



American Model United Nations
General Assembly Third Committee

GA Third/II/1

SUBJECT OF RESOLUTION: Literacy for life: shaping future agendas

SUBMITTED TO: The General Assembly Third Committee

The General Assembly Third Committee,

1 *Reaffirming* the United Nations Educational, Scientific and Cultural Organization (UNESCO) Strat-
2 egy for Youth and Adult Literacy, which highlights the importance of context in understanding literacy
3 needs,

4 *Upholding* General Assembly resolution 55/2 of 18 September 2000, regarding the sovereignty
5 of Member States to promote multilateral, localized and specialized strategies for increasing education
6 and literacy rates,

7 *Keeping in mind* UNESCO's definition of literacy as a continuum of learning and proficiency in
8 reading, writing and using numbers throughout life and is part of a larger set of skills that include digital
9 skills, media literacy, education for sustainable development and global citizenship as well as job-
10 specific skills,

11 *Aware of* the relevant intersectional relationship between literacy and the 2030 Sustainable
12 Development Goals, especially that of Sustainable Development Goal 4, which seeks to ensure inclu-
13 sive and equitable quality education, promote learning opportunities for all and achieve literacy and
14 numeracy by 2030,

15 *Recognizing* the structural complexities of providing access to language education for under-
16 privileged communities, particularly in areas of economic strife or political unrest as identified in Se-
17 curity Council resolution 2601 (2021) of 29 November 2021,

18 *Recalling* the rights of indigenous people to control the development and teaching of their lan-
19 guages as outlined in the United Nations Declaration on the Rights of indigenous Peoples,

20 *Expressing concern* for the disproportional effects of the COVID-19 pandemic on rural digital
21 literacy education, as identified by Security Council resolution 2601 (2021) of 29 November 2021,

22 *Acknowledging* how historic gender inequities continue to influence education and literacy lev-
23 els among marginalized groups on a global scale as mentioned in UNESCO's Global Partnership for
24 Women and Girls Education and the 2030 Agenda for Sustainable Development,

25 1. *Invites* further collaboration between Member States and UNESCO Institute for Lifelong Learn-
26 ing (UIL) to support the UIL's goal to support literacy in alignment with their mission to uplift learning
27 throughout life, for individual fulfillment, social cohesion and economic prosperity;

28 2. *Welcomes* the implementation of digital literacy strategies in vulnerable populations de-
29 pending on the needs of a specific community, including but not limited to:

30 (a) Providing resources for digital infrastructure in communities where access to the
31 internet or electricity is not available to assist in building skills in vocational sectors and combating
32 and recognizing misinformation;

33 (b) Recommending the creation and implementation of programs to equip educators
34 with the knowledge and skills to teach digital literacy proficiency;

35 (c) Supporting initiatives that bring technological infrastructure to rural areas to create
36 new frameworks for application in other Member States, such as;

37 (i) UNESCO's Accelerated Pre-Primary Education Program, Horizontes, a localized pro-
38 gram that addresses specific needs in rural education, that can be replicated in different
39 Member States;

40 (ii) The United Nations International Children's Emergency Fund (UNICEF)'s Aventura de
41 Leer y Escribir, a UNICEF literacy promotion initiative in primary schools that leverages
42 technological advancements and interactive multimedia elements;

43 3. *Calls* for a multilateral approach to increasing educational opportunities for and respecting
44 the cultural diversity of indigenous peoples of the world through recommending that Member States
45 support indigenous populations in their efforts to preserve their own language;

46 4. *Requests* increased investment in the collection of literacy statistics to facilitate accurate
47 future research by the United Nations and other regional institutions, particularly in regard to under-
48 privileged and marginalized communities and the identification of the unique challenges faced by
49 these communities;

50 5. *Encourages* Member States to pursue actions within their sovereign determination that would
51 lessen the literacy skill disparity between genders and economic statuses, through:

52 (a) Promoting the coordination of Member States for the guarantee of individual equal-
53 ity, dignity and access to literacy education for all;

54 (b) Suggesting the establishment and continuation of government and local relation-
55 ships to facilitate education with the support and reinforcement of local communities;

56 6. *Encourages* the implementation of multilateral structured literacy programs for minority and
57 disadvantaged populations, utilizing the precedent set by the Dakar Framework for Action, that would:

58 (a) Emphasize the need for literacy programs acknowledging the needs of refugee and
59 migrant communities such as cooperation with governments to improve infrastructure and encourage
60 refugee literacy;

61 (b) Promote multilateral cooperation with local governments to ensure refugee com-
62 munities are provided adequate resources to implement literacy programs in multiple languages;

63 (c) Increase the accessibility of childcare programs to promote adult access to educa-
64 tion opportunities;

65 7. *Calls* for multilateral programs to bridge gender gaps in literacy and education that would:

66 (a) Encourage cooperation between governments and local community leaders to de-
67 crease the gender gap in global education;

68 (b) Suggest Member States work multilaterally toward allowing women and girls equal
69 access to complete free, equitable, inclusive, and quality education at early childhood, primary, and
70 secondary levels, including through expanded and strengthened local and regional efforts, especially
71 in rural and less populated areas;

72 (c) Recommend UNICEF, UNESCO, and UIL create scholarship programs that would cater
73 to women and girls at every educational level, would allow for more women and girls to pursue higher
74 education, as well as promote baseline literacy levels and education standards;

75 (d) Encourage governments, UNICEF, UNESCO, UIL and local communities to invest in pro-
76 grams that provide language education resources to families, particularly before the elementary level,
77 to increase literacy rates among youth and adults.

Passed, Yes: 71 / No: 11 / Abstain: 13