development and that the United Nations Literacy Decade (2003–2012) had a catalytic effect as a global framework for sustained and focused efforts for the promotion of literacy and literate environments,

Welcoming the convening of the International Conference on Girls’ and Women’s Literacy and Education: Foundations for Sustainable Development, held in Dhaka and co-hosted by the Government of Bangladesh and the United Nations Educational, Scientific and Cultural Organization, in support of the Global Education First Initiative and on the occasion of International Literacy Day, on 8 September 2014, and taking note with appreciation of the adoption of the Dhaka Declaration,

Taking note of the report of the Open Working Group on Sustainable Development Goals, which shall be the main basis for integrating sustainable development goals into the post-2015 development agenda, while recognizing that other inputs will also be considered, in the intergovernmental negotiation process at the sixty-ninth session of the General Assembly, and acknowledging that it includes a goal on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all with a stand-alone target on literacy,

Affirming that the realization of the right to education, especially for girls, contributes to the promotion of human rights, gender equality and the eradication of poverty, as well as to development,

Recognizing the importance of continuing to implement national programmes and measures to eliminate illiteracy worldwide as reflected in the Dakar Framework for Action on Education for All, adopted on 28 April 2000 at the World Education Forum, and in the Millennium Development Goals, and in this regard also recognizing the important contribution of South-South and triangular cooperation through, inter alia, innovative pedagogical methods in literacy,

Deeply concerned about the persistence of the gender gap in education, which is reflected by the fact that, according to the United Nations Educational, Scientific and Cultural Organization, nearly two thirds of the world’s non-literate adults are women,

Concerned that, according to the United Nations Educational, Scientific and Cultural Organization, one third of the children not attending school are children with disabilities and that the literacy rate among adults with disabilities is as low as 3 per cent in some countries,

Deeply concerned about the impact of disrupted educational services in humanitarian emergencies on efforts to promote literacy skills, especially for all children and young people,


2. Commends the efforts made by Member States, their development partners, the international donor community, the private sector, civil society and the specialized agencies and other organizations of the United Nations system, including the lead organization of the United Nations Literacy Decade, the United Nations Educational, Scientific and Cultural Organization, in promoting the right to education, including by making progress on the goals of the Decade;

3. Recognizes the importance of continuing to implement national programmes and measures for everyone to acquire, use and advance literacy skills in order to eliminate illiteracy worldwide, enhancing further political and financial commitments, in particular for youth and adult literacy and non-formal education, intensifying collective efforts through enhanced education systems and interventions and building a robust knowledge and technical base through improved literacy monitoring, assessment and research;

4. Calls upon all Governments to develop reliable measures of literacy and generate data that are comparable across time and disaggregated by age, sex, disability, socioeconomic status, geographical location (urban/rural areas) and other relevant factors;

5. Encourages Member States, their development partners and the specialized agencies and other relevant organizations of the United Nations system, as appropriate, to sustain and expand the gains achieved during the Decade through improving the integration of literacy into sector-wide and multisectoral education and development strategies, expanding the provision of quality literacy programmes, enhancing education systems to provide quality basic education through schooling, enriching literate environments to allow people to acquire, use and advance literacy skills and promoting literacy for women and girls, as well as for marginalized groups, for their empowerment and inclusion in societies;

6. Requests the United Nations Educational, Scientific and Cultural Organization to continue its coordinating and catalysing role in the fight against illiteracy, including in the context of the agenda for the period following the United Nations Literacy Decade, through developing Member States’ capacities in the areas of policies, programme delivery and literacy assessments, scaling up literacy actions for girls and women, reinforcing innovative models of literacy delivery, including through information and communications technologies, and expanding the knowledge base and monitoring and evaluation, as well as advocating literacy on the global agenda and ensuring synergies between different actions, including through multi-stakeholder partnerships and networks;

7. Encourages efforts to provide education for all, especially for boys and girls, in humanitarian emergencies, including in order to contribute to a smooth transition from relief to development;

8. Recognizes the continued need to give appropriate consideration to the issue of literacy in the discussions on the post-2015 development agenda;

9. Requests the Secretary-General, in cooperation with the Director General of the United Nations Educational, Scientific and Cultural Organization, to submit to the General Assembly at its seventy-first session a report on the implementation of the present resolution;

10. Decides to include in the provisional agenda of its seventy-first session, under the item entitled “Social development”, the sub-item entitled “Literacy for life: shaping future agendas”.