



American Model United Nations

General Assembly Third Committee

GA Third/I/2

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

SUBMITTED TO: The General Assembly Third Committee

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2 *Recalling* that in the Universal Declaration of Human Rights, which states that
3 education shall be granted to everybody as a human right regardless of their race, gender,
4 language, and religion, which will be a tool to promoting tolerance among all nations,
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7 *Reaffirming* resolution 56/116 of 19 December 2001 in which the General Assembly
8 proclaimed the ten-year period of 2003-2013 the United Nations Literacy Decade,
9 towards the goal of Education for All,

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11 *Recalling* also the United Nations Millennium Declaration of 8 September 2000 in
12 which Member States vowed to ensure that, by the year 2015, children everywhere, boys
13 and girls alike, will be able to complete a full course of primary schooling,

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15 *Reminding* all Members States that December 2013 ends the United Nations Literacy
16 Decade and the goals within which still need to be achieved,

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18 *Reaffirming also* the second goal of the Dakar Framework of Action which ensured
19 that all children, particularly girls in difficult circumstances and those belonging to ethnic
20 minorities, have access to, and complete, free and compulsory primary education of good
21 quality,

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23 *Keeping in mind* United Nations Millennium Development Goal number 2, achieving
24 universal primary education,

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26 *Noting with satisfaction* the effort made by a large number of Member States towards
27 achieving a stable educational system benefiting their population, especially in rural
28 areas,

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30 *Noting with regret* the lack of international cooperation involved in United Nations
31 Literacy Decade,

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33 *Noting with deep concern* that 64% of illiterate people worldwide are women,

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Noting with concern the gap in adults literacy rate that have left many adults without

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35 a primary education and need for a teacher education,

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37 *Understanding* the important role that local governments and city population centers
38 have on literacy, in regards to individual sovereignty of Member States,

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40 *Fully aware* that the disparity in literacy needs to be addresses in both urban and rural
41 contexts,

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43 1. *Expresses* its hope that the United Nations Literacy Decade: Education for All goal
44 will be met on time;

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46 2. *Affirms* that sovereignty of Member States will be respected in this new process of
47 implementing a great educational system;

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49 3. *Further notes* the importance of the development of programs directed towards
50 secondary and adult education to encourage literacy in youth and adults who have not had
51 the opportunity for education by:

52 (a) Suggesting that community based literacy programs be implemented for youth
53 and adults or the purpose of promoting literacy on a local level;

54 (b) Emphasizing the necessity for youth and adult literacy programs as a mean to
55 promote participation in local and national governments;

56 (c) Encouraging the use of those programs to equip adults with the tools to spread
57 literacy to youth and children;

58 (d) Working to implement a comprehensive educational program addressing
59 multicultural awareness and social tolerances;

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61 4. *Calls upon* Member States to recognize the importance of retention of students in
62 order to realize education for all;

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64 5. *Advocates* for programs that promote women's education for the purpose of
65 training them to be active participants in the public and private sectors in their respective
66 nations;

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68 6. *Emphasizes* the high disparity in literacy rates between men and women, their
69 access to education and the need to address these issues by:

70 (a) Urging a high distribution of grants to women for the purpose of increasing their
71 opportunity for education;

72 (b) Emphasizing the need for literacy programs designed specifically for women;

73 (c) Suggesting programming focused on developing technical skills and promoting
74 health education for the purpose of creating greater parity in the involvement of men and
75 women in their local communities;

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77 7. *Further advocates* for an improved framework for the increased implementation of
78 educational grants, as opposed to loans, that will:

79 (a) Greatly increase literacy rates by directly providing the opportunity for more
80 children to attend primary schooling;

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81 (b) Also be greatly beneficial to investors in creating a more competitive global
82 workforce and ensuring a better quality of life to those less fortunate with a desire for
83 knowledge;

84 (c) Allow for open negotiations between donor countries and receiving countries to
85 modify agreement to best suit each country;

86 (d) Urge the importance of transparency as preventative measures against the
87 corruption of the funds.

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89 8. *Reminds* that Member States receiving any kind of educational aid give full
90 recognition to the guaranteed right to education put in effect without discrimination of
91 any kind;

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93 9. *Encourages* the formation of diplomatic ties and continual discourse on practices
94 and structure regarding educational development between different cities and regions of
95 the world.

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Passed, Yes: 46 / No: 30 / Abstain: 26