



American Model United Nations
United Nations Educational, Scientific, and Cultural Organization

UNESCO/I/2

SUBJECT OF RESOLUTION: Strategy for youth and adult literacy (2020-2025)

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

The United Nations Educational, Scientific, and Cultural Organization,

1 *Guided* by the United Nations Charter, specifically Articles 1 and 2, which work to achieve international
2 cooperation in solving international problems of an economic, social, cultural, or humanitarian character, and in
3 promoting and encouraging respect for human rights and for fundamental freedoms for all without regard to race,
4 sex, language, or religion and acknowledge the importance of sovereignty for each state,

5 *Guided further* by the Universal Declaration of Human Rights, especially Article 26, which describes every
6 person's right to education,,

7 *Bearing in mind* Sustainable Development Goal 4, quality education, as well as Sustainable Development
8 Goal 5, gender equality,

9 *Recognizing* Sustainable Development Goal 4.6, which aims to ensure all youth and a substantial portion of
10 adults, both men and women, achieve literacy and numeracy by 2030,,

11 *Recalling* the Strategy for Youth and Adult Literacy (2020-2025), which urges states to address the learning
12 needs of disadvantaged groups, particularly for women and girls,,

13 *Reaffirming* the goals of the Global Alliance for Literacy, such as improving stakeholder's collaboration for
14 literacy development at global, regional, and national levels,

15 *Emphasizing* that lower literacy rates correlate with rural areas as discussed by UN Women Watch's UN-
16 ESCO: Comparative Advantage on Rural Women,

17 1. *Suggests* that countries reevaluate their minimum standard for required schooling and raise it if needed;

18 2. *Promotes* an incentive program run by Member States to grant food and potential teaching job opportu-
19 nities to families, specifically in rural areas, so that they more easily are able to send their children to school;

20 3. *Encourages* addressing equity and equality in education by providing grounds for educational development
21 in the creation of an international women and girls educational exchange program focusing on:

22 (a) Vocational training in general education, literacy, and professional development;

23 (b) Training for women to become educators of linguistics specific to that region's dialect, as well
24 as any lingua franca of their Member State;

25 4. *Strongly encourages* the Global Partnership for Education (GPE) to provide adequate funding for the
26 aforementioned program and other financial provisions through NGOs to ensure workshops train women teachers and
27 supervisors who would further provide education to other female colleagues as well as women education awareness
28 programs; ;

29 5. *Strongly suggests* that UNESCO coordinates access to public education by establishing the following
30 programs:

31 (a) A digital library on UNESCO's website that supports art and literature created by women;

32 (b) An international mobile library book exchange;

33 6. *Urges* the cooperation between UNESCO and "Better Life, Better Future" Global Partnership for Girls'
34 and Women's Education to ensure safe learning environments for women and girls by:

35 (a) Encouraging an increase of educational opportunities in rural sectors;

36 (b) Encouraging further cooperation between UNESCO and additionally UN Women, UN Popula-
37 tion Fund, International Consultants for Education and Fairs (ICEF), and/or Women's Global Development and
38 Prosperity Initiative;

39 7. *Welcomes* developed countries to send educators to developing countries to assist in the education of
40 women and other underserved populations;

41 8. *Expresses its hope* to evaluate the progress Member States have made regarding educational efforts and
42 literacy improvements in 2025.

Passed, Yes: 24 / No: 0 / Abstain: 0