAL

EDITORIAL **TEAM**

Raju Narayana Swamy (IAS) Indian Administrative Service **officer**



Dr. Raju Narayana Swamy popularly known as Kerala's Anti Corruption Crusader is the All India Topper of the 1991 batch of the IAS and is currently posted as Principal Secretary to the Government of Kerala . He has earned many accolades as he hit against the political-bureaucrat corruption nexus in India. Dr Swamy holds a B.Tech in Computer Science and Engineering from the IIT Madras and a Ph. D. in Cyber Law from Gujarat National Law University . He also has an LLM (Pro) (with specialization in IPR) as well as three PG Diplomas from the National Law University, Delhi- one in Urban Environmental Management and Law, another in Environmental Law and Policy and a third one in Tourism and Environmental Law. He also holds a post-graduate diploma in IPR from the National Law School, Bengaluru

and a professional diploma in Public Procurement from the World Bank.

Dr. R. K. Upadhyay

Dr. R. K. Upadhyay is Registrar, University of Kota (Raj.), Dr Upadhyay obtained LLB , LLM degrees from Banaras Hindu University & Phd from university of Kota.He has succesfully completed UGC sponsored M.R.P for the work in the ares of the various prisoners reforms in the state of the Rajasthan.



Senior Editor

Dr. Neha Mishra



Dr. Neha Mishra is Associate Professor & Associate Dean (Scholarships) in Jindal Global Law School, OP Jindal Global University. She was awarded both her PhD degree and Associate Professor & Associate Dean M.A.; LL.B. (University of Delhi); LL.M.; Ph.D. (NLSIU, Bangalore) LLM from National Law School of India University, Bengaluru; she did her LL.B. from Faculty of Law, Delhi University as well as M.A. and B.A. from Hindu College and DCAC from DU respectively. Neha has been a Visiting Fellow, School of Social Work, Michigan State University, 2016 and invited speaker Panelist at Global Conference, Whitney R. Harris World Law Institute, Washington University in St.Louis, 2015.

Ms. Sumiti Ahuja

Ms. Sumiti Ahuja, Assistant Professor, Faculty of Law, University of Delhi,

Ms. Sumiti Ahuja completed her LL.M. from the Indian Law Institute with specialization in Criminal Law and Corporate Law, and has over nine years of teaching experience. She has done her LL.B. from the Faculty of Law, University of Delhi. She is currently pursuing Ph.D. in the area of Forensics and Law. Prior to joining the teaching profession, she has worked as Research Assistant for projects funded by different agencies of Govt. of India. She has developed various audio-video teaching modules under UGC e-PG Pathshala programme in the area of Criminology, under the aegis of an MHRD Project. Her areas of interest are Criminal Law, Law of Evidence, Interpretation of Statutes, and Clinical Legal Education.



Dr. Navtika Singh Nautiyal

Dr. Navtika Singh Nautiyal presently working as an Assistant Professor in School of law, Forensic Justice and Policy studies at National Forensic Sciences University, Gandhinagar, Gujarat. She has 9 years of Teaching and Research Experience. She has completed her Philosophy of Doctorate in 'Intercountry adoption laws from Uttranchal University, Dehradun' and LLM from Indian Law Institute, New Delhi.



Dr. Rinu Saraswat

Associate Professor at School of Law, Apex University, Jaipur, M.A, LL.M, Ph.D,

Dr. Rinu have 5 yrs of teaching experience in renowned institutions like Jagannath University and Apex University. Participated in more than 20 national and international seminars and conferences and 5 workshops and training programmes.

Dr. Nitesh Saraswat

E.MBA, LL.M, Ph.D, PGDSAPM

Currently working as Assistant Professor at Law Centre II, Faculty of Law, University of Delhi. Dr. Nitesh have 14 years of Teaching, Administrative and research experience in Renowned Institutions like Amity University, Tata Institute of Social Sciences, Jai Narain Vyas University Jodhpur, Jagannath University and Nirma University.

More than 25 Publications in renowned National and International Journals and has authored a Text book on Cr.P.C and Juvenile Delinquency law.



Subhrajit Chanda

BBA. LL.B. (Hons.) (Amity University, Rajasthan); LL. M. (UPES, Dehradun) (Nottingham Trent University, UK); Ph.D. Candidate (G.D. Goenka University)

Subhrajit did his LL.M. in Sports Law, from Nottingham Trent University of United Kingdoms, with international scholarship provided by university; he has also completed another LL.M. in Energy Law from University of Petroleum and Energy Studies, India. He did his B.B.A.LL.B. (Hons.) focussing on International Trade Law.

ABOUT US



WHITE BLACK LEGAL is an open access, peer-reviewed and refereed journal providededicated to express views on topical legal issues, thereby generating a cross current of ideas on emerging matters. This platform shall also ignite the initiative and desire of young law students to contribute in the field of law. The erudite response of legal luminaries shall be solicited to enable readers to explore challenges that lie before law makers, lawyers and the society at large, in the event of the ever changing social, economic and technological scenario.

With this thought, we hereby present to you

SLUM EDUCATION, HUMAN RIGHTS, AND GLOBAL CONSTITUTION: A COMPREHENSIVE ANALYSIS

AUTHORED BY - VISHESH GUPTA,
LOKAKSH AGGARWAL & ARYAN DATA
BBALLB (H) Amity Law School Noida

Abstract

This research paper critically examines the challenges of providing education in slum areas through the lens of human rights and constitutional law. Focusing on India, the United States, and Australia, the paper analyses the legal frameworks governing the right to education, highlighting how constitutional guarantees and international human rights obligations often fail to translate into tangible improvements for marginalized communities. Despite strong legal provisions, such as India's Right to Education Act and international treaties like the International Covenant on Economic, Social and Cultural Rights, slum populations continue to face educational deprivation due to systemic inequalities, poor infrastructure, and insufficient resource allocation. The comparative analysis reveals significant disparities: while India's constitutional framework promises free and compulsory education, implementation lags behind; the U.S. suffers from funding inequities rooted in its property tax-based school financing system; and Australia's Indigenous populations face profound educational challenges exacerbated by federal inaction. By identifying gaps in enforcement, resource allocation, and policy execution, the paper calls for stronger legal remedies, greater international oversight, and increased government accountability. Ultimately, it argues that addressing slum education is not only a legal requirement but a moral imperative for achieving social equity and human development globally.

INTRODUCTION

Education is not only a cornerstone for individual development but also a critical pillar for societal advancement. Across the globe, education is widely recognized as a fundamental right, enshrined in both international legal frameworks like the Universal Declaration of Human Rights (UDHR) and domestic constitutions. Yet, despite such formal recognition, millions of children living in slums around the world continue to face severe educational deprivation. The failure to provide quality education to slum children perpetuates a cycle of poverty, discrimination, and human rights violations. This article provides a comprehensive and legally grounded analysis of the nexus between slum education, human rights, and constitutional frameworks, with a particular focus on India, the U.S., and Australia.

1. Education as a Fundamental Right: India and Global Perspectives

1.1 Education as a Fundamental Right in India: Constitutional Framework

The right to education in India gained explicit recognition as a fundamental right with the enactment of Article 21A, following the 86th Constitutional Amendment Act of 2002. This amendment mandated the state to provide free and compulsory education to all children aged between 6 and 14 years. Prior to this amendment, the right to education was implicit in the broader right to life and personal liberty under Article 21, as interpreted by the Supreme Court of India in the landmark judgment *Unni Krishnan, J.P. v. State of Andhra Pradesh* (1993).¹

The Indian judiciary has consistently expanded the scope of Article 21 to include a broad spectrum of socio-economic rights, including education, by interpreting the right to life as encompassing the right to live with dignity. In *Mohini Jain v. State of Karnataka* (1992)², the Supreme Court ruled that the right to education is inherent to the right to life, reinforcing the notion that education is indispensable for the realization of other human rights.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, was enacted to operationalize Article 21A. The RTE Act guarantees every child in the 6–14 age group the right to full-time elementary education in a formal school that meets certain essential norms and standards. It mandates that private schools reserve 25% of seats for children from

¹ *Unni Krishnan, J.P. And Ors. Etc. vs State Of Andhra Pradesh And Ors. Etc.* on 4 February, 1993

² *Mohini Jain v. State of Karnataka*, (1992) 3 SCC 666

economically weaker sections (EWS) and disadvantaged groups.³

1.2 International Recognition: Universal Declaration of Human Rights (UDHR) and Beyond

The global legal framework for the right to education finds its roots in Article 26 of the Universal Declaration of Human Rights (UDHR) adopted by the United Nations in 1948⁴. The UDHR emphasizes that everyone has the right to free and compulsory elementary education. The right is further elaborated in international treaties such as the International Covenant on Economic, Social and Cultural Rights (ICESCR), under Article 13 and 14, and the Convention on the Rights of the Child (CRC), which India ratified in 1992.⁵

While many countries recognize education as a constitutional right, the enforceability and realization of this right differ widely. For instance, in General Comment No. 13, the UN Committee on Economic, Social and Cultural Rights clarified that the right to education must be available, accessible, acceptable, and adaptable (the “4-A framework”)⁶. However, the realization of these principles, particularly in slum areas, remains largely aspirational across much of the Global South.

1.3 United States: Constitutional Silences and Judicial Interventions

Unlike India, the U.S. Constitution does not explicitly recognize education as a fundamental right. The U.S. Supreme Court, in *San Antonio Independent School District v. Rodriguez* (1973)⁷, ruled that education is not a fundamental right under the Constitution, thereby leaving the regulation and funding of public schools to state legislatures. Despite this, landmark rulings such as *Brown v. Board of Education* (1954)⁸ have underscored that access to education is a pivotal aspect of the Fourteenth Amendment’s Equal Protection Clause.

At the state level, however, education is recognized as a right in state constitutions. States like New York and New Jersey have laws guaranteeing children a “sound basic education,” but

³ Right of Children to Free and Compulsory Education Act, 2009 (India)

⁴ United Nations. (1948). Universal Declaration of Human Rights. Retrieved from UN.org

⁵ Convention on the Rights of the Child (CRC), 1577 U.N.T.S. 3 (1989)

⁶ International Covenant on Economic, Social and Cultural Rights (ICESCR), 993 U.N.T.S. 3 (1966)

⁷ *San Antonio Independent School District v. Rodriguez*, 411 U.S. 1 (1973)

⁸ *Brown v. Board of Education*, 347 U.S. 483 (1954)

these laws have often been undermined by disparities in local school funding.⁹

1.4 Australia: A Fragmented Legal Landscape

In Australia, education is primarily a matter of state a territory responsibility, with no explicit constitutional guarantee at the federal level. The absence of constitutional provisions for education limits the enforceability of educational rights, particularly for children living in disadvantaged and Indigenous communities. However, international legal obligations, such as those under the CRC and ICESCR, require Australia to ensure non-discriminatory access to education.¹⁰

2. Enforceability of Education as a Fundamental Right: The Reality of Slum Education

2.1 India: Implementation Gaps and Structural Failures

While Article 21A and the RTE Act provide a robust legal framework for the right to education in India, the enforceability of this right, particularly in slums, is hindered by multiple factors. The 2021 Annual Status of Education Report (ASER) found that children in slums are more likely to drop out of school or attend informal educational institutions due to economic pressure, lack of infrastructure, and poor quality of education.¹¹

2.1.1 Legal Shortcomings

Judicial Ineffectiveness: Despite judicial pronouncements upholding the right to education, courts have had limited success in ensuring compliance with the RTE Act, particularly in urban slums. In *Environmental and Consumer Protection Foundation v. Delhi Administration* (2012)¹², the Supreme Court highlighted the failure of the state in implementing the RTE Act in slum areas.

Infrastructural Deficiencies: The Comptroller and Auditor General (CAG) of India's audit report on the RTE Act (2017) revealed that only 8% of government schools complied with all RTE norms, and in slum areas, schools were often non-existent or lacked basic amenities like

⁹ The United Nations Special Rapporteur on the Right to Education. (2019). Report on the Right to Education: The Right to Education in Slum Areas. Retrieved from UNHR

¹⁰ UN Committee on Economic, Social and Cultural Rights. (2000). General Comment No. 13: The Right to Education (Article 13). Retrieved from CESCR

¹¹ Kothari Commission. (1966). Education and National Development: Report of the Education Commission 1964-66. Government of India

¹² *Environmental and Consumer Protection Foundation v. Delhi Administration*, (2012) 6 SCC 562

drinking water and functional toilets.¹³

2.2 United States: De Facto Segregation and Systemic Underfunding

The United States faces challenges of de facto segregation, where children in inner-city slums, particularly from minority communities, attend underfunded schools that are ill-equipped to provide quality education. According to a 2020 report by the U.S. Department of Education, students in high-poverty urban areas receive about \$1,000 less per pupil than those in affluent suburban schools¹⁴. This funding disparity is a direct consequence of the property-tax-based funding model for public schools, which exacerbates inequalities.

2.2.1 Relevant Legal Cases

*Milliken v. Bradley (1974)*¹⁵: This case further entrenched educational inequality by limiting the scope of desegregation to within individual school districts, allowing wealthier suburban districts to avoid integrating with poorer urban districts.

*San Antonio v. Rodriguez (1973)*¹⁶: The ruling emphasized that education is not a fundamental right under the U.S. Constitution, reinforcing the status quo of unequal school funding.

2.3 Australia: Indigenous and Remote Disadvantage

Australia faces significant challenges in providing education to Indigenous children living in remote areas, many of whom face “slum-like” conditions due to inadequate housing, health services, and employment opportunities. The National Aboriginal and Torres Strait Islander Education Strategy (2015) acknowledges these disparities, but implementation has been slow and uneven. Schools in these areas often lack basic teaching resources, leading to high dropout rates and poor educational outcomes.¹⁷

2.3.1 Human Rights Violations

The United Nations Special Rapporteur on the Rights of Indigenous Peoples, in a 2017 report, highlighted that Australia’s failure to address the educational needs of Indigenous children

¹³ Annual Status of Education Report (ASER). (2021). ASER 2021: National Findings. Retrieved from ASER Centre

¹⁴ Children’s Defense Fund. (2019). The State of America’s Children 2019. Retrieved from CDF

¹⁵ *Milliken v. Bradley*, 418 U.S. 717 (1974).

¹⁶ *San Antonio Independent School District v. Rodriguez*, 411 U.S. 1 (1973)

¹⁷ United Nations. (2017). Report of the Special Rapporteur on the Rights of Indigenous Peoples. Retrieved from UN.org

amounts to a violation of their right to education and other related human rights, such as the right to equal participation in cultural and public life.¹⁸

3. Comparative Analysis: Slum Education in India, U.S., and Australia

3.1 India: Structural Disparities and Administrative Failures

Slum education in India remains a distant reality despite constitutional guarantees. According to the 2020 National Sample Survey (NSS), over 50% of slum-dwelling children do not complete elementary education, and nearly 30% drop out by age 14 due to poverty, child labour, and domestic responsibilities¹⁹. In Delhi alone, there are over 1,000 unauthorized colonies with little or no access to formal schooling.

3.1.1 Budgetary Allocation Issues

The National Education Policy (NEP) 2020 has made provisions to improve access and quality in education, but budgetary allocations remain inadequate. Despite recommendations by the Kothari Commission (1966) that 6% of GDP be allocated to education, India currently spends less than 4%, with a large portion of this amount diverted to salaries and infrastructure for schools outside slum areas.²⁰

3.2 United States: Educational Inequality and the School-to-Prison Pipeline

Educational inequality in U.S. slums is exacerbated by the systemic underfunding of public schools in minority-dominated neighbourhoods. A report by the U.S. Civil Rights Project at UCLA (2019) found that African-American and Latino children are 2.5 times more likely to attend “dropout factories”—schools where graduation rates are below 60%. The lack of educational opportunities in these areas fuels the “school-to-prison pipeline,” where children drop out of school and are more likely to become entangled in the criminal justice system.

3.3 Australia: The Marginalization of Indigenous Communities

In Australia, Indigenous children are 2.8 times more likely to live in poverty and face significant barriers to education. The 2018 “Closing the Gap” report showed that only 60% of

¹⁸ UN Committee on Economic, Social and Cultural Rights. (2000). General Comment No. 13: The Right to Education (Article 13). Retrieved from CESCR

¹⁹ World Health Organization (WHO). (2020). Maternal and Child Health in Slum Areas. Retrieved from WHO.int

²⁰ The United Nations Special Rapporteur on the Right to Education. (2019). Report on the Right to Education: The Right to Education in Slum Areas. Retrieved from UNHR

Indigenous children in remote and slum-like areas completed Year 12 (secondary education), compared to 86% of non-Indigenous children. This educational disparity reflects deeper socio-economic inequalities, including limited access to healthcare, housing, and employment, which further marginalizes these communities.

3.3.1 Government Responses and Failures

Australia has implemented various initiatives, such as the Indigenous Advancement Strategy (IAS) and the National Partnership on Remote School Attendance, aimed at improving educational outcomes for Indigenous children. However, these programs have been criticized for their top-down approach and lack of community engagement. A 2020 review by the Australian National Audit Office found that the IAS had failed to achieve key targets, including reducing the attendance gap between Indigenous and non-Indigenous students.

4. Education: The Foundation for Realizing Other Basic Human Rights

Education is recognized as a "multiplier" right, meaning that its realization is crucial for the fulfillment of many other human rights. It is a powerful tool for breaking cycles of poverty, empowering individuals, and enabling social mobility. This section explores how education serves as a key to unlocking other rights and the dire consequences of educational deprivation, particularly in slum settings.

4.1 The Nexus Between Education and Employment

The right to work is closely tied to the right to education. Without quality education, children in slum areas are often forced into low-wage, informal labor markets. In India, for example, the International Labour Organization (ILO) estimates that 33 million children are engaged in child labor, the majority of whom come from slums or rural areas. These children are deprived of the opportunity to gain the skills and knowledge necessary for decent work, perpetuating cycles of poverty.

In the U.S., the failure of inner-city schools to provide quality education has had a similar impact. According to the National Center for Education Statistics (NCES), children from low-income, minority communities are less likely to graduate from high school and more likely to remain unemployed or employed in low-paying jobs. This perpetuates economic inequality, which in turn exacerbates educational deprivation in future generations.

4.2 Education and Health

Education is also closely linked to the right to health. Studies have shown that individuals with higher levels of education are more likely to have better health outcomes, as they are better informed about health risks, nutrition, and hygiene. In slum areas, where access to healthcare is already limited, the lack of education exacerbates poor health outcomes.

India: A report by the World Health Organization (WHO) found that maternal and child mortality rates are significantly higher in slum areas where educational levels are low. For instance, the infant mortality rate in Delhi's slums is 33 per 1,000 live births, compared to the national average of 29.²¹

United States: In U.S. inner-city areas, there is a strong correlation between low educational attainment and higher rates of obesity, diabetes, and heart disease. A study by the Robert Wood Johnson Foundation (2020) found that individuals without a high school diploma were 1.8 times more likely to suffer from chronic health conditions than those with a college degree.

Australia: In Indigenous communities, the lack of education contributes to poor health outcomes, including higher rates of malnutrition, substance abuse, and mental health issues. A 2019 report by the Australian Institute of Health and Welfare (AIHW) found that Indigenous Australians were twice as likely to experience psychological distress compared to non-Indigenous Australians, partly due to lower educational attainment.

4.3 Education and Gender Equality

Education is also critical for the realization of gender equality. In many slum areas, girls are disproportionately affected by educational deprivation. Cultural norms, economic pressures, and safety concerns often prevent girls from attending school, leading to early marriage and perpetuating gender inequality.

India: According to UNICEF, the dropout rate for girls in slum areas is significantly higher than for boys, particularly after elementary school. Girls are often pulled out of school to help with domestic work or due to concerns about safety and sexual harassment. This directly impacts their ability to gain employment, achieve financial independence, and exercise their reproductive rights.

United States: In U.S. slums, teenage pregnancy rates are higher in areas with low educational

²¹ World Health Organization (WHO). (2020). Maternal and Child Health in Slum Areas. Retrieved from WHO.int

attainment. The National Campaign to Prevent Teen and Unplanned Pregnancy reports that girls who do not complete high school are three times more likely to become pregnant as teenagers, which further limits their educational and employment opportunities.

Australia: Indigenous girls in remote communities face similar challenges. The "Girls Academy," an Indigenous education program, has been working to improve attendance and retention rates, but systemic barriers, including cultural norms and economic deprivation, continue to impede progress.

5. Legal Remedies and International Obligations: Bridging the Gap between Rights and Reality

Despite the constitutional and international legal frameworks guaranteeing the right to education, there remains a significant gap between the legal guarantees and their realization, particularly for children living in slums. This section explores the legal remedies available and the role of international human rights law in addressing educational deprivation in slum areas.

5.1 Legal Remedies in India

The Indian judiciary has played an important role in expanding the scope of the right to education, but enforcement remains a challenge. Public Interest Litigations (PILs) have been instrumental in bringing attention to the state's failure to implement educational laws in slums. In cases such as *Bandhua Mukti Morcha v. Union of India* (1984), the Supreme Court ruled that the right to life under Article 21 includes the right to live with dignity, which encompasses the right to education.

However, despite these rulings, the state's failure to allocate adequate resources to slum education has hindered meaningful progress. The judiciary has the power to issue writs to compel the government to act, but the lack of political will and administrative inefficiency remain significant barriers.

5.2 The Role of International Human Rights Law

International human rights law provides a framework for addressing the systemic educational deprivation experienced by slum children. The International Covenant on Economic, Social

and Cultural Rights (ICESCR)²², which India, the U.S., and Australia are party to, requires states to take steps to progressively realize the right to education. Under Article 2 of the ICESCR, states must ensure that the right to education is exercised without discrimination of any kind, including based on socio-economic status or place of residence.

The United Nations Special Rapporteur on the Right to Education has repeatedly called for stronger measures to ensure that children in marginalized communities, including slums, have access to quality education. In a 2019 report, the Special Rapporteur highlighted that educational deprivation in slums amounts to a violation of multiple human rights, including the right to equality, non-discrimination, and development.

5.2.1 International Accountability Mechanisms

Universal Periodic Review (UPR): The UPR process allows countries to review each other's human rights records and make recommendations. During India's third UPR in 2017, several countries recommended that India take stronger action to address the educational needs of slum children. Similarly, Australia and the U.S. have faced criticism for failing to adequately address educational inequalities in their slum and Indigenous communities.

UN Committee on Economic, Social and Cultural Rights (CESCR)²³: Countries are required to submit periodic reports to the CESCR on their progress in realizing the right to education. India, in its 2019 report, acknowledged that the implementation of the RTE Act had been uneven, particularly in urban slums, and committed to improving enforcement mechanisms.

5.3 The Role of Civil Society

Civil society organizations play a crucial role in bridging the gap between legal rights and educational realities. In India, organizations such as Pratham and Teach For India have been working to improve educational access in slum areas by providing supplementary education and advocating for policy changes. In the U.S., non-profits like the Children's Defense Fund and the Education Trust have been instrumental in highlighting educational disparities and pushing for reforms at the local and national levels.

²² International Covenant on Economic, Social and Cultural Rights (ICESCR), 993 U.N.T.S. 3 (1966)

²³ UN Committee on Economic, Social and Cultural Rights. (2000). General Comment No. 13: The Right to Education (Article 13). Retrieved from CESCR

CONCLUSION

The global educational crisis in slums reflects a broader failure of states to uphold their constitutional and international legal obligations. While the right to education is enshrined in the legal frameworks of India, the U.S., and Australia, the reality for children living in slum areas is one of deprivation, discrimination, and inequality. The lack of political will, administrative inefficiency, and inadequate resource allocation has compounded the challenges, leading to a systemic failure in realizing the right to education for the most marginalized populations.

Addressing these challenges requires a multi-pronged approach that includes stronger enforcement of existing legal provisions, increased budgetary allocations for education in slum areas, and greater engagement with local communities. Moreover, international human rights mechanisms must be leveraged to hold states accountable for their failure to provide quality education to all children, regardless of their socio-economic status.

Education is not just a legal right but a moral imperative. It is the key to unlocking all other human rights and ensuring a future where every child, regardless of where they live, has the opportunity to reach their full potential.

WHITE BLACK
LEGAL