



American Model United Nations

United Nations Educational, Scientific, and Cultural Organization

UNESCO/II/4

SUBJECT OF RESOLUTION: Literacy

SUBMITTED TO: The United Nations Educational, Scientific, and Cultural Organization

SUBMITTED BY: Iceland, Turkey, Bosnia-Herzegovina, Denmark, Poland, Sweden, Spain, Romania, Greece

The United Nations Educational, Scientific, and Cultural Organization

1 *Affirming* the commitment put forth in the Millennium Development Goals and
2 the Dakar Framework for Action to achieve universal primary education,

3
4 *Convinced* that universal literacy is the first step toward universal primary
5 education,

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7 *Committed* to the spirit and goals of the United Nations Literacy Decade,

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9 *Acknowledging* the effectiveness of utilizing local individuals to provide literacy
10 education for their own community,

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12 *Recognizing* the importance of educating a community as a whole without regard
13 for age, ethnicity or gender,

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15 *Recognizing* that the content involved in literacy training and education is both
16 culturally sensitive and excludes ideologies,

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18 *Recognizing* that education at the community level should be free and equal,

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20 1. *Calls for* the training of individuals for the purpose of increasing basic literacy
21 skills at the community level with the goal of establishing self-sustaining literacy
22 education programs with a focus on the equal inclusion of females and males of all ages
23 and ethnicities;

24
25 2. *Seeks* the establishment of a free and equal universal literacy education program
26 which will coordinate new and existing resources at both the regional and local levels in
27 order to foster literate individuals with the capacity to provide literacy education and
28 training at the community level and which will include:

29
30 (a) A tiered training system of Literacy Education Training Sites (LETS) at the

36 regional, sub-regional and local levels, which will promote the use of local individuals on
37 as many levels as possible in the training of culturally appropriate teaching techniques.
38 The placement of these LETS will be determined by UNESCO on the basis of need,
39 population, geography and other relevant factors to be decided on a case by case basis.
40 These three levels will implement literacy instructor training programs in order to supply
41 literacy instructors at the community level, the fourth level. These training programs will
42 focus on pedagogical methods of literacy instruction.

43

44 (b) At the regional level, the LETS will consist of relevant educational
45 institutions, potentially including, but not limited to, NGOs, state and private
46 organizations and United Nations agencies, to be coordinated by UNESCO for the
47 purpose of recruiting and training volunteers to facilitate the transmission of literacy
48 education programs throughout the entire population.

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50 (c) At the sub-regional and local levels, those individuals trained at the respective
51 regional LETS will then train instructors to provide literacy education at the community
52 level. The use of sub-regional and local LETS facilitates greater access to literacy
53 instructor training programs in the face of potential geographic obstacles.

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55 (d) At the community level, instructors trained at the regional, sub-regional and
56 local levels will provide literacy education for the entire community;

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58 3. *Requests* that the executive board of UNESCO establish a system of continuous
59 assessment and oversight by which the regional LETS will periodically monitor and
60 report back to UNESCO general conference on the progress of sub-regional and local
61 LETS and community programs in order to reassess the effectiveness of programs at the
62 regional level, the aim of which will be to ensure the proper transmission of effective
63 literacy education training and self-sufficient community education programs.

Passed, Yes: 32 / No: 2 / Abstain: 2