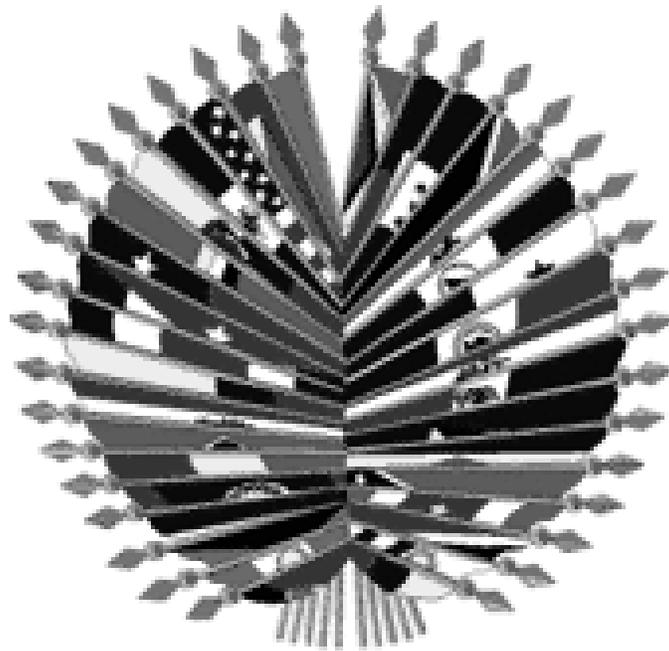


**2015 Washington Model Organization of  
American States General Assembly**

# **Electronic Packet**

## **Third Committee**



## RESOLUTION FOR RESPONSIBLE LENDING IN THE AMERICAS

Third Committee  
Draft Resolution Presented by the Delegation of Grenada

Topic No. 3 of Agenda

THE GENERAL ASSEMBLY,

CONSIDERING:

Article 30 of the Organization of American States Charter, which states: “Inter-American cooperation for integral development is the common and joint responsibility of the Member States, within the framework of the democratic principles and the institutions of the inter-American system. It should include the economic, social, educational, cultural, scientific, and technological fields, support the achievement of national objectives of the Member States, and respect the priorities established by each country in its development plans, without political ties or conditions”;

Article 33 of the Charter, which states: “Development is a primary responsibility of each country and should constitute an integral and continuous process for the establishment of a more just economic and social order that will make possible and contribute to the fulfillment of the individual”; and

TAKING INTO ACCOUNT:

The continued and universally recognized importance of promoting the capacity of individuals throughout the hemisphere who are engaged in micro businesses, within their given economies, and recognizing the mechanisms needed to develop themselves into small businesses in order to promote economic self-sufficiency with continued growth and development in the markets they interact with;

Formalized labor exists at both the employer and employee level; Member States should promote the employment of local workers, where deemed feasible to good governance and poses no interference to the success of the economic activity itself,

RESOLVES:

1. To acknowledge the substantive effort that Member States are making to expand their formal labor force and reduce their informal labor force as a key component of socio-economic growth.
2. To promote responsible lending practices that empower the populations of the hemisphere to expand and grow business endeavors, with regard to their given markets through a new committee, referred to as *The Committee on Lending Assistance for Emerging Development (COMLEAD)* with the goals of:
  - a. Expanding the number of reasonable and credit worthy loans, given by private institutions, for individuals across the hemisphere seeking to formalize their labor activities.
  - b. Providing distinct and open dialogue among Member States on successes in formalizing labor and expanding grassroots economic growth.
  - c. Promoting the universal establishment of a Permanent Vulnerability Reduction credit for businesses whose lending institution hold state business property as collateral on the loan; so far as improvements are made in any of the five OAS recognized hazard resistant improvements.
3. COMLEAD will be comprised of five Member States, serving two year terms:
  - a. To be drawn from the General Assembly of the OAS.

- b. To foster a rotation of membership where Member States are limited to non-consecutive terms.
  - c. To acknowledge that geographical diversity is continually represented within COMLEAD.
4. All program funding will be reallocated from existing financing options to be determined by FEMCIDI annually in concert with COMLEAD's needs.

Approved for form and substance: \_\_\_\_\_  
 (Signature of Faculty Advisor)

Cosignatories	1. _____ (Signature of Delegate)	_____ (Country Represented)
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**HEMISPHERIC INITIATIVE TO PROMOTE THE INTERNATIONALIZATION OF MICRO, SMALL AND MEDIUM-SIZED ENTERPRISES THROUGH E-COMMERCE**

Third Committee  
Draft Resolution Presented by the Delegation of Honduras

Topic No. 1 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 34 of the Charter of the Organization of American States (OAS), which claims that in order to achieve “equality of opportunity, the elimination of extreme poverty, equitable distribution of wealth and income and the full participation of their peoples,” the Member States should strive to accomplish the “promotion of private initiative and investment in harmony with action in the public sector; and expansion and diversification of exports”;

Article 39 of the OAS Charter, which asserts that “The Member States, recognizing the close interdependence between foreign trade and economic and social development, should make individual and united efforts to bring about (...) favorable conditions of access to world markets for the products of the developing countries of the region”;

BEARING IN MIND:

Article 9 of the Social Charter of the Americas, which emphasizes “the important role of micro, small and medium-sized enterprises, in addition to that of cooperatives and other production units that contribute to the full incorporation into the labor market of women, youth, persons with disabilities, and other excluded groups”;

EMPHASIZING:

In the Plan of Action of the Second Summit of the Americas, the Member States declared commitment to “foster, together with the private sector, the development of applications over electronic networks, such as the INTERNET (...) assisting small savers, Micro-enterprises and Small and Medium-sized Enterprises (MSMEs) and modernization of the State”;

In the Declaration of Mar Del Plata in the Fourth Summit of the Americas, the Member States agreed to “foster the development of entrepreneurial skills and technical competence of MSMEs, with the objective of facilitating their entry into new market, aimed at strengthening MSMEs and consequently increasing employment”; and

ACKNOWLEDGING:

The participants of the III Inter-American Dialogue of High-Level Micro, Small and Medium Enterprises Authorities in Brasília, Brazil (2013) recognized the “great capacity to adapt to changes in technology and the global market, when operating in neutering environment” of micro, small and medium-sized enterprises,

RESOLVES:

1. To reaffirm the vital role of Micro, Small and Medium-sized enterprises (MSMEs) in social development, economic growth, and the success of Integral Development in the Hemisphere.
2. To urge Member States to continue to enhance human capital through educational programs and technical training, especially in the use of the Internet and its related technologies, to help MSMEs take advantage of e-commerce.
3. To establish a regional online trading platform, developed and maintained by the Department of Economic Development of the OAS Executive Secretariat for Integral Development, where MSMEs may advertise and sell their products to both domestic and international customers.
4. To encourage Member States to actively promote this initiative by investing in network infrastructure such as computer centers and internet service providers, lowering the regulatory costs of starting new business, and providing incentives and subsidies and shipping support to participating MSMEs.
5. To request funding for this Initiative from the Inter-American Development Bank, the World Bank, the Organization for Economic Co-operation and Development, NGO's specifically dealing with MSMEs, and volunteer donations from the Member States.

Approved for form and substance: \_\_\_\_\_  
(Signature of Faculty Advisor)

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(Signature of Delegate) (Country Represented)

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## **GENDER EQUALITY AT ALL LEVELS OF THE EDUCATIONAL SYSTEM**

Third Committee

Topic No. 2 on the Agenda

Draft Resolution Presented by the Delegation of the Bolivarian Republic of Venezuela

THE GENERAL ASSEMBLY,

CONSIDERING:

That Article 34 of the Integral Development Charter recognizes equality of opportunity, the elimination of extreme poverty, equitable distribution of wealth and income and the full participation of their people in decision making related to their development are basic objects of integral development;

BEARING IN MIND:

Education has the power to transform minds, promote equality, which opens a window of opportunities and build positive learning environment;

RECOGNIZING:

That Inter-America Council for Integral Development is the common and joint responsibility of the Member State;

RECALLING:

That working to achieve gender equality work is a right and social duty, it gives dignity to the one who performs it; and

REALIZING:

That eradication of literacy and expansion of educational opportunities for all leads to fair wages, employment opportunity, and acceptable working conditions, and should be guaranteed throughout the hemisphere,

RESOLVES:

1. To encourage Member States to use their resources for the eradication of literacy and the expansion of educational opportunities.
2. To encourage the establishment of OAS Member States to formulate public policies, strategies and proposals aimed at promoting equality in all spheres of public and private life.
3. To encourage the OAS Member States to review Venezuela's university reform and modernization process, for adoption throughout the hemispheric.
4. To strengthen relations and foster joint cooperation and coordination activities with other regional and international bodies and civil society organizations active in the Americas, with a view to guaranteeing policy effectiveness and optimal use of resources.

5. To encourage Member States to fund educational programs aimed at promoting gender equality at all levels irrespective of an individual's diversity and life cycle.

Approved for form and substance

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Signature of Faculty Advisor

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**INSTITUTING COMMUNITY EDUCATION THAT PROVIDES VOCATIONAL TRAINING TO  
ADVANCE INFRASTRUCTURE AND IMPOVERISHED PEOPLE OF THE HEMISPHERE**

Third Committee  
Draft Resolution Presented by the Delegation of Brazil

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

TAKING INTO ACCOUNT:

Article 33 of the Charter of the Organization of American States, which states that “Development is a primary responsibility of each country and should constitute an integral and continuous process for the establishment of a more just economic and social order that will make possible and contribute to the fulfillment of the individual”;

Article 50 of the Charter, which states: “The Member States agree that equality of opportunity, the elimination of extreme poverty, equitable distribution of wealth and income and the full participation of their peoples in decisions relating to their own development are, among others, basic objectives of integral development. To achieve them, they likewise agree to devote their utmost efforts to accomplishing the following basic goals”;

RECALLING:

That the success of National Plan of Professional Education (PLANFOR), a Brazilian organization focused on vocational and technical training, has made it possible to increase the efficiency of programs of this kind elsewhere;

Topic 3 of the Plan of Action of the Fourth Summit of the Americas (Mar de Plata, 2005), which states its commitment to: “reduce youth unemployment and significantly lower the percentage of young people that neither study nor work. We shall strengthen our efforts in the development of specific policies for training, vocational training, reinsertion into the educational system and promotion of access of young people of either gender to their first job. In this respect, some countries promote youth employment in non-traditional sectors such as in the conservation and rehabilitation of the environment and in areas of public-private partnerships to enable access to formal education and introductory professional courses in the workplace. We shall promote targeting these programs, in particular, towards youths that are most vulnerable, whether because of low levels of education or low income”;

BEARING IN MIND:

Article 10 of the Social Charter of the Americas, which recognizes that public and private investment in the training of human resources are essential “to reducing inequalities and to promoting inclusive, just, and equitable economic development”; and

ACKNOWLEDGING:

That the United Nations 2014 Human Development Report stated that providing access to decent jobs strengthens the economic livelihood of the community, and that by promoting employment programs in fields such as infrastructure and connectivity by expanding work programs in developing nations, unemployment would decrease;

A 2013 report by United Nations Human Settlements Programme (UN-HABITAT), which indicates that approximately 33% of the urban population in the developing world in 2012 was living in poor urban communities and which cites poor governance, weak institutions, and lack of appropriate infrastructure as factors prolonging poverty conditions in developing countries,

RESOLVES:

1. To pursue a pilot program in Brazil, and other interested Member States, which encourages communities to work with the OAS National Offices and Executive Secretariat for Integral Development (SEDI) to develop programs, including but not limited to, vocational training services, internships, and entrepreneurial startups, with the pilot program being implemented for a time period and location to be determined by the participating Member State, in consultation with the OAS National Office.
2. That a pilot program established in each site follow a process by which:
  - a. Six months before entering the community with the pilot program, a focus group would be established to gauge the needs of the community and identify community leaders, who would serve as a voice for and among the community, and work directly with the OAS National Office, and SEDI.
  - b. Based on the recommendations of community leaders, in collaboration with SEDI and the OAS National Office, it would be determined what training components would best address the community members' needs in terms of reducing unemployment:
    - i. Vocational training, such as electrical, plumbing, and other infrastructure fields.
    - ii. Apprenticeships under certified workers in a specific field for the purpose of training community members.
    - iii. Entrepreneurial educators for what would be determined as the best business option(s) for the community.
3. That once the location of the training, resources necessary, and type of education that would best benefit the community is determined, the OAS National Office and SEDI would assign administrators to manage the desired program, whose responsibilities would include:
  - a. Evaluating the programs' progress and reporting the findings to the OAS National Office every six months.
  - b. Reporting the progress and shortcomings of the pilot program for corrections and critiques for future vocational training.
4. To recommend to and invite other Member States, upon the final report of the pilot programs, to introduce the program in their state, should they see fit.

5. To fund the pilot program primarily through the Member State hosting it, and secondarily by requests to the Inter-American Development Bank (IDB) and the Inter-American Council for Integral Development's FEMCIDI.

Approved for form and substance: \_\_\_\_\_  
(Signature of Faculty Advisor)

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## DOCUMENTATION OF INFORMAL SECTOR WORKERS

Third Committee  
Draft Resolution Presented by the Delegation of Belize

Topic No. 4 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 33 of the Organization of American States (OAS) Charter which establishes that “Development is a primary responsibility of each country and should constitute an integral and continuous process for the establishment of a more just economic and social order that will make possible and contribute to the fulfillment of the individual”;

Article 13 of the Inter-American Democratic Charter (2001), which declares that “[t]he promotion and observance of economic, social, and cultural rights are inherently linked to integral development, equitable economic growth, and to the consolidation of democracy...” and Article 27, which states, “The objectives of the programs and activities will be to promote good governance, sound administration, democratic values, and the strengthening of political institutions and civil society organizations”;

NOTING:

That informal sector workers are defined by the International Labor Organization (ILO) and the World Bank as laborers holding jobs in informal sectors of the economy as well as those holding informal jobs with formal enterprises, and that these workers often do not pay taxes on their income, receive social security protections afforded to formal sector employees, nor enjoy the benefit of equitable safety and health regulations;

NOTING WITH CONCERN:

That the ILO estimates that between twenty-five and fifty percent of workers in the Americas belong to the informal sector, meaning that a significant portion of the Hemisphere’s population neither benefits from social security protections nor contributes to their civic duties to their state;

That the informal sector can provide a much needed source of income for workers who cannot find formal sector work; however, it is less than ideal for both the worker (who lacks protections) and the state (which cannot collect taxes on informal work), and in the best case scenario should be replaced with equitable formal sector work;

That, according to the World Development Bank, workers who remain in the informal sector of employment both hamper states in developing their economies and in collecting taxes and social security contributions, thereby undermining governance. Likewise, participation in the informal sector prevents such workers from participating fully in social security and employment benefit;

RECALLING:

The Plan of Action of the Fourth Summit of the Americas (2005), held at Mar de la Plata, in which Heads of State and Government set a goal “[t]o significantly reduce the levels of unregistered work by implementing or strengthening mechanisms that ensure enforcement of national labor laws in the workplace” and determined to create decent work while improving conditions for workers; and

## BEARING IN MIND:

That a process of bringing informal sector workers into the formal sector that is performed in the interest of workers is beneficial to both the worker and the state, thereby fulfilling the goals of the Plan of Action from the Fourth Summit of the Americas and the OAS's commitment to economic and social development;

That the enfranchisement of all workers in the Hemisphere works toward the fulfillment of the OAS's commitment to human rights, economic development, and promotion of equality,

## RESOLVES:

1. To commend Member States on their efforts to protect or recognize laborers of the informal sectors within their borders.
2. To encourage Member States to develop and conduct surveys of workers without formally recognized posts so that they may have a better understanding of who informal sector workers are, and that they may test and implement mechanisms to transition these workers into the formal sector in a way that is beneficial to both the worker and the state.
3. To request that a committee under the Secretariat for Political Affairs formulate a best-practices worksheet for the carrying out of Resolve 2 based on information from participating Member States, and that they compile information on informal sector workers voluntarily given to them by Member States.
  - a. That this committee take into account the types of jobs performed by informal sector workers, their contributions to their respective economies, and the most pressing needs facing informal sector workers.
  - b. That this committee further make an attempt to analyze best practices for helping informal sector workers to transition into the formal sector.
  - c. That this committee publish a report on its findings to be distributed amongst Member States and interested entities.
  - d. That the purpose of this report be to articulate best practices for improving the conditions of workers in the informal sector and granting them access to an equitable range of benefits.
4. To encourage Member States to consider the information compiled and made available to them by the special committee of the Secretariat so that they may conduct effective surveys of their own as they find necessary, and that they make the most effective attempts to bring informal sector workers into the formal sector.
5. To request funding for this endeavor through the monetary assistance of Member States, willing permanent observer states, interested non-governmental organizations, the ILO, and the voluntary assistance of the World Bank and the United Nations Development Programme.

6. To request that the General Secretariat report back to the Forty-eighth Regular Session of the General Assembly in 2018 on its and Member States' progress.

Approved for Form and Substance \_\_\_\_\_  
(Signature of Faculty Advisor)

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**STRENGTHENING THE PROPOSED INTER-AMERICAN EDUCATION AGENDA WITH  
THE INCLUSION OF INTERCULTURAL BILINGUAL  
EDUCATION (IBE) PROGRAMS**

Third Committee  
Draft Resolution Presented by the Delegation of Nicaragua

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

RECALLING:

Article 16 of the Inter-American Democratic Charter, which emphasizes that “education is key to... promoting the development of human potential,” and that “it is essential that quality education be available to all, including girls and women, rural inhabitants, and minorities”;

Article 28 of the Social Charter of the OAS, which ensures that “Member states recognize and respect the multicultural and multilingual nature of the nations of the Hemisphere and commit to promote respect for and knowledge of the diverse indigenous cultures,” and that “Indigenous peoples have the right to practice and preserve their traditions, customs, and traditional knowledge, and deserve to have the dignity and diversity of their cultures, traditions, histories, and aspirations respected and promoted”;

ACKNOWLEDGING:

Articles 5 and 14 of the United Nations Declaration on the Rights of Indigenous Peoples, which emphasizes that indigenous groups have a right to uphold their distinct institutions while maintaining the right to participate in the “political, economic, social and cultural life of the state;” further emphasizing the need for states to take effective measures to ensure that indigenous children have the right to an education, at all levels, in their own culture and in their own language;

TAKING INTO ACCOUNT:

That a United Nations Educational, Scientific, and Cultural Organization (UNESCO) report called Latin America “one of the most linguistically and culturally diverse areas in the world”;

The 2014 Education for All Global Monitoring Report publication titled “Teaching and Learning: Achieving Equality for All,” which emphasizes the socio-economic benefits of increasing access to equitable education for vulnerable groups including: reducing poverty, enhancing access to employment, driving economic growth, and promoting healthy living;

DEEPLY CONCERNED:

That the Minority Group Rights International (2005) found that, despite progress in some Member States, IBE programs still suffer from inadequate funding, poor teacher quality, and active and passive discrimination of indigenous languages and cultures;

That the 2009 UNESCO preparatory report, “Reaching the Unreached: Indigenous Intercultural Bilingual Education in Latin America” noted that the absence of strong IBE programs negatively affects indigenous children and adolescents, leaving them vulnerable to unmet learning outcomes, general exclusion, and limited access to upper levels of primary and secondary schooling; and

HAVING SEEN:

The recent Inter-American Council for Integral Development (IACID) resolution, CIDI/RME/RES.1/15, “Building an Inter-American Education Agenda” that has established three working groups that will develop a new hemispheric educational agenda that emphasizes “quality, inclusive and equitable education and strengthening [of] the teaching profession”,

RESOLVES:

1. To commend the IACID and the Education Ministers of the Americas for their initiative to re-energize the effort to promote equitable education to all citizens of the hemisphere.
2. To urge the Inter-American Committee on Education to ensure, when drafting the new Inter-American Education Agenda, that Working Groups 1 and 2 give special emphasis to the strengthening of IBE schools and IBE teacher training programs in member states that have significant indigenous communities.
3. To encourage that Working Groups 1 and 2 consider, but not limit themselves to:
  - a. Consulting with indigenous populations for input in educational programs that reflect their own cultural values and aspirations.
  - b. Requiring that IBE teachers have a mastery of both the dominant language of the country and the language of the indigenous community.
  - c. Raising selectivity of IBE teacher training programs.
  - d. Placing significant focus on the instruction of basic levels of Science, Technology, Engineering and Mathematics (STEM) in IBE schools.
  - e. Monitoring the progress of high performing indigenous students in secondary education for potential recruitment into IBE teacher training programs.
  - f. Investigating the use of existing hemispheric and global donor networks to help fund IBE programs in impoverished and/or remote indigenous regions.

4. That Working Groups 1 and 2 report on their progress at the Ninth Inter-American Meeting of Ministers of Education in 2017.

Approved for form and substance: \_\_\_\_\_  
(Signature of Faculty Advisor)

Cosignatories

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**INCREASING ACCESS TO SECONDARY EDUCATION  
THROUGHOUT THE HEMISPHERE**

Third Committee  
Draft Resolution Presented by the Delegation of Dominica

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

That Article 30 of the Charter of the Organization of American States (OAS) reaffirms that “Member States, inspired by the principles of inter-American solidarity and cooperation, pledge themselves to a united effort to ensure international social justice in their relations and integral development for their peoples, as conditions essential to peace and security,” and “Integral development encompasses the economic, social, educational, cultural, scientific, and technological fields through which the goals that each country sets for accomplishing it should be achieved”;

That Article 46 of the OAS Charter states that “Member States will cooperate with one another to meet their educational needs, to promote scientific research, and to encourage technological progress for their integral development,” and “They will consider themselves individually and jointly bound to preserve and enrich the cultural heritage of the American peoples”;

CONSIDERING:

That the Declaration of Santiago 1998 affirms that “We undertake to facilitate access of all inhabitants of the Americas to preschool, primary, secondary, and higher education, and we will make learning a lifelong process” and “we reaffirm our commitment to invest greater resources in this important area, and to encourage civil society to participate in developing education”;

BEARING IN MIND:

That Article 49b of the OAS Charter states that “Member States will exert the greatest efforts, in accordance with their constitutional processes, to ensure the effective exercise of the right to education, on the following bases: Middle-level education shall be extended progressively to as much of the population as possible, with a view to social improvement,” and “It shall be diversified in such a way that it meets the development needs of each country without prejudice to providing a general education”; and

RECOGNIZING:

That the Plan of Action of Quebec 2001 acknowledges “policies, within the framework of a strategy for resolving social inequalities, to promote access to quality basic education for all, including early childhood and adult education, particularly to promote literacy, while providing for alternative methods that meet the needs of disadvantaged segments of the population or of those excluded from formal education systems, in particular girls, minorities, indigenous, and children with special education needs; share information and successful experiences in encouraging educational participation and addressing student retention within certain groups, especially boys -in particular in the Caribbean countries - whose drop-out rate at the secondary level is high in certain regions”;

That the Plan of Action of Quebec 2001 also supports “the mobility, between countries of the Hemisphere, of students, teachers and administrators at institutions of higher education and of teachers

and administrators at the elementary and secondary levels, in order to provide them with new opportunities to take part in the new knowledge based society”;

That the Declaration of Port of Spain 2009 states that “We reaffirm our commitment to achieving a gross secondary education enrolment rate of at least 75% by the year 2010 and we call on the Ministers of Education, with the support of the OAS, specialized international and regional institutions and civil society organizations, to develop strategies to make quality secondary education accessible to all our young people by 2015, especially the most vulnerable groups and those with special education needs”,

RESOLVES:

1. To applaud Member States taking initiatives to increase access to secondary education to build human capital and reduce poverty.
2. To encourage Member States, in addition to their existing programs, to work with the Inter-American Agency for Cooperation and Development to promote projects and hemispheric cooperation to increase access to secondary schooling by focusing on:
  - a. Programs with the Department of Human Development and Education to increase access to secondary schooling, particularly in rural and impoverished areas.
  - b. Programs with the Inter-American Teacher Education Network to increase the number of secondary school teachers and to encourage students to remain in school.
3. To request that Education Ministers make the issue of secondary education a permanent topic on the agenda of the Inter-American Meetings of Ministers of Education.
4. To urge that Education Ministers from participating states appoint a diverse board of education officials and experts to advise and address issues of secondary education in the hemisphere.
5. To request that the results of the programs adopted by participating Member States be shared at the 2016 General Assembly for their consideration throughout the hemisphere.

6. To recommend that Member States working to develop these programs seek funding from education based NGO's, the Inter-American Development Bank, and other international organizations that promote education.

Approved for form and substance: \_\_\_\_\_  
(Signature of Faculty Advisor)

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## **DEVELOPMENT OF RURAL AREAS THROUGH A RADIO EDUCATION PROGRAM**

Third Committee  
Draft Resolution Presented by the Delegation of Ecuador

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 3(f) of the Charter of the Organization of the American States, in which the Member States reaffirm as a principle “The elimination of extreme poverty is an essential part of the promotion and consolidation of representative democracy and is the common and shared responsibility of the American States”;

Article 3(k) of the Charter of the Organization of the American States, states that all nations agree that “Economic cooperation is essential to the common welfare and prosperity of the peoples of the continent”;

Article 3(l) of the Charter of the Organization of the American States establishes that “The American States proclaim the fundamental rights of the individual without distinction as to race, nationality, creed, or sex”;

REAFFIRMING:

Article 33 of the Charter of the Organization of American States, which states that “Development is a primary responsibility of each country and should constitute an integral and continuous process for the establishment of a more just economic and social order that will make possible and contribute to the fulfillment of the individual”;

Article 12 of the Charter of the Organization of American States recognizes that “Member States have the responsibility to promote and achieve social development with equality and social inclusion for all”;

Article 1 of the Social Charter of the Organization of the American States that states that “The peoples of the Americas have the right to development in the framework of solidarity, equity, peace, and freedom, and Member States have the responsibility to promote it with a view to eliminating poverty, especially extreme poverty, and achieving a decent standard of living for all”; and

CONSIDERING:

That according to the United Nations Educational, Scientific and Cultural Organization (UNESCO), rural populations represent 70 percent of the world’s poor and 72 per cent of the population of the least developed countries;

That cooperation of all Member States is needed to achieve the expansion of education and opportunities for all;

That rural areas have been excluded and sometimes are not taken into account in the education programs that bring development to the country,

RESOLVES:

1. To praise the effort of all Member States for their actions to promote education and make an effort to find developmental mechanisms that lead the Americas to lower its rates of illiteracy.
2. To call all Members States to promote a program focused on extending education to all people in rural areas through tools like radio transmissions that can broadcast basic educational programs consisting of:
  - a. 24 hour classes distributed by degrees so people have access to self-education through lessons taught by professionals.
  - b. A curriculum that focuses on improving writing and reading skills.
  - c. Radio transmissions accessible to any region of the Americas.
3. To involve the OAS through the Inter-American Committee on Education (CIE) and the Inter-American Commission on Science and Technology (COMCYT), which are subsidiaries of The American Council for Integral Development, in the development of an infrastructure and training program that can mount the radio transmission stations to broadcast academic courses.
4. To request that Member States voluntarily make available a radio frequency to broadcast the educational program.
5. To request funds to apply the provisions of this resolution from the Inter – American Development Bank as well as voluntary donations from Member States.

Approved for form and substance: \_\_\_\_\_

(Signature of Faculty Advisor)

Cosignatories: 1. \_\_\_\_\_

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**INTEGRATING AN EGALITARIAN INTER-AMERICAN EDUCATION SYSTEM TO  
ENERVATE INEQUITABLE WEALTH DISTRIBUTION  
WITHIN THE HEMISPHERE 2015-2019**

Third Committee  
Draft Resolution Presented by the Delegation of Trinidad and Tobago

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 33 of the Charter of the Organization of American States (OAS) which proclaims that, “Development is a primary responsibility of each country and should constitute an integral and continuous process for the establishment of a more just economic and social order that will make possible and contribute to the fulfillment of the individual”;

That the 40<sup>th</sup> General Assembly of the OAS adopted a resolution which stated a universal desire “To continue to attach a high priority to youth development in the Americas and to take all necessary steps to mainstream the youth perspective into the programs and activities of the Organization of American States (OAS)”;

That the Inter-American Democratic Charter specifies that, “Education is key to strengthening democratic institutions, promoting the development of human potential, and alleviating poverty and fostering greater understanding among our peoples. To achieve these ends, it is essential that a quality education be available to all”;

BEING REMINISCENT OF:

The Social Charter of the Americas, which clearly states in Chapter II Article 6 that, “In this regard, the formulation and implementation of sound and transparent economic and social policies by member states will further economic development, fostering investment and the generation of employment in all sectors, and reducing income inequalities. Important goals of these policies include the fight against poverty, reduction of social inequalities, promotion of equal opportunities, and improvements in standards of living. The foregoing requires the effort of both governments as well as civil society as a whole”;

The 2011 Summit of the Americas announcement and support for “bringing countries and their institutions together through innovative partnerships and regionally focused meetings that increase cooperation and consensus on topics related to higher education and the use of information and communication technologies (ICTs) in education. In 2010, the OAS and UNSECO organized the first Caribbean Conference on Higher Education”; and

RECOGNIZING:

That the United Nations declared in their 2012 United Nations Post 2015 Development Agenda that “Beyond its well-established socio-economic role, education also has a crucial socialization function through the shaping of personal and collective identities, the formation of responsible citizenship and the promotion of critical social participation, based on principles of respect for life, human dignity and cultural diversity. Promoting respect for diversity within a human rights-based approach can facilitate inter-cultural dialogue, help prevent conflict and protect the rights of marginalized groups, thus creating optimal conditions for achieving development goals”;

That the World Youth Conference in 2010 announced that “The post 2015 agenda should embrace a holistic, rights based approach to development where the most marginalized can equally benefit from development and no one is left behind”,

**RESOLVES:**

1. To gestate an OAS department entitled the Sustainable Inter-American Education Committee (SIAEC) as an entirely new branch dedicated to the development and maintenance of a formal egalitarian education system in the Americas.
2. That the SIAEC will:
  - a. Implement an educational system that incorporates all human beings, regardless of ethnicity, gender, social status, or limiting mental and physical conditions.
  - b. Ensure that the ascertainment of a formal education will not be exorbitantly charged, and in most cases will be free, for all citizens of any OAS member nation.
  - c. Focus on developing a nation’s education system, with the intentions of promoting self-awareness, cultural diversity, and applied skills and techniques that will be of use to the individual nation and then the entire region.
  - d. When possible, encourage improvements to the development of STEM field related research and institutions, and to provide incentives to natural born citizens of the Americas who wish to pursue a collegiate degree in a STEM field.
  - e. Protect access of education to migratory citizens who have entered the country either out of free-will or duress.
  - f. Provide skill related work-study for youth ages fifteen to twenty-one who wish to engage in the work force while continuing their studies.
3. To demand a conference that will focus on the development of a uniform hemispheric curriculum for all youth ages four to twenty-one.
4. To protect the rights of sovereign nations to make minor adjustments to the curriculum should there be a priority or ideology that is overwhelmingly more pertinent to that nation.
5. To request supplementary programs that will stimulate participation of youth in extracurricular activities.

6. To fund SIAEC via monies acquired from the International Education Fund, the Institute of International Education, and interested multi-national organizations such as McDonald's, Nike, and Microsoft.

Approved for form and substance: \_\_\_\_\_  
(Signature of Faculty Advisor)

Co-Signatories: 1. _____	_____
(Signature of Delegate)	(Country Represented)
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## **INTER-AMERICAN PROGRAM ON GENDER EQUALITY IN ELEMENTARY SCHOOLS**

Third Committee  
Draft Resolution Presented by the Delegation of Mexico.

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 3 (I) of the Charter of the Organization of American States (OAS), which states that “The American States proclaim the fundamental rights of the individual without distinction as to race, nationality, creed, or sex”;

Article 16 of the Inter-American Democratic Charter, which declares that “Education is key to strengthening democratic institutions, promoting the development of human potential, and alleviating poverty and fostering greater understanding among our peoples. To achieve these ends, it is essential that a quality education be available to all, including girls and women, rural inhabitants, and minorities”;

Article 3 of the Social Charter of the Americas, which stresses that “Member States will strengthen and foster policies and programs directed towards the achievement of societies that offer all people opportunities to benefit from sustainable development with equity and social inclusion”;

Article 15 of the Social Charter of The Americas, in which Member States recognize “the need to adopt policies to promote inclusion and to prevent, combat, and eliminate all forms of intolerance and discrimination, especially gender, ethnic, and race discrimination, in order to safeguard equals rights and opportunities and strengthen democratic values”;

REAFIRMING:

That at the Summit of the Americas, held in Quebec City, Canada in 2001, the heads of state and government agreed to “integrate a gender perspective into the programs, actions and agendas of national and international events, to ensure that women's experiences and gender equality are an integral dimension of the design, implementation and evaluation of government and Inter-American policies and programs in all spheres”;

APPLAUDING:

The achievements obtained by the Inter-American Program on the Promotion of Women's Human Rights and Gender Equity and Equality (IAP) in defense of women's rights through the fostering of public policies and legislations;

RECALLING:

AG/RES. 2425 (XXXVIII-O/08), “Promotion of Women's Human Rights and Gender Equity and Equality”, which recalls that “through the adoption of the Inter-American Program on the Promotion of Women's human Rights and Gender Equity and Equality (IAP) [AG/RES. 1732 (XXX-O/00)], the governments of the Hemisphere committed to developing decisive strategies to integrate a gender perspective in all spheres of public life as a way of attaining the ultimate goal of promoting and protecting women's human rights and gender equity and equality, and achieving equality of rights and opportunities between women and men”;

AG/RES. 2323 (XXXVII-O/07), “Strengthening of the Inter-American Commission of Women,” which urges “to take measures to support the work of the Inter-American Commission of Women (CIM) and to promote gender equity and equality within the Organization of American States (OAS) and in the Hemisphere”;

AG/RES. 1732 (XXX-O/00), “Adoption And Implementation Of The Inter-American Program On The Promotion Of Women’s Human Rights And Gender Equity And Equality”, which commits Member States to develop decisive strategies to integrate a gender perspective in all spheres of public life as a way of attaining the ultimate goal of promoting and protecting women’s human rights and gender equity and equality, and of achieving equality of rights and opportunities between women and men; and

#### CONSIDERING:

That multiple studies claim that during elementary school, children acquire not only essential knowledge but also internalize fundamental cultural concepts for social life;

That recreational activities and sports provides the appropriate framework for the acquisition and internalization of the social structure and its roles, and foster cooperation, solidarity, respect, justice and companionship among many other values;

That women and men have to enjoy the same full human rights and recognition and that is an obligation which each Member State should guarantee to promote equal opportunities in order to achieve economic, social, and cultural development of people,

#### RESOLVES:

1. To congratulate the Inter-American Commission of Women (CIM) for the contributions made to generate hemispheric policies on gender equality and the promotion of women’s human rights.
2. To create an “Inter-American Program on Gender Equality in Elementary Schools”, that shall be arranged by the Executive Secretariat for Integral Development (SEDI).
3. To suggest that the Program objectives will be, but not limited to:
  - a. Propose specialists from the CIM and the Inter-American Children’s Institute (IIN) to collaborate with the program.
  - b. Encourage the cooperation of the Inter-American Teacher Education Network (ITEN) and the Inter-American Committee on Education (CIE) to provide technical assistance to the program.
  - c. Foster gender equity and equality in elementary schools, by means of the following initiatives:
    - i. Communication campaigns to raise awareness about gender equality.
    - ii. Design of a “Gender Equality Promotion Guideline”.
    - iii. Development of recreational group activities encouraging cooperation between boys and girls.
    - iv. Aware students on how to recognize and report cases of discrimination and gender violence.
4. To submit the Guideline to the Ministers of Education of each Member State.
5. To publish the “Gender Equality Promotion Guideline” in the OAS website.
6. To request the Secretary General to produce a report on the program results that will be presented in the next General Assembly period of sessions.

- 7. To finance this program with funds allocated in the SEDI's budget.
- 8. To request additional funding from volunteer donations from Member States, Permanent Observers, United Nations Development Program (UNDP) and NGOs.

Approved for form and substance: \_\_\_\_\_  
(Signature of Faculty Advisor)

Cosignatories: 1. \_\_\_\_\_ (Signature of Delegate) \_\_\_\_\_ (Country Represented)  
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## **SMALL BUSINESS DEVELOPMENT (SBD) IN HOUSING AND AGRICULTURAL MARKET**

Third Committee  
Draft Resolution Presented by the Delegation of Jamaica

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

In 2012, Jamaica was the third country in the Caribbean Community (CARICOM) region to launch the Small Business Development Center (SBDC) model; the SBDC Project is funded by the US Government through its permanent mission to the Organization of American States (OAS).

Article 2(f) of the Charter of the Organization of American States (OAS), which establishes as one of the Organization of American States' main purposes to: "promote, by cooperative action, their economic, social, and cultural development";

Article 12 of the Inter-American Democratic Charter, which states "Poverty, illiteracy, and low levels of human development are factors that adversely affect the consolidation of democracy. The OAS member states are committed to adopting and implementing all those actions required to generate productive employment, reduce poverty, and eradicate extreme poverty, taking into account the different economic realities and conditions of the countries of the Hemisphere. This shared commitment regarding the problems associated with development and poverty also underscore the importance of maintaining macroeconomic equilibria and the obligation to strengthen social cohesion and democracy";

CONSIDERING:

Article 33 of the Charter of the Organization of American States recognizes that development is a primary responsibility of each country and should constitute an integral and continuous process for the establishment of a more just economic and social order that will make possible and contribute to the fulfillment of the individual;

Article 34 of the Charter of the Organization of American States establishes that the Member States agree that equality of opportunity, the elimination of extreme poverty, equitable distribution of wealth and income and the full participation of their peoples in decisions relating to their own development are, among others, basic objectives of the integral development. To achieve them, they likewise agree to devote their utmost efforts to accomplishing the following basic goals;

Article 13 of the Inter-American Democratic Charter recognizes that the promotion and observance of economic, social, and cultural rights are inherently linked to integral development, equitable economic growth, and to the consolidation of democracy in the states of the Hemisphere;

Article 95(a) of the Charter of the Organization of the American States (OAS) calls on the Inter-American Council for Integral Development to formulate and recommend to the General Assembly a strategic plan which sets forth policies, programs, and courses of action in matters of cooperation for

integral development, within the framework of the general policy and priorities defined by the General Assembly;

Article 29(b) of the Charter of the Organization of American States (OAS), which establishes that the Member States agree upon the desirability of developing their social legislation on the base that “all human beings, without distinction as to race, nationality, sex, creed or social condition, have the right to attain material well-being and spiritual growth under circumstances of liberty, dignity, equality of opportunity, and economic security”;

RECOGNIZING:

That economic development, social development, and environmental protection are interdependent pillars of sustainable development and that housing is necessary for all households in order to develop and progress;

RECALLING:

CEP154-12/14, in which, despite the advances and economic growth, poverty and inequities remain a challenge in the Region. Recent data suggests that Latin America and the Caribbean remains the most inequitable region in the world, with 29% of the population below the poverty line and 40% of the poorest population receiving less than 15% of the total income;

PURSUANT TO:

The United Nations Millennium Development Goal 1, which includes the achievement of full and productive employment and decent work for all, including women and young people;

The United Nations Millennium Development Goal 8, which includes developing further an open, rule-based, predictable, non-discriminatory trading and financial system; and

REALIZING:

That expansion of the housing developments and liquid markets is essential for acquiring cost efficient resources and perpetuating growth economically, socially and progressing environmental protection throughout the hemisphere,

RESOLVES:

1. To encourage member states to use their resources to enable the indigenous and rural population ample access to building resources (i.e. wood, metal, etc.), machinery and land access.
2. To assist CARICOM in the capacity building and progression of the CARICOM Single Market and Economy (CSME).

3. To encourage member states to monitor the liquidity and statistical integrity of the market particularly in rural areas.
4. To encourage member states to view shelter as an obtainable human right and allow individuals the opportunity to leverage their respective assets for equity building.
5. To encourage member states to seek funding from international bodies like the Inter-American Commission on Human Rights (IACHR) and other IGOs and NGOs who missions are compatible with this goal.
6. To encourage member states to legally regulate against social disparity and inequality among demographics within the housing market.

Approved for form and substance

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(Signature of Faculty Advisor)

Cosignatories:

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(Signature of Delegate)

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**EMPOWERMENT IN THE AMERICAS TO PROMOTE ENTREPRENEURSHIP IN THE  
EDUCATIONAL SYSTEM**

Third Committee  
Draft Resolution Presented by the Delegation of Chile

Topic No. 1 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 2(g) of the Charter of the Organization of American States (OAS), which affirms as one of its essential purposes: “To eradicate extreme poverty, which constitutes an obstacle to the full democratic development of the peoples of the hemisphere”;

Article 3(k) of the Charter of the OAS, which states that economic cooperation is essential to the common welfare and prosperity of the peoples of the continent;

Article 95(c) of the Charter of the OAS which calls for the promotion, coordination, and assignment of responsibilities for the execution of development programs and projects to the subsidiary bodies and relevant organizations on the basis of the priorities identified by the Member States in areas such as economic and social development and improvement and extension of education to cover all levels;

CONSIDERING:

The efforts of the World Trade Organization (WTO) in encouraging entrepreneurship through bilateral and multilateral agreements.

The Global Entrepreneurs Council established by the United Nations (UN) in which a worldwide protocol is established to encourage this practice; and

TAKING INTO ACCOUNT:

The entrepreneurship concept of the World Bank (WB) which states that entrepreneurship is critical to economic growth and dynamism,

RESOLVES:

1. To congratulate the World Investment Forum (WIF) that has brought investment, sustainable development and poverty reduction to its Member States.
2. To request that all Member States establish as an average of 3% of the annual budget for the promotion of business.
3. To establish entrepreneurship as a priority in the education system in Member States whereby:
  - a. The creation of a chair of entrepreneurship within the education curriculum system;
  - b. Entrepreneurship is transversal and complementary to integral formation;
  - c. Education institutions adopt adequate infrastructure to take on these activities.

4. To suggest that the World Investment Forum (WIF) create an Inter-American information network to gather and share business opportunities previously studied and approved by a committee for the financing of voluntary entities.

Approved for form and substance: \_\_\_\_\_  
(Signature of Faculty Advisor)

Cosignatories: 1. \_\_\_\_\_  
(Signature of Delegate) (Country Represented)

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**STRENGTHENING AND ENRICHING CURRICULUM IN PRIMARY EDUCATION TO  
FOCUS ON GENDER EQUALITY**

Third Committee  
Draft Resolution Presented by the Delegation of El Salvador

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 52 of the OAS Charter, which claims that “The Member States with due respect for the individuality of each of them, agree to promote cultural exchange as an effective means of consolidating inter-American understanding; and they recognize that regional integration programs should be strengthened by close ties in the fields of education, science, and culture”;

Article 48 of the Charter of the Organization of American States (OAS), which establishes that “The Member States will cooperate with one another to meet their educational needs, to promote scientific research, and to encourage technological progress for their integral development. They will consider themselves individually and jointly bound to preserve and enrich the cultural heritage of the American peoples”;

Article 16 of the Inter-American Democratic Charter, which asserts that “Education is key to strengthening democratic institutions, promoting the development of human potential, and alleviating poverty and fostering greater understanding among our peoples”;

Article 49 of the OAS Charter, which states that “The Member States will exert the greatest efforts, in accordance with their constitutional processes, to ensure the effective exercise of the right to education, on the following bases:

- a. Elementary education, compulsory for children of school age, shall also be offered to all others who can benefit from it. When provided by the State it shall be without charge;
- b. Middle-level education shall be extended progressively to as much of the population as possible, with a view to social improvement. It shall be diversified in such a way that it meets the development needs of each country without prejudice to providing a general education; and
- c. Higher education shall be available to all, provided that, in order to maintain its high level, the corresponding regulatory or academic standards are met”;

NOTING WITH SATISFACTION:

The 2014 UNDP Millennium Development Goals Report, which recognizes that “substantial gains have been made towards reaching gender parity in school enrolment at all levels of education in all developing regions,” and that “by 2012, all developing regions have achieved, or were close to achieving, gender parity in primary education”;

RECOGNIZING:

The International Labour Organization's 2013 report on Decent Work and Gender Equality, which acknowledges that “gender inequalities are a direct consequence of traditional

views on the place and role that women should occupy in society—views based on prejudice, discrimination and disregard for the progress the region has made and its effects on societies”;

That, “there’s much to be done in accordance to the specialization of Latin America’s curriculum” and that although “there have been specific advancements in the basic course of studies (...) there is not any known curriculum on equality”;

#### TAKING INTO ACCOUNT:

The Inter-American Commission of Women (CIM) Biennial Work Plan of 2002-2004, which stipulates that, “gender-sensitive education is a way to form new values and change attitudes (...) and that these educational activities produce and induce social and cultural changes, eliminate stereotypes regarding domestic and work roles, and create an awareness that men and women should share the tasks of public and private life”;

#### DEEPLY CONCERNED:

A wage gap remains between women and their male counterparts in the region, alluding to the existing stereotypes that assume women to be less qualified or less deserving than men;

Few member countries have acknowledged the roots of gender discrimination that lay in the schooling system; and

#### RECALLING:

“At the inter-American level, the principal mandate on gender mainstreaming is the Inter-American Program on Women's Human Rights and Gender Equity and Equality (IAP), adopted in 2000, which commits OAS Member States to:

- systematically integrate a gender perspective in all organs, organizations, and entities of the inter-American system
- encourage OAS member states to formulate public policies, strategies, and proposals aimed at promoting women's human rights and gender equality in all spheres of public and private life, considering their diversity and their life cycles
- make international cooperation and horizontal cooperation among the member states one of the instruments for implementing this program
- strengthen relations and foster joint cooperation and coordination activities with other regional and international bodies and civil society organizations; and
- promote the full and equal participation of women in all aspects of economic, social, political, and cultural development”;

#### RESOLVES:

1. To congratulate Central American states on the progress they have made in regards to education reform.
2. To encourage the establishment of a General Gender Equality Curriculum (GGEC) in primary schools that will break down repressive gender norms and promote gender equality at the most basic level.

3. To form a Committee that creates, implements and tracks a GGEC that will become a subcommittee under the Inter-American Commission of Women (CIM).
  - a. This curriculum should aim to encompass all forms of equality: gender, civil, political, economic, race, etcetera.
  - b. To seek funding for this Committee by NGOs and private investors who share similar goals in furthering gender equality.

Approved for form and substance \_\_\_\_\_

(Signature of Faculty Advisor)

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**FOSTERING SOCIO-ECONOMIC GROWTH IN EDUCATIONAL  
AND SMALL BUSINESS DEVELOPMENT**

Third Committee  
Draft Resolution Presented by the Delegation of Costa Rica

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

REAFFIRMING:

Article 2 of the Charter of the Organization of American States establishes that the essential purposes of the Organization, include “to promote, by cooperative action, their economic, social, and cultural development” and “to eradicate extreme poverty, which constitutes an obstacle to the full democratic development of the peoples of the hemisphere”;

Article 95 of the Charter of the Organization of American States establishes “Economic and social development, including trade, tourism, integration and the environment” as a priority;

Article 95(1) of the Charter of the Organization of American States recognizes that “The purpose of the Inter-American Council for Integral Development is to promote cooperation among the American States for the purpose of achieving integral development and, in particular, helping to eliminate extreme poverty, in accordance with the standards of the Charter, especially those set forth in Chapter VII with respect to the economic, social, educational, cultural, scientific, and technological fields”;

RECOGNIZING:

AG/RES. 2779 (XLIII-O/13), which states that the OAS has a goal of, “Forming strategic partnerships which suitably strengthen the existing OAS Scholarship and Training Programs, in accordance with the principles and purposes of the ‘Manual of Procedures for the OAS Scholarship and Training Programs’”;

AG/DEC. 31 (XXXIII-O/03), which states, “In the framework of a global economy, democratic governance obliges us to focus on the responsible management of public affairs as an essential factor in the sustainable development of our countries with social, ethnic, and gender equity”, and “The economic and social development of the developing countries of the region must be effectively addressed to support their democratic governance”;

BEARING IN MIND:

Topic 16 of The Plan of Action from the First Summit of the Americas (Miami 1994), which states that “governments will improve human resources training, and technical, professional and teacher training, which are vital for the enhancement of quality and equity education within the Hemisphere”;

That according to the United Nations Educational Scientific and Cultural Organization Press (UNESCO Press) article published on October 16, 2012, “Poor young populations, urban and rural, are the most in need of skills training”;

CIDI/RES. 178 (XI-O/06), “Draft Strategic Plan for Partnership for Integral Development 2006-2009,” which supports member states’ efforts to prepare people for work, including expanding and strengthening technical and professional training, and other means to provide greater opportunities for people to acquire the knowledge and skills that meet the demands of a constantly evolving labor market; and

EMPHASIZING:

That the connection between OAS Member States and NGOs throughout the hemisphere is integral to economic growth and development,

RESOLVES:

1. To commend the OAS Member States in promoting socio-economic equality through Integral Development.
2. To encourage continuous growth and programs in connection with nationally based NGOs for economic and social development through trade, tourism, integration, and the environment.
3. To propose that the Committee on Integral Development foster growth in education and small business development by:
  - a. Connecting individuals with creditable, nationally based NGOs to promote socio-economic development throughout the hemisphere by offering vocational workshops to encourage skills in:
    - i. Agriculture.
    - ii. Manufacturing.
    - iii. Tourism.
  - b. To propose that the means of implementation will be approved by Member States in association with creditable, nationally based NGOs for the development of vocational programs.
4. To fund these workshops with an initial stipend of \$10,000 from the Special Multilateral Fund of the Inter-American Council for Development (FEMCIDI), OAS Member States, Observer States and NGOs partnered with the Member State holding the workshop,

Approved for form and substance

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(Signature of Faculty Advisor)

Cosignatories:

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**DIMINISHMENT OF THE GENDER GAP IN EDUCATION THROUGH  
CONDITIONAL CASH TRANSFER PROGRAMS**

Third Committee  
Draft Resolution Presented by the Delegation of the Republic of Guatemala

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

That Article 33 of the Charter of the Organization of American States pledges that “Development is a primary responsibility of each country and should constitute an integral and continuous process for the establishment of a more just economic and social order that will make possible and contribute to the fulfillment of the individual”;

That Chapter III Article 19 of the Social Charter of the Americas mandates that acquiring an education “is vital to achieving greater equity, improving standards of living, fostering sustainable development, developing human capital, reducing poverty, strengthening democratic institutions, transmitting civic and social values, creating responsible citizens committed to society, and promoting social inclusion”;

TAKING INTO ACCOUNT:

That the World Bank Policy Research Report on Latin America and the Caribbean titled *Conditional Cash Transfers: Reducing Present and Future Poverty* found that “virtually every [CCT] program that has had a credible evaluation has found a positive effect on school enrollment”;

That World Bank data show that, in almost every instance, females of the Member States are less likely to proceed to secondary school than males;

RECALLING:

That the United Nations International Fund for Agricultural Development (IFAD) Rural Poverty Report finds that rural females do not receive the same level of education as males and thus have less access to training opportunities that would permit them to enter occupations normatively restricted to males;

The Inter-American Development Bank (IDB) report *Schooling Is the Glass Half Empty or Half Full? School Enrollment, Graduation, and Dropout Rates in Latin America*, which states that “students residing in urban areas have a 26 percent higher secondary school graduation rate than students residing in rural areas”;

Target A under Goal 3 of the Millennium Development Goals, which aspires to “Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015”;

Further assertions from the Millennium Development Goals 2014 progress report implying that albeit girls have a lower average dropout rate than boys do at the national level, the converse is true when considering the average dropout rate for girls living in rural areas;

BEARING IN MIND:

The Plan of Action of the Second Summit of the Americas held in Santiago de Chile in 1998, at which member states agreed to” Implement targeted and inter-sectoral educational policies, as necessary, and develop programs that focus specifically on groups at a disadvantage in the areas of education, functional illiteracy and socio-economic conditions, with attention to women, minorities and vulnerable populations”;

The Plan further states that “Inter-sectoral programs in education, health and nutrition, as well as early childhood educational strategies, will be priorities, inasmuch as they contribute more directly to plans to combat poverty”; and

CONSIDERING:

That the IDB report *Conditions for Success in Implementing CCT Programs: Lessons for Asia from Latin America and the Caribbean* declares that by 2010 CCT programs had been successfully implemented in 18 countries benefitting more than 129 million individuals within Latin American and the Caribbean.

That experience with various Conditional Cash Transfer (CCT) programs in the Hemisphere have been shown not only to narrow the gender gap in education, but also to empower women via reducing their subjectivity to household violence, boost grades for beneficiaries, and promote self-confidence in women engaged with the program,

RESOLVES:

1. To congratulate the Member States for their efforts to advance educational achievement with a focus on gender equality.
2. To commend Member States with current and past CCT programs that have proven to be beneficial in reducing the gender gap in education, particularly where they have benefitted female students in rural areas and have been shown to generate additional positive effects for women.
3. To forward the aforementioned IDB reports detailing the gender gap in education and the analysis of current CCT programs to Finance Ministers for their consideration at their next ministerial.

4. To request that international financial institutions develop loan programs to fund CCT programs that will address the gender gap in education in countries without existing CCT programs if they qualify for such assistance.

Approved for form and substance: \_\_\_\_\_  
(Signature of Faculty Advisor)

Cosignatories: 1. \_\_\_\_\_  
(Signature of Delegate) (Country Represented)

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**REINFORCING INTEGRAL DEVELOPMENT FOR INDIGENOUS WOMEN THROUGH AN  
EDUCATION AGENDA AND MEMBER STATE'S ECONOMIC  
AND POLITICAL COMPROMISE**

Third Committee

Topic No. 2 of the Agenda Draft Resolution

Draft Resolution Presented by the Delegation of Paraguay

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 9 and 27 of the Inter-American Democratic Charter, which establishes that “The Elimination of all forms of discrimination, including intolerance, promotion and protection of human rights of migrants and indigenous people, and respect for ethnic, cultural and religious diversity, is fundamental in the contribution to reinforce democracy and social inclusion” and that “Special attention shall be given to the development of programs and activities for the education of children and youth as a means of ensuring the continuance of democratic values, including liberty and social justice”;

Article 2 of the American Declaration of the Rights and Duties of Man, which states “All persons are equal before the law and have the rights and duties established in this Declaration, without distinction as to race, sex, language, creed or any other factor”;

Article 13 (a) and (b) Additional Protocol to the American Convention on Human Rights in The Area Of Economic, Social And Cultural Rights "Protocol Of San Salvador", which pro-claims that “Everyone has the right to education” and “Education should be directed towards the full development of the human personality and human dignity and should strengthen respect for human rights, ideological pluralism, fundamental freedoms, justice and peace”;

Article 6 of the Inter-American Convention against All Forms of Discrimination and Intolerance, which points out that is needed “To formulate and implement policies the purpose of which is to provide equitable treatment and generate equal opportunity for all persons in accordance with the scope of this Convention, including policies of an educational nature, labor or social measures, or any other kind of promotional policies and the dissemination of legislation on the subject by all possible means”;

CONSIDERING:

The existence of the Inter-American Convention on The Prevention, Punishment and Eradication of Violence against Women "Convention of Belém Do Pará" held in 1994, which established in its article 7(b), "The obligation of all States parties to adopting policies to prevent, punish and eradicate violence against women, to applying due diligence to prevent, investigate and impose penalties for violence against women”;

Article 5 of the Chapter II (Rights Protected) of the Inter-American Convention on the Prevention, Punishment and Eradication of Violence against Women “Convention of Belém Do Pará” establishes that “Every woman is entitled to the free and full exercise of her civil, political, economic, social and cultural rights, and may rely on the full protection of those rights as embodied in regional and international instruments on human rights”;

Article 14 (a), (b) and (c) of the United Nations Declaration on the Rights of Indigenous Peoples, which state that “Indigenous peoples have the right to establish and control their educational systems and

institutions providing education in their own languages, in line with their cultural methods of teaching and learning”, “Indigenous, particularly children, have the right to all levels and forms of education of the State without discrimination”, and that “States shall take effective measures, together with indigenous people, for these, particularly indigenous children, including those living outside their communities, have access, where possible to education in their own culture and their own language”; and

**TAKING INTO ACCOUNT:**

That there is an 8.3% (average) of indigenous inhabitants in Latin America;

That the main objective of the 1995 Beijing Declaration and Platform for Action’s is to ensure full enjoyment by women and girls of all human rights and fundamental freedoms (education, respect, health, security), and to take efficient actions against abuses of it,

**RESOLVES**

1. To create an agency that will serve the Member States as a way to help the finance of the supplies and teacher’s training on respective subjects.
2. To create a women’s educational agenda that will serve the Member States as an instrument of guidance and management of the processes of educational management at the central department and institutional level. It is guided by four criteria: Inter-Sectoriality, Multilingualism, Multiculturalism, and Inclusion.
3. To provide school materials like educational software, classroom furniture, textbooks, provide psychological care and intersectional social programs to Member States.
4. To eliminate entrance exams especially in rural areas or countries with fewer economic resources, creating programs for non-formal education or high school classroom programs.



**CREATION OF EARLY CHILDHOOD CARE CENTERS TO PROMOTE GENDER  
EQUALITY IN THE EDUCATIONAL SYSTEM**

Third Committee  
Draft Resolution Presented by the Delegation of the United States of America

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

TAKING INTO ACCOUNT:

Article 34 of the Charter of the Organization of American States, which declares that “Member States agree that equality of opportunity, the elimination of extreme poverty, equitable distribution of wealth and income and the full participation of their peoples in decisions relating to their own development are, among others, basic objectives of integral development”;

KEEPING IN MIND:

Article 15 of the Social Charter of the Americas, which affirms that “Member States also recognize the need to adopt policies to promote inclusion and to prevent, combat, and eliminate all forms of intolerance and discrimination, especially gender, ethnic, and race discrimination, in order to safeguard equal rights and opportunities and strengthen democratic values”;

RECOGNIZING:

The implementation of the Inter-American Program on the Promotion of Women’s Human Rights and Gender Equity and Equality (IAP) which encourages Member States “to formulate public policies, strategies and proposals aimed and promoting women’s human rights and gender equality in all spheres of public and private life, considering the diversity and their life cycles”;

HAVING SEEN:

Resolution AG/RES. 2124 (XXXV-O/05) “Promotion of Women’s Human Rights and of Gender Equity and Equality,” which requests the Permanent Council “to continue in its efforts to integrate a gender perspective into its resolutions, activities, and initiatives, and to consider increasing the resources allocated to the CIM in the program-budget to enable it to carry out its mandates in full”;

RECALLING:

The role of the Inter-American Committee on Education (CIE) as a “permanent ministerial dialogue mechanism responsible for the development and follow – up on the lines of action established by the Ministers of Education”; and

DEEPLY CONSCIOUS:

That education is vital to achieve greater equality and equity transmitting civic and social values, strengthening democratic institutions, improving standards of life and reducing poverty;

That teenage motherhood and the scant coverage of child care centers are barriers for adolescent girls to continue in school after giving birth, since lack of adequate care for their children limits their ability to continue their education, forces them to drop out from the educational system, and delays their

entry into the labor force, negatively affecting their possibilities for income earning and self-sufficiency for they and their families,

RESOLVES:

1. To recognize the work of the OAS General Secretariat in the promotion of gender equality as a relevant key for education, since investing in the education of girls and women is a means to enhance women’s quality of life, employment and income prospects as well as participation in social and democratic life.
2. To highlight the role of the Inter-American Commission of Women (CIM) as the principal forum of hemispheric policy to advance in the promotion of women’s rights and gender equality in Member States, developing programs to achieve gender equality at all levels of educational system.
3. To call the OAS to continue working with the Member States’ Department of Education or its equivalents in the implementation of national educational policies and programs that improve equal and inclusive access to all levels of education.
4. To invite Member States to implement policies oriented to create early childhood care centers in educational institutions that allow teenage mothers to enhance the opportunities to pursue their studies, and decrease the dropout rate at these educational levels.
5. To request the Inter-American Committee on Education (CIE) with the support of the General Secretariat of the OAS and the Unit of the Corporation Policies of the Executive Secretariat for Integral Development to work on the development of a hemispheric strategy that promotes the creation of early childhood centers in all Member States.
6. To further recommend to each Member State’s Department of Education or its equivalent to continue working with social protection and health services agencies in the implementation of sexual education campaigns to reduce national rates of teenage pregnancy.
7. To request to the General Secretariat to present a report on the implementation of this Resolution in the Forty-fifth Regular Session of the General Assembly.

Approved for form and substance

\_\_\_\_\_  
 (Signature of Faculty Advisor)

Cosignatories:

- |    |                         |                       |
|----|-------------------------|-----------------------|
| 1. |                         |                       |
|    | (Signature of Delegate) | (Country Represented) |
| 2. |                         |                       |
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**PROMOTING THE GROWTH OF SMALL BUSINESSES AND ENTREPRENEURSHIP**

Third Committee

Topic No. 1 of the Agenda

Draft Resolution Presented by the Delegation of the Plurinational State of Bolivia

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 33 of the Charter of the Organization of American States, which states that “Development is a primary responsibility of each country and should constitute an integral and continuous process for the establishment of a more just economic and social order that will make possible and contribute to the fulfillment of the individual”;

Article 49 of the Charter of the Organization of American States, stating that “The Member States agree to give adequate priority to the preparation and carrying out of multinational programs and to their financing, as well as to encourage economic and financial institutions of the inter-American system to continue giving their broadest support to regional integration institutions and programs”;

Article 12 of the Inter-American Democratic Charter emphasizing, “Adopting and implementing all of those actions required to generate productive employment, reduce poverty and eradicate extreme poverty”;

Article 9 of the Social Charter of the Americas which notes that “The Business sector plays a key role in creating jobs, expanding opportunity, and contributing to poverty reduction. Public policies and regulatory frameworks should facilitate the creation of new enterprises and the incorporation of the informal sector into the formal economy”;

CONSIDERING:

That according to the World Bank, 60% of Latin America employees work for businesses with five or fewer employees;

That according to the Multilateral Investment Fund, the rural sector in Latin American and the Caribbean represents 21% of the population, but is only responsible for 3% of GDP;

That according to the International Finance Corporation, while there are 125 million formal Micro, Small and Medium enterprises (MSMEs), 89 million of these are in the emerging markets;

That according to the International Finance Corporation, one third of the world’s labor force is employed by formal MSMEs;

That according to the World Bank, informal employment comprises 51% of non-agricultural employment in Latin America; and

RECALLING:

AG/RES. 2201 (XXXVI-O/06) “Strategic Plan for Partnership for Integral Development” which establishes “a frame for action at two strategic levels”, with the “improvement of Mechanisms for Policy Dialogue”, “building and Strengthening of Partnerships”, “capacity-building” and “resource mobilization”;

Topic 15 of AG/DEC. 74 (XLIV-O/14) Declaration of Asuncion “Development with Social Inclusion” to “encourage financial inclusion policies that enhance access to and the use of affordable and quality financial services and strengthen the financial capability of excluded or underserved households, micro- and small businesses, cooperatives and other units of production as well as the promotion of financial education programs”;

Topic 28 of The Plan of Action of the Fourth Summit of the Americas held in Mar de Plata in 2005, stating it’s commitment to “encourage investment in basic infrastructure having a high positive impact on employment in order to promote growth and productive employment”;

Topic 31 of The Plan of Action of the Fourth Summit of the Americas held in Mar de Plata in 2005, committing to “create and/or strengthen, as appropriate, agencies specialized in development services, and improve the business climate for Micro, Small and Medium-sized companies facilitating access to markets, including foreign markets, by requesting from multilateral institutions technical and financial assistance for the achievement of this goal”;

Topic 37 of The Plan of Action of the Fourth Summit of the Americas held in Mar de Plata in 2005 enforcing its commitment to “establish mechanisms to exchange good practices and innovative approaches for the development of micro, small and medium-sized companies, such as the Small and Medium-sized Enterprise Congress of the Americas, and foster great public and private participation in this Congress”;

**RESOLVES:**

- 1 To encourage Member States to focus on the development of communities as a whole, in terms of building the economic capabilities of the people, maintaining equal economic development and incorporating indigenous values into successful business practices.
2. To recommend that Member State’s increase tariffs in primary sector industries, such as agriculture, to encourage and protect entrepreneurs and small business owners involved in domestic agriculture and industries.
3. To direct the Inter-American Agency for Cooperation and Development to work in conjunction with the Ministries of Education and Ministries of Finance of Member States to increase entrepreneurial education for adults and children by:
  - a. Encouraging universities within Member States to offer basic business and entrepreneurship classes in cities and rural areas to teach the citizens the government requirements necessary for practicing business within each Member State.
  - b. Strongly urging that fields such as Economics, Finance and Accounting be made part of mandatory curriculum at the secondary level of public schools.
4. To strongly urge Member States to annually report on the growth of small business and entrepreneurship in their respective countries.

5. To recommend that these initiatives be funded with contributions from:
  - a. The Inter-American Development Bank through the Multilateral Investment Fund [MIF] and the Opportunities for the Majority [OMJ] program and funding from the Inter-American Council for Integral Development (CIDI).
  - b. Additional funding from NGO's that focus on the promotion of small business growth and entrepreneurship.

Approved for form and substance: \_\_\_\_\_  
(Signature of Faculty Advisor)

Cosignatories: 1. \_\_\_\_\_ (Signature of Delegate)                      \_\_\_\_\_ (Country Represented)  
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