

KIMUN WORKSHOP: 2024 Middle School English Committee

Committee : United Nations Educational, Scientific and Cultural Organization (UNESCO)

Agenda : Reducing illiteracy rate in developing countries

1. Committee Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is one of the United Nations (UN)'s specialized agencies. The organization is responsible for promoting international cooperation in education, science, culture, communication and information, with the overall purpose to contribute to peace and security. UNESCO began in November of 1945, as countries were seeking means to rebuild their education systems after the end of World War II. In 1942, the governments of European countries, confronting the Nazis and its allies, hosted the Conference of Allied Ministers of Education (CAME). Their main purpose was to rebuild the education system in the global society as peace was restored with the end of World War II. As CAME brought out a universal character, new governments, including the United States, joined in. This led to the convention of a United Nations Conference for the establishment and development of a cultural organization. The forty-four country representatives present at that conference decided to create an organization to embrace genuine culture of peace, and the organization is known as UNESCO today. There are currently 194 member states, with more than 2000 people working in 53 regional offices.

UNESCO emphasizes the importance of the right to education as it brings sustainable development, attracts greater participation in the labor market, improves child and family health, reduces poverty, and expands the individual's life opportunities. For such reasons, UNESCO has been working to reach the vision of literacy for all since 1946. The programmes in UNESCO contribute to the achievement of the Sustainable Development Goals defined in the 2030 Agenda, adopted by the UN General Assembly. UNESCO has been hosting summits and forums with various stakeholders to take action all together in ending the education crisis and rebooting the education system. In compliance with the annual General Conference, UNESCO has promoted documents on the positive strategies on Youth and Adult Literacy. Institute for Lifelong Learning (ILL), one of the diverse programmes UNESCO has developed, aims to strengthen member states' capacities in building effective policies and systems, harmonious with Sustainable Development Goal 4.

Agenda : Reducing illiteracy rate in developing countries

2. Historical Background and Status Quo

'Literacy' is not merely considered as a set of reading, writing and counting skills, but is now recognized as a method of identification, interpretation, comprehension, communication, and creation. Such skills are not a single action matter, but rather a continuum of learning throughout life. Under recent circumstances of an increasingly digital, text-mediated society with a global information highway where access to information is widespread and rapid, literacy has become a stronger requirement for survival and to get along with others without any inconvenience. The concept of 'literacy skill' itself is also expanding as people engage with a broader scope of information and utilize digital technology more frequently. Education is a basic human right that allows people to minimize the given conditions that lead to bigger inequalities and ensure sustainable development. The right to education with proper quality is already rooted in the Universal Declaration of

Human Rights and the international legal instruments, which are mostly the results of the works made by UNESCO and the United Nations.

The importance of literacy is beyond the right to education. It expands the capabilities of each individual's life by increasing participation in the labor market, reducing poverty, and so forth. Women empowered by literacy have higher potential on overall all aspects of development since they have widespread choices for their lives, which gives a positive ripple effect on the health and education of their families as well. Girls without education are more likely to be forced into marriage at an early age or experience physical or mental abuse from spouses. With proper education, they primarily gain the ability to make informed choices. Girls will comprehend the rights they possess, have a greater sense of what is needed to develop their health and well-being, and achieve their full potential with more opportunities to be employed. Not only as an individual, but the country's economy itself can also be swayed by the literacy rate, since it affects the growth in female labor force participation. The global labor force participation rate for women is just over 50% while it is over 80% for men. The primary reason for this distinction is due to women's inferior income opportunities compared to men. A key determinant for market wage is the quality of a human capital, which is most notably their knowledge and education, and labor force experience. Although the cause of women's inferiority in such criteria is a complex result of religious, ideological, economical backgrounds and industrial structure, the increase and support for the increase in female education will bring an adequate leverage for more females to take part in the labor market. With sustainable education and skills, the income gap between men and women is likely to decrease and women will have the opportunity to increase their quality as a human capital.

Education helps the entire human right and life quality of children as well. Young children step into child labor due to the poverty and lack of financial affordability they face. Children's participation in the labor market is volatile and such a phenomenon should be eliminated at any cost. The majority of child labor in developing countries result in child abuse, exploitation or improper, insufficient salary. A large proportion of children in labor are excluded from education and those who get to attend school struggle to balance the demands of education and their work. The biggest concern is that the life opportunities and future jobs for such children in the future will be seriously impeded. As education changes not only the knowledge of an individual, but the opportunities and methods of each individuals' life, religious, economic, political and other factors leading to the barricade of education should be in big consideration.

Despite the globally concerted efforts in global conferences, statistical data, and programs, around 763 million youth and adults still show a lack of basic literacy and numeracy skills. Fast-changing global society hampered literacy progress and widened the inequalities across world regions, countries, and populations. As developed countries act as the main pillar of global development, the gap between developed countries and developing countries inevitably continues to increase. Worldwide, around 244 million children are still out of school for social, economic, or cultural reasons, most of whom live in developing countries. In low and middle-income countries, the share of illiterate 10-year-old children, those who cannot read nor understand a simple text, increased from 57% in 2019 to around 70% in 2022. The primary reasons are because the overall population growth rate has increased more rapidly, compared to the increase in education rate, and since the increase in education rate is biased towards countries in the developed countries and not the developing countries. With such reasons, improving the current education system and considering diverse actions to change the current education status quo is an urgent matter.

3. Main Discussion Points

1) Lack of Education Infrastructure

The term 'developing' in a developing country means that such countries should actively take stances to help themselves grow economically and socially. However, with the prevalent problem of illiteracy, achieving such goals is given huge roadblocks. One of the biggest concerns regarding illiteracy rate in developing countries is that the quality of educational infrastructure and materials is considerably poor. Many school buildings are damaged and curriculums are mostly focused on theoretical knowledge and rote learning. The total enrollment in the primary school itself is relatively high, but the rates of absenteeism and dropouts are as high as well, which invalidates the entire purpose of education. Retentions are currently low because there isn't an adequate supply of high-quality instruction materials. The lack of investment in school facilities is often due to the negligence of governments around the world. Governments are reluctant in actively solving such issues as educational funding for citizens is costly, and is also considered a secondary matter compared to funding for military and peace-and-order.

Multiple out-of-school factors also result in low literacy levels in developing countries. Families with low income do not have the ability to provide the cost of tuition. They prefer their children to work and earn instead of receiving an education. This relation between opportunity costs and direct costs gives a deterrent effect on the act of going to school. Such urgency of in dire need of money leads to a higher rate of child labor, which forms a vicious circle of lack of education to future generations.

2) Girls' and Womens' literacy

Of all illiteracy rates, female illiteracy rates are particularly higher. Girls and women continue to remain as a minority in the education field in numerous countries. According to GlobalData, 95% of the world's illiterate people live in developing countries, and around 70% of those are women. The World Bank also states that more than 90% of women are women to education faces barriers in several factors such as culture, economy, and pilliterate in Sub-Saharan countries such as Niger and Burkina Faso. The access of girls andatriarchy, especially in developing, or underdeveloped nations that results in severe gender disparity. In particular, after reaching post-primary levels of education, a myriad of girls tend to drop out of school. Girls in developing countries encounter marriage and pregnancy at an early age, and violence in and around schools is also a cause. Negative perceptions that discourage girls from going to school still exist today as well. Although modern-day movements have given change in cultural thinking and reduced the number of girls being turned away from schools, a number of regions nevertheless face a lack of gender sensitivity. In order to increase the level of literacy rates for girls, oppressive atmosphere deriving from excessive patriarchy should be eliminated. Only when gender sensitivity is improved can it lead to higher literacy rate of girls and women. Literacy rates can indicate the level of gender equality in a society. Inclined literacy rates as of proper, systematic, quality education can decrease gender disparities and also contribute to Sustainable Development Goal 5, gender equality.

3) Digital literacy

Digital literacy, according to UNESCO, is the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for better quality of life, employment, decent jobs and entrepreneurship.

With modern society exposed to numerous technological systems, and as the utilization of technical materials become taken for granted, the ability to analyze and comprehend languages digitally is being considered as important as knowing how to read and write. Digital literacy includes various skills such as computer literacy, ICT (Information and Communication Technology in education) literacy, information literacy and media literacy. Such skills aim to empower people to engage in a critical mindset when they are dealing with digital technologies. Possessing sufficient skills in digital literacy lets people not only prosper academically, but also socially interact and personally protect themselves as well.

The usage of digital devices such as computers, tablets, internet platforms have become prominent in primary education systems even in developing countries. Many of the standardized exams and assessment procedures are conducted online as well. With lack of digital literacy, individuals will face hardships in focusing on their necessities and may feel uncomfortable when dealing with numerous online platforms. With universal technology, people are confronted with a great deal of information in different types of formats. In such situations, critical thinking skills that lead one to search, sift, differentiate and apply such information are more than necessary. Competence in digital literacy brings out the necessary critical thinking skills. Today, Digital literacy is not a differentiated term from ordinary literacy anymore. As behaviors online requires the same skills of comprehension, communication as well as judgment similar to face-to-face communication, and rather connects and improves the whole range of literacy, digital literacy is a core element overarching our digital identity and wellbeing.

From all the utilizations in technology in recent years, those with and without digital literacy are forecasted to have a clear difference in their future life paths and the quality of the society they interact with. Moreover, digital literacy impacts significantly throughout ones' life ranging from basic communication to profound education, thus, it should be one of the core topics to be discussed in-depth.

4) Illiteracy rate and the economy

Illiteracy rates vary with income levels and employment rates. Literacy rate increases along with a healthy economy. According to the World Bank, illiteracy in low-income countries is almost three times as high as in lower-middle and upper-middle income countries. Regions with higher illiteracy rates tend to have lower GNP per capita and a higher pupil-teacher ratio than regions with lower illiteracy rates. Illiteracy rates and economic development have a deep correlation as literacy rate indicates the level of human capital and productivity potential. Illiteracy means one may lack the skills required to manage finances, take on the necessary tasks to live and harmonize with the community or apply for a job that allows one to live over the poverty line. Therefore, it is almost impossible for people with low literacy to obtain jobs that pay sufficient amounts for a living wage. It's a life-long obstacle for those people to live a hand-to-mouth life. Their possibility of getting a raise or being promoted is low, which means their job mobility is always limited without literacy.

It's not only about what and how they could earn that matters. If a person gains sufficient literacy skills, they obtain more options in life. Literacy gives you the opportunity to learn about a more widespread path of life and a broader chance to choose from when considering an occupation. As individuals gain the ability to improve their individual value and develop their interests, this will eventually overall boost the economy and global competitiveness. It's one of the basic conditions that needs to be achieved for better quality of life. According to Barbara Bush Foundation, United States' non-profit organization

supporting literacy as a fundamental to the success of both families and the US economy, getting all American adults into Level 3 literacy on Organization for Economic Co-operation and Development (OECD)'s assessment program called Programme for the International Assessment of Adult Competencies (PIAAC) would generate around \$2.2 trillion in the annual economic activity. Level 3 in PIAAC is considered simply the minimum level of literacy required in our society, but it gives a considerable boost to the entire economy. A healthier economic environment for developed countries could bring out the achievement of SDGS 8, decent work and economic growth as well as SDGS 4, quality education.

4. Past Actions and Relevant Documents

1) 2030 Agenda for Sustainable Development

In September 2015, the United Nations(UN) adopted the Sustainable Development Goals(SDGs) based on the five main pillars: People, Planet, Prosperity, Peace, and Partnership. This agreement involved all 193 United Nations member countries and consists of 17 Goals and 169 Targets. These targets take on different forms depending on the development stage of each country. From the year 2016 to 2030, each country is required to report on its progress in implementing the SDGs every July during the UN General Assembly. Additionally, every four years, there is a summit for world leaders to review the implementation system. The 17 Goals are not simply a list of 17 areas. They represent a comprehensive framework for understanding administrative needs and establishing priorities for these goals through the participation of local communities. The way these goals are utilized and applied is crucial. Each goal emphasizes the importance of interlinkages between goals, collaboration among relevant departments, and cooperation with civil society. In other words, achieving these Goals underscores the significance of effective collaboration and communication among relevant departments and organizations.

The main focus of this topic is SDG 4 which aims to ensure quality education and opportunity for all. Before the establishment of the SDGs, the international community's development goal, the Millennium Development Goals(MDGs), also presented a similar goal of 'achieving universal primary education.' However, the current SDG 4 addresses the accessibility of education in a more comprehensive manner. It is because it also guarantees the right to education for adults, aiming to ensure that everyone, regardless of age or gender, receives adequate education for societal development. Providing quality education and expanding accessibility is a direct factor in enhancing individuals' social contributions and the resultant socio-economic fluidity. This makes it a critically important sustainable development goal. Therefore, SDG 4 is considered a critically significant SDG. In order to achieve SDG 4, India has implemented several key programs and policies. For instance, the 'Right to Education'(RTE) mandates free and compulsory basic education for children aged 6 to 14 years. As a result of these efforts, the national enrollment rate in primary education in India has significantly increased. However, even with the existing measures, issues such as the quality of education and the expansion of accessibility have not been completely resolved. Considering developing countries, long-term and sustained efforts are necessary to achieve SDG 4.

2) International Literacy Day(ILD)

International Literacy Day (ILD) is a global event held to spread awareness among the public about the necessity of literacy as a matter of dignity, human rights, and sustainable society. It is held annually to contribute to accelerating progress towards achieving SDGs 4 on education and lifelong learning. The theme for ILD 2023 was

"Promoting Literacy for a World in Transition: Building Foundations for a Sustainable and Peaceful Society." Currently, there are two UNESCO International Literacy Prizes within UNESCO. The UNESCO King Sejong Literacy Prize was established in 1989 with the support of the Government of the Republic of Korea. It recognizes individuals and organizations that have contributed to literacy eradication in the international community. This year's awardees are 'Himalaya Literacy Network,' a Pakistani educational project for nomadic children, 'Graphogame,' a Finnish literacy enhancement learning platform, and 'Snapplify,' a South African e-library project company. The 'Himalayan Literacy Network' is a non-governmental organization that operates tent schools and supports the primary education curriculum for children of nomadic tribes in the southern Himalayas. It has played a vital role in providing educational opportunities for over 2,000 children in the region. 'Graphogame' created a learning game platform for children with dyslexia and has reached 5 million users as of 2022.

Another literacy prize is the UNESCO Confucius Prize for Literacy. Established in 2005 with the support of the Government of the People's Republic of China, the award recognizes individuals, non-governmental organizations, and institutions for their contributions. These entities have contributed to the eradication of illiteracy, particularly among adults in rural areas and out-of-school youth, especially women and children, through the use of technological literacy and technological environments.

3) Capacity Development for Education(CapED)

The Capacity Development for Education Program(CapED) is a global initiative active since 2003, focusing on the 20 least developed countries, including Sudan, Palestine, and Nepal. CapED collaborates with international partners, such as the World Bank, particularly in educational statistics and education management information systems, and leverages UNESCO's technical expertise. The program provides the necessary capacities to achieve national education priorities that reflect internationally agreed goals, thereby ensuring inclusive and equitable quality education for all. Through CapED, countries are supported in developing new robust education policies, gender-sensitive education, and gaining better access to high-quality education personnel and vocational training. Over two decades of long-term efforts, the contributions of CapED are showing significant results. In Madagascar and South Sudan, the increase in learners enrolling in technical and vocational education and training is leading to a significant increase in the Democratic Republic of Congo(DRC)'s education budget. In Mali, there has been an increase in girls performing better in science, technology, engineering, and mathematics. In Lao PDR, there has been an increase in children under 5 years old enrolling in early childhood education. In Uganda, the student-to-teacher ratio has decreased, leading to a better educational environment.

4) Literacy Assessment and Monitoring Programme(LAMP, UNESCO)

LAMP is a basic tool for the implementation and policy development of UNESCO's Literacy Initiative for Enhancement (LIFE) program. LAMP aims to help achieve literacy growth for developing countries, especially women. It provides resources to build LIFE's implementation plans and adult literacy programs. LAMP provides the necessary information to efficiently implement literacy programs, such as policy planners and investors interested in improving literacy rates and overcoming literacy rates, among other things. For example, LAMP distinguishes literacy rates into a total of five levels. Level 1, which is the degree to which the label on a bag cannot be read and the correct dosage, is the lowest level, and Level 5, with the ability to use advanced information processing techniques, is the highest,

and standards for each level are given. LAMP also differentiates reading fluency into five parts, providing a measure of where it is lacking and outstanding. The LAMP's efforts have made it relatively easy for governments, organizations and organizations to access the information they need when they have the goal of increasing overall educational conditions, reducing gender inequality, and alleviating poverty.

5) Skill Towards Employment and Productivity(STEP, World Bank)

The World Bank's Skill Measurement Program (STEP) was the first program to plan and implement standards for measuring skills in low and middle income countries. 'Skill' or ability is the key aspect of this program. Through the continuous efforts of international organizations and organizations such as UNESCO, more people are attending school and receiving education compared to the past, but STEP argues that educated individuals are not capable of differentiating the types and characteristics of skills, and what office work to use appropriately. In the case of companies, it is natural to value the abilities of workers, but it is unclear as to what skills are necessary for which departments and tasks. STEP portrays 'skill' as essential for efficient national growth and job creation. Therefore, the types of skills are categorized into three areas and the characteristics of skills were also analyzed. It provides data on the skills requirements of the labor market, the reverse linkage between skill acquisition and educational achievement, personality and social background, the reverse linkage between skill acquisition and standard of living, inequality and poverty reduction, and the reverse linkage for social inclusion and economic growth. The STEP program includes furniture-based and employer-based surveys. As this skill measurement system is established and it is possible to evaluate the objective level of the curriculum each individual has learned, it has a more direct effect on fields such as labor and employment.

6) Programme for the International Assessment of Adult Competencies(PIAAC)

The Program for the International Assessment of Adult Competency (PIAAC) is an assessment and analysis program on adult technology under the OECD. The main survey conducted as part of the PIAAC is the Adult Skills Survey. The survey measures adults' proficiency in processing skills, literacy, numeracy, and problem solving and collects information and data on how adults use technology at home, at work, and in the wider community. The international survey is conducted in more than 40 countries and measures the key cognitive and workplace skills that an individual needs to be part of the society and for prospering economy. PIAAC conducts the survey every 10 years. There were three rounds of information collection in the first cycle, which ran until 2018, and the survey is being conducted from the second cycle, when the final results will be published in 2024. The survey evaluates each participating country's ability to solve problems on a computer or paper, and collects information on how technology is used in the context of communities, work, and at home. This survey provides a comparative analysis of technology formation systems and their results, as well as international benchmarking of adult technology. Repeated surveys will reveal developments in key aspects depending on the country.

5. Possible Solutions

1) Improvement of teacher issues

The primary issue with low educational levels in low-income countries is not just the absence of school education, but also the lack of actual learning despite attending school. The World Bank's World Development Report (WDR) annually highlights that being in school does not equate to learning. The reasons for these educational challenges are broad, but notably include issues related to teachers. A significant number of teachers in developing

countries lack qualifications, and there is also a general shortage of teachers. Many of these teachers have not completed proper educational training themselves. For instance, in Bihar, Northern India, only 11% of all public school teachers could solve a division problem involving a three-digit number by a single-digit number and explain the process. Consequently, students under such unqualified teachers fail to receive adequate quality education. The absolute shortage of teachers is an even more urgent issue. Due to the lack of teachers, many schools and classrooms in developing countries have a high student-teacher ratio. In Ethiopia, despite a 2.4% increase in the teacher recruitment rate in recent years, the average primary school classroom still has about 64 students per teacher, indicating severe overcrowding. The World Development Report states that approximately 17 million teachers are needed by 2030 in Sub-Saharan Africa alone to achieve universal primary and secondary education for all children. This situation underscores the critical need for more qualified teachers and improved educational infrastructure in developing countries to ensure effective learning.

The challenges with teacher quality and quantity in developing countries are indeed complex and not easily resolved. To increase both the quality and quantity of teachers, higher institutions like education boards and governments need to establish proper systems and address the issues currently plaguing teacher unions. However, in certain developing countries like Mexico and Egypt, there are significant obstacles to facilitating change within teacher unions, and the misuse of financial support due to corruption is severe. A considerable portion of these countries' education budgets never reaches the intended beneficiaries, the students, but is instead diverted to those controlling the system. Because financial support is not properly utilized for educational program development and student benefits, the return on investment in terms of educational development is minimal. Additionally, the governments and specific bodies established between them and certain unions in developing countries are perpetuating a cycle of policy negligence and corrupt systems. To ensure quality education, government officials and education leaders must examine what can be done to consistently produce high-quality teachers. It's also crucial to create conditions that encourage these quality teachers to remain in the field. This comprehensive approach includes addressing systemic issues like corruption, improving teacher training and support, and ensuring that resources reach their intended destination - the students and their learning environments.

2) Technological innovations

In the era of the Fourth Industrial Revolution, effectively utilizing technology for education can significantly contribute to eradicating illiteracy, especially with the prevalence of technology-based jobs in the workplace. Modern software and devices can help overcome issues faced by developing countries' education systems, such as poor curricula and inadequately qualified teachers. Enhancing individual teachers' educational abilities is also a crucial long-term process for combating illiteracy. Employing technological innovations and electronic devices in education proves to be a highly efficient method for achieving this.

In developing countries, the expected impact of technological innovation is anticipated to be greater, considering the existing lack of technological resources. While advanced countries with a higher population of literate and basically educated individuals require more sophisticated and high-quality information technology, developing countries prioritize providing basic education to a larger number, making it easier to establish education systems and programs. The Tusome program, integrated with Global Positioning

System (GPS) in tablets, helps track whether teachers are present at school, thus reducing unauthorized absences. One Billion Learners, a UK-based non-profit, developed interactive software tested in 150 remote, school-less villages in Tanzania. Using solar-charged tablets, children engaged in simple reading, writing, and problem-solving activities. Participants showed more enthusiasm and confidence in learning through this technology. Utilizing digital technology in literacy programs for children, youth, and adults is expected to positively affect their access to and the quality of literacy.

However, for technological innovation, support in technology, expertise, and resources from developed countries is essential. According to a study by the Brookings Institution, a US think tank, the educational gap between developed and developing countries spans a staggering 100 years. There's also a significant disparity in the duration of school education received. While the average schooling period in developed countries is 12 years, it's only about 6.5 years in developing countries. To reduce this vast difference, many governments and organizations are distributing digital educational materials. Yet, most of these technology-based educational methods are developed and produced in developed countries. Without their support, the solution of leveraging technology could remain a limitation for developing countries. Achieving the goal of eradicating illiteracy requires global cooperation, especially as the issue of illiteracy is more prevalent in developing countries. The support of international organizations and developed countries, where technological innovation is more advanced, is crucial.

3) Activation of partnerships between governments, public and private organizations

With the widespread adoption and universalization of Information and Communication Technology (ICT), the concept of literacy in the 21st century has expanded. Until a few years ago, the level of technology required by traditional literacy improvement programs was not very high, posing no significant constraints even for less technologically advanced developing countries. However, the importance of the ability to conduct remote education has become more pronounced with the suspension of face-to-face classes due to COVID-19. Communities unable to conduct or lacking the capability for remote learning face not only a technological gap but also a rapidly widening educational gap compared to areas with established ICT infrastructure. Literacy enhancement programs by governments and NGOs can alleviate the disadvantages faced by groups marginalized due to regional, economic, and cultural status, providing them with educational opportunities. Therefore, to activate, concretize, and universalize such educational programs, international partnerships between governments and NGOs are necessary. Some public schools in specific countries are unable to provide adequate education due to financial constraints, despite being public institutions. Schools facing such challenges are expected to significantly contribute to improving the quality of education and reducing illiteracy through collaboration with non-governmental organizations (NGOs) and government bodies. NGOs play a particularly important role in the field of education. Each NGO can focus on its specialized area or niche, allowing them to address details in realms that are difficult for governments to manage. This is especially true in conflict zones or areas with anarchy, where humanitarian and technical resources and support from NGOs targeting specific sectors can be more directly and effectively delivered. For instance, the Literacy Initiative for Enhancement (LIFE) project, implemented through a partnership between UNESCO's Education Above All Foundation and NGOs, is developing a legal and technical framework in Iraq to enable more efficient

collaboration between the education authorities and NGOs. The Iraqi government received support through this for developing national strategies to eradicate illiteracy and other operational plans. UNICEF, a UN agency promoting children's rights, urges governments and education stakeholders worldwide to commit to foundational learning actions that ensure all children, including the most marginalized, can realize their potential and participate in society. This global approach underscores the vital role of international collaboration and NGO involvement in advancing educational quality and access for all children.

6. Key Terms

Sustainable development goal 4 : quality education: Quality education is the 4th goal of the UN Sustainable Development Goals(SDGs). It has specific objectives to ensure inclusive and equitable quality education for all and to enhance lifelong learning opportunities. The Millennium Development Goals (MDGs), which were the international development goals before the establishment of the SDGs in 2015, also presented and implemented a similar goal of 'achieving universal primary education'. However, while the focus of the MDGs was limited to primary education, Goal 4 of the SDGs encompasses a more comprehensive category. It also pays attention to education from preschool to post-primary levels and emphasizes the pursuit of lifelong learning through means such as improving access to education, technical education, and vocational training. Additionally, it ensures the elimination of gender disparities in education and guarantees access to education for vulnerable groups.

Global Learning Crisis: Currently, the overall accessibility to school education worldwide has increased. However, the term "Global Learning Crisis" is being used to describe how the learning outcomes in some developing countries are remaining low. The statement conveys the seriousness of the current situation where many children worldwide fail to meet the age-appropriate expectations within their national education systems. Due to COVID-19, this learning crisis has been further exacerbated. In fact, almost all developing countries are lagging behind in their education. So, it emphasizes the need for global efforts to directly address the learning crisis.

Universal Primary Education(UPE): Universal Primary Education(UPE) is an international goal set in 2000 for children to complete primary school education. This includes both boys and girls worldwide. The Net Entry Rate (NER) is a selected indicator to measure the achievement of UPE. It reflects the proportion of children of official primary school age who are currently enrolled in school. The values of NER can range from 0% to 100%. If the NER is 100%, it means that all eligible children are enrolled in school. And if a country maintains that level over time, it also implies that all enrolled children are completing their education.

Millennium Development Goal(MDG): The Millennium Development Goals(MDGs) were established in 2000 following the adoption of the United Nations Millennium Declaration at the UN Millennium Summit. These goals consist of eight international development objectives to be achieved by 2015. Based on the OECD DAC International Development Goals agreed upon in the "Formation of the 21st Century Strategy", the SDGs were established in 2016 as a successor to the MDGs.

Digital Literacy: Literacy refers to the ability to read, understand, and write. Digital literacy extends this concept of literacy to include the understanding and proficiency in using digital technology. In modern education systems, the influence of mass media has become strong,

leading to the emergence of the concept of media literacy. As literacy is closely linked to the fundamental rights of citizens and is considered a highly important value, digital literacy has also become a necessary and significant skill. By possessing digital literacy, individuals acquire the ability to communicate with others within digital media and to critically receive messages conveyed by the media. Thus, bringing safety and convenience to daily life.

7. Associated Organizations

1) International Literacy Organization(ILO)

The International Literacy Association(ILA) is a specialized organization with a mission to connect research and practice to continuously enhance the quality of literacy education worldwide. ILA comprises over 300,000 literacy educators, researchers, and experts from more than 128 countries, supporting literacy professionals and educators worldwide. ILA advocates for the belief that all children should have the opportunity to realize their potential at all levels, participate in, and contribute to their communities. For over 65 years, ILA has established standards for how literacy is defined, taught, and assessed, as well as published research on these topics. They have created and disseminated evidence-based resources for educators and have provided influential professional development and learning experiences. Through these efforts, ILA aims to provide equitable access to education, opportunities, and resources with the goal of empowering children to become global citizens who contribute to society.

2) UNESCO Institute for Lifelong Learning(UIL)

UNESCO has established the UNESCO Institute for Lifelong Learning (UIL) to advance global literacy efforts and contribute to the challenges of promoting literacy worldwide. UIL serves as one of UNESCO's seven education sectors and functions as the Secretariat for the Global Alliance for Literacy(GAL). GAL is a coalition of 30 countries dedicated to improving youth and adult literacy. It is also unique within the UN system as it is solely dedicated to lifelong learning. It provides financial and policy support to countries and individuals in regions around the world where there is a lack of basic literacy and numeracy skills. One of the key priorities for UNESCO and UIL is education on the African continent. Hence, UIL specially focuses on the youth and adults in Africa, providing support for policies and systems that facilitate lifelong learning pathways. UIL actively extends its support to developing countries where there is an urgent need for literacy education. This includes countries such as Nigeria, South Sudan, Haiti, and others. Additionally, UIL organizes conferences on adult learning, continuing education, literacy, and non-formal basic education. It also plays a role in promoting the implementation of UNESCO's key recommendations and agreements related to lifelong education. UIL not only works on improving national education systems but also strengthens partnerships with nonprofit organizations such as the Global Network of Learning Cities (GNLC) and the Global Alliance for Literacy (GAL). Through collaboration with these organizations, UIL is working on building databases related to education systems and conditions, ultimately expanding the implementation of lifelong education. Throughout, UIL leverages resources from all sectors to promote comprehensive learning from basic to higher education. UIL continuously strives to promote learning in households, local communities, and workplaces. It also expands the use of modern learning technologies and enhances the quality and excellence of learning. Thus, fostering a culture of lifelong social learning. As a result of these efforts, countries and

cities are enhancing social inclusion, economic development, cultural prosperity, and sustainable development.

3) United Nations International Children's Emergency Fund, UNICEF)

United Nations International Children's Emergency Fund (UNICEF) is an UN organization aiming for happiness of all children. UNICEF has a primary objective in supporting starving children in 156 nations suffering from poverty and contributes to emergency aid, nutrition, vaccination, and elementary education worldwide. There are 33 national committees established worldwide under local NGOs independently. Each national committee is raising money via private donations and partnerships with more than 6 million individual donors.

UNICEF works for rights and welfare of children all over the world under Convention on the Rights of Child and SDGs. Accordingly, the committee has carried out projects to ensure high-quality education for children, such as increasing the graduation rate of children in elementary, middle, and high schools between 2022 and 2025, and improving the equity of learning outcomes measured by the equity index. Moreover, UNICEF has strengthened access to education so that children living in marginalized and excluded areas can attend school, foster professional instructors, design quality education programs, and supply children with necessary school supplies so that they do not drop out of school under any crisis. In order to improve accessibility, the government improves the education system based on community monitoring, thus, it can overcome many existing education barriers such as gender, region, income level, and presence of disability. UNICEF works with the governments of each country to share information on children outside of school, and to enable more children to learn within the education system. To ameliorate children's academic ability, UNICEF is developing educational materials, training teachers, participating in community education, and actively collaborating so that the government can systematically evaluate each country's academic ability and implement education policies. In line with a healthy future and the flow of society, UNICEF also helps young people learn digital skills and skills to prepare jobs so that they can learn the skills they need.

8. Questions to Consider

- 1) What are the limits of current education curriculum?
- 2) How can you improve the educational qualifications of teachers?
- 3) What education policies are needed for adults who can't afford to go to school?
- 4) How should you deal with special occasions like exploitation of children or countries in conflict?

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