



American Model United Nations

General Assembly Third Committee

GA Third/I/4

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

SUBMITTED TO: The General Assembly Third Committee

1 *The General Assembly Third Committee*

3 *Noting* the importance of literacy in economic development, political participation,
4 and regional stability,

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

8
9 *Noting* current data from Member States derived from prior literacy efforts,

10
11 *Noting* the importance of upcoming Millennium Development Goals' deadline,

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

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

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

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

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

35
36 *Applauding* the successful mobile phone literacy, Ustad Mobile program that enables

RES:703

37 Afghan students to access audiovisual programs with a curriculum in language, financial,
38 cultural and health literacy as a successful targeted approach to modern literacy,
39

40 *Noting* the success of the Delivering as One programme as a successful pilot program
41 on researching the implementation of UN programs on a smaller States basis before
42 implementing it globally,
43

44 *Recognizing* that the current definition of literacy fails to consider all Member States'
45 developmental situations,
46

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

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

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

54 (c) Tier three is defined as a person who can demonstrate extended comprehension in
55 situations and conditions outside of their everyday norm;
56

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

60 (a) The assessment should reflect the tier that the nation is targeted to achieve based
61 on past literacy performance;
62

63 3. *Calls* for a regional observer to oversee the construction and implementation of the
64 basic template;
65

66 4. *Calls* United Nations Educational, Scientific, and Cultural Organization
67 (UNESCO) to sponsor a voluntary rotating Conference for the Advancement of Global
68 Literacy (CAGL) teacher summit;
69

70 5. *Suggests* a three-year program to record and monitor the results and
71 implementation of the conference in two years, followed by another global teacher
72 conference open to all nationalities and genders;
73

74 6. *Calls for* the transparent explanation of the basic template for literacy at the
75 CAGL;
76

77 7. *Recommends* the General Assembly consider the creation of pilot programs in
78 smaller, willing Member States for the purpose of evaluation of individual programs in
79 hopes of potential global expansion;
80

81 8. *Recognizes* the correlation between transportation and successful education;
82

- 83 9. *Suggests* the General Assembly create a committee to examine various NGO and
84 Member State funds to create a safe and consistent form of transportation for isolated
85 areas;
86
- 87 10. *Notes* the importance of inclusion of special needs education;
88
- 89 11. *Requests* the creation of an overseeing committee, composed of the regional
90 overseers to coordinate the conference and its implementation and aforementioned efforts
91 that would not infringe on individual state sovereignty;
92
- 93 12. *Recommends* programs like the Ustad (Afghan mobile program) approach and
94 Delivering as One as examples of targeted approaches to reach tier one literacy and to
95 progress to tiers two and three;
96
- 97 13. *Urges* the Fifth Committee to allocate funds for these programs on the basis of
98 universal education without the discrimination of any person listed under Article 2 of
99 Universal Declaration of Human Rights.
100

Passed, Yes: 64 / No: 22 / Abstain: 14