



American Model United Nations

General Assembly Third Committee

GA Third/I/3

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

SUBMITTED TO: The General Assembly Third Committee

The General Assembly Third Committee

1 *Recognizing* the ongoing efforts of member states in regards to improving literacy
2 rates and completing the Millennium Development Goals,
3

4 *Recalling* Resolution 65/183 the United Nations Literacy Decade: Education for All,
5 in particular its support for;

6 (a) Creating solutions to the global literacy challenge

7 (b) Its mechanism for instituting sustainable literacy improvement plans

8 (c) Its attention to indigenous peoples right to education,
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10 *Recalling* the Convention on the Rights of the Child (1965) and the efforts that it
11 took to better the lives of children,
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13 *Further noting* that many children worldwide are still illiterate,
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15 *Acknowledging* with approval the efficacy of the Literacy Decade and its subsequent
16 success thus far in increasing literacy rates for nations worldwide and for encouraging
17 nations to reform and improve their literacy programs to also provide quality education,
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19 *Recognizing* we are still behind on our time line to complete the Millennium Goals,
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21 *Further recognizing* the importance of literacy in all aspects of life, including-
22 understanding one's culture, religion, government and history.
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24 *Bearing in mind*, adult literacy is crucial for nation's economic sustainability,
25 workforce and general well being,
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27 *Observing* United Nation's Educational, Scientific and Cultural Organization's
28 (UNESCO) current work and progress along with other organizations in regards to
29 literacy rates and their sensitivity to the vast gap between developed and developing
30 nation's needs and progress in terms of education and literacy rates,
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32 *Encouraging* regional partnerships, blocks and organizations to work together and to
33 focus on the importance of collective goals,
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35 *Aware* of the inadequacy of distribution of funds for literacy issues and the struggle
36 for developing countries with a large burden of debt to ensure quality and inclusive
37 education for all,

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39 1. *Affirms* that in light of the importance of national sovereignty, action promoting
40 education must utilize the existing frameworks of educators within each country while
41 understanding the advantages that can be gained from international support;

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43 2. *Condemns* illiteracy, as it hinders the quality of life for all persons and hinders a
44 member state's ability to grow;

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46 3. *Emphasizes* the importance of indigenous languages in order to preserve the
47 cultural identity of nations in regards to literacy;

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49 4. *Affirm* that UNESCO should continue its programmes and funding to member
50 states that are working diligently to increase their literacy rates.

51
52 5. *Supports* UNESCO's creation of new strategic plans of actions that are specifically
53 tailored to regions so that all needs can be accommodated;

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55 6. *Endorses* member states to create regional and national teacher training programs
56 to increase the availability and quality of education in less advantaged countries and rural
57 areas. The training of teachers is the basis for a strong educational infrastructure and
58 training teachers will provide the framework for the increase of literacy rates;

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60 7. *Further endorses* the use of current infrastructure within member states to use as
61 centers for learning and a place for teachers to reach specific populations and
62 communities;

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64 8. *Appeals* to member states and regions to foster greater collaboration among
65 literacy partners with a view to developing greater capacity to design and deliver high-
66 quality literacy programmes for youth and adults;

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68 9. *Encourages* member states and regions to develop reliable literacy data and
69 information about strategies for reaching the groups disproportionately affected by
70 illiteracy and for seeking alternative formal and non-formal approaches to learning with a
71 view of improving literacy rates;

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73 10. *Further recommends* that regions host conferences to share literacy data, provide
74 progress updates and to idea share in regards to improving literacy;

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76 11. *Appeals* to all member states and to economic and financial organizations and
77 institutions, both national and international, to lend greater material support to the efforts
78 to increase literacy;

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80 12. *Encourages* the General Assembly's Fifth Committee to create and ratify a

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84 resolution recommending further communication and readjustment in agreements
85 between international financial institutions, donor countries and lower-to-middle income
86 countries to allow developing countries to allocate the appropriate amount of resources to
87 provide for their citizens by:

- 88 a. Increasing public investments in education to sustain future generations;
- 89 b. Establishing educational subsidies for families that have children going to secondary
90 school;

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92 12. *Requests* UNESCO to encourage existing regional organizations to support
93 programmes that can be utilized in mitigating disparities in access to schooling and
94 adequate funding for necessary educational requests;

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96 13. *Further recommends* the General Assembly's Fifth Committee request that
97 member states receiving aid from UNESCO will be required to provide summary
98 outcomes in regards to improving literacy rates to UNESCO.

Passed by consensus, with Democratic People's Republic of Korea, Italy, Sierra Leon,
Cambodia abstaining