



*American Model United Nations*  
**General Assembly Plenary**

GA/3/I/4

SUBJECT OF RESOLUTION: United Nations Literacy Decade: education for all

SUBMITTED TO: The General Assembly Plenary

*The General Assembly Plenary*

1        *Noting* the importance of literacy in economic development, political participation,  
2 and regional stability,

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4        *Encouraging* voluntary participation for a trial period from Member States in the  
5 program,

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7        *Noting* current data from Member States derived from prior literacy efforts,

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9        *Noting* the importance of upcoming Millennium Development Goals' deadline,

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11       *Emphasizing* the continuation of the goals of the expiring Millennium Development  
12 Goals,

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14       *Recalling* its resolution 56/116 of 19 December 2001, by which it declared the United  
15 Nations Literacy Decade, its resolution 57/166 of 18 December 2002, which affirmed the  
16 International Plan of Action for the United Nations Literacy Decade; and its resolutions  
17 59/149 of 20 December 2004, 61/140 of 19 December 2006 and 63/154 of 18 December  
18 2008,

19  
20       *Additionally recalling* the United Nations Millennium Declaration, in which Member  
21 States pledged that, children everywhere, no matter their gender, by 2015, will have  
22 access to equal education, requiring renewed support for education for all,

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24       *Noting* specifically the United Nations Literacy Decade resolution goal four, which  
25 states the importance in combating the illiteracy of women and girls and to ensure that  
26 girls and women have full and equal access to education and goal seven, which affirms  
27 literacy for all is at the heart of basic education for all and creating literate environments  
28 and societies is essential for achieving the goals of eradicating poverty, reducing child  
29 mortality, curbing population growth and achieving gender equality,

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31       *Emphasizing* the inclusion of all citizens within the Member States especially women  
32 and minorities,

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34       *Applauding* the successful Ustad Mobile program that enables Afghan students to

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35 access audiovisual programs with a curriculum in language, financial, cultural and health  
36 literacy as a successful targeted approach to modern literacy,

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38 *Noting* the success of the Delivering as One programme as a successful pilot program  
39 on researching the implementation of United Nations programs on a smaller States basis  
40 before implementing it globally,

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42 *Recognizing* that the current definition of literacy fails to consider all Member States'  
43 developmental situations,

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45 1. *Urges* the clarification of literacy as a three-tiered definition:

46 (a) Tier one is defined as a person who can demonstrate an understanding in reading,  
47 writing, and arithmetic that is related to his or her everyday life;

48 (b) Tier two is defined as a person who can engage in all activities in which literacy is  
49 required for effective functioning in her or her community and also enabling him or her to  
50 use reading and writing for his or her own and the community's development and well  
51 being;

52 (c) Tier three is defined as a person who can demonstrate extended comprehension in  
53 situations and conditions outside of their everyday norm;

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55 2. *Suggests* the creation of a basic assessment template that can be applied or adapted  
56 to each Member States individual needs which measures literacy that exceeds current  
57 literacy definitions:

58 (a) The assessment should reflect the tier that the nation is targeted to achieve based  
59 on past literacy performance;

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61 3. *Calls* for a regional observer to oversee the construction and implementation of the  
62 basic template;

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64 4. *Calls* United Nations Educational, Scientific, and Cultural Organization  
65 (UNESCO) to sponsor a voluntary rotating Conference for the Advancement of Global  
66 Literacy (CAGL) teacher summit;

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68 5. *Suggests* a three-year program to record and monitor the results and  
69 implementation of the conference in two years, followed by another global teacher  
70 conference open to all nationalities and genders;

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72 6. *Calls for* the transparent explanation of the basic template for literacy at the  
73 CAGL;

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75 7. *Recommends* the General Assembly consider the creation of pilot programs in  
76 smaller, willing Member States for the purpose of evaluation of individual programs in  
77 hopes of potential global expansion;

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79 8. *Recognizes* the correlation between transportation and successful education;

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81           9. *Suggests* the General Assembly create a committee to examine various NGO and  
82 Member State funds to create a safe and consistent form of transportation for isolated  
83 areas;

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85           10. *Notes* the importance of inclusion of special needs education;

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87           11. *Requests* the creation of an overseeing committee, composed of the regional  
88 overseers to coordinate the conference and its implementation and aforementioned efforts  
89 that would not infringe on individual state sovereignty;

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91           12. *Recommends* programs like Ustad approach and Delivering as One as examples  
92 of targeted approaches to reach tier one literacy and to progress to tiers two and three;

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94           13. *Urges* the Fifth Committee to allocate funds for these programs on the basis of  
95 universal education without the discrimination of any person listed under Article 2 of  
96 Universal Declaration of Human Rights.

Passed, Yes: 38 / No: 12 / Abstain: 16