



American Model United Nations
General Assembly Third Committee

GA Third/II/3

SUBJECT OF RESOLUTION: Literacy for life: shaping future agendas

SUBMITTED TO: The General Assembly Third Committee

The General Assembly Third Committee,

1 *Guided* by the purposes and principles of the Charter of the United Nations,

2 *Considering* United Nations Sustainable Development Goal 4 (SDG4), Quality Education, which
3 aims to increase the number of qualified teachers,

4 *Reaffirming* SDG 4.6, ensuring that all youth and a sustainable proportion of adults of all genders
5 achieve literacy and numeracy,

6 *Recognizing* disparities in access to quality education for women and indigenous peoples, es-
7 pecially for Indigenous women,

8 *Emphasizing* the right of indigenous peoples to practice and revitalize their culture as written in
9 Article 11 of the United Nations Declaration on the Right of Indigenous Peoples, and building off of Article
10 14 of the same document that indigenous peoples have the right to educate in their own language,

11 *Acknowledging* that states have multiple official and/or indigenous languages,

12 *Fully aware* that States hold sovereignty and unique existing education infrastructure,

13 *Noting* that native speakers know their languages best and understand the importance of pre-
14 serving that knowledge,

15 *Stressing* that access to childcare in order to pursue this education is a barrier and women are
16 often caretakers,

17 *Emphasizing* UN Women's efforts in promoting women's empowerment through the establish-
18 ment of Early Childhood Development Centers (ECDs) that provide educational childcare,

19 *Deeply concerned* by the fact that, according to UNESCO's Institute for Lifelong Learning, an
20 estimated 754 million youth and adults are illiterate, two thirds of which are women,

21 *Recalling* resolution 77/192 that outlines that literacy of life is a human right that should be ac-
22 cessible to all,

23 1. *Suggests* the prioritization of educator training programs which stress the incorporation of
24 bilingualism within the classroom;

25 2. *Moves for* Member States to invest more in educational programs such as the one proposed
26 as well as promoting proficiency standards in reading, writing, numeracy and related topics;

27 3. *Encourages* Member States to support the education of women with the purpose of becom-
28 ing teachers capable of working in multilingual classrooms through optional partnerships with non-
29 government organizations (NGOs) such as but not limited to the Standard Research Institute, Room to
30 Read, and Minority Rights Group International to undertake the logistics and funding of this training;

31 4. *Supports* educators to teach in their native tongue as well as an official language to cultivate
32 cultural preservation for future generations and incentive literacy within youth so that they may invest
33 in society;

34 5. *Recommends* participating localities within Member States to provide instruction in:

35 (a) One or more indigenous or secondary language relevant to the locality, member
36 state, or individual school;

37 (b) One or more official language of participating states;

38 (c) General instruction in literacy and proficiency in reading, writing, numeracy and
39 other related skills;

40 6. Asserts that member states will retain autonomy within the proposed program:

41 (a) Participating states have the authority to choose whether or not to participate in the
42 proposed program;

43 (b) Participating states hold the right to set specific criteria for selection of grant recip-
44 ients and standards for the education they receive;

45 (c) Suggests the creation of an independent body by each member state to oversee
46 the funding and execution of this program within individual countries;

47 7. *Advises* Member States to prioritize the uplifting of multilingual educators;

48 8. *Strongly asks* all willing and able Member States to work alongside UN Women to further
49 expand their program that establishes ECDs in rural and disadvantaged areas to provide support for
50 children under a woman's care in order to allow them to pursue fields outside the home;

51 9. *Encourages* states to allow the United Nations Development Program in coordination with
52 the United Nations Development For Women and the Children's Fund to conduct research analysis by
53 reporting every other year tracking of attendance, retention, and educational markers over time to
54 gauge how well daycare programmes, such as the ECDs, are performing in different Member States
55 and determine areas of greatest need for this and other child care initiatives;

56 10. *Urges* the international community to adopt multilingual educational access programs in
57 primary and secondary education;

58 11. *Calls upon* member states to commit to global literacy initiatives through United Nations Ed-
59 ucational, Scientific and Cultural Organization' Global Alliance for Literacy and various NGO programs
60 such as the ones previously mentioned.

Passed, Yes: 66 / No: 1 / Abstain: 15