



American Model United Nations
General Assembly Third Committee

GA Third/II/2

SUBJECT OF RESOLUTION: Literacy for life: shaping future agendas

SUBMITTED TO: The General Assembly Third Committee

The General Assembly Third Committee,

1 *Recalling* United Nations Sustainable Development Goal 4 and its efforts to develop equitable
2 and quality education for all,

3 *Recognizing* the infrastructure gaps in education faced by rural communities, and the impor-
4 tance of providing quality education to all, especially in the wake of global distress,

5 *Reminding* Member States that knowledgeable educators produce informed students,

6 *Acknowledging* the work of the United Nations Development Programme in expanding infras-
7 tructure to areas with inequitable access, particularly rural communities,

8 *Recognizing further* the significant impact of mental health on students' ability to engage with
9 and succeed in educational systems, and the importance of fostering emotional wellbeing to support
10 lifelong learning,

11 *Takes into account* the unique role which local leaders must play as educators in any solution
12 addressing illiteracy, which also acts to preserve lingual diversity as an extension of state sovereignty,

13 *Noting with concern* the effects of the COVID-19 pandemic on educational growth in students,
14 pushing the number of children in learning poverty unable to read a simple text by age 10 from 53
15 percent to 70 percent in developing countries, according to the World Bank,

16 1. *Reaffirms* the importance of Sustainable Development Goal 4 within the international com-
17 munity when creating a productive and equal opportunity environment for fostering education and
18 literacy standards, including but not limited to:

19 (a) Multilateral cooperation to promote language acquisition in underprivileged and mi-
20 grant communities;

21 (b) Women's access to quality and equitable education;

22 (c) Global and nation-specific minorities access to quality and equitable education;

23 2. *Recommends* that the United Nations Educational, Scientific and Cultural Organization (UN-
24 ESCO) and the Economic and Social Council expand current infrastructure for United Nations data col-
25 lection efforts relating to literacy, such as the UNESCO Institute for Statistics data center and the Survey
26 of Adult Skills (PIAAC), respectively, by:

27 (a) Including other measures of literacy such as financial literacy or digital literacy;

28 (b) Incorporating further crowdsourced data from sources such as local non-governmental
29 organizations, community leaders and educators to create more comprehensive datasets;

30 (c) Establishing the Literacy Insights and Guidance in High-risk Times (LIGHT) team, a
31 crisis response team for mobilizing data collection resources in response to emergencies for real-time
32 insights on the impact of crises on literacy;

33 (d) Encouraging performance assessments in order to gain insight as to which areas
34 need the most assistance from non-governmental organisations;

35 (e) Declaring that the above data collection changes are opt-in as Member States have
36 the right to their own sovereignty;

37 (f) Recommends the establishment of an independent body consisting of funding Mem-
38 ber States in order to decide where funding is needed most urgently;

39 3. *Introduces* the Digital Equipment Teacher Training program to promote guidelines for the
40 enactment of digital literacy throughout rural and urban areas alike by:

41 (a) Recommending the expansion and implementation of the UNESCO ICT Competency
42 Framework for Teachers to include digital literacy frameworks in Member States with low literacy rates;

43 (b) Focusing on primary schools through a standardized curriculum of basic digital skills
44 and a basis for further learning;

45 (c) Utilizing pre-existing teacher preparation structures before students arrive at schools
46 as an instrument for the execution of this program;

47 4. *Calls for* the extension of preconceived community hubs to include mobile libraries and dig-
48 ital hubs in Member States through:

49 (a) Encouraging performance assessments in order to gain insight as to which areas
50 need the most assistance from non-governmental organisations;

51 (b) Urging community hubs to each address the specific needs of diverse communities,
52 tailoring programs to varying social communities;

53 5. *Encourages* Member States to prioritize mental health support to better facilitate literacy and
54 educational systems for a lifelong track through:

55 (a) Embedding mental health education into curricula to destigmatize psychological
56 care;

57 (b) Establishing networks to provide counseling services in schools, especially in areas
58 most affected by the pandemic;

59 6. *Suggests* the procurement of funding for childhood education through non-governmental
60 organizations, such as Childhood Education International and Save the Children, allowing for the facil-
61 itation of educational opportunities and the ultimate decrease of learning poverty;

62 7. *Further suggests* respect of the sovereignty of Member States, as the use of non-governmental
63 organizations is voluntary and subject to each Member State's discretion.

Passed by consensus, with 0 abstentions