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Background Guide for the  
**GENERAL ASSEMBLY PLENARY**  
(GA)

## Table of Abbreviations

ARE	Alliance for Rural Electrification
CND	Commission on Narcotic Drugs
EBRD	European Bank for Reconstruction and Development
ECOSOC	Economic and Social Council
EMRIP	Expert Mechanism on the Rights of Indigenous Peoples
GA	General Assembly
GPA	Global Plan of Action
HRC	Human Rights Council
ICESCR	International Covenant on Economic, Social, and Cultural Rights
ICJ	International Court of Justice
IPBES	Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services
IPCC	Intergovernmental Panel on Climate Change
LDC	Least developed countries
NGO	Non-governmental organization
RELAC	Renewable Energy for Latin America & the Caribbean
SC	Security Council
SDG	Sustainable Development Goal
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNDP	United Nations Development Programme
UNDRIP	United Nations Declaration on the Rights of Indigenous Peoples
UNEP	United Nations Environment Programme
UNFPII	United Nations Permanent Forum on Indigenous Issues
UNHCR	United Nations High Commissioner for Refugees
UNPFII	United Nations Permanent Forum on Indigenous Issues
WGIP	Working Group on Indigenous Populations

## The General Assembly Plenary at NWMUN-Portland 2023

The NWMUN-Seattle Secretariat strives each year to create an accurate simulation for our delegates. We have developed additional ways for delegates to interact within the simulation, including enabling delegates to take multiple forms of action on an issue, including but not limited to adopting resolutions. This section aims to provide additional, specific information for the General Assembly (GA) Plenary at NWMUN-Portland 2023.

### Briefings

While discussing a topic, GA delegates are able to receive briefings from representatives of relevant member states or UN subject matter experts. The specific thematic experts available will be announced on the NWMUN-Seattle website, as well as the beginning of the conference.

### Mandate

The mandate of the GA Plenary is: *The General Assembly may discuss any questions or any matters within the scope of the [UN] Charter or relating to the powers and functions of any organs provided for in the present Charter, and [...] may make recommendations to the Members of the United Nations or to the Security Council or to both on any such questions or matters.*

### Selected Functions & Powers

- Consider and make recommendations on the general principles of cooperation for maintaining international peace and security, including disarmament.
- Discuss any question relating to international peace and security and, except where a dispute or situation is currently being discussed by the Security Council, make recommendations on it;
- Discuss, with the same exception, and make recommendations on any questions within the scope of the Charter or affecting the powers and functions of any organ of the UN.
- Initiate studies and make recommendations to promote international political cooperation, the development and codification of international law, the realization of human rights and fundamental freedoms, and international collaboration in the economic, social, humanitarian, cultural, educational and health fields;
- Make recommendations for the peaceful settlement of disputes between countries.
- Consider reports from the Security Council and other UN organs.
- Approves the budget of the UN.
- Conducts elections for non-permanent members of the Security Council, rotating members of other UN bodies (such as the Economic and Social Council), and chooses the Secretary-General upon the recommendation of the Security Council.

### Outcome Documents

When taking action, GA Plenary may adopt resolutions containing recommendations aimed at a range of stakeholders, including the UN Secretary-General and Secretariat, Member States, UN entities, or other international organizations, encouraging action. Resolutions adopted by the GA carry considerable weight behind them due to the universal membership of the GA.

### Rules of Procedure

The GA Plenary will use the standard NWMUN rules of procedure available on our website.

### Members of the General Assembly Plenary at NWMUN-Portland 2023

The GA Plenary will include all Member States of the UN, as well as two observer delegations, the delegations of the Holy See and Palestine. The GA Plenary's membership will reflect the current membership of the United Nations at the time of the conference, and should any prospective member achieve UN membership prior to NWMUN-Portland 2023, the GA Plenary at NWMUN-Portland 2023 will include these new members with full membership and voting rights.

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## Committee Overview

### Introduction

As articulated in Chapter IV (Articles 9-22) of the *Charter of the United Nations* ([Charter](#)) (1945), the General Assembly (GA) is the largest of the six principal organs of the United Nations (UN).<sup>1</sup> The significance of the GA lies in its inclusivity, with all of the UN's 193 Member States, as well as its two permanent observers, represented.<sup>2</sup> By providing a single vote equally to each Member State, the GA is revolutionary in terms of its inclusiveness as a forum for international diplomacy and an important contributor to global policy.<sup>3</sup> The GA has the authority to discuss a broad range of issues, including poverty reduction, education, global health, economic development, the climate crisis, human rights, disarmament, terrorism, piracy, and human trafficking.<sup>4</sup> Additionally, it has a normative impact on international relations by setting global policy recommendations on major international issues facing every Member State, making it an example of diplomacy and a force for change.<sup>5</sup> The resolutions adopted in the GA are non-binding in nature and do not carry the weight of international law as do those of the Security Council.<sup>6</sup>

### History

Following the events of the Second World War, the international community created the UN to build an effective international platform to address security and facilitate diplomacy and peaceful dialogue.<sup>7</sup> The authors of the Charter established the GA, with its inclusivity and sovereign equality often summarized as “one country, one vote,” to explicitly address and overcome the failures of the UN's predecessor, the League of Nations.<sup>8</sup> The Charter (1945) was drafted and signed on 26 June 1945 during the UN Conference on International Organization in San Francisco, California.<sup>9</sup> The first session of the GA was held on 10 January 1946 in London, England, and was attended by 51 Member States.<sup>10</sup> The first session had two major themes that were intended to guide the work of the body: equal rights and self-determination; and international cooperation to resolve global issues.<sup>11</sup> They decided on these two major themes to protect the following generations from the scourge of war and to reaffirm faith in fundamental human rights.<sup>12</sup> Just two years later, the *Universal Declaration of Human Rights* ([UDHR](#)) (1948) was adopted.<sup>13</sup> These two aims have continued, but many others have been added through the years, and the activities and duties of the organization have also expanded.<sup>14</sup> As the borders of countries changed and new countries were formed, new members joined as permanent Member States of the United Nations, increasing the number of Member States to 193 today.<sup>15</sup>

There have been some particularly important sessions of the GA that resulted in the establishment of policy frameworks that have shaped the efforts of Member States in areas such as development and education for decades at a time.<sup>16</sup> For example, a GA special session in September 2000 established the Millennium Development Goals.<sup>17</sup>

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<sup>1</sup> *Charter of the United Nations*, 1945, Chapter IV. <http://www.un.org/en/charter-united-nations/>  
UN, *Main Bodies*. <https://www.un.org/en/about-us/main-bodies>

<sup>2</sup> UN, *History of the United Nations*. <http://www.un.org/en/sections/history/history-united-nations/>

<sup>3</sup> UN, *What are Member States?*, 2016. <http://www.un.org/depts/dhl/unms/whatisms.shtml>

<sup>4</sup> UNGA, Preliminary list of items to be included in the provisional agenda of the 71st regular session, 2016. <http://undocs.org/A/71/50>

<sup>5</sup> UN DGACM, *Functions and powers of the GA*. <http://www.un.org/en/ga/about/background.shtml>

<sup>6</sup> UN News, *GA demands all States to comply with UN resolutions regarding status of Jerusalem*. 2017.

<https://news.un.org/en/story/2017/12/640152-general-assembly-demands-all-states-comply-un-resolutions-regarding-status>

<sup>7</sup> UN, *Our Work*. <http://www.un.org/en/sections/what-we-do/>

<sup>8</sup> UNOG, *History: from the League of Nations to the UN*, 2017.

[http://www.unog.ch/80256EDD006AC19C/\(httpPages\)/242056AEA671DEF780256EF30037A2A8?OpenDocument](http://www.unog.ch/80256EDD006AC19C/(httpPages)/242056AEA671DEF780256EF30037A2A8?OpenDocument)

<sup>9</sup> *Charter of the United Nations*, 1945. <http://www.un.org/en/charter-united-nations/>

UN, *History of the United Nations*. <http://www.un.org/en/sections/history/history-united-nations/>

<sup>10</sup> *Ibid.*

<sup>11</sup> *Ibid.*

<sup>12</sup> *Ibid.*

<sup>13</sup> UNGA, *Universal Declaration of Human Rights*, 1948. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

<sup>14</sup> UN DGACM, *Background*. <http://www.un.org/en/ga/about/background.shtml>

<sup>15</sup> *Ibid.*

<sup>16</sup> Blanchfield & Lawson, *The Millennium Development Goals: The September 2010 U.N. High-level Meeting*, 2010.

<https://fas.org/sgp/crs/row/R41410.pdf>

<sup>17</sup> *Ibid.*

On the 70<sup>th</sup> anniversary of the establishment of the UN on 25 September 2015, the GA held a summit for the adoption of the post-2015 development agenda that resulted in the adoption of the 2030 Agenda for the Sustainable Development and the 17 Sustainable Development Goals.<sup>18</sup> Although resolutions are non-binding, they play an essential role in articulating norms and principles which can be translated into regional and national efforts.<sup>19</sup>

### Structure, Organization & Working Methods

The GA membership is comprised of all 193 members of the UN and two non-member observer states - the State of Palestine and Holy See.<sup>20</sup> The two non-member observer states participate in deliberative work and may vote on procedural matters, but do not have a substantive vote.<sup>21</sup> Each Member State has one vote.<sup>22</sup>

The GA is a plenary committee, which means it has the ability to discuss any topic on its agenda and is the body in which all draft resolutions are ultimately considered and adopted.<sup>23</sup> Much of the regular work of the GA, however, is carried out within six Main Committees that are subsidiary to the Plenary committee, each with a different focus.<sup>24</sup> The six Main Committees of the GA are as follows:<sup>25</sup>

- First Committee (Disarmament & International Security)
- Second Committee (Economic and Financial)
- Third Committee (Social, Humanitarian, and Cultural)
- Fourth Committee (Special Political and Decolonization)
- Fifth Committee (Administrative and Budgetary)
- Sixth Committee (Legal)

While each of the six Main Committees develops resolutions and recommendations within their focus areas, all decisions of the subsidiary committees are subject to vote by the Plenary Sessions of the GA.<sup>26</sup> Beyond the six committees, the GA oversees a number of other boards, commissions, sub-committees, assemblies, councils, panels, and working groups, all tasked for various purposes to help fulfil the mandate of the GA.<sup>27</sup> Some of these subsidiary bodies meet in annual sessions under the GA mandate, such as the UN Environment Programme (UNEP), while others are permanent institutions, such as the UN Board of Auditors.<sup>28</sup> Several bodies, such as Ad Hoc committees, are created to meet only once on specific topics.<sup>29</sup>

There is an oversight bureau for every GA session, which consists of a Chairperson, Vice-Chairpersons, and a Rapporteur, who are tasked with the operational oversight of the session.<sup>30</sup> The bureau uses a regional and annual rotation with the Chairperson from a new region, the Rapporteur from the region that held the chair the previous year, and the Vice-Chairpersons from the remaining regions.<sup>31</sup> All officers are elected on the basis of equitable geographic distribution, experience, and personal competence.<sup>32</sup>

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<sup>18</sup> UN GA, *Transforming our world: the 2030 Agenda for Sustainable Development*, 2015. <https://sdgs.un.org/2030agenda>

<sup>19</sup> Switzerland, *The GA Handbook: A practical guide to the United Nations General Assembly*, 2017, p. 52.

[https://www.unitar.org/sites/default/files/media/publication/doc/un\\_pga\\_new\\_handbook\\_0.pdf](https://www.unitar.org/sites/default/files/media/publication/doc/un_pga_new_handbook_0.pdf)

<sup>20</sup> UN DGACM, *Background*. <http://www.un.org/en/ga/about/background.shtml>

<sup>21</sup> UN GA, *Rules of procedure: XII. Plenary Meetings*. <http://www.un.org/en/ga/about/ropga/plenary.shtml>

<sup>22</sup> *Charter of the United Nations*, 1945. <http://www.un.org/en/charter-united-nations/>

<sup>23</sup> Ibid.

<sup>24</sup> Ibid.

<sup>25</sup> UN, *General Assembly of the United Nations*. <https://www.un.org/en/ga/maincommittees/index.shtml>

<sup>26</sup> Ibid.

<sup>27</sup> UN DGACM, *Background*. <http://www.un.org/en/ga/about/background.shtml>

<sup>28</sup> Ibid.

<sup>29</sup> Ibid.

<sup>30</sup> UN DGACM, *Seventieth Session: Bureau*, 2016. <http://www.un.org/en/ga/sixth/70/bureau.shtml>

<sup>31</sup> UN DGACM, *Fifth Committee: Frequently Asked Questions*. <http://www.un.org/en/ga/fifth/faq.shtml#1>

<sup>32</sup> Ibid.

The [Charter](#) (1945) provides for a Secretariat that offers substantive support to the GA and which consists of the Under-Secretary-General and Assistant Secretary-General for GA and Conference Management, the GA and Economic and Social Council (ECOSOC) Affairs Division, and the Documents Planning Unit.<sup>33</sup> The duties of the Secretariat as outlined in Article 47 of the [Charter](#) (1945) include receiving, translating, printing, archiving, and distributing all documents, reports, and resolutions of the GA and its subsidiary bodies, and “performing all other work which the Assembly may require.”<sup>34</sup> Additionally, the UN Secretary-General writes an annual report on the work of the Organization and presents it to the committee at the beginning of the proceeding session.<sup>35</sup>

The GA holds annual sessions that begin every September and conclude around July every year, with preset agendas that may evolve throughout the year.<sup>36</sup> In addition to the annual sessions, the GA can hold special sessions and emergency sessions to deal with certain international events or crises.<sup>37</sup> Special Sessions can be held at the request of the Secretary-General or the Security Council, or through a vote of a simple majority of the Member States.<sup>38</sup> The last special session was held in April of 2016 on the World Drug Problem in conjunction with the Commission on Narcotic Drugs (CND).<sup>39</sup> The session was tasked with evaluating the progress of the 2009 *Declaration and Plan of Action on International Cooperation towards an Integrated and Balanced Strategy to Counter the World Drug Problem*.<sup>40</sup> The GA can also call for Emergency Special Sessions with support from a majority of GA Member States; it can also do so when the Security Council is unable to reach consensus, particularly in times of deadlock between permanent members, and when at least seven Security Council (SC) members request an emergency special session in order to maintain peace and security.<sup>41</sup> The last emergency special session was held on 28 February 2022 to discuss “Letter dated 28 February 2014 from the Permanent Representative of Ukraine to the United Nations addressed to the President of the Security Council (S/2014/136).”<sup>42</sup>

### **Mandate, Powers & Function**

Chapter IV of the [Charter](#) (1945) outlines the composition, procedures, and operational policies of the GA; its mandate is to serve as the primary deliberative body of the United Nations, to facilitate discussions, and make recommendations to Member States and the appropriate organs of the UN.<sup>43</sup> The GA is considered the “chief deliberative, policymaking, and representative organ of the UN.”<sup>44</sup> This broad mandate has been challenged in the past, especially when the GA has faced questions of enforcement and legitimacy; however, it still remains one of the primary norm-setting bodies in the world.<sup>45</sup>

Article 10 of the [Charter](#) (1945) outlines the general mandate of the body and authorizes the GA to discuss “any questions or matters within the scope of the Charter” or which are related to the function of the body’s numerous subsidiary organs.<sup>46</sup> Under the current mandate, the GA appoints the Secretary-General and approves the admission of new Member States on the recommendation of the SC, and elects members to several UN organs, including the non-permanent members of the SC, members of ECOSOC, and judges for the International Court of Justice (ICJ).<sup>47</sup> As stated in Article 17 of the [Charter](#) (1945), the GA also considers and approves the budget of the organization and

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<sup>33</sup> *Charter of the United Nations*, 1945. <http://www.un.org/en/charter-united-nations/>

<sup>34</sup> *Charter of the United Nations*, 1945, Chapter VII. <http://www.un.org/en/charter-united-nations/>; UN GA, *Rules of Procedure*. <http://www.un.org/en/ga/about/ropga/sec.shtml>

<sup>35</sup> UN GA, *Rules of Procedure*. <http://www.un.org/en/ga/about/ropga/sec.shtm>

<sup>36</sup> UN DGACM, *Schedule of GA plenary & other meetings: 70th Session*, 2016. <http://www.un.org/en/ga/info/meetings/70schedule.shtml>

<sup>37</sup> UN DGACM, *Special Sessions*. <http://www.un.org/en/ga/sessions/special.shtml>

<sup>38</sup> *Ibid.*

<sup>39</sup> *Ibid.*

<sup>40</sup> UN GA, *Political Declaration and Plan of Action on Intl. Cooperation towards an Integrated and Balanced Strategy to Counter the World Drug Problem*, 2009. <https://www.unodc.org/documents/ungass2016/V0984963-English.pdf>

<sup>41</sup> UN DGACM, *Emergency Special Sessions*. <http://www.un.org/ga/sessions/emergency.shtml>

<sup>42</sup> UN GA, *Eleventh Emergency Special Session*. <https://www.un.org/en/ga/sessions/emergency11th.shtml>

<sup>43</sup> *Ibid.*

<sup>44</sup> UN, *Functions and powers of the GA*. <http://www.un.org/en/ga/about/background.shtml>

<sup>45</sup> *Ibid.*

<sup>46</sup> UN DGACM, *Background*. <http://www.un.org/en/ga/about/background.shtml>

<sup>47</sup> *Ibid.*

may examine and recommend budgetary outcome to specialized agencies defined in Article 57.<sup>48</sup> For example, the Fifth Committee of the UN approved a budget of 6.69 billion USD for 13 peacekeeping operations in 2018-2019.<sup>49</sup>

Under the [Charter](#) (1945), the GA is empowered to make recommendations to the SC, Member States, and other UN organs, although it does not have the capacity to mandate action from these groups nor discuss an issue seized by the SC.<sup>50</sup> The relationship between the GA and the SC is also articulated in the [Charter](#) (1945).<sup>51</sup> The GA exercises some form of oversight over the SC through its election of the ten non-permanent members of the Council for their two-year mandates, discussion of the annual reports of the SC, and approval of the budget of the UN.<sup>52</sup> Further, pursuant to Articles 10 and 11 of the [Charter](#) (1945), the GA can make recommendations to the SC on any issue under its purview and specifically, on issues related to international peace and security, if referred by any Member of the UN or the SC.<sup>53</sup> If action should be required, the [Charter](#) (1945) notes in Article 11(2) that the issue should be further referred to the SC.<sup>54</sup> The [Charter](#) (1945) is a living document, however, and a primary example of this is the ongoing discussion regarding the role and relationship of the GA and the SC, particularly in instances in which Member States do not believe the SC is taking necessary action.<sup>55</sup> For example, the GA may make only general recommendations on peace and security, unless the SC fails to act; if the Council fails to act, the GA can immediately discuss the matter and make recommendations to Member States in order to maintain or restore international peace and security.<sup>56</sup> However, unlike other topics, resolutions on peace and security in the GA require a two-thirds majority rather than a simple majority.<sup>57</sup> The GA also deals with economic and social issues, particularly by working with the ECOSOC.<sup>58</sup>

The GA highly values consensus in all of its work and adopts the majority of its resolutions by consensus; this highlights the diplomacy and compromise promoted by the body.<sup>59</sup> For example, the [UDHR](#) (1948) was adopted by consensus in the GA; this document is the global foundation for human rights, guaranteeing “equal and inalienable rights of all members of the human family.”<sup>60</sup> Another notable example is resolution 377v (1950), entitled “Uniting for Peace,” which gives the GA the ability to address priority issues they feel that the SC has failed to address.<sup>61</sup> In 1956, the GA utilized the power granted in resolution 377v (1950) to create the UN Emergency Force for the Suez Crisis.<sup>62</sup> As the first emergency special session and establishment of the peacekeeping force, this GA course of action paved the way for many subsequent peacekeeping operations.<sup>63</sup>

The GA can make recommendations in order to initiate action on various political, economic, humanitarian, and legal issues.<sup>64</sup> GA resolutions are binding with relation to budgets and other internal affairs of the UN, but are not legally binding upon Member States, making Member States responsible for implementation of the policy recommendations contained in resolutions.<sup>65</sup> The GA may request studies and recommend actions to address

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<sup>48</sup> *Charter of the United Nations*, 1945. <http://www.un.org/en/charter-united-nations/>  
UN DGACM, *Background*. <http://www.un.org/en/ga/about/background.shtml>

<sup>49</sup> UN, *Meetings Coverage and Press Releases*. <https://www.un.org/press/en/2018/gaab4287.doc.htm>

<sup>50</sup> UN DGACM, *Background*. <http://www.un.org/en/ga/about/background.shtml>

<sup>51</sup> *Charter of the United Nations*, 1945. <http://www.un.org/en/charter-united-nations/>

<sup>52</sup> Volger, *Close Cooperation Is Useful Between the GA and Security Council*, 2012. <http://www.passblue.com/2012/09/20/how-the-security-council-and-the-general-assembly-coexist/>

<sup>53</sup> *Charter of the United Nations*, 1945. <http://www.un.org/en/charter-united-nations/>

<sup>54</sup> *Ibid.*

<sup>55</sup> UN OLA, *Repertory of Practice of UN Organs, Supplement No. 10 (2000-2009): Article 10*, 2016. [https://legal.un.org/repertory/art13/english/rep\\_supp10\\_vol2\\_art13\\_1b\\_2.pdf](https://legal.un.org/repertory/art13/english/rep_supp10_vol2_art13_1b_2.pdf)

<sup>56</sup> UN, *Peace, dignity, and equality on a healthy planet*. <https://www.un.org/en/global-issues/peace-and-security>

<sup>57</sup> UN, *Maintain International Peace and Security*. <https://www.un.org/en/our-work/maintain-international-peace-and-security>

<sup>58</sup> UN GA, *Relationship to the Economic and Social Council (ECOSOC)*. <https://www.un.org/en/ga/cpc/ecosoc.shtml>

<sup>59</sup> UN DGACM, *Functions and powers of the GA*. <http://www.un.org/en/ga/about/background.shtml>

<sup>60</sup> Albert, et. al., *The Role of the UNGA*, 2016. <https://www.cfr.org/backgrounder/role-un-general-assembly>; UN GA, *Universal Declaration of Human Rights*, 1948. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

<sup>61</sup> Switzerland, *The PGA Handbook: A practical guide to the UNGA*, 2017, p. 52.

[https://www.unitar.org/sites/default/files/media/publication/doc/un\\_pga\\_new\\_handbook\\_0.pdf](https://www.unitar.org/sites/default/files/media/publication/doc/un_pga_new_handbook_0.pdf)

UN GA, *Uniting for Peace (A/RES/377(V))*, 1950. [http://undocs.org/A/RES/377\(v\)](http://undocs.org/A/RES/377(v))

<sup>62</sup> UN DPO, *Middle East – UNEF I: Background*. <https://www.un.org/en/peacekeeping/missions/past/unef1backgr2.html>

<sup>63</sup> *Ibid.*

<sup>64</sup> Switzerland, *The GA Handbook: A practical guide to the UNGA*, 2017, p. 52.

[https://www.unitar.org/sites/default/files/media/publication/doc/un\\_pga\\_new\\_handbook\\_0.pdf](https://www.unitar.org/sites/default/files/media/publication/doc/un_pga_new_handbook_0.pdf)

<sup>65</sup> *Ibid.*

concerns with international political cooperation, the development and implementation of international law, the examination of human rights and freedoms, and collaboration in the fields of cultural, economic, educational, humanitarian, and health fields.<sup>66</sup> Additionally, the GA has the ability to make recommendations to individual Member States, the SC, and its subsidiary bodies and reporting entities.<sup>67</sup> It can also create UN funds, programs, and offices; additionally, it can foster collaboration between the UN system and specialized agencies outside the GA through independent organizations that have a relationship with the UN through Article 63 of the [Charter](#) (1945).<sup>68</sup>

Additionally, over the last several years, recommendations were directed at the below actors:

- The Secretary-General and Secretariat: submit future recommendations; prepare a strategic framework; improve the capacity of the UN to respond effectively to the requests of Member States; implement resolutions; solicit the views of Member States; convene expert groups; mobilize resources; provide assistance to Member States; improve inter-agency cooperation; strengthen exchanges between the UN and other organization; disseminate information; enhance the information provided to the public; and assist countries through humanitarian, technical, and financial assistance.<sup>69</sup>
- Subsidiary organs of the GA, ECOSOC and its subsidiary bodies; and funds and programmes of the UN system: provide assistance to governments; enhance their mutual relationship with regional organizations and synergies with other UN agencies that undertake complementary work; convene meetings; take actions for the implementation of international instruments; promote information on certain issues; mainstream the special needs of regions in their normative and operational activities; intensify efforts to provide technical assistance; explore ways and means to contribute more effectively to solve problems; give special attention to the violation of human rights.<sup>70</sup>
- Member States and specific governments: take action for effective implementation of resolutions and declarations; review, develop and promote regulatory guidance and standards; ratifying or acceding to international instruments; give priority to certain issues in their assistance programmes and budgets; promote the exchange of information; maintain dialogue among Member States, specialized agencies, and intergovernmental organizations; cooperating with the Special Rapporteurs on carrying out their mandates; and respecting obligations under international law.<sup>71</sup>
- The private sector, media, non-governmental organizations, and civil society: continue their cooperation with the UN; hold regional consultations and continue its assistance to marginalized populations.<sup>72</sup>
- The international community: enhance cooperation at regional and international levels; adopt urgent and effective measures to eliminate the use of unilateral coercive economic measures against developing countries, and to support national efforts to promote the empowerment of women and gender equality in order to enhance national efforts to eliminate violence against women and girls.<sup>73</sup>

### Recent Work of the General Assembly

The 77<sup>th</sup> session began on 20 September 2022 with a focus on the aftershocks of the COVID-19 pandemic, placing emphasis on economic growth and sustainable development, international peace and security, the climate crisis, and the promotion of human rights.<sup>74</sup><sup>75</sup> An address by the Secretary-General, António Guterres, on 14 September 2022 emphasized how climate change is causing disaster in different ways across the world, such as the floods in Pakistan

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<sup>66</sup> Ibid.

<sup>67</sup> Ibid.

<sup>68</sup> Chesterman, *Law and Practice of the United Nations: Documents and Commentary* (Second Edition), 2016, p. 12.

<sup>69</sup> UN OLA, *Repertory of Practice of UN Organs, Supplement No. 10 (2000-2009): Article 13*, 2016.

[https://legal.un.org/repertory/art13/english/rep\\_supp10\\_vol2\\_art13\\_1b\\_2.pdf](https://legal.un.org/repertory/art13/english/rep_supp10_vol2_art13_1b_2.pdf)

<sup>70</sup> Ibid.

<sup>71</sup> Ibid.

<sup>72</sup> UN OLA, *Repertory of Practice of UN Organs, Supplement No. 10 (2000-2009): Article 13*, 2016.

[https://legal.un.org/repertory/art13/english/rep\\_supp10\\_vol2\\_art13\\_1b\\_2.pdf](https://legal.un.org/repertory/art13/english/rep_supp10_vol2_art13_1b_2.pdf)

<sup>73</sup> Ibid.

<sup>74</sup> UN GA, Provisional agenda of the seventy-seventh regular session of the General Assembly (A/77/150). <http://undocs.org/A/77/150>

<sup>75</sup> UN, Media Kit- UN GA High-Level Events. [https://www.un.org/en/ga/news/media\\_advisory\\_HLM75.shtml#covid-19](https://www.un.org/en/ga/news/media_advisory_HLM75.shtml#covid-19)



and droughts in several countries.<sup>76</sup> He also placed urgency on resolving the war in Ukraine, as it affects the human rights of the people in all involved countries as well as the suffering from the resulting grain shortage.<sup>77</sup> All of these build upon the work done during the 76<sup>th</sup> session leading into the 77<sup>th</sup> session.

A wide scope of resolutions have been adopted by the General Assembly so far during its 77th session, including:<sup>78</sup>

- Sport as an enabler of sustainable development<sup>79</sup>
- Ensuring access to affordable, reliable, sustainable and modern energy for all<sup>80</sup>
- Combating glorification of Nazism, neo-Nazism and other practices that contribute to fuelling contemporary forms of racism, racial discrimination, xenophobia and related intolerance<sup>81</sup>
- Transparency and confidence-building measures in outer space activities<sup>82</sup>

## Conclusion

The General Assembly is the largest international deliberative body, and as such addresses the challenges of the 21<sup>st</sup> century with the broadest representation.<sup>83</sup> The resolutions of the GA, while usually legally non-binding, hold a considerable amount of weight in global policy by setting normative standards for the international community.<sup>84</sup> The frameworks that have been set up through the GA provide the opportunity for the practical provision of rights, development opportunities, and improvements in global sustainability, among many other notable advances.<sup>85</sup> The GA, through its involvement in a wide range of topics including poverty reduction, environmental protection, and peacebuilding, has the unique ability to improve people's lives across the world.<sup>86</sup> Through creative solutions and a democratic diplomatic forum, the GA will continue to have a vast influence on future problem-solving at the international level.<sup>87</sup>

The GA continues to deal with more complex issues as it takes on issues of security, human rights, and development in a time often paralyzed by international inaction.<sup>88</sup> It is important to understand the scope and influence of the GA in the UN and global community when considering topics and action plans.<sup>89</sup> Although it has faced many challenges over its years of operation, the GA has made remarkable achievements when its Member States demonstrate and promote high levels of diplomacy, political will, and cooperation.<sup>90</sup>

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<sup>76</sup> UN, Secretary General's press conference. <https://www.un.org/sg/en/content/sg/press-encounter/2022-09-14/secretary-generals-press-conference>

<sup>77</sup> Ibid.

<sup>78</sup> UN GA, *Resolutions of the 77th Session of the United Nations General Assembly*. <https://research.un.org/en/docs/ga/quick/regular/77>

<sup>79</sup> UN GA, *Sport as an enabler of sustainable development*, A/RES/77/27. <https://research.un.org/en/docs/ga/quick/regular/77>

<sup>80</sup> UN GA, *Ensuring access to affordable, reliable, sustainable and modern energy for all*, A/RES/77/170. <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N22/756/69/PDF/N2275669.pdf?OpenElement>

<sup>81</sup> UN GA, *Combating glorification of Nazism, neo-Nazism and other practices that contribute to fuelling contemporary forms of racism, racial discrimination, xenophobia and related intolerance*, A/RES/77/204. <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N22/720/46/PDF/N2272046.pdf?OpenElement>

<sup>82</sup> UN GA, *Transparency and confidence-building measures in outer space activities*, A/RES/77/251. <https://daccess-ods.un.org/tmp/9886116.3854599.html>

<sup>83</sup> Pew Research Center, *UN Retains Strong Global Image*, 2013. <http://www.pewglobal.org/2013/09/17/united-nations-retains-strong-global-image/>

<sup>84</sup> Ibid.

<sup>85</sup> UN DGACM, *Main Committees*. <http://www.un.org/en/ga/maincommittees/index.shtml>

<sup>86</sup> Ibid.

<sup>87</sup> Ibid.

<sup>88</sup> Ibid.

<sup>89</sup> Ibid.

<sup>90</sup> Ibid.

## I. Sustainable Mountain Development

*As I want to give a message for other mountain women: If you have a passion, never give up if you want to do something. We are all mountain women, who work in the mountains. Nepal has so many earthquakes, avalanches, landslides, flooding; so many families and properties are lost and we all need to raise awareness and bring a project for local people and give power to each other. – Muna Gurung<sup>91</sup>*

### Introduction

Mountains have long served as one of the most crucial ecosystems on earth.<sup>92</sup> Mountain landscapes cover 25 percent of the earth's land surface and as such also host 25 percent of all terrestrial biodiversity.<sup>93</sup> Many people also rely on mountains for essential needs with mountain regions hosting 1.1 billion people equating to 15 percent of the earth's population.<sup>94</sup> In addition, Mountains are also major providers of water resources to its regional inhabitants as well as an additional 2 billion people who are connected through lowland areas.<sup>95</sup> In total, mountain ecosystems provide the water resources necessary for daily life to nearly half the global population.<sup>96</sup> The importance of mountain ecosystems to the global population is why mountains are often referred to as the 'water towers of the world'.<sup>97</sup> Mountain ecosystems, while being crucial to human life are also extremely vulnerable to external factors such as climate change, extreme weather, deforestation, land degradation, and pollution.<sup>98</sup> Due to the difficult nature of mountain terrain and landscapes, recovery from natural and man-made disasters takes much longer than other ecosystems.<sup>99</sup>

The people who live in mountain regions and maintain their ecosystems are often left facing many challenges of their own.<sup>100</sup> Many mountain communities are maintained through small scale farming and agriculture that typically is focused on family farms to provide household food security.<sup>101</sup> These farms serve important roles as they also contribute as a means to maintain mountain landscapes, ensure sustainable resource use, and prevent biodiversity loss.<sup>102</sup> Many of these communities are also indigenous and preserve the cultural and spiritual significance of many specific mountain sites.<sup>103</sup> However, mountain people and communities are among the poorest of the global population with over half of the rural mountain population facing food insecurity.<sup>104</sup> Since 2012 the estimated

<sup>91</sup> Food and Agriculture Organization. *Mountain women of the world Challenges, resilience and collective power*. 2022.

<https://www.fao.org/3/cc3328en/cc3328en.pdf>

<sup>92</sup> United Nations General Assembly. *Sustainable Mountain Development Report of the Secretary-General*. 2022. (A/res/77/217).

[https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/N2243626.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/N2243626.pdf)

<sup>93</sup> United Nations General Assembly. *Sustainable Mountain Development Report of the Secretary-General*. 2022. (A/res/77/217).

[https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/N2243626.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/N2243626.pdf)

<sup>94</sup> United Nations General Assembly. *Sustainable Mountain Development Report of the Secretary-General*. 2022. (A/res/77/217).

[https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/N2243626.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/N2243626.pdf)

<sup>95</sup> United Nations General Assembly. *Sustainable Mountain Development Report of the Secretary-General*. 2022. (A/res/77/217).

[https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/N2243626.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/N2243626.pdf)

<sup>96</sup> United Nations General Assembly. *Sustainable Mountain Development Report of the Secretary-General*. 2022. (A/res/77/217).

[https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/N2243626.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/N2243626.pdf)

<sup>97</sup> United Nations General Assembly. *Sustainable Mountain Development Report of the Secretary-General*. 2022. (A/res/77/217).

[https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/N2243626.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/N2243626.pdf)

<sup>98</sup> United Nations General Assembly. *Sustainable Mountain Development Report of the Secretary-General*. 2022. (A/res/77/217).

[https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/N2243626.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/N2243626.pdf)

<sup>99</sup> United Nations General Assembly. *Sustainable Mountain Development Report of the Secretary-General*. 2022. (A/res/77/217).

[https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/N2243626.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/N2243626.pdf)

<sup>100</sup> United Nations General Assembly. *Sustainable Mountain Development Report of the Secretary-General*. 2022. (A/res/77/217).

[https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/N2243626.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/N2243626.pdf)

<sup>101</sup> United Nations General Assembly. *Sustainable Mountain Development Report of the Secretary-General*. 2022. (A/res/77/217).

[https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/N2243626.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/N2243626.pdf)

<sup>102</sup> United Nations General Assembly. *Sustainable Mountain Development Report of the Secretary-General*. 2022. (A/res/77/217).

[https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/N2243626.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/N2243626.pdf)

<sup>103</sup> United Nations General Assembly. *Sustainable Mountain Development Report of the Secretary-General*. 2022. (A/res/77/217).

[https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/N2243626.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/N2243626.pdf)

<sup>104</sup> United Nations General Assembly. *Sustainable Mountain Development Report of the Secretary-General*. 2022. (A/res/77/217).

[https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/N2243626.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/N2243626.pdf)

number of people struggling with food insecurity has grown from 300 million people to 340 million people.<sup>105</sup> Food insecurity coupled with limited access to basic services such as transportation, healthcare, education, and markets have caused mountain people to become vulnerable to disasters and crises, often forcing them to migrate out of the mountain regions.<sup>106</sup> Sustainable development, which balances the environmental, social, and economic sustainability of development will become crucial in years to come.<sup>107</sup> Achieving the targets set by the 2030 Agenda and the Sustainable Development Goals (SDGs) is especially valuable in mountain areas because of the unique ecosystem, indigenous population, and limited economic opportunity. Making advancements in preserving biodiversity, proper management of mountain resources, and socio-economic development of mountain communities are all a part of the targets of the SDGs.<sup>108</sup>

## International Framework

The first UN mention of the need to emphasize sustainable mountain development came in 1992 with the adoption of the *United Nations Conference on Environment and Development Agenda 21* (UNCED).<sup>109</sup> Agenda 21 contained Chapter 13 titled “Managing Fragile Ecosystems: Sustainable Mountain Development”, focusing on several key objectives for achieving better sustainable mountain development.<sup>110</sup> One of the key issues was calling for an overall increase in the awareness of mountain regions and their importance on a local, regional, and international level.<sup>111</sup> The protection of mountain resources such as water, and ensuring the development of the local indigenous communities were other key areas emphasized in Agenda 21.<sup>112</sup> After the adoption of Agenda 21 came renewed international efforts to address sustainable mountain development and resulted in the general assembly resolution, *57/245 International Year of Mountains, 2002*.<sup>113</sup> The recognition of the year of mountains started a new push for international efforts led by the Food and Agriculture Organization (FAO) which created the *International Partnership for Sustainable Development in Mountain Regions*, recognized today as the Mountain Partnership (2002).<sup>114</sup> The preservation of biodiversity was also set as an important environmental objective in 1992 with the adoption of the *United Nations Convention on Biological Diversity* (CBD), that focused on the protection ecosystems and preventing loss of biological diversity due to land degradation.<sup>115</sup> Later on in 2004, the CBD adopted a new programme of work focused on preserving and protecting mountain biological diversity by reducing land degradation and biodiversity loss by the year 2010.<sup>116</sup> This decision was followed up by the Strategic Plan for Biodiversity 2011-2020 adopted by CBD to address the need for preserving vulnerable ecosystems and their biodiversity.<sup>117</sup>

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<sup>105</sup> United Nations General Assembly. *Sustainable Mountain Development Report of the Secretary-General*. 2022. (A/res/77/217). [https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/N2243626.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/N2243626.pdf)

<sup>106</sup> United Nations General Assembly. *Sustainable Mountain Development Report of the Secretary-General*. 2022. (A/res/77/217). [https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/N2243626.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/N2243626.pdf)

<sup>107</sup> United Nations Development Programme. *The SDGs in Action*. <https://www.undp.org/sustainable-development-goals>

<sup>108</sup> United Nations Development Programme. *The SDGs in Action*. <https://www.undp.org/sustainable-development-goals>

<sup>109</sup> United Nations. *United Nations Conference on Environment & Development*. 1992. [https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/Agenda21.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/Agenda21.pdf)

<sup>110</sup> United Nations. *United Nations Conference on Environment & Development*. 1992. [https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/Agenda21.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/Agenda21.pdf)

<sup>111</sup> United Nations. *United Nations Conference on Environment & Development*. 1992. [https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/Agenda21.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/Agenda21.pdf)

<sup>112</sup> United Nations. *United Nations Conference on Environment & Development*. 1992. [https://www.fao.org/fileadmin/user\\_upload/mountain\\_partnership/docs/Agenda21.pdf](https://www.fao.org/fileadmin/user_upload/mountain_partnership/docs/Agenda21.pdf)

<sup>113</sup> United Nations General Assembly. *57/245. International Year of Mountains, 2002*. 2002. (A/res/57/245). <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N02/555/58/PDF/N0255558.pdf?OpenElement>

<sup>114</sup> United Nations General Assembly. *57/245. International Year of Mountains, 2002*. 2002. (A/res/57/245). <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N02/555/58/PDF/N0255558.pdf?OpenElement>

<sup>115</sup> United Nations. *Convention on Biological Diversity*. 1992. <https://www.cbd.int/doc/legal/cbd-en.pdf>

<sup>116</sup> United Nations Environment Programme. *Decision Adopted by the Conference of the Parties to the Convention On Biological Diversity at its Seventh Meeting*. 2004. <https://www.cbd.int/doc/decisions/cop-07/cop-07-dec-27-en.pdf>

<sup>117</sup> United Nations General Assembly. *The Future We Want*. 2012. (A/res/66/288). <https://sustainabledevelopment.un.org/futurewewant.html>

Sustainable mountain development has also been involved in major sustainable conventions such as the *Third International Conference on Sustainable Development* (Rio+20), adopted in 2012.<sup>118</sup> The outcome document of the conference known as “The Future We Want”, contains three points of emphasis on sustainable mountain development.<sup>119</sup> First it discusses the vulnerability of mountain regions to the climate crisis as well as natural and man-made disasters.<sup>120</sup> Second, it discusses the importance of further supporting mountain communities and indigenous groups that already practice sustainable farming methods to preserve the resources and biodiversity of mountain ecosystems.<sup>121</sup> Lastly, it emphasizes the need to preserve and maintain mountain biodiversity as mountain regions play a crucial role in the overall health of other ecosystems and many people who depend on them.<sup>122</sup> The SDGs have also been crucial to sustainable mountain development under the adoption of General Assembly resolution 70/1, “Transforming our World: the 2030 Agenda for Sustainable Development”, which established the 17 SDGs to be achieved by the year 2030.<sup>123</sup> The SDGs focus on various goals for economic, social, and environmental development, and SDG 15 focuses directly on preservation of ecosystems.<sup>124</sup> SDG 15 is “Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss” and serves as the main SDG guide for sustainable mountain development.<sup>125</sup> Several of the SDG targets also apply such as target 15.1 that focuses on preserving and protecting inland freshwater ecosystems in mountains as well as target 15.4 seeking to protect the biodiversity of mountains ecosystems.<sup>126</sup>

Title	Author	Year
United Nations Conference on Environment Development (Agenda 21)	UNCED	1992
57/245. International Year of Mountains, 2002	UN GA	2002
United Nations Convention on Biological Diversity	UN	1992
Third International Conference on Sustainable Development (Rio +20)	UN	2012
Transforming our World: the 2030 Agenda for Sustainable Development	UN GA	2015

<sup>118</sup> United Nations General Assembly. *The Future We Want*. 2012. (A/res/66/288).

<https://sustainabledevelopment.un.org/futurewewant.html>

<sup>119</sup> United Nations General Assembly. *The Future We Want*. 2012. (A/res/66/288).

<https://sustainabledevelopment.un.org/futurewewant.html>

<sup>120</sup> United Nations General Assembly. *The Future We Want*. 2012. (A/res/66/288).

<https://sustainabledevelopment.un.org/futurewewant.html>

<sup>121</sup> United Nations General Assembly. *The Future We Want*. 2012. (A/res/66/288).

<https://sustainabledevelopment.un.org/futurewewant.html>

<sup>122</sup> United Nations General Assembly. *The Future We Want*. 2012. (A/res/66/288).

<https://sustainabledevelopment.un.org/futurewewant.html>

<sup>123</sup> United Nations General Assembly. *Transforming Our World: The 2030 Agenda*. 2015. (A/res/70/1). <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N15/291/89/PDF/N1529189.pdf?OpenElement>

<sup>124</sup> United Nations General Assembly. *Transforming Our World: The 2030 Agenda*. 2015. (A/res/70/1). <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N15/291/89/PDF/N1529189.pdf?OpenElement>

<sup>125</sup> United Nations General Assembly. *Transforming Our World: The 2030 Agenda*. 2015. (A/res/70/1). <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N15/291/89/PDF/N1529189.pdf?OpenElement>

<sup>126</sup> United Nations General Assembly. *Transforming Our World: The 2030 Agenda*. 2015. (A/res/70/1). <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N15/291/89/PDF/N1529189.pdf?OpenElement>

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## Role of the General Assembly and the International System

In 2021 the General Assembly adopted resolution 76/129 declaring the year 2022 to be the year of “Sustainable Mountain Development”, to commemorate the 20 year anniversary of the 2002 International Year of Mountains.<sup>127</sup> The following year in 2022, the General Assembly adopted resolution 77/172, “Sustainable Mountain Development” with revisions and new objective for the following years.<sup>128</sup> The resolution established the years of 2023 to 2027 as the Five Years of Action for the Development of Mountain Regions with renewed efforts with other bodies and UN entities to bring greater awareness and efforts in addressing the challenges of mountain regions and mountain people.<sup>129</sup> One of the major organizers of sustainable mountain development has been the Mountain Partnership, established in 2002.<sup>130</sup> The Mountain Partnership is an action platform for joint action from its various member states and collaboration with UN bodies such as FAO.<sup>131</sup> The Mountain Partnership focuses on raising global awareness for mountain people and the importance of protecting mountain biodiversity.<sup>132</sup> It also focuses on promotion of joint projects and multilateral collaboration with its partners as well as greater distribution and access to resources and information for the development of new projects and policies.<sup>133</sup> The Mountain Partnership also places crucial importance on capacity building and building new technology access centers as well as technical training for mountain people to be able to use better resources and systems.<sup>134</sup> In line with the GA resolution the Mountain partnership adopted the *Aspen Declaration* (2022) which details renewed efforts for implementing the SDGs by 2030.<sup>135</sup> The renewed effort plans to enact further collaboration between the private sector and increased investment in capacity building and development of mountain people communities.<sup>136</sup> The declaration also calls for greater inclusion of mountainous countries and indigenous communities in further policy implementation to ensure protection of the mountain ecosystems.<sup>137</sup>

There have also been a number of regional sustainable mountain development agreements between countries and other initiatives to better protect and preserve mountain ecosystems.<sup>138</sup> The *Alpine Convention* (1991) serves as a legal basis and instrument for the protection and preservation of the Alpine mountain region.<sup>139</sup> The convention helped establish protection and regional cooperation for preserving the delicate alpine ecosystem as well as the

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<sup>127</sup> United Nations General Assembly. *Sustainable development: sustainable mountain development Report of the Second Committee*. 2022. (A/77/443/add.11). <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N22/719/74/PDF/N2271974.pdf?OpenElement>

<sup>128</sup> United Nations General Assembly. *Sustainable development: sustainable mountain development Report of the Second Committee*. 2022. (A/77/443/add.11). <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N22/719/74/PDF/N2271974.pdf?OpenElement>

<sup>129</sup> United Nations General Assembly. *Sustainable development: sustainable mountain development Report of the Second Committee*. 2022. (A/77/443/add.11). <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N22/719/74/PDF/N2271974.pdf?OpenElement>

<sup>130</sup> Mountain Partnership. *Working Together for Mountain Peoples and Environments*. 2016. <https://www.fao.org/3/i6197e/i6197e.pdf>

<sup>131</sup> Mountain Partnership. *Working Together for Mountain Peoples and Environments*. 2016. <https://www.fao.org/3/i6197e/i6197e.pdf>

<sup>132</sup> Mountain Partnership. *Working Together for Mountain Peoples and Environments*. 2016. <https://www.fao.org/3/i6197e/i6197e.pdf>

<sup>133</sup> Mountain Partnership. *Working Together for Mountain Peoples and Environments*. 2016. <https://www.fao.org/3/i6197e/i6197e.pdf>

<sup>134</sup> Mountain Partnership. *Working Together for Mountain Peoples and Environments*. 2016. <https://www.fao.org/3/i6197e/i6197e.pdf>

<sup>135</sup> Mountain Partnership. *The Aspen Declaration A New Momentum for Mountains*. 2022. [https://www.fao.org/fileadmin/templates/mountain\\_partnership/doc/Global\\_Meeting/Aspen\\_Declaration\\_2022.pdf](https://www.fao.org/fileadmin/templates/mountain_partnership/doc/Global_Meeting/Aspen_Declaration_2022.pdf)

<sup>136</sup> Mountain Partnership. *The Aspen Declaration A New Momentum for Mountains*. 2022. [https://www.fao.org/fileadmin/templates/mountain\\_partnership/doc/Global\\_Meeting/Aspen\\_Declaration\\_2022.pdf](https://www.fao.org/fileadmin/templates/mountain_partnership/doc/Global_Meeting/Aspen_Declaration_2022.pdf)

<sup>137</sup> Mountain Partnership. *The Aspen Declaration A New Momentum for Mountains*. 2022. [https://www.fao.org/fileadmin/templates/mountain\\_partnership/doc/Global\\_Meeting/Aspen\\_Declaration\\_2022.pdf](https://www.fao.org/fileadmin/templates/mountain_partnership/doc/Global_Meeting/Aspen_Declaration_2022.pdf)

<sup>138</sup> Alpine Convention. *Framework Convention*. 1991. <https://www.alpconv.org/en/home/convention/framework-convention/>

<sup>139</sup> Alpine Convention. *Framework Convention*. 1991. <https://www.alpconv.org/en/home/convention/framework-convention/>

many cultural groups and traditions that are found in the Alps.<sup>140</sup> In 2019 the ministers of the Alpine Countries established a new environmental and sustainable action plan initiative called the Alpine Climate Target System 2050.<sup>141</sup> This new plan is designed with an emphasis on fighting the climate crisis through mitigation and adaptation of the alpine region in order to preserve the ecosystem<sup>142</sup>. In a similar manner the *Carpathian Convention* (2003) was signed in order to protect and preserve the ecosystem and development of the Carpathian mountain region.<sup>143</sup> The primary focus of the convention is the improvement of the quality of life, the strengthening of local economies and communities, and the preservation of cultural values and groups.<sup>144</sup>

## Key Issues

### *The role of indigenous women in Sustainable Mountain Development*

Women globally comprise 37 percent of the agricultural rural workforce however, in mountain regions and communities, women carry out over 50 percent of agricultural labor.<sup>145</sup> Mountain women comprise nearly half of the 600 million small-scale livestock farms and small-scale fisheries globally.<sup>146</sup> The levels of work contribution provided by mountain women often goes unseen due to gender discrimination as well as gender stereotypes and attitudes that prevent mountain women from receiving proper pay or credit for their work.<sup>147</sup> Many mountain women also belong to indigenous communities and face cultural stereotypes as well.<sup>148</sup> These communities can often be isolated in difficult terrain regions and have very little access to common necessities.<sup>149</sup> With mountain women being the bulk of the agricultural labor in mountain regions they are among the most vulnerable to the effects of climate change.<sup>150</sup> Reduced quality of water not only affects personal health negatively but also harms the production of agricultural resources.<sup>151</sup> The rise in climate disasters and extreme weather also place mountain women under immense risk as many are often forced to migrate out due to destruction of crops, livestock, and physical shelters.<sup>152</sup> In addition to the economic hardship, many mountain women suffer from healthcare issues from having little to no access to medical assistance and prenatal care.<sup>153</sup> Mountain women are also not provided with maternity care and often face gender based violence in spaces of work dominated by men.<sup>154</sup> Due to these conditions many indigenous and mountain women have been left out of high level decision making despite having vital experience and information on the regions themselves.<sup>155</sup> According to many mountain women one of the most

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<sup>140</sup> Alpine Convention. *Framework Convention*. 1991. <https://www.alpconv.org/en/home/convention/framework-convention/>

<sup>141</sup> Alpine Convention. *Framework Convention*. 1991. <https://www.alpconv.org/en/home/convention/framework-convention/>

<sup>142</sup> Alpine Convention. *Framework Convention*. 1991. <https://www.alpconv.org/en/home/convention/framework-convention/>

<sup>143</sup> Carpathian Convention. *The Convention*. 2003. <http://www.carpathianconvention.org/the-convention-17.html>

<sup>144</sup> Carpathian Convention. *The Convention*. 2003. <http://www.carpathianconvention.org/the-convention-17.html>

<sup>145</sup> Food and Agriculture Organization. *Mountain women of the world Challenges, resilience and collective power*. 2022. <https://www.fao.org/3/cc3328en/cc3328en.pdf>

<sup>146</sup> Food and Agriculture Organization. *Mountain women of the world Challenges, resilience and collective power*. 2022. <https://www.fao.org/3/cc3328en/cc3328en.pdf>

<sup>147</sup> Food and Agriculture Organization. *Mountain women of the world Challenges, resilience and collective power*. 2022. <https://www.fao.org/3/cc3328en/cc3328en.pdf>

<sup>148</sup> Food and Agriculture Organization. *Mountain women of the world Challenges, resilience and collective power*. 2022. <https://www.fao.org/3/cc3328en/cc3328en.pdf>

<sup>149</sup> Food and Agriculture Organization. *Mountain women of the world Challenges, resilience and collective power*. 2022. <https://www.fao.org/3/cc3328en/cc3328en.pdf>

<sup>150</sup> Food and Agriculture Organization. *Mountain women of the world Challenges, resilience and collective power*. 2022. <https://www.fao.org/3/cc3328en/cc3328en.pdf>

<sup>151</sup> Food and Agriculture Organization. *Mountain women of the world Challenges, resilience and collective power*. 2022. <https://www.fao.org/3/cc3328en/cc3328en.pdf>

<sup>152</sup> Food and Agriculture Organization. *Mountain women of the world Challenges, resilience and collective power*. 2022. <https://www.fao.org/3/cc3328en/cc3328en.pdf>

<sup>153</sup> Food and Agriculture Organization. *Mountain women of the world Challenges, resilience and collective power*. 2022. <https://www.fao.org/3/cc3328en/cc3328en.pdf>

<sup>154</sup> Food and Agriculture Organization. *Mountain women of the world Challenges, resilience and collective power*. 2022. <https://www.fao.org/3/cc3328en/cc3328en.pdf>

<sup>155</sup> Food and Agriculture Organization. *Mountain women of the world Challenges, resilience and collective power*. 2022. <https://www.fao.org/3/cc3328en/cc3328en.pdf>

crucial factors is water scarcity because there has been less water to fill springs and rivers that in turn lead to lower agricultural output and put their livelihoods in jeopardy.<sup>156</sup>

### *Sustainable Mountain Tourism*

With much of the labor in mountain regions being agricultural, there has been a rising interest in using tourism as a new opportunity to grow and develop mountain communities economically.<sup>157</sup> However, increased tourism comes with its own challenges and can create more issues for mountain people in some cases.<sup>158</sup> To its benefit, tourism has been recognized as a potential contributor to the achievement of the SDGs, more specifically SDG 8 decent work and economic growth, 12 responsible consumption and production, and 14 life below water.<sup>159</sup> Tourism can also be a key contributor to SDG 11 sustainable cities and communities due to the diversification of mountain economies allowing for more employment of youth and better work conditions for women.<sup>160</sup> In addition, SDG 15 can also benefit greatly from sustainable tourism.<sup>161</sup> Using tourism as an attraction to spread awareness of mountain ecosystems as well as their biodiversity can help educate visitors and establish environmental conservation sites.<sup>162</sup> Furthermore, the use of tourism can help revitalize global partnership for sustainable development and increase investment as targeted in SDG 17.<sup>163</sup> This can be seen in the implementation of the Sustainable Alternative Tourism project (RAMSAT), part of the European Union Programme Interreg Europe.<sup>164</sup> Tourism can also be used as a means to protect and preserve indigenous cultures and communities by allowing visitors to experience new cultures and food found in mountain regions.<sup>165</sup> Tourists also present new transition of labor opportunities for indigenous groups that allow for sale of cultural goods and dishes.<sup>166</sup> Indigenous communities are well represented in mountain communities and new opportunities for the region mean new growth for them as well.

### *Sustainable food in mountain regions*

In efforts to combat the growing food insecurity of mountain people and communities there has been a shift in focus to sustainable agricultural practices.<sup>167</sup> Agroecology is an important practice that implements efficient and sustainable food and agricultural systems.<sup>168</sup> Agroecological practices are often organic farming methods but the main driver of these practices is diversity.<sup>169</sup> Agricultural diversity prevents biodiversity loss and ensures the

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<sup>156</sup> Food and Agriculture Organization. *Mountain women of the world Challenges, resilience and collective power*. 2022.

<https://www.fao.org/3/cc3328en/cc3328en.pdf>

<sup>157</sup> Food and Agricultural Organization. *Mountain Tourism – Towards a More Sustainable Path*. 2021.

<https://www.fao.org/3/cb7884en/cb7884en.pdf>

<sup>158</sup> Food and Agricultural Organization. *Mountain Tourism – Towards a More Sustainable Path*. 2021.

<https://www.fao.org/3/cb7884en/cb7884en.pdf>

<sup>159</sup> Food and Agricultural Organization. *Mountain Tourism – Towards a More Sustainable Path*. 2021.

<https://www.fao.org/3/cb7884en/cb7884en.pdf>

<sup>160</sup> Food and Agricultural Organization. *Mountain Tourism – Towards a More Sustainable Path*. 2021.

<https://www.fao.org/3/cb7884en/cb7884en.pdf>

<sup>161</sup> Food and Agricultural Organization. *Mountain Tourism – Towards a More Sustainable Path*. 2021.

<https://www.fao.org/3/cb7884en/cb7884en.pdf>

<sup>162</sup> Food and Agricultural Organization. *Mountain Tourism – Towards a More Sustainable Path*. 2021.

<https://www.fao.org/3/cb7884en/cb7884en.pdf>

<sup>163</sup> Food and Agricultural Organization. *Mountain Tourism – Towards a More Sustainable Path*. 2021.

<https://www.fao.org/3/cb7884en/cb7884en.pdf>

<sup>164</sup> Food and Agricultural Organization. *Mountain Tourism – Towards a More Sustainable Path*. 2021.

<https://www.fao.org/3/cb7884en/cb7884en.pdf>

<sup>165</sup> Food and Agricultural Organization. *Mountain Tourism – Towards a More Sustainable Path*. 2021.

<https://www.fao.org/3/cb7884en/cb7884en.pdf>

<sup>166</sup> Food and Agricultural Organization. *Mountain Tourism – Towards a More Sustainable Path*. 2021.

<https://www.fao.org/3/cb7884en/cb7884en.pdf>

<sup>167</sup> Food and Agricultural Organization. *Mountain Farming Systems – Seeds for the Future*. 2021.

<https://www.fao.org/3/cb5349en/cb5349en.pdf>

<sup>168</sup> Food and Agricultural Organization. *Mountain Farming Systems – Seeds for the Future*. 2021.

<https://www.fao.org/3/cb5349en/cb5349en.pdf>

<sup>169</sup> Food and Agricultural Organization. *Mountain Farming Systems – Seeds for the Future*. 2021.

<https://www.fao.org/3/cb5349en/cb5349en.pdf>

mountain ecosystem won't be threatened.<sup>170</sup> These practices and methods are driven by the mountain people and local communities who carry indigenous practices and traditions that have long been sustainable practices.<sup>171</sup> By increasing collaboration and investment in the mountain communities, greater implementation of new methods for agroecology will assist in preventing food insecurity in the region.<sup>172</sup> Furthermore, using sustainable practices allows for the communities and agricultural activities to become climate resilient and allow for further production despite the climate crisis.<sup>173</sup> Many of the complications due to climate will result from rough terrain and lack of water but proper use and upkeep of mountain ecosystems along with agroecology will help ensure food systems are not vulnerable to disasters.<sup>174</sup>

An example of this can be seen in the longstanding work of the HASERA farm located in Nepal which thrives due to agroecology techniques.<sup>175</sup> The farm was started in 1993 and has been using a consistent model of production known as permaculture that grows a variety of crops at once as well as being purposefully designed to be self-sufficient and use all byproducts of the farm to feed new crops.<sup>176</sup> These techniques and design have allowed the farm to maintain necessary levels of water collection despite 80% of the rain it receives being compressed into a three month span with no other water sources.<sup>177</sup> Furthermore, because the farm is not a single-crop farm, HASERA farm has an annual 92 edible crop varieties that it grows.<sup>178</sup> Since the founding of the farm and the use of agroecological techniques, the farm has been able to grow over 500 varieties of crops in its lifetime helping preserve the biodiversity of Nepali mountain regions.<sup>179</sup>

## Conclusion

Mountain regions are among the most crucial ecosystems required for human development and life. Many of these systems provide crucial resources with nearly half the global population depending on them for survival. However, mountain regions are also very vulnerable to the climate crisis and natural disasters. In similar fashion, due to the difficulty of mountain terrain, the mountain people who maintain its ecosystem also face major challenges in being provided basic necessities. Half of the mountain rural population suffers from food insecurity and in need of assistance. With mountain regions being so pivotal to the global population what further methods of sustainable development can be used to improve its climate resiliency? What other methods of economic and social development of mountain people help assist in achieving the SDGs? How can food insecurity and agroecology further contribute to sustainable systems of agriculture that allow for climate resilient industry?

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<sup>170</sup> Food and Agricultural Organization. *Mountain Farming Systems – Seeds for the Future*. 2021. <https://www.fao.org/3/cb5349en/cb5349en.pdf>

<sup>171</sup> Food and Agricultural Organization. *Mountain Farming Systems – Seeds for the Future*. 2021. <https://www.fao.org/3/cb5349en/cb5349en.pdf>

<sup>172</sup> Food and Agricultural Organization. *Mountain Farming Systems – Seeds for the Future*. 2021. <https://www.fao.org/3/cb5349en/cb5349en.pdf>

<sup>173</sup> Food and Agricultural Organization. *Mountain Farming Systems – Seeds for the Future*. 2021. <https://www.fao.org/3/cb5349en/cb5349en.pdf>

<sup>174</sup> Food and Agricultural Organization. *Mountain Farming Systems – Seeds for the Future*. 2021. <https://www.fao.org/3/cb5349en/cb5349en.pdf>

<sup>175</sup> Food and Agricultural Organization. *Mountain Tourism – Towards a More Sustainable Path*. 2021. <https://www.fao.org/3/cb7884en/cb7884en.pdf>

<sup>176</sup> Food and Agricultural Organization. *Mountain Tourism – Towards a More Sustainable Path*. 2021. <https://www.fao.org/3/cb7884en/cb7884en.pdf>

<sup>177</sup> Food and Agricultural Organization. *Mountain Tourism – Towards a More Sustainable Path*. 2021. <https://www.fao.org/3/cb7884en/cb7884en.pdf>

<sup>178</sup> Food and Agricultural Organization. *Mountain Tourism – Towards a More Sustainable Path*. 2021. <https://www.fao.org/3/cb7884en/cb7884en.pdf>

<sup>179</sup> Food and Agricultural Organization. *Mountain Tourism – Towards a More Sustainable Path*. 2021. <https://www.fao.org/3/cb7884en/cb7884en.pdf>



## II. Literacy for Life: Shaping Future Agendas

*We believe we have no time to lose. To create the sustainable world we look forward to, we have to lay a strong foundation with emphasis on quality education, literacy and effective learning at its core. – Dhaka Declaration*

### Introduction

Per the Education 2030 Agenda, the General Assembly has defined literacy as both a “foundational skill of basic education, essential to lifelong learning and full participation in society and the economy”, and a “vital component of the fundamental human right to education”.<sup>180</sup> As of 2020, the global adult literacy rate stands at 87%, so 770 million adults across the world are illiterate, including 98 million youth ages 15-24.<sup>181</sup> Literacy is a crucial prerequisite for ending poverty, furthering democracy and global peace, reducing child mortality rates, and ensuring gender equality.<sup>182</sup> The 2030 Agenda for Sustainable Development set forth the Sustainable Development Goals (SDGs), including several that cannot be achieved without literacy: gender equality, health, eradicating poverty, and access to decent work.<sup>183</sup> Literacy is connected to health and decent work, so it impacts quality of life.<sup>184</sup> Implementing holistic and integrated approaches to literacy will help create literate families and communities, which may then contribute to a stronger cultural focus on education and reduced cultural biases that hinder marginalized groups from achieving literacy.<sup>185</sup>

### International Framework

Article 13 of the Charter of the United Nations directs the General Assembly to promote education globally.<sup>186</sup> Article 26 of the *Universal Declaration of Human Rights* (1948) codifies the right to education for all without discrimination of any kind.<sup>187</sup> Thus, literacy, as a fundamental and basic part of education, is firmly embedded in international law and core international human rights instruments.<sup>188</sup> Education also comprises a key portion of the SDGs, particularly SDG 4, Quality Education for All.<sup>189</sup> SDG 4 includes several targets that are particularly important to literacy.<sup>190</sup> These include target 1 (SDG 4.1) free primary and secondary education for all, target 2

<sup>180</sup> United Nations General Assembly, *Literacy for Life: Shaping Future Agendas, and Education for Democracy (A/77/187)*, 2022, p. 2. <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N22/430/95/PDF/N2243095.pdf?OpenElement>

<sup>181</sup> United Nations General Assembly, *Literacy for Life: Shaping Future Agendas, and Education for Democracy (A/77/187)*, 2022, p. 2. <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N22/430/95/PDF/N2243095.pdf?OpenElement>

<sup>182</sup> United Nations General Assembly, *United Nations Literacy Decade: Education for All (A/RES/56/116)*, 2002, p. 3.

<sup>183</sup> United Nations General Assembly, *Literacy for Life: Shaping Future Agendas, and Education for Democracy (A/77/187)*, 2022, p. 2.

<sup>184</sup> United Nations General Assembly, *Literacy for Life: Shaping Future Agendas, and Education for Democracy (A/77/187)*, 2022, p. 2. <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N22/430/95/PDF/N2243095.pdf?OpenElement>

<sup>185</sup> United Nations General Assembly, *Literacy for Life: Shaping Future Agendas, and Education for Democracy (A/77/187)*, 2022, p. 2. <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N22/430/95/PDF/N2243095.pdf?OpenElement>

<sup>186</sup> Charter of the United Nations, 1945, p. 5. [https://popp.undp.org/\\_layouts/15/WopiFrame.aspx?sourcedoc=/UNDP\\_POPP\\_DOCUMENT\\_LIBRARY/Public/Charter%20of%20the%20United%20Nations.pdf&action=default&utm\\_source=EN&utm\\_medium=GSR&utm\\_content=US\\_UNDP\\_PaidSearch\\_Brand\\_English&utm\\_campaign=CENTRAL&c\\_src=CENTRAL&c\\_src2=GSR&gclid=CjwKCAiAhqCdBhB0EiwAH8M\\_GnuWnCFIP6Ad7juQkh-yWo7pmtTThVHDZNocB8ly15k1ImgGeTvKdBoCPUAQAvD\\_BwE](https://popp.undp.org/_layouts/15/WopiFrame.aspx?sourcedoc=/UNDP_POPP_DOCUMENT_LIBRARY/Public/Charter%20of%20the%20United%20Nations.pdf&action=default&utm_source=EN&utm_medium=GSR&utm_content=US_UNDP_PaidSearch_Brand_English&utm_campaign=CENTRAL&c_src=CENTRAL&c_src2=GSR&gclid=CjwKCAiAhqCdBhB0EiwAH8M_GnuWnCFIP6Ad7juQkh-yWo7pmtTThVHDZNocB8ly15k1ImgGeTvKdBoCPUAQAvD_BwE)

<sup>187</sup> Charter of the United Nations, 1945, p. 5. [https://popp.undp.org/\\_layouts/15/WopiFrame.aspx?sourcedoc=/UNDP\\_POPP\\_DOCUMENT\\_LIBRARY/Public/Charter%20of%20the%20United%20Nations.pdf&action=default&utm\\_source=EN&utm\\_medium=GSR&utm\\_content=US\\_UNDP\\_PaidSearch\\_Brand\\_English&utm\\_campaign=CENTRAL&c\\_src=CENTRAL&c\\_src2=GSR&gclid=CjwKCAiAhqCdBhB0EiwAH8M\\_GnuWnCFIP6Ad7juQkh-yWo7pmtTThVHDZNocB8ly15k1ImgGeTvKdBoCPUAQAvD\\_BwE](https://popp.undp.org/_layouts/15/WopiFrame.aspx?sourcedoc=/UNDP_POPP_DOCUMENT_LIBRARY/Public/Charter%20of%20the%20United%20Nations.pdf&action=default&utm_source=EN&utm_medium=GSR&utm_content=US_UNDP_PaidSearch_Brand_English&utm_campaign=CENTRAL&c_src=CENTRAL&c_src2=GSR&gclid=CjwKCAiAhqCdBhB0EiwAH8M_GnuWnCFIP6Ad7juQkh-yWo7pmtTThVHDZNocB8ly15k1ImgGeTvKdBoCPUAQAvD_BwE)

<sup>187</sup> Universal Declaration of Human Rights, 1948. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

<sup>188</sup> Universal Declaration of Human Rights, 1948. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

<sup>189</sup> The Global Goals, 4: *Quality Education*. [https://www.globalgoals.org/goals/4-quality-education/?gclid=Cj0KCOiA45qdBhD-ARIsAOHbVdFp7wln1hGv2IK0-v8tS4qArPXgcBz2xyqS\\_D4CM2t7oK78zM4q5zQaAuWHEALw\\_wcB](https://www.globalgoals.org/goals/4-quality-education/?gclid=Cj0KCOiA45qdBhD-ARIsAOHbVdFp7wln1hGv2IK0-v8tS4qArPXgcBz2xyqS_D4CM2t7oK78zM4q5zQaAuWHEALw_wcB)

<sup>190</sup> The Global Goals, 4: *Quality Education*. [https://www.globalgoals.org/goals/4-quality-education/?gclid=Cj0KCOiA45qdBhD-ARIsAOHbVdFp7wln1hGv2IK0-v8tS4qArPXgcBz2xyqS\\_D4CM2t7oK78zM4q5zQaAuWHEALw\\_wcB](https://www.globalgoals.org/goals/4-quality-education/?gclid=Cj0KCOiA45qdBhD-ARIsAOHbVdFp7wln1hGv2IK0-v8tS4qArPXgcBz2xyqS_D4CM2t7oK78zM4q5zQaAuWHEALw_wcB)

(SDG 4.2) equal access to pre-primary education, target 5 (SDG 4.5) eliminating all discrimination in education, and target 6 (SDG 4.6) universal literacy and numeracy by 2030.<sup>191</sup>

The General Assembly recognizes the concept of Education For All (EFA) as a vehicle for the future of democracy, sustainable development, economic growth, and human rights.<sup>192</sup> It is particularly important to note that EFA encompasses *everyone*, particularly marginalized groups such as women and girls, indigenous peoples, people with disabilities, and the elderly.<sup>193</sup> Programs to increase literacy rates amongst marginalized groups range from NGOs providing girls in secondary school in Ethiopia with sanitary pads to creating alternative learning opportunities for adolescent dropouts.<sup>194</sup>

Title	Author	Year
Better Life, Better Future: UNESCO Global Partnership for Girls' and Women's Education	UNESCO	2015
Global Alliance for Literacy within the Framework of Lifelong Learning (GAL) Strategy 2020-2025	UNESCO Institute for Lifelong Learning	2020
Literacy for Life: Shaping Future Agendas	General Assembly	2020

### Role of the General Assembly and the International System

The World Education Forum adopted the *Dakar Framework for Action: Education For All* as an outcome document in 2000, followed by the General Assembly recognizing the *Dakar Framework* in General Assembly Resolution 57/254 (2002).<sup>195</sup> The EFA initiative laid the groundwork for the international focus on literacy, especially amongst marginalized populations by providing detailed regional frameworks and strategies.<sup>196</sup> However, literacy for all is a complex issue with several obstacles that have made it difficult to achieve the 50% global literacy by 2015 goal outlined in the Dakar Framework.<sup>197</sup> That goal has now been exceeded, and the General Assembly has continued to set ambitious targets for education and literacy, including SDG 4, providing quality education for all by 2030.<sup>198</sup> The SDG-Education 2030 Steering Committee was created in 2020 in response to the COVID-19 pandemic.<sup>199</sup> In a report to the 2022 High-Level Political Forum on Sustainable Development (HLPF-SD) on the state of education and literacy, the Steering Committee referred to the COVID-19 pandemic as “the worst disruptor to education in recent history”.<sup>200</sup> Before the COVID-19 pandemic, 53% of children in low-income and middle-income Member

<sup>191</sup> The Global Goals, 4: *Quality Education*. [https://www.globalgoals.org/goals/4-quality-education/?gclid=Cj0KCOiA45qdBhD-ARIsAOHbVdFp7wInIhGv2IK0-v8tS4qArPXgcBz2xyqS\\_D4CM2t7oK78zM4q5zQaAuWHEALw\\_wcB](https://www.globalgoals.org/goals/4-quality-education/?gclid=Cj0KCOiA45qdBhD-ARIsAOHbVdFp7wInIhGv2IK0-v8tS4qArPXgcBz2xyqS_D4CM2t7oK78zM4q5zQaAuWHEALw_wcB)

<sup>192</sup> United Nations, *Academic Impact: Education for All*. <https://www.un.org/en/academic-impact/education-all>

<sup>193</sup> United Nations, *Academic Impact: Education for All*. <https://www.un.org/en/academic-impact/education-all>

<sup>194</sup> United Nations, *Academic Impact: Education for All*. <https://www.un.org/en/academic-impact/education-all>

<sup>195</sup> World Education Forum, *The Dakar Framework for Action: Education for all: Meeting our Collective Commitments*, 2000, p. 8. <https://unesdoc.unesco.org/ark:/48223/pf0000121147>

<sup>196</sup> World Education Forum, *The Dakar Framework for Action: Education for all: Meeting our Collective Commitments*, 2000, p. 8. <https://unesdoc.unesco.org/ark:/48223/pf0000121147>

<sup>197</sup> World Education Forum, *The Dakar Framework for Action: Education for all: Meeting our Collective Commitments*, 2000, p. 8. <https://unesdoc.unesco.org/ark:/48223/pf0000121147>

<sup>198</sup> The Global Goals, 4: *Quality Education*. [https://www.globalgoals.org/goals/4-quality-education/?gclid=Cj0KCOiA45qdBhD-ARIsAOHbVdFp7wInIhGv2IK0-v8tS4qArPXgcBz2xyqS\\_D4CM2t7oK78zM4q5zQaAuWHEALw\\_wcB](https://www.globalgoals.org/goals/4-quality-education/?gclid=Cj0KCOiA45qdBhD-ARIsAOHbVdFp7wInIhGv2IK0-v8tS4qArPXgcBz2xyqS_D4CM2t7oK78zM4q5zQaAuWHEALw_wcB)

<sup>199</sup> United Nations Educational, Scientific, and Cultural Organization, *Contribution to the 2022 High-Level Political Forum on Sustainable Development: “Building Back Better From the Coronavirus Disease (COVID-19) While Advancing the Full Implementation of the 2030 Agenda for Sustainable Development”*, 2022, p. 4. <https://www.sd4education2030.org/sites/default/files/2022-03/SDG4%20Education%202030%20Steering%20Committee%20contribution%20to%202022%20HLPF.pdf>

<sup>200</sup> United Nations Educational, Scientific, and Cultural Organization, *Contribution to the 2022 High-Level Political Forum on Sustainable Development: “Building Back Better From the Coronavirus Disease (COVID-19) While Advancing the Full Implementation of the 2030 Agenda for Sustainable Development”*, 2022, p. 4. [https://www.sd4education2030.org/sites/default/files/2022-](https://www.sd4education2030.org/sites/default/files/2022-03/SDG4%20Education%202030%20Steering%20Committee%20contribution%20to%202022%20HLPF.pdf)

States were unable to understand a simple story by the end of their primary education.<sup>201</sup> 2022 marks the third consecutive year of disrupted learning for students of all ages—but pre-primary education, which would prepare children to successfully learn literacy skills in primary school, was the least likely to be included in remote learning alternatives or reopened after most students had returned to physical learning environments.<sup>202</sup> The major health crisis and education disruption brought about by COVID-19 have significantly hindered the achievement of SDG 4, while also creating a new urgency for digital literacy due to the acceleration of remote learning and other forms of digitization.<sup>203</sup>

Per General Assembly Resolution 56/116 (2002), 2003-2012 was declared the United Nations Literacy Decade.<sup>204</sup> Member States were urged to follow a variety of strategies from the Dakar Framework for Action to increase domestic literacy rates.<sup>205</sup> These strategies included financing literacy and education programs for marginalized populations and developing national policies for literacy development.<sup>206</sup> After the conclusion of the Literacy Decade, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) made further recommendations for future action including mobilizing financial and political resources for literacy programs.<sup>207</sup> The Global Alliance for Literacy (GAL) is implementing these recommendations within the Framework of Lifelong Learning: Strategy 2020-2025.<sup>208</sup> 29 Member States are participating in the GAL, since 72% of all illiterate adults reside in just these 29 countries.<sup>209</sup> The GAL has outlined five goals to achieve SDG target 4.6, ensuring that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.<sup>210</sup> The five goals comprise a multifaceted approach to increasing literacy rates for all.<sup>211</sup> The goals include improving national literacy strategies, policies, and programs for adults and youth to reach as many people as possible, as well as

[03/SDG4%20Education%202030%20Steering%20Committee%20contribution%20to%202022%20HLPF.pdf](https://www.sdg4education2030.org/sites/default/files/2022-03/SDG4%20Education%202030%20Steering%20Committee%20contribution%20to%202022%20HLPF.pdf)

<sup>201</sup> United Nations Educational, Scientific, and Cultural Organization, *Contribution to the 2022 High-Level Political Forum on Sustainable Development: “Building Back Better From the Coronavirus Disease (COVID-19) While Advancing the Full Implementation of the 2030 Agenda for Sustainable Development”*, 2022, p. 3.

<https://www.sdg4education2030.org/sites/default/files/2022-03/SDG4%20Education%202030%20Steering%20Committee%20contribution%20to%202022%20HLPF.pdf>

<sup>202</sup> United Nations Educational, Scientific, and Cultural Organization, *Contribution to the 2022 High-Level Political Forum on Sustainable Development: “Building Back Better From the Coronavirus Disease (COVID-19) While Advancing the Full Implementation of the 2030 Agenda for Sustainable Development”*, 2022, p. 4.

<https://www.sdg4education2030.org/sites/default/files/2022-03/SDG4%20Education%202030%20Steering%20Committee%20contribution%20to%202022%20HLPF.pdf>

<sup>203</sup> United Nations General Assembly, *Literacy for Life: Shaping Future Agendas, and Education for Democracy (A/77/187)*, 2022, p. 2.

<https://documents-dds-ny.un.org/doc/UNDOC/GEN/N22/430/95/PDF/N2243095.pdf?OpenElement>

<sup>204</sup> United Nations General Assembly, *United Nations Literacy Decade: Education for All (A/RES/56/116)*, 2002, p. 3.

<https://documents-dds-ny.un.org/doc/UNDOC/GEN/N01/481/39/PDF/N0148139.pdf?OpenElement>

<sup>205</sup> United Nations General Assembly, *United Nations Literacy Decade: Education for All (A/RES/56/116)*, 2002, p. 3.

<https://documents-dds-ny.un.org/doc/UNDOC/GEN/N01/481/39/PDF/N0148139.pdf?OpenElement>

<sup>206</sup> United Nations General Assembly, *United Nations Literacy Decade: Education for All (A/RES/56/116)*, 2002, p. 3.

<https://documents-dds-ny.un.org/doc/UNDOC/GEN/N01/481/39/PDF/N0148139.pdf?OpenElement>

<sup>207</sup> United Nations Educational, Scientific, and Cultural Organization, *Implementation of the International Plan of Action for the United Nations Literacy Decade (UNLD, 2003-2012) And Specific Recommendations For the Post-Decade Period (37 C/58 Annex I)*, 2013, p. 4. <https://unesdoc.unesco.org/ark:/48223/pf0000224374>

<sup>208</sup> United Nations Educational, Scientific, and Cultural Organization Institute for Lifelong Learning, *Global Alliance for Literacy Strategy (2020-2025)*. <https://uil.unesco.org/literacy/global-alliance/global-alliance-literacy-strategy-2020-2025>

<sup>209</sup> United Nations Educational, Scientific, and Cultural Organization Institute for Lifelong Learning, *Global Alliance for Literacy Strategy (2020-2025)*. <https://uil.unesco.org/literacy/global-alliance/global-alliance-literacy-strategy-2020-2025>

<sup>210</sup> United Nations Educational, Scientific, and Cultural Organization Institute for Lifelong Learning, *Global Alliance for Literacy Within the Framework of Lifelong Learning (GAL) Strategy 2020-2025*, 2020, p. 6.

<https://unesdoc.unesco.org/ark:/48223/pf0000373033>

<sup>211</sup> United Nations Educational, Scientific, and Cultural Organization Institute for Lifelong Learning, *Global Alliance for Literacy Within the Framework of Lifelong Learning (GAL) Strategy 2020-2025*, 2020, p. 7-11.

<https://unesdoc.unesco.org/ark:/48223/pf0000373033>

developing inclusive literacy interventions for girls, women, and marginalized populations to target the most vulnerable groups.<sup>212</sup> The remaining GAL goals include using technology and South-South cooperation to improve access to literacy resources, improving the monitoring and reporting of literacy rates, and developing multi-stakeholder partnerships with the private sector to create new funding sources for literacy programs.<sup>213</sup>

## Key Issues

### *Literacy for Empowering Women and Girls*

Literacy is a key issue for the global empowerment of women and girls.<sup>214</sup> Illiteracy puts girls and women at greater risk for child marriage, early maternity, and a lack of financial independence due to reduced job opportunities.<sup>215</sup> The lack of literacy and education perpetuates cycles of female poverty who are already socially and economically marginalized.<sup>216</sup> Women account for over 60% of illiterate adults globally—and more than 50% of illiterate adults in every world region.<sup>217</sup> Moreover, this ratio has not improved since 2020.<sup>218</sup> Literacy and education for women also has consequences for the next generation, with data from 68 countries emphasizing that women’s education plays a crucial role in the survival of their children.<sup>219</sup>

Multiple targets of SDG 4, Quality Education for All, address literacy and gender.<sup>220</sup> This includes target 4.1, ensuring all boys and girls have quality primary education; target 4.5, eliminating all discrimination in education; and target 4.6 universal literacy and numeracy.<sup>221</sup> The UNESCO Global Partnership for Girls’ and Women’s Education has had multiple partnerships with Member States to advance various approaches to increasing literacy rates for women and girls.<sup>222</sup> In Kenya, Lesotho, and Senegal, these partnerships have included gender-sensitive training for teachers to address the underrepresentation of girls in Science, Technology, Engineering, and Medicine (STEM) fields and TV broadcasts regarding information and communication technology addressing the high rate of female technological illiteracy.<sup>223</sup> In Ethiopia and Tanzania, the UNESCO Global Partnership has helped provide

<sup>212</sup> United Nations Educational, Scientific, and Cultural Organization Institute for Lifelong Learning, *Global Alliance for Literacy Within the Framework of Lifelong Learning (GAL) Strategy 2020-2025*, 2020, p. 7-11.

<https://unesdoc.unesco.org/ark:/48223/pf0000373033>

<sup>213</sup> United Nations Educational, Scientific, and Cultural Organization Institute for Lifelong Learning, *Global Alliance for Literacy Within the Framework of Lifelong Learning (GAL) Strategy 2020-2025*, 2020, p. 7-11.

<https://unesdoc.unesco.org/ark:/48223/pf0000373033>

<sup>214</sup> United Nations Educational, Scientific, and Cultural Organization, *Better Life, Better Future: UNESCO Global Partnership for Girls’ and Women’s Education*, 2015, p. 2. <https://unesdoc.unesco.org/ark:/48223/pf0000232189>

<sup>215</sup> United Nations Educational, Scientific, and Cultural Organization, *Better Life, Better Future: UNESCO Global Partnership for Girls’ and Women’s Education*, 2015, p. 3. <https://unesdoc.unesco.org/ark:/48223/pf0000232189>

<sup>216</sup> United Nations Educational, Scientific, and Cultural Organization, *Better Life, Better Future: UNESCO Global Partnership for Girls’ and Women’s Education*, 2015, p. 3. <https://unesdoc.unesco.org/ark:/48223/pf0000232189>

<sup>217</sup> Ford, *Two-Thirds of World’s Illiterate Adults are Women, Report Finds*, 2015. <https://www.theguardian.com/global-development/2015/oct/20/two-thirds-of-worlds-illiterate-adults-are-women-report-finds>

<sup>218</sup> Ford, *Two-Thirds of World’s Illiterate Adults are Women, Report Finds*, 2015. <https://www.theguardian.com/global-development/2015/oct/20/two-thirds-of-worlds-illiterate-adults-are-women-report-finds>

<sup>219</sup> UN Women, *Facts & Figures: Poverty and Hunger*, 2012. <https://www.unwomen.org/en/news/in-focus/commission-on-the-status-of-women-2012/facts-and-figures>

<sup>220</sup> The Global Goals, 4: *Quality Education*. [https://www.globalgoals.org/goals/4-quality-education/?gclid=Cj0KCOiA45qdBhD-ARIsAOHbVdFp7wIn1hGv2IK0-v8tS4qArPXgcBz2xyqS\\_D4CM2t7oK78zM4q5zOaAuWHEALw\\_wcB](https://www.globalgoals.org/goals/4-quality-education/?gclid=Cj0KCOiA45qdBhD-ARIsAOHbVdFp7wIn1hGv2IK0-v8tS4qArPXgcBz2xyqS_D4CM2t7oK78zM4q5zOaAuWHEALw_wcB)

<sup>221</sup> The Global Goals, 4: *Quality Education*. [https://www.globalgoals.org/goals/4-quality-education/?gclid=Cj0KCOiA45qdBhD-ARIsAOHbVdFp7wIn1hGv2IK0-v8tS4qArPXgcBz2xyqS\\_D4CM2t7oK78zM4q5zOaAuWHEALw\\_wcB](https://www.globalgoals.org/goals/4-quality-education/?gclid=Cj0KCOiA45qdBhD-ARIsAOHbVdFp7wIn1hGv2IK0-v8tS4qArPXgcBz2xyqS_D4CM2t7oK78zM4q5zOaAuWHEALw_wcB)

<sup>222</sup> United Nations Educational, Cultural, and Scientific Organization, *Better Life, Better Future: UNESCO Global Partnership for Girls’ and Women’s Education*, 2015, p. 4. <https://unesdoc.unesco.org/ark:/48223/pf0000232189>

<sup>223</sup> United Nations Educational, Cultural, and Scientific Organization, *Better Life, Better Future: UNESCO Global Partnership for Girls’*

girls with sanitary pads, water, and soap at school, along with gender-responsive teaching, sexual education, and school-based income generating activities to reduce dropout rates amongst adolescent girls.<sup>224</sup> Multiple programs have also been launched in partnership with UN bodies, NGOs, and civil society organizations, including a partnership with UNESCO which focuses on creating learning environments where girls are safe from gender-based violence.<sup>225</sup> A partnership between UNESCO, UN Women, UNFPA, and the World Bank known as the *Joint Programme for the Empowerment of Adolescent Girls and Young Women through Education* also focuses on education as an empowerment tool to help girls and women live with dignity.<sup>226</sup>

The International Conference on Girl's and Women's Literacy and Education: Foundations for Sustainable Development was held in 2014 and produced the outcome document of the *Dhaka Declaration*.<sup>227</sup> The Dhaka Declaration outlined recommendations for action to increase literacy rates amongst women and girls, including embedding literacy in the legal frameworks of Member State and increasing funding via private sector investment.<sup>228</sup> The recommendations also included creating collaborative literacy programs specifically for disadvantaged populations, working towards global literacy monitoring and assessments, and strengthening national and regional multi-stakeholder partnerships.<sup>229</sup>

### *Indigenous Languages as a Pathway to Literacy*

In 2007, the General Assembly adopted the *United Nations Declaration on the Rights of Indigenous People* (UNDRIP), where Article 14 codifies the right of indigenous people to access education in their own languages.<sup>230</sup> General Assembly Resolution 75/155 (2020) addresses the scope of the work that still needs to be done to meet the literacy learning needs of diverse groups including indigenous people.<sup>231</sup> General Assembly Resolution 75/155 (2020) also strengthens the link between target 4.1 of SDG 4, free primary and secondary education for all without discrimination, and the importance of providing education in indigenous languages.<sup>232</sup> UNDRIP has also established language as an inextricable part of the cultural heritage of indigenous peoples that Member States and the international community must maintain with special attention.<sup>233</sup>

This is of particular importance because the absence of respect and resources for indigenous students, including teaching in indigenous languages, contributes to low rates for literacy and quality education for indigenous peoples.<sup>234</sup> Literacy for indigenous peoples faces other obstacles as well, including intersectional gender

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- and Women's Education*, 2015, p. 4. <https://unesdoc.unesco.org/ark:/48223/pf0000232189>
- <sup>224</sup> United Nations Educational, Cultural, and Scientific Organization, *Better Life, Better Future: UNESCO Global Partnership for Girls' and Women's Education*, 2015, p. 5-7. <https://unesdoc.unesco.org/ark:/48223/pf0000232189>
- <sup>225</sup> United Nations Educational, Cultural, and Scientific Organization, *Better Life, Better Future: UNESCO Global Partnership for Girls' and Women's Education*, 2015, p. 8. <https://unesdoc.unesco.org/ark:/48223/pf0000232189>
- <sup>226</sup> United Nations Educational, Cultural, and Scientific Organization, *Better Life, Better Future: UNESCO Global Partnership for Girls' and Women's Education*, 2015, p. 8. <https://unesdoc.unesco.org/ark:/48223/pf0000232189>
- <sup>227</sup> United Nations Educational, Cultural, and Scientific Organization, *Dhaka Declaration Adopted at ILD Event in Bangladesh*, 2014. <https://uil.unesco.org/fr/node/2786>
- <sup>228</sup> United Nations Educational, Cultural, and Scientific Organization, *Dhaka Declaration: International Conference on Girls' and Women's Literacy and Education: "Foundations for Sustainable Development" on the Occasion of International Literacy Day in support of the Global Education First Initiative*, 2014, p. 2. <https://unesdoc.unesco.org/ark:/48223/pf0000229965>
- <sup>229</sup> United Nations Educational, Cultural, and Scientific Organization, *Dhaka Declaration: International Conference on Girls' and Women's Literacy and Education: "Foundations for Sustainable Development" on the Occasion of International Literacy Day in support of the Global Education First Initiative*, 2014, p. 2. <https://unesdoc.unesco.org/ark:/48223/pf0000229965>
- <sup>230</sup> United Nations General Assembly, *United Nations Declaration on the Rights of Indigenous Peoples (A/RES/61/295)*, 2007, p. 5. <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N06/512/07/PDF/N0651207.pdf?OpenElement>
- <sup>231</sup> United Nations General Assembly, *Literacy For Life: Shaping Future Agendas (A/RES/75/155)*, 2020, p. 4. <https://digitallibrary.un.org/record/3896015>
- <sup>232</sup> United Nations General Assembly, *Literacy For Life: Shaping Future Agendas (A/RES/75/155)*, 2020, p. 4. <https://digitallibrary.un.org/record/3896015>
- <sup>233</sup> United Nations General Assembly, *United Nations Declaration on the Rights of Indigenous Peoples (A/RES/61/295)*, 2007, p. 5. <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N06/512/07/PDF/N0651207.pdf?OpenElement>
- <sup>234</sup> United Nations Department of Economic and Social Affairs, *Indigenous People: Education*, 2019. <https://www.un.org/development/desa/indigenouspeoples/mandated-areas1/education.html>

discrimination and the internal conflict indigenous peoples endure when they only learn the curriculum of their national or local government without that of their indigenous culture.<sup>235</sup> Indigenous children may also face hardships from being unregistered with the governments of their countries at birth.<sup>236</sup> Ultimately, the national curriculum of Member States is often irrelevant in the context of indigenous communities.<sup>237</sup>

Current work on the issue includes the inception of the Permanent Forum on Indigenous Issues in 2018 as a partnership between UNESCO, Member States, and indigenous populations.<sup>238</sup> Additionally, 2019 was declared the International Year of Indigenous Languages to take note of the 5,000 indigenous cultures worldwide in 90 countries, encompassing 370 million indigenous people in the world and the 2680 indigenous languages in danger of extinction.<sup>239</sup> The International Year of Indigenous Languages initiative focused on the integration of indigenous languages into existing educational settings and capacity building.<sup>240</sup> The International Year of Indigenous Language spread global awareness of indigenous languages being in danger of extinction, and the role of indigenous languages in the sustainable development of indigenous communities.<sup>241</sup>

2022-2031 has been declared the International Decade of Indigenous Languages, and UNESCO has developed the Global Action Plan of the International Decade of Indigenous Languages.<sup>242</sup> The strategies suggested in the Global Action Plan include creating new multi-stakeholder partnerships, mobilizing existing resources to preserve indigenous languages, communicating best practices, and collecting data for monitoring progress.<sup>243</sup>

## Conclusion

Literacy is a key issue that underpins human rights, decent work, quality of life, and the independence and autonomy of all persons.<sup>244</sup> On a broader scale, literacy is a cross-cutting issue that is crucial for the advancement of democracy, sustainable development, environmental initiatives, gender equality, indigenous rights, child health and survival, and technological growth across Member States.<sup>245</sup> Despite its importance, there are several challenges to

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<sup>235</sup> United Nations Department of Economic and Social Affairs, *Indigenous People: Education*, 2019.

<https://www.un.org/development/desa/indigenouspeoples/mandated-areas1/education.html>

<sup>236</sup> United Nations Department of Economic and Social Affairs, *Indigenous People: Education*, 2019.

<https://www.un.org/development/desa/indigenouspeoples/mandated-areas1/education.html>

<sup>237</sup> United Nations Department of Economic and Social Affairs, *Indigenous People: Education*, 2019.

<https://www.un.org/development/desa/indigenouspeoples/mandated-areas1/education.html>

<sup>238</sup> United Nations Department of Economic and Social Affairs, *Indigenous People: Education*, 2019.

<https://www.un.org/development/desa/indigenouspeoples/mandated-areas1/education.html>

<sup>239</sup> United Nations Educational, Cultural, and Scientific Organization, *Why Indigenous Languages?* 2018. <https://en.iyil2019.org/>

<sup>240</sup> United Nations Educational, Cultural, and Scientific Organization, *Why Indigenous Languages?* 2018. <https://en.iyil2019.org/>

<sup>241</sup> United Nations Educational, Cultural, and Scientific Organization, *Why Indigenous Languages?* 2018. <https://en.iyil2019.org/>

<sup>242</sup> United Nations Educational, Cultural, and Scientific Organization, *Global Action Plan of the International Decade of Indigenous Languages (IDIL 2022-2032)*, 2021, p. 2.

[https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef\\_0000379851&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach\\_import\\_5e130670-0cdb-4e12-b148-43bd10d4fbcc%3F%3D379851eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000379851/PDF/379851eng.pdf#%5B%7B%22num%22%3A59%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C45%2C842%2C0%5D](https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000379851&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_5e130670-0cdb-4e12-b148-43bd10d4fbcc%3F%3D379851eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000379851/PDF/379851eng.pdf#%5B%7B%22num%22%3A59%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C45%2C842%2C0%5D)

<sup>243</sup> United Nations Educational, Cultural, and Scientific Organization, *Global Action Plan of the International Decade of Indigenous Languages (IDIL 2022-2032)*, 2021, p. 32.

[https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef\\_0000379851&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach\\_import\\_5e130670-0cdb-4e12-b148-43bd10d4fbcc%3F%3D379851eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000379851/PDF/379851eng.pdf#%5B%7B%22num%22%3A59%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C45%2C842%2C0%5D](https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000379851&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_5e130670-0cdb-4e12-b148-43bd10d4fbcc%3F%3D379851eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000379851/PDF/379851eng.pdf#%5B%7B%22num%22%3A59%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C45%2C842%2C0%5D)

<sup>244</sup> United Nations General Assembly, *Literacy For Life: Shaping Future Agendas (A/RES/75/155)*, 2020, p. 3.

<https://digitallibrary.un.org/record/3896015>

<sup>245</sup> United Nations General Assembly, *Literacy for Life: Shaping Future Agendas, and Education for Democracy (A/77/187)*, 2022, p. 2.

<https://documents-dds-ny.un.org/doc/UNDOC/GEN/N22/430/95/PDF/N2243095.pdf?OpenElement>

achieving literacy for all by 2030 per SDG 4.6, including gender-sensitive programming, access to education provided in indigenous languages, and financing for literacy programs.<sup>246</sup>

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<sup>246</sup> The Global Goals, 4: *Quality Education*. [https://www.globalgoals.org/goals/4-quality-education/?gclid=Cj0KCOiA45qdBhD-ARIsAOHbVdFp7wln1hGv2IK0-v8tS4qArPXgcBz2xyqS\\_D4CM2t7oK78zM4q5zOaAuWHEALw\\_wcB](https://www.globalgoals.org/goals/4-quality-education/?gclid=Cj0KCOiA45qdBhD-ARIsAOHbVdFp7wln1hGv2IK0-v8tS4qArPXgcBz2xyqS_D4CM2t7oK78zM4q5zOaAuWHEALw_wcB)

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