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Dear Delegates,

I am enormously proud to be able to welcome you to the UNESCO committee, my name is Sebastián Camacho, I am in the sixth semester of high school and I have the honor of being the president of this wonderful committee, and of being able to have the opportunity to meet you and talk about these important topics.

In 2019 I was a delegate as you are now, and it has been one of the best academic and personal experiences I have ever had, I received an award for the best delegate, and it was a wonderful experience.

Being a part of this event now the president of a committee is incredible and a great honor for me.

I would like to express that I am beyond excited about this new experience on this committee, my advice as president of the committee and as a friend is that you enjoy every moment that you spend within this event.

You are the people who should be concerned about the issues that affect the world and seek a solution to make a change in the world, I am proud of all of you for taking this committee as a responsibility and trying to make the world a better place.

Best regards,

Sebastián Camacho

President of the UNESCO Committee



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INTRODUCTION

UNESCO's mission is to contribute to the building of a culture of peace, the eradication of poverty, sustainable development, and intercultural dialogue through education, the sciences, culture, communication, and information.

EXPLANATION

Literacy is a key skill and a key measure of a population's education. In this entry, we discuss historical trends as well as recent developments in literacy.

HISTORY AND PRESENT

From a historical perspective, literacy levels for the world population have risen drastically in the last couple of centuries.

While only 12% of the people in the world could read and write in 1820, today the share has reversed; only 14% of the world population, in 2016, remained illiterate. Over the last 65 years, the global literacy rate increased by 4% every 5 years- from 42% in 1960 to 86% in 2015.

Despite large improvements in the expansion of basic education and the continuous reduction of education inequalities, there are substantial challenges ahead. The poorest countries in the world, where basic education is most likely to be a binding constraint for development still have exceptionally large segments of the population who are illiterate.

“STRATEGIES AND RESOURCES TO IMPROVE LITERACY RATES”

National and international studies reveal that significant numbers of adolescents and young adults do not adequately understand complex texts, impeding their school success, access to postsecondary learning, and opportunities within our increasingly competitive work environment.

TIME TO READ OUT LOUD

Reading out loud "exposes children to a positive reading role model, new information, the pleasures of reading, rich vocabulary, good grammar, a broader variety of books than they'd choose on their own, richly textured lives outside their own experience".



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HARNESSING THE POTENTIAL OF ICT FOR LITERACY

"Literacy is a foundation indispensable that allows young people and adults take advantage of opportunities learning at all stages of the continuum educational."

To begin with, we must tell you what ICT or information and communication technologies are: They are technologies that use computing, microelectronics, and telecommunications to create new forms of communication through technological and communicational tools, this with to facilitate the issuance, access, and treatment of information.

ICT types

Information and communication technologies can be classified into three categories:

Networking

They are the communication systems that connect various computers and are made up of users, software, and hardware. Its advantages include sharing resources, exchanging and sharing information, homogeneity in applications, and greater effectiveness.

Terminals

They are the access points of people to information, some devices are the computer, the Internet browser, operating systems for computers, smartphones, televisions, and video game consoles. One of the great benefits that this type of ICT has allowed is global access to information.

ICT services

This type of technology offers different services to consumers, among which email, information search, electronic administration (E-administration), electronic government (E-government), electronic learning (E-learning), and others better known as online banking and electronic commerce.

LITERACY AMONG PEOPLE WITH DISABILITIES

We all know that, despite the new technologies, people with disabilities still have a weak hand when it comes to literacy. This is due, among various reasons, to the fact that the tutors are not in a position of sending them to a special school, or there is simply no such school near them, or because the people around them do not want to bother with their education either out of ignorance of their conditions or for other reasons, etc. Considering that people with disabilities make up about 10% of the world's population, establishing adequate schools for these people would increase not only literacy rates globally but also those of literate disabled people.

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Statistics on literacy rates among people with disabilities are limited. More research is needed on literacy rates among people with disabilities to begin creating strategies. In the meantime, here are some things to keep in mind when teaching children with disabilities:

- Notice what they are good at.
- Ask (and listen to) they and their family if you have questions.
- Teach them interesting stuff in ways they can understand.
- Listen to what their behavior is saying.
- Help them make friends.
- Believe they can be something great when they grow up.

	ADULT ILLPHABETS (IN MILLIONS)				ILLITERACY RATE (%)				DECREASE 1970-2000 (%)
	1970	1985	1990	2000	1970	1985	1990	2000	
WORLD TOTAL	8901	9651	9626	9420	38.5	29.9	26.9	22	-16.5
Developing countries, including:	8423	9081	9206	9185	54.7	39.4	35.1	28.1	-26.6
South Sahara Africa	1150	1336	1388	1468	77.4	59.1	52.7	40.3	-37.1
Arab States	497	586	611	658	73.5	54.5	48.7	38.1	-35.4
Latin America and the Caribbean	430	442	435	409	26.2	17.6	15.2	11.3	-14.9
East Asia	3241	2973	2810	2337	46.8	28.7	24.0	17.0	-29.8
South Asia	3023	3744	3973	4370	68.7	57.5	53.0	45.9	-22.8
DEVELOPED COUNTRIES	478	570	420	235	6.2	6.2	4.4	2.3	-2.3

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WHAT COUNTRIES DO WITH LITERACY RATES

Literacy statistics continue to play an important role in educational policy and development planning. Analysis of global illiteracy rates by region is useful for identifying the populations most in need and recognizing regional trends and disparities.

Although the difference between the illiteracy rates of industrialized countries and those of developing countries is large. The fact is not surprising considering the history of schooling in these regions. In most industrialized countries, schooling has been compulsory for more than a hundred years, while in developing countries the establishment and expansion of a school system have only occurred in the last thirty or forty years, and in many regions, access is still limited.

In most of these countries, rates in rural areas are more than twice as high as in urban areas. The importance of this statistic is fundamental, especially when it is considered that in many of these countries the rural population is a vast majority concerning the urban population. Its implications when it comes to planning literacy campaigns and adult literacy programs, as the density of the illiterate population can have a significant influence on the choice of language, the recruitment of teachers, and the concentration of effort. On the other hand, given that illiteracy in developing countries is a predominantly rural phenomenon, it will be particularly difficult for educated urban elites to reduce it, which will continue to contribute to maintaining the gap that has long separated them from the mass's centuries ago.

The problem of low-level literacy in countries like the United States, Canada or France is largely due to the presence of many minority populations who immigrated with little schooling or who dropped out of school before reaching sufficient literacy. These minorities tend to be concentrated in large urban areas, which explains why illiteracy rates have reached higher levels there than in rural areas.

In developed countries, almost all children reach the fourth grade. In the Arab States and East Asia, the percentages are 9.3 and 78% respectively for those who started in 1986, which is an improvement compared to the 1975 figures. In Latin America and the Caribbean, South Asia, and Africa south of the Sahara. Survival rates are much lower: 35-45% of students in these regions do not reach the fourth grade. Furthermore, almost 30% of children in Latin America and the Caribbean, and South Asia, and 20% of children in Sub-Saharan Africa are barely reaching second grade.



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QUESTIONS A RESOLUTION MUST ANSWER:

- 1.- Is it correct to set aside an amount from the government budget for the studies of people with disabilities?
- 2.- What are the strategies that your country implements regarding the education of people with disabilities?
- 3.- What do you think of inclusive classrooms?
- 4.- What attitudes do you think should be adapted in an inclusive classroom?
- 5.- What kind of resources does your country have for these people?
- 6.- Do you think it is correct to include students with disabilities in classrooms? What are the advantages? What are the downsides?
- 7.- Do you think they should include a subject to teach disabled people in the career of teachers?
- 8.- Do you think that hand sign language should be a curricular subject in school?
- 9.- How much does your country have support for families with members with disabilities?
- 10.- What kind of programs should be put in place for the literacy of students with disabilities?



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