



American Model United Nations  
General Assembly Third Committee

GA Third/II/4

SUBJECT OF RESOLUTION: Literacy for life: shaping future agendas

SUBMITTED TO: The General Assembly Third Committee

*The General Assembly Third Committee,*

1 *Devoting attention* to the gaps in technological access in education globally and concentrated  
2 in rural communities, and a necessity for digital literacy,

3 *Recalling* resolution 56/116 of 18 January 2002, which welcomed the International Plan of Action  
4 and proclaimed the 10-year period beginning in 2003 to be the United Nations Literacy Decade,

5 *Reaffirming* the 2030 Agenda for Sustainable Development, with particular emphasis on Sus-  
6 sustainable Development Goal 4, which aims to ensure that by 2030 all children have access to equitable  
7 and high-quality primary and secondary education that facilitates effective and relevant learning out-  
8 comes,

9 *Recalling* the United Nations Educational, Scientific and Cultural Organization's definition of lit-  
10 eracy as a continuum of learning and proficiency in reading, writing and using numbers throughout  
11 life and as a part of a larger set of skills which includes digital skills, media literacy, education for sus-  
12 sustainable development and global citizenship as well as job-specific literacy,

13 *Recognizing* that literacy for life takes different forms across Member States, reflecting diverse  
14 cultural, economic, historical and social contexts,

15 *Aware of* the importance of foundational infrastructure required for the effective implemen-  
16 tation of literacy programs, while understanding that digital literacy is not a priority in every Member  
17 State,

18 *Recognizing* the necessity of basic needs and equity for achieving broader education,

19 *Observing* the right of indigenous families and communities to have a voice in the upbringing  
20 and education of their children to build a more sustainable and inclusive future,

21 *Reaffirming* the right of indigenous peoples to have non-discriminatory access to all levels and  
22 forms of education provided by States in their own languages,

23 *Further recognizing* the unique role which local leaders serve as educators in any solution ad-  
24 dressing illiteracy, which also acts to preserve lingual diversity as an extension of state sovereignty,

25 1. *Recommends* that Member States receiving aid have the option to choose the type of support  
26 they seek based on their existing infrastructure, whether that be through technological, financial or  
27 other forms of support;

28 2. *Invites* Member States to recognize and incorporate multilingual measures into their literary  
29 curricula of minority communities, such as through teaching multiple languages that apply to:

30 (a) Student learning;

31 (b) Livelihoods;

32 (c) History, culture and communications between various cultures;

33 3. *Recommends* that Member States implement community-based literacy programs that pri-  
34 oritize addressing the specific needs of community members, including through:

35 (a) Having community members and leaders play a fundamental role in organizing  
36 these programs using their unique voices and perspectives;

37 (b) Integrating women into these community-based programs;

38 4. *Encourages* the Broadband Commission for Sustainable Development to establish a frame-  
39 work of an affordable and equitable educational system that meets community needs through part-  
40 nerships between Member States, non-governmental organizations (NGOs), privatized organizations  
41 and local community leaders to extend internet access to rural and indigenous communities, consist-  
42 ing in part of the following efforts:

43 (a) Establish an advisory committee tasked with coordinating support from NGOs with  
44 the needs of marginalized communities to aid in the effective direction of resources and development  
45 of curricula;

46 (b) With funding assistance from private organizations and potential governmental or-  
47 ganizations, increasing access to education in underserved, rural communities;

48 (c) If NGOs are requested by a nation then they will be implemented in only their speci-  
49 fied country, recognizing that this is a voluntary action by individual countries;

50 (d) Via the Broadband Commission, Member States will facilitate the deployment of 5G  
51 networks, fiber-optic cables and satellite internet in regions with limited or no connectivity;

52 (e) This infrastructure expansion should focus on connecting rural and remote areas,  
53 enabling access to digital education platforms, government services and employment opportunities;

54 5. *Calls* for a focus on supporting rural communities that respect sovereignty to track literacy  
55 through the Broadband Commission for Sustainable Development for the implementation of the fol-  
56 lowing strategies:

57 (a) Set achievable goals for Member States to meet regarding literacy rates;

58 (b) Emphasize the sovereignty and agency of signatory countries in their educational  
59 development;

60 (c) Urge the support of the United Nations for the physical protection of students, staff  
61 and resources, if necessary;

62 6. *Calls* for the primary utilization of international funds, including the World Bank and its di-  
63 rectly involved programs toward the issue of literacy, such as the International Development Associ-  
64 ation, which provides grants to poorest countries of demonstrated need, and the Global Partnership  
65 for Education, which provides further expertise toward the connection between literacy and scholastic  
66 access;

67 7. *Requests* that UNESCO, the International Telecommunication Union and relevant NGOs con-  
68 tinue to provide technical and financial assistance to low-income countries and areas impacted by  
69 crises to foster resilient literacy infrastructure that adapts to both traditional and digital forms of learn-  
70 ing;

71 8. *Suggests* capable countries which exemplify existing infrastructures and available resources,  
72 to further emphasize the responsibilities of States with high rates of literacy;

73 9. *Encourages* major economies with access to advanced technology to jointly invest in re-  
74 gional technology hubs and training centers in developing countries to empower exemplified struc-  
75 tures through knowledge transfer and skills development in information and communication technol-  
76 ogy;

77 10. *Further encourages* voluntary participation of donor and recipient Member States to fa-  
78 cilitate technological hubs and infrastructure in rural communities to create economic and literacy  
79 prosperity in rural communities by increasing digital literacy.

Passed, Yes: 30 / No: 24 / Abstain: 22