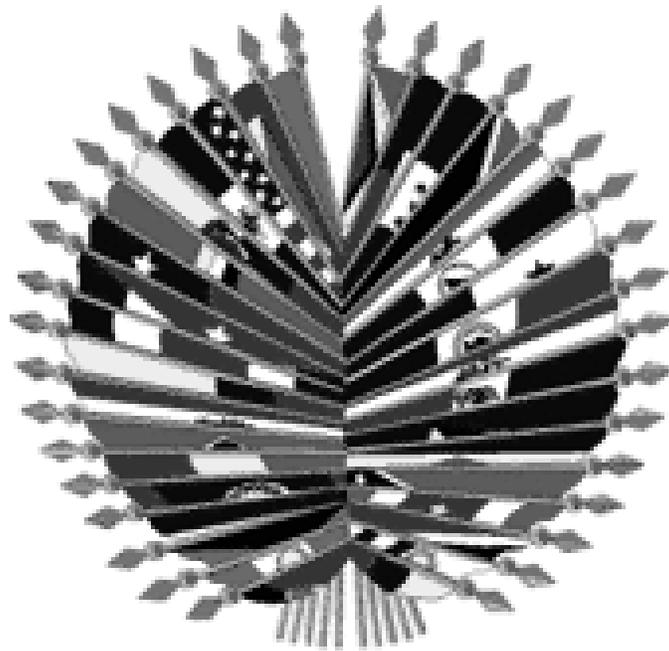


**2016 Washington Model Organization of
American States General Assembly**

FINAL Packet

Third Committee



INTER-AMERICAN GUIDELINES FOR PORT EFFICIENCY OF CUSTOMS PROCEDURES

Third Committee
Draft Resolution presented by the Delegation of the Republic of Peru

Topic No. 4 of the Agenda

THE GENERAL ASSEMBLY,

RECALLING:

Article 44 of the Charter of the Organization of American States, which affirms that the promotion of regional economic integration between Member States is a decisive factor that will enable them to advance, with their own efforts, in the development of their infrastructure programs, new lines of production, and trade diversification;

BEING AWARE OF:

Article 3 of the Social Charter of the OAS that encourages Member States to strengthen policies and programs directed to offer opportunities for their peoples to benefit from sustainable development;

Article 23 that supports increasing investment in education, research, and infrastructure for productivity and innovation;

REMEMBERING:

AG/RES. 1573 (XXVIII-O/98) “Proposal to Transform the Inter-American Port and Harbor Conference into The Inter-American Committee on Ports”, through which the Inter-American Committee on Ports (CIP) was created to deal with port sector development issues, analyze the obstacles to such development, and propose possible solutions, also acting as a permanent inter-American forum for the strengthening of cooperation in the area of port sector development, with active private sector engagement and collaboration;

TAKING INTO ACCOUNT:

CIDI/CIP/doc 69/01 “Agreement on Cooperation and Mutual Assistance among Inter-American Port Authorities” that recognizes the Member States need to “modernize and adapt the Inter-American port systems to endow them with flexible, rapid, safe, and economical services that will facilitate international trade”;

TAKING INTO CONSIDERATION:

The Plan of Action of the 2001 Third Summit of the Americas, held in Quebec City (Canada), which recognizes the need to “promote and facilitate increased cooperation, convergence and information sharing in the transportation related activities” to strengthen the human and institutional capacities of Member States and ensure the sustainability of transportation systems and infrastructure;

HAVING EXAMINED:

The proceedings of the 1999 First Meeting of the Inter-American Committee on Ports (CIP) held in Guatemala, which identify priority areas of action such as trade globalization, its impact on the port sector and ports security, and of the 2005 Fourth Meeting held in Venezuela, which highlight the need to have efficient, competitive and secure ports, as they act as links of commercial transportation; and

CONSIDERING:

CIDI/CIP/doc.14/99 “Competitiveness, Efficiency and Port Productivity” and CIDI/CIP/doc.15/99 “Final Report of the Inter-American symposium of cooperation between ports and customs” which recognize the needs to improve the efficiency and productivity of ports in the Hemisphere, which operations need continued and improved quality and efficiency to support regional cooperation, integration and development, to strengthen the ports operations management, and to promote public private participation for the further expansion and management of efficient infrastructure that contributes to economic and social development,

RESOLVES:

1. To recognize the work of the Inter-American Committee on Ports in the promotion of hemispheric cooperation policies in port-sector development, in accordance with the guidelines from the General Assembly and the Inter-American Council for Integral Development (CIDI), as well as from the Summits of the Americas, and in the examination of proposed solutions to common port-sector problems.
2. To acknowledge Member States efforts regarding the development of ports infrastructure programs, and in the promotion of infrastructure improvement by technical cooperation among them.
3. To designate the Inter-American Committee on Ports (CIP) for the establishment of a Working Group with customs authorities of the Member States and experts, to design new strategy denominated “Inter-American Guidelines for Port Efficiency of Customs Procedures”, aiming at improving the efficiency and productivity of ports across the Hemisphere regarding trade and migration operations.
4. To request that the strategies defined by the “Inter-American Guidelines for Port Efficiency of Customs Procedures” include but are not limited to the following aspects:
 - a. Suggestions on efficient processes and methods concerning the management of customs in entry ports.
 - b. Development of national policies and structural technical procedures, to provide better customs services.
 - c. Creation of indicators relating the efficiency of customs procedures such as waiting times measurements for people and cargo, security regulations, and increase in trade volumes.
 - d. General strategies to encourage international trade and competitiveness.
5. To invite Member States to participate in the creation of the proposed guidelines and to implement them in their national customs policies under the coordination of their Ministers of Trade or their equivalent, and all those other organizations that are responsible for the application of such measures, in accordance with principles of collaboration, integration, cooperation, and improvement of national institutional capacities.
6. To offer the city of Lima (Peru) for the first meeting of the Working Group to take place before the Forty-Sixth session of the General Assembly.

7. To request the Secretary General to present a report on the implementation of this resolution in the Forty-sixth Regular Session of the General Assembly.

Approved for form and substance

(Signature of Faculty Advisor)

Cosignatories:

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**STRENGTHENING INTERCULTURAL BILINGUAL QUALITY
EDUCATION FOR INDEGENOUS GROUPS**

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

Topic No. 1 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 3 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 establishes that “Education is key to strengthening democratic institutions, promoting the development of human potential, and alleviating poverty and fostering greater understanding among our peoples,” and “to achieve these ends, it is essential that a quality education be available to all, including girls and women, rural inhabitants, and minorities”;

CONSIDERING:

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;

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”;

TAKING INTO ACCOUNT:

The resolution of the United Nations A/RES/65/198 (2010) “The Permanent Forum on Indigenous Issues”, which recognizes that “indigenous issues related to economic and social development, culture, the environment, education, health and human rights and the raise awareness and promote the integration and coordination of activities related to indigenous issues”; and

RECOGNIZING:

A CEPAL study, in which it was found that on average than 20% of indigenous children in school age do not attend school. In addition, the data also highlight the goal of completion of cycle primary will be much more difficult to achieve in the case of indigenous peoples, adding to the ethnic inequalities of gender, to the detriment of indigenous women,

RESOLVES:

1. To congratulate the United Nations Permanent Forum on Indigenous Issues (UNPFII) for the efforts and accomplishments made to reduce vulnerability of indigenous groups and increase the indigenous people's participation of member states.
2. To suggest the creation of the Inter-American intercultural bilingual quality educational programs for indigenous groups (IBEPiG) in the ITEN program of OAS, through a voluntary contribution of the Member States in the CIE Budget, the generous contribution of non-governmental organizations and international donors for indigenous ways of learning, to promote the equality education understanding that it is a own commitment of each country of OAS, where the indigenous children will have all the possibilities to growth in an education environment and the Member States will be promote an indispensable and fundamental human right, which will:
 - a. Have a program of voluntaries, professional teachers from the member states with special skills to teach in a didactic way to the indigenous children and the ability to adapt according to the progress of them.
 - b. Create an "IBEPiG" information network to gather and share all the information necessary to facilitate the program.
 - c. The improvement of infrastructure, especially schools located in remote villages is required so that indigenous children have access to and opportunities to obtain education of equal quality.
 - d. The priorities of the funding should be the provision of a quality education to nomadic communities and indigenous peoples living in remote areas and women and girls through the establishment of mobile schools and the granting of scholarships.
 - e. Set a goal to measure achievement, together with indigenous peoples, that could include greater participation, improved literacy skills, lower truancy rates and the gaining of meaningful qualifications, protecting its language, culture and traditional heritage in

order to move towards multiculturalism and the recognition of the diversity of this groups.

- f. Coordinate the educational develop of indigenous people through different tests that will give teachers the results to make a report monthly about the progress and present it each six months on a meeting with the OAS consular in each country and at the end of the year present the reports to the OAS.

- 3. To urge the Inter-American Committee on Education to ensure, draft the new Inter- American Education Agenda, to give special emphasis to the strengthening of IBE schools and IBE teacher training programs in member states that have significant indigenous communities.

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

Cosignatories: 1. _____
(Signature of Delegate) (Country Represented)

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PROPOSAL OF FORUM TO INSPIRE IMPROVED INFRASTRUCTURE

Third Committee
Draft Resolution presented by the Delegation of Ecuador

Topic No. 4 of the Agenda

THE GENERAL ASSEMBLY,

RECALLING:

That Article 95 in the OAS Charter regarding the Inter-American Council on Integral Development declares its goals that include “Promote, coordinate, and assign responsibility for the execution of development programs and projects to the subsidiary bodies and relevant organizations” (Article 95 c);

CONSIDERING:

The purpose of the Inter-American Agency for Cooperation and Development whose intentions include “The mobilization of financial, technical, and other resources in order to strengthen partnership for development activities”;

FURTHER RECALLING:

That Article 14 of the Inter-American Democratic Charter states an intention of “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”;

BEARING IN MIND:

The current issues with physical infrastructure within the Hemisphere and the struggle for governments to balance these issues with social issues within a budget constraint; and

WELCOMING:

All member states to consider if improvements in infrastructure are needed and how it is possible to improve and maintain everything from energy, water, transportation, and telecommunications,

RESOLVES:

1. To recommend a presentation by the Global Infrastructure Facility of the World Bank to the Inter-American Council of Integral Development in Brasilia, Brazil on September 19, 2016:
 - a) To draw the attention of member states to infrastructure within each nation and whether member states could benefit from assistance from the Global Infrastructure Facility.
 - b) To provide member states the chance to discuss potential opportunities with the GIF that could help secure financing and assistance for infrastructure projects.

2. To call upon member states to think about the issues of infrastructure and whether member states need assistance in improving infrastructure in areas such as energy, water, transportation, or telecommunications.
3. To inspire member states to take seriously infrastructure and the ways that it can attract investment opportunities, open doors to better economic relations, and advance human rights.
4. To encourage regional cooperation and consideration of improved development from infrastructure by way of information exchange and shared best practices.

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

Cosignatories: 1. _____
(Signature of Delegate) (Country Represented)

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STRATEGIES TO CREATE SUSTAINABLE CITIES ACROSS THE HEMISPHERE

Third Committee
Draft Resolution Presented by the Delegation of Barbados

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

CONSIDERING:

That The Declaration of Santa Cruz de la Sierra and the Plan of Action for the Sustainable Development of the Americas strives to reach the goals of “Narrowing of the housing unit gap and expansion of basic infrastructure services through a comprehensive approach to the problem of rapid urban growth, including the use of clean, safe technologies; Promotion of the quality of life in cities and communities, taking into account their spatial, economic, social, and environmental circumstances; and Assurance of the most efficient and least polluting industrial and transportation practices so as to reduce adverse environmental impact and promote sustainable development in cities and communities”;

TAKING INTO ACCOUNT:

CIDI/RES/66 (IV-O/99) “Support for Meetings and Activities in the Area of Sustainable Development and Environment” in which “Heads of State and Government instructed the OAS to continue to coordinate the fulfillment of the mandates of the Summit of the Americas on Sustainable Development, through the Inter-American Committee on Sustainable Development (CIDS)”, and called for the Organization through the Special Multilateral Fund of the Inter-American Council for Integral Development (FEMCIDI), to finance cooperation activities that “correspond to specific mandates from the Summit of the Americas on Sustainable Development, with technical support from the General Secretariat”;

CIDI/RES/66 (IV-O/99) “Support for Meetings and Activities in the Area of Sustainable Development and Environment” in which “the Heads of State and Government agreed to seek to establish an Inter-American Biodiversity Information Network, primarily through the Internet, that will promote compatible means of collection, communication, and exchange of information relevant to decision-making and education on biodiversity conservation”; and

ACKNOWLEDGING:

CIDI/RES/66 (IV-O/99) “Support for Meetings and Activities in the Area of Sustainable Development and Environment”, which states that “the Heads of State and Government agreed to cooperate in the establishment of a hemispheric network of officials and experts in environmental law, enforcement, and compliance in coordination with the OAS to facilitate the sharing of knowledge and experiences and to provide a focal point, as appropriate, for carrying out cooperative efforts to strengthen laws, regulations, and implementation, as well as training in these areas for those states seeking such assistance, taking into account the studies prepared by the Inter-American Juridical Committee”,

RESOLVES:

1. To urge Member States to supply urban areas with centers for job creation, specifically by making them the front line of a green economy. These center should include:
 - a. Deployment of green technologies and services.
 - b. Prioritization of green infrastructure and buildings.

- c. Protection and restoration of green spaces while creating more housing opportunities.
 - d. Reduction of emissions, resource use, and waste.
 - e. Development of more sustainable urban systems and land use decisions.
2. To call upon the OAS Department of Sustainable Development to implement and endorse a different structure of city life by changing transportation choices, including public transportation options that can reduce the usage of cars and thus decrease pollution in compact urban area, in order to improve air and water quality, and to maintain reliable water and energy supplies.
 3. To encourage cities in Member States to offer opportunities for creating cross-cutting efficiencies between water and energy systems, with joint strategies for resource management and public-private finance sectors.
 4. To request the Secretary General to present a report on the implementation of this resolution in the Forty-sixth Regular Session of the General Assembly.

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

Cosignatories: 1. _____ (Signature of Delegate) _____ (Country Represented)
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**PROGRAMME POUR LA PRÉPARATION EN CAS DES CATASTROPHES NATURELLES: A
PROGRAM TO DIMINISH THE DAMAGES CAUSED BY NATURAL DISASTERS**

Third Committee

Topic No. 3 of the Agenda Draft Resolution

Presented by the Delegation of the Commonwealth of Dominica

THE GENERAL ASSEMBLY,

NOTING:

The Organization of American States (OAS) Charter Chapter VII Article 47, which says that “The Member States will give primary importance within their development plans to the encouragement of education, science, technology, and culture, oriented toward the overall improvement of the individual, and as a foundation for democracy, social justice, and progress”;

REMEMBERING:

The events that followed in Haiti after the earthquake in 2010 and the deep economic, environmental, and physical toll it took on the people of Haiti;

The results of Hurricane Katrina in the United States in 2005 in the state of Louisiana and the economic hardship the area faced and the number of people who migrated from the area;

The Puyehue-Cordón Caulle eruption that took place in Chile and Argentina in 2011 that took great effect on agriculture and livestock in the area;

CONGRUENT WITH:

The "Incorporating Natural Hazards Assessment and Mitigation into Project Preparation," OAS document published in 1989 which lays out the foundation for preparation from natural disasters; and

ACKNOWLEDGING:

The importance of safety in regards to natural disasters and the importance of having action plans during these crises,

RESOLVES:

1. To commend the Inter-American Council for Integral Development (CIDI) for the efforts and accomplishments made to better citizens' lives by preparing them for natural disasters.
2. To generate further cognizance of the dangers of environmental disasters in order to curtail casualties by implementing a program entitled “Natural Disaster Preparation Program” which:
 - a. Will be implemented through public organizations, such as churches and schools.
 - b. Will teach participants about natural disasters such as hurricanes, tornados, volcanoes, floods, landslides, tsunamis, and other severe weather events.
 - c. Will include preparation training for alert systems, evacuation, and shelter for severe weather events.
3. To suggest that all member states encourage their citizens to participate in the Natural Disaster Preparation Program.

4. To request funding from NGOs with specific interest in natural disaster preparedness, such as Pan American Development Foundation, Centro de Coordinación para la Prevención de los Desastres Naturales en América Central, Red Cross, and others.

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

Cosignatories: 1. _____
(Signature of Delegate) (Country Represented)

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**EDUCATIONAL APPROACH TO FOSTER INCOME EQUITY
IN RURAL REGIONS IN THE AMERICAS**

Third Committee
Draft Resolution Presented by the Delegation of Uruguay

Topic No. 1 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 31 of the Charter of the Organization of American States (OAS), which establishes that “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 50 of the OAS Charter, which affirms that “Member States will give special attention to the eradication of illiteracy, will strengthen adult and vocational education systems and will ensure that the benefits of culture will be available to the entire population. They will promote the use of all information media to fulfill these aims”;

Article 13 of the Inter-American Democratic Charter, which recalls 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 6 of the Social Charter of the Americas, which expresses that “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, noting important goals of these policies include the fight against poverty, reduction of social inequalities, promotion of equal opportunities, and improvements in standards of living, whereas the foregoing requires the effort of both governments as well as civil society as a whole”;

CONSIDERING:

That income inequality is closely related to illiteracy, access to education, gender discrimination and informal work, representing a dangerous impediment to integral development in the Americas;

That the Americas suffer from major shortcomings and precarious conditions concerning education and labor opportunities in marginalized areas, and that functional illiteracy is one of the main reasons that marginalized sectors of society are deprived from the possibility of fully participating in the benefits of the process to achieve integral development;

That a fair and equalized income is a basic human right, and thus represents one of the main principles in the defense of social justice, social values and integral development in the hemisphere, meaning that the inclusion of income equalization in the secondary schools programs helps strengthen the integral development, democratic system and social progress in the Americas;

TAKING INTO ACCOUNT:

Article 2 of “Recommendations of the high level Meeting on Poverty, Equity and Social Inclusion”, Declaration of Margarita, which declares as an hemispheric commitment to “(...) strengthen the policies and programs intended to facilitate processes of social inclusion that allow the creation of integrated societies; as well as our special obligation towards people, families - as the nucleus of society -, communities, groups that live in poverty and those that are in a situation of vulnerability, disadvantage and marginalization”;

Article 7(a) of “Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights”, Protocol of San Salvador, which states the importance of “Remuneration, which guarantees, as a minimum, to all workers dignified and decent living conditions for them and their families and fair and equal wages for equal work, without distinction”;

RECOGNIZING:

The Plan of Action of the Second Summit of The Americas, held in Santiago de Chile in 1998, which defines Equity as “(...) the creation of conditions that ensure that all people have the opportunity to receive quality education services, thereby significantly reducing the effects of inequalities based on socio-economic status, disability and ethnic, cultural and gender discrimination, whereas quality implies the achievement of high levels of cognitive development, skills, capabilities and ethical attitudes. Relevance is defined as the ability of an educational system to meet the needs and aspirations of society as a whole (...)”;

The Beijing Declaration of the Fourth World Conference on Women, held in Beijing in 1995, whose Declaration reports as one of its objectives to “Promote women`s economic independence, including employment, and eradicate the persistent and increasing burden of poverty on women by addressing the structural causes of poverty through changes in economic structures, ensuring equal access for all women, including those in rural areas, as vital development agents, to productive resources, opportunities and public services”; and

RECALLING:

AG/RES. 2816(XLIV-O/14) “Advancing Hemispheric Initiatives on Integral Development”, which stresses on the necessity of enhancing efforts towards a hemispheric development that includes equity and sustainability;

AG/RES. 2475 (XXXIX-O/09) “Poverty, Equity, and Social Inclusion: Follow-Up to the Declaration of Margarita”, which states the hemispheric compromise to adopt the resolutions expressed in the Declaration of Margarita concerning the fight against poverty, inequity and social exclusion;

AG/RES. 2308 (XXXVII-O/07) “Eradicating Illiteracy and Fighting Diseases that Affect Integral Development”, which supports the idea of pursue specific programs to achieve full literacy, with the elimination of functional illiteracy, of the Hemisphere’s population and to improve the quality of education in order to overcome the obstacles for the integral development,

RESOLVES:

1. To congratulate the Inter-American Committee on Education (CIE) and Inter-American Council for Integral Development (CIDI) for the contributions made to generate hemispheric solutions to income inequality and integral development.

2. To instruct CIDI to create and coordinate an “Inter-American Program for Income Equality through Education in Secondary Rural Schools” with the objectives of, but not limited to:
 - a. Reinforce the awareness on the importance that each instance of the education process represents to professional development and income inequality eradication.
 - b. Articulate best practices with the education authorities of each Member State to coordinate the implementation of this program, according to the particular necessities of each region.
 - c. Foster the importance of professional development in secondary schools through the following initiatives:
 - i. Inclusion of the causes of income inequality and its negative effect on society, as a topic of the socio-economic subjects in the education programs of each country.
 - ii. Design of guidelines to articulate between university graduates and students about the importance of the development of a professional career and the activities that it involves.
 - iii. Awareness campaign to communicate students about the relation between income inequality and all forms of discrimination, to underline the importance that it represents to integral development.

3. To propose that the Program will be carried out by the cooperative efforts of specialists from the CIDI and the CIE, with the technical collaboration of the Inter-American Teacher Education Network (ITEN).

4. To request CIE to produce an annual report on the Program results and its implementation to be uploaded in the OAS website.

5. To instruct CIDI to submit the guidelines to the education authorities of each Member State.

6. To invite the Inter-American Children Institute (IIN) and the International Labor Organization (ILO) to offer their technical support on the implementation of this Program.

7. To finance this project with the funds allocated in the CIDI budget, volunteer donations from Member States, Permanent Observers, Non-Governmental Organizations (NGO) and the Inter-American Development Bank (IDB), the World Bank (WB) and other international financial entity.

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

Cosignatories:

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**PAN-AMERICAN ADVANCEMENT FOR THE PLANNED
PREVENTION OF INFECTIOUS DISEASE**

Third Committee
Draft Resolution Proposed by the Delegation of Colombia

Topic No. 3 of Agenda

THE GENERAL ASSEMBLY,

BEARING IN MIND:

Article 38 of the Charter of the Organization of American States (OAS), which asserts that “Member States shall extend among themselves the benefits of science and technology by encouraging the exchange and utilization of scientific and technical knowledge in accordance with existing treaties and national laws”;

Article 32 of the OAS Charter, which states that “Inter-American cooperation for integral development should be continuous and preferably channeled through multilateral organizations, without prejudice to bilateral cooperation between Member States”;

Article 2(a) of the OAS Charter, which seeks “To strengthen the peace and security of the continent,” in order to fulfill its regional obligations under the charter of the United Nations;

RECOGNIZING:

That Members States are at risk for the spread of infectious disease due to the lack of standard prevention procedures and appropriation of medicinal resources;

That the previous efforts of the Pan American Health Organization (PAHO) yielded informational guidelines in regards to disease outbreak, but have not created an effective response unit to combat infectious disease;

NOTING:

That issue of containing the Zika virus and the absence of vaccines continues to be a prevalent concern to regional health;

That the Center of Disease Control defines infectious disease as “Disease contracted from humans or organisms as a result of transmission of a biological agent (viral, bacterial, or fungal)”;

CONSIDERING:

The coordination among nongovernmental organizations (NGOs) and Member States is essential for prevention against the spread of infectious disease, facilitation of hemispheric coordination, and the establishment of a sustainable future for healthcare;

That the structure of public health for the prevention of infectious diseases in Member States should coordinate in conjunction with PAHO,

RESOLVES:

1. To urge PAHO and OAS to jointly establish a Plan of Action Prevention for Infectious Disease (PAPID) task force.

2. To call upon Member States and PAHO to collaboratively procure and to provide resources such as medical supplies and monetary funds to utilize for infectious disease prevention measures.
3. To establish regional locations for standing PAPID offices, calling upon Member States to collaboratively provide these locations in the interests of promoting regional efforts for public health and peace.
 - a. Regional offices are to be in equal geographical distance across Member States.
 - b. Six regional offices are to be established in willing Member States.
 - c. A donation conference shall be held for willing Member States in order to select the six regional PAPID offices.
4. To designate regional offices with allocated supplies for the prevention and management of outbreaks.
5. To designate Member States to provide qualified doctors specializing in the field of Infectious Disease (ID), Immunology, and Epidemiology.
 - a. Doctors shall serve on a rotational basis, only traveling to PAPID offices when summoned in the case of infectious disease outbreak.
 - b. Additional laboratory doctors and personnel will be welcomed for PAPID's continued prevention of infectious disease.

Approved for form and substance: _____

(Signature of Faculty Advisor)

Cosignatories: 1. _____

(Signature of Delegate)

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THE INTER-AMERICAN SKILLED LABOR CO-OP INITIATIVE (IASLCI)

Third Committee

Topic No. 1 of the Agenda

Draft Resolution Presented by the Delegation of the Republic of Haiti

THE GENERAL ASSEMBLY,

GUIDED BY:

Article 30 of the OAS Charter (1948), which maintains that “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”;

Article 49 of the OAS Charter (1948), asserting 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”;

HAVING SEEN:

Article 16 of the Inter-American Democratic Charter (2001), which acknowledges that “Education is key to strengthening democratic institutions, promoting the development of human potential, and alleviating poverty and fostering greater understanding among our peoples”;

The Declaration of Commitment of Port of Spain signed in the Fifth Summit of the Americas (2009), in which Heads of State and Government pledged to “continue to promote the creation of more opportunities for decent work in the formal sector”;

KEEPING IN MIND:

Article 19 of the Social Charter of The Americas, AG/RES. 2699 (XLII-O/12), which declared that “Access to quality education at all levels and modalities 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”;

Objectives 1.4 and 5.9 of AG/RES. 2878 (XLV-O/15), The Plan of Action of the Social Charter of the Americas, which implored all member states to both “Strengthen skills certification programs to foster incorporation into the labor market and improve employment opportunities” and “Promote greater and equal access to various forms of postsecondary and technical education and professional training, with particular attention to students from vulnerable groups”;

DEEPLY CONCERNED BY:

The current shortage in the skilled-labor workforce across the Hemisphere despite the capable youth in each member state who are eager to succeed;

ACKNOWLEDGING:

The current demand for affordable labor amongst multinational manufacturing corporations both within and beyond the Hemisphere;

The effectiveness of education in marketable trade skills to alleviate poverty and income inequality;
and

RECALLING:

The success of the Mexican Border Industrialization Program (BIP) or Maquiladora program, which contributed to both the increase in total exports for the country along with increasing GDP per capita,

RESOLVES:

1. To commend all member states on their dedication to policies which help decrease income inequality and further educational opportunities.
2. To create the Inter-American Skilled Labor Co-op Initiative (IASLCI) under the Department for Social Inclusion (DSI):
 - a. That this Initiative be piloted in Port-au-Prince, Haiti and other interested cities for a period of five years.
 - b. To urge participating member states to work alongside the DSI, the UN International Labour Organization (ILO), and indicated foreign businesses to identify sustainable incentives for foreign investment:
 - i. That these incentives respect the rights of potential workers, as indicated by the DSI and ILO.
 - ii. That these incentives respect international law concerning lawful trade and business practices.
 - iii. That these incentives correspond with the current environmental initiatives in the Hemisphere.
 - c. To request that member states augment their curriculum for 18 year-olds with options for advanced training in skilled labor.
 - d. That this curriculum be developed in part by identified foreign interests based on existing framework present in the Hemisphere;
 - i. That youth participating be compensated for hours spent on the job and that these policies adhere to ILO guidelines on child labor.
 - ii. That these training programs be available to all eligible youth under ILO guidelines regardless of sex, gender, race, ethnicity or any other social factors.
 - iii. That these training programs be available also to individuals not enrolled in school, space and time permitting.
 - iv. That those participating in the co-op program be fast-tracked into employment or educational opportunities.

3. To encourage participating international businesses to partner with the OAS to create online curriculum and certifying tests through the OAS Educational Portal of the Americas (EDUCADEM) to increase the viability of distance learning.
4. To request that all participating member states, cooperating international business partners, cooperating local and international organizations, and a selected group of individuals in the program report on the efficacy and feasibility of program to the Secretary General annually.
5. To request that this initiative be supported in part by member states, permanent observer states, civil society organizations (CSOs), pertinent non-governmental Organizations (NGOs), the Inter-American Development Bank (IDB), the World Bank, participating corporations, and the OAS program Budget.
6. To request that the Secretary General report to the General Assembly at its Fifty-Second Regular Session on the implementation of this program and the feasibility of extending this program to other interested member states, the execution of which shall be subject to the availability of financial resources in the program-budget along with other sources.

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

Cosignatories: 1. _____
(Signature of Delegate) (Country Represented)

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**IMPLEMENTING RURAL UNIVERSITIES TO PROMOTE AND IMPROVE THE
QUALITY AND ACCESS OF EDUCATION**

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 95 (c) (2) of the OAS Charter, which invites Member States to set as priorities of the development programs and projects: « the improvement and extension of education to cover all levels, promotion of scientific and technological research, through technical cooperation, and support for cultural activities » ;

Article 33 of the Social Charter of the Americas, which emphasized that:
« Integral development encompasses, *inter alia*, the economic, social, educational, cultural, scientific, technological, labor, health, and environmental fields, through which the goals that each country sets for accomplishing it should be achieved » ;

Article 19 of the Social Charter of the Americas, which states that: « Everyone is entitled to education without discrimination. Access to quality education at all levels and modalities 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 (...) » ;

Article 9 of the Inter American Democratic Charter which claims that: « The elimination of all forms of discrimination, especially gender, ethnic and race discrimination, as well as diverse forms of intolerance, the promotion and protection of human rights of indigenous peoples and migrants, and respect for ethnic, cultural and religious diversity in the Americas contribute to strengthening democracy and citizen participation » ;

CONSIDERING:

That human and cultural capital are integral elements of development and have to be promoted around the hemisphere in order to continue the efforts made to achieve sustainable development;

That education completion and enrolment rates are lower in rural areas, and that education access in those regions and to indigenous communities need to be improved;

That education systems need to be improved and better adapted to culture and the lifestyle of minority groups;

TAKING INTO ACCOUNT:

Resolution 70/472 of the United Nations which recognized that promotion and improvement of education is necessary to achieve a sustainable development; and

RECALLING:

AG/RES.2779 (XLIII-O/13) Advancing hemispheric initiatives on integral development, June 6, 2013, which proposed to study and invest in « using an integral approach to individual and institutional capacity-strengthening initiatives that involve educational institutions system-wide, governments, and international partners to face educational challenges together for long-term sustainable development »,

RESOLVES:

1. To acknowledge the work achieved by Member States to promote and increase the education of children and young adults around the hemisphere.
2. To create and establish rural public universities, composed of two or more campuses and organized in a network system to allow the following organization:
 - a. To create a board of directors composed of at least one representative of each campus that will manage the rural academic network and make decisions to assure its development; furthermore, all the members of this board of directors will be first nominated by the education structures of each country and the Executive Secretariat for the Integral Development of the OAS (SEDI) will supervise this election;
 - b. To create a network that will allow campuses to share knowledge, program curriculums, financing, research opportunities, and research results.
 - c. To suggest that those universities develop, study and research programs inspired by the Intercultural Bilingual Education model promoted by PROEIB-Andes in order to encourage domains such as anthropology, intercultural education, territorial dynamics, traditional activities, agriculture, and sustainable development.
 - d. To promote the creation of an internship and exchange program inside the university network so that students will be invited to visit, study and work in other campuses. Allowing grants to participating students would help them with lodging and travelling fees.
3. To allow part time courses for students who need time to work and to promote the creation of programs that take into account cultural sensitivities and traditional activities like agriculture.
4. To encourage the employment of women, indigenous people and, in case of part time jobs, students themselves, within the networks.

5. To call upon voluntary financing of every Members States, and to request funding and support to Ministries of Education, local NGOs such as CARE Bolivia, the SEDI, the Department of Human Development, Education and Employment of the OAS and to financing organizations such as Banco del Sur.

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

Cosignatories: 1. _____
(Signature of Delegate) (Country Represented)

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**EXPANDING SUSTAINABLE ENTREPRENEURSHIP THROUGH PRIMARY
AND SECONDARY EDUCATION**

Third Committee
Draft Resolution Presented by the Delegation of Panamá

Topic No.1 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 95(C) of the Charter of the Organization of American States which conveys that one of its main goals is to: “Promote, coordinate, and assign responsibility 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: 1) economic and social development, including trade, tourism, integration and the environment; 2) improvement and extension of education to cover all levels, promotion of scientific and technological research, through technical cooperation, and support for cultural activities”;

CONSIDERING:

Article 31 of the Charter of the Organization of American States stating “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 and 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 of the Organization of American States stating “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 sustainable entrepreneurial ventures have been proven effective in other countries in the hemisphere and that education for this purpose seems necessary for the continued growth of the economies of Latin America and the protection of its natural assets;

TAKING INTO ACCOUNT:

That Article 95 (C.2) of the Charter of the Organization of the American States establishes that: “improvement and extension of education to cover all levels, promotion of scientific and technological research, through technical cooperation, and support for cultural activities,” it is logical that with the variety of natural resources that Latin America possesses, that developing an infrastructure by which sustainable entrepreneurship is encouraged and taught would be utilizing the comparative advantage of Latin America; and

RECOGNIZING:

That entrepreneurship based curriculums in schools, combined with a stressed importance of the geographic benefits that Latin America has to offer, and the environmental characteristics of Latin America, would establish an awareness of sustainable economic development, an area where Member States can leverage their traditional assets in an environmentally and profitable manner;

That there are numerous NGO's such as CERES, Conservation International, Heifer International, the National Resources Defense Council, Oxfam, and the World Resources Institute and that these NGO's are in positions to offer both financial and informational resources;

That a variety of forward thinking business leaders and entrepreneurs are available to offer financial and technical assistance,

RESOLVES:

1. To congratulate those nations engaged in consistent promotion and implementation of sustainable economic development and the education associated with such development.
2. To encourage international monetary bodies to aid countries in the production of sustainable development ventures.
3. To establish a Sustainable Development Education Task Force, in conjunction with the Pan-American Development Foundation which will work with the PADF to establish initiatives for sustainable development curriculums across the hemisphere through:
 - a. Collaboration between the foundation and educational leaders in each country.
 - b. Collaboration between the leading economic and commerce body in each county.
 - c. Access to experts on sustainable development who are involved with the PADF.
4. To establish a convention or fair featuring sustainable entrepreneurs, leading educators of the hemisphere, and successful ventures, to be held in rotation between venues in North America, South America, Central America, and the Caribbean, with funding provided by independent donors, and the structure, exhibits, and themes of the convention to be the responsibility of the host country and the PADF.

5. To petition forward thinking business leader to help provide operating expenses for the task force and convention.

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

Cosignatories:

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(Signature of Delegate) (Country Represented)
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**IMPLEMENTATION OF FREE TRANSPORTATION FOR SCHOOL CHILDREN
LIVING IN REMOTE RURAL COMMUNITIES**

Third Committee
Draft Resolution Presented by the Delegation of Guatemala

Topic No. 1 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

That chapter III Article 19 of the Social Charter of the Americas mandates that “Access to quality education at all levels and modalities 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.”;

That chapter VII Article 30 of the Charter of the Organization of American States establishes that “Integral development encompasses the economic, social, educational, cultural, scientific, and technological fields through which the goals that each country sets for accomplishing should be achieved;

Article 23 of the Social Charter of the Americas which establishes that “Scientific and technological development helps to reduce poverty, improve living standards, and achieve integral development [and] therefore, it is necessary to increase investment in education, scientific infrastructure, and applied research, as well as to take steps to promote and develop effective scientific talent and ensure that the increase in productivity and other advantages resulting from application of innovations benefit everyone”;

CONSIDERING:

That education is an important factor for the development of a country, and it is an essential means of generating income equality, which allows people’s integral development, because a child that receives education has more possibilities to build a better social context and children are the cornerstone of the world, and the American continent needs more children in schools and fewer on the streets;

Many children in the Americas are deprived of access to education due to the long distance between schools and their homes, and sometimes, children walk two or three hours each way to attend school and may walk a total of six or more hours a day. Thus, member states should take action on this issue;

In Latin America, only 25% of four-year-olds attend pre-school education, and access to these programs is not uniform and it is unequally distributed, becoming a privilege of middle and upper class urban-households, and not only is this a problem for preschool children, but it is also for primary, secondary and high school students; and

RECALLING:

AG/RES. 1679 (XXIX-O/99) “INTER-AMERICAN PROGRAM OF EDUCATION”; establishes that education is the key to progress; therefore educational programs should be promoted by the Member States;

AG/RES. 2752 (XLII-O/12) “REPORT OF THE SEVENTH INTER-AMERICAN MEETING OF MINISTERS OF EDUCATION WITHIN THE FRAMEWORK OF CIDI”; which states that education access must be a priority for children and that one hundred per cent of the children need access to universal education, because it is the best investment for the future of the Americas,

RESOLVES:

1. - To congratulate the OAS for the agreements made by the Member States in education because it has brought many benefits realizing that we must still work hard to make all of the children of the Americas attend school and to guarantee the constant achievement of economic, political, social and cultural growth in the continent.
2. - To request Member States to invest at least 5% of their GDP on education.
3. - To implement programs that consist of free transportation for schoolchildren living in remote rural communities. Each State should assume the obligation to provide free transportation to students, through the following measures:
 - a) State Members must assign 0.5% of GDP to the implementation this program.
 - b) State Members that already have 4.8% (Average percentage of GDP spent on education by member states) of GDP invested in education should restructure it, and dedicate 0.5% to this program; although it is recommended that the 0.5% be an increase to the original budget rather than a re-allocation.
 - c) Member States falling below the average percentage invested in education should implement the 0.5% as an increase to the original budget.
 - d) Each of the Member States should analyze the geographical framework of the most marginalized communities and locate strategic points from which schoolchildren could be picked up and transported to school.
- 4.- To create a specific fund according to article 74 paragraph II of the General rules for the operation in the General Secretariat of the Organization of American States, which will be administered by a Trust Fund operating in the following way:
 - a) The cash flow generated by the Fund will be destined to support the implementation of the program giving priority to those Member States that show a greater lag in educational development.
 - b) Priority will be given to those Member States that show greater willingness and commitment to carry out the program.
 - c) The Member States subject to support from the Fund will need to sign an agreement that will commit it to assign at least 0.5% of GDP for this program within 5 years.
5. - To require the Organization of American States to commit themselves to promote donations for this program, through different media or any other ways.

6. - To encourage member states to develop and implement this program and to strengthen education in marginalized regions.

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

Cosignatories: 1. _____
(Signature of Delegate) (Country Represented)

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**STRENGTHENING INTER-AMERICAN COOPERATION IN THE FIELD OF NATURAL
DISASTERS IN THE WESTERN HEMISPHERE**

Third Committee
Draft Resolution presented by the Delegation of Argentina

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 3 (e) of the Charter of the Organization of American States which encourages Member States to “cooperate fully among themselves, independently of the nature of their political, economic, and social systems”;

Article 3 (k) of the Charter of the Organization of American States, which establishes that the “economic cooperation is essential to the common welfare and prosperity of the peoples of the continent”;

Article 22 (2) of the Social Charter of the Americas which states that “Member states commit to improving regional cooperation and to strengthening their national, technical, and institutional capacity for disaster prevention, preparedness and response, rehabilitation, resilience, risk reduction, impact mitigation, and evaluation”;

Article 35 of the Social Charter of the Americas which states that “member states will promote inclusive mechanisms that favor the development of horizontal, South-South, and triangular cooperation actions, complementing traditional cooperation mechanisms”;

BEARING IN MIND:

The severe loss of life, social dislocation, economic devastation, destruction of cultural heritage, and damage to property caused by natural disasters such as the El Niño phenomenon, Hurricanes Georges and Mitch, and the earthquakes in the hemisphere;

The importance of reducing the vulnerability of our countries to natural hazards or disasters through the appropriate use of sustainable development practices as an element of sustained economic and social development; and

TAKING INTO ACCOUNT:

That according to Resolution of the United Nations AG/RES/63/217 (2009) “Natural Disasters and Vulnerability” which asserts that “each State has the primary responsibility for its own sustainable development and for taking effective measures to reduce disaster risk, (...) and stresses the importance of regional and international cooperation and partnerships to support those national efforts”;

The Report of the Inter-American Dialogue on Disaster Reduction (1997) which concluded, *inter alia*, that international disaster reduction assistance should be “fully coordinated with national disaster reduction

organizations and other relevant organizations involved in disaster reduction at the national, regional and local level, so that programs build on and contribute to existing national knowledge and experience";

The Plan of Action of the Second Summit of the Americas, held in Santiago, Chile in April 1998, whereby the Heads of States and Governments agreed to "mitigate the damages caused by the effects of 'El Niño' and other natural hazards, such as volcanic eruptions, hurricanes, earthquakes and floods, and their impact on the economy and ecosystems, based on improved forecasting, prevention and response capacity, improved research and training methods to deal with natural hazards, and the application of science and technology to address the effects of climate variability on health, agriculture and water",

RESOLVES:

1. To congratulate the planning and disaster management activities of the OAS so as to respond more effectively to the increasingly frequent natural disasters in the Hemisphere, in close coordination and cooperation with other national, regional, and international organizations.
2. To reaffirm the mandates set forth in previous resolutions and to continue to accord high priority to the topic of natural disaster reduction, risk management, and assistance in natural and other disaster situations.
3. To promote, through all public media, educational institutions, scientific bodies and the White Helmets Initiative, social awareness and education in each Member State to ensure that the communities are thoroughly informed about the actions, preparation procedures and prevention and mitigation methods to be followed during and after disasters.
4. To encourage international financial institutions to fund multinational programs on Risk Management focusing on each of its three main areas: identification, reduction and transfer.
5. To request the Inter-American Committee on Natural Disaster Reduction (IACNDR) and the Inter-American Network for Disaster Mitigation (INDM), to update the Inter-American Strategic Plan (IASP) for Policies on Risk Reduction, Risk Management, and Disaster Response in order to:
 - a. Improve emergency readiness, response and financial protection against catastrophic losses in the hemisphere in case of short supply of food, medicines and other resources due to natural disasters.
 - b. In the event of natural disasters in the hemisphere, improve reduction of loss of life and property through the supply of emergency personnel, medical personnel, rescue teams, specialists activities of disaster relief and medical facilities.
 - c. Facilitate among the OAS participating Member States the exchange of information, knowledge and experience (e.g., lessons learned and good practices) through dialogue groups regarding appropriate building standards, developing environmental protection programs, land use planning and reviewing resource management practices, preparedness and post disaster recovery, hazard-prone areas,

building codes, coastal erosion, lifeline infrastructure, early warning and evacuation, facilities for shelters, and other relevant issues related to natural disasters.

6. To urge each state party to the Inter-American Convention to Facilitate Disaster Assistance to designate a national coordinating authority pursuant to the terms of the Convention, taking into consideration the functions of the national operational focal points of the INDM, and to notify the General Secretariat of such designation.

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

Cosignatories: 1. _____
(Signature of Delegate) (Country Represented)

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**PURSUIT OF EMPOWERMENT IN INTEGRAL DEVELOPMENT
THROUGH CIVIC EDUCATION**

Third Committee
Draft Resolution Presented by the Delegation of Nicaragua

Topic No. 1 of the Agenda

THE GENERAL ASSEMBLY,

TAKING INTO ACCOUNT:

That Article 3d of the Charter of the Organization of American States reaffirms the principle that “The solidarity of the American States and the high aims which are sought through it require the political organization of those States on the basis of the effective exercise of representative democracy;

That Article 95c3 of the Charter establishes the commitment of Member States to the “Strengthening of the civic conscience of the American peoples, as one of the bases for the effective exercise of democracy and for the observance of the rights and duties of man”;

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

That Article 34 of the OAS Charter affirms that “The Member States [agree on]...the full participation of their peoples in decisions relating to their own development are, among others, basic objectives of integral development”;

ACKNOWLEDGING:

The importance of civic participation in good governance, effective development and citizen morale;

That, according to a report from the International Development Bank (“Political Participation and Quality of Life”), increased civil participation is linked to an improved quality of life, and vice-versa; and that “people who participate in political activities will be more satisfied with their lives, not necessarily because of policy outcomes but rather because of the feelings of autonomy, competence and relatedness produced through political involvement”; and

CONSIDERING:

The success of the Civitas Latin America Program, an organization whose mission is to aid in the development and execution of civic education curricula in the Hemisphere, which has not only been adopted by many of Member States, including Brazil, Guatemala, and the Dominican Republic;

That the OAS itself was active in putting together a seminar to discuss civic education in Uruguay in 2005,

RESOLVES:

1. To encourage Member States to cooperate with their respective OAS National Office, the Executive Secretariat for Integral Development, and the Civitas Latin America Program to create a civic education program—entitled the Civic Education and Advocacy Project—whereby:

- a. Seminars would be provided, to all who wish to participate, in topics of civic education including but not limited to: leadership; grant writing; the electoral process; local and national government judicial systems; and relevant local, regional, national and international resources.
 - b. The collaborating bodies would invite lawyers, government officials, and relevant persons within the Member State to teach the program.
 - c. The start time, duration, location, and related logistics are to be determined by the collaborating bodies.
2. To recommend that participating Member States report the progress they have made with the Civic Education and Advocacy Project at the 2018 Summit in Peru, in order to promote improvement and expansion of the Project should Member States see fit.
3. To urge Member States to apply their own available funds to support the Project, as well as seek funding from various organizations including, but not limited to:
- a. The World Bank: The Global Partnership for Social Accountability.
 - b. Open Society Foundation.
 - c. The Inter American Development Bank.
 - d. The IMF Civic Program.
 - e. Amizade Volunteer and Service-Learning Program.
 - f. FEMCIDI.
 - g. Civitas Latin America Center.

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

Cosignatories:

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**STRATEGY FOR IMPROVING COORDINATED HEMISPHERIC RAPID RESPONSE TO
DISASTERS WITHIN INTER-AMERICAN STATES**

Third Committee

Topic No.3 of the Agenda

Draft Resolution presented by the Delegation of the Dominican Republic

THE GENERAL ASSEMBLY,

CONSIDERING:

That Article 2 (a) of the charter of the Organization of American States (OAS) upholds the goals to strengthen the security of the region and that Article 2 (c) asserts the importance of preventing crises caused by both natural disasters and humanitarian emergencies;

HAVING SEEN:

That in the report “Natural Disaster Hotspots,” conducted by the Global Facility for Disaster Reduction and Recovery (GFDRR), that “seven of the world’s top fifteen countries” vulnerable to three or more types of disasters were located within the continents of the Americas (GFDRR, XV);

RECALLING:

That in the Mandate of Disaster Management: Early Warning Systems, Article 60, of the Declaration of Port of Spain at The Summit of the Americas meeting in 2009, it was promised to commit to the “[improvement] of regional cooperation and the strengthening of national technical and institutional capacity for disaster reduction, prevention, preparedness and response;” and

ACKNOWLEDGING:

That the Global Facility for Disaster Reduction and Recovery, an entity managed by the World Bank, has reported that ultimately the efforts of individual nations to improve hazard risk management are “increasingly proving to be insufficient” (GFDRR, XVII),

RESOLVES:

1. To instruct the Inter-American Agency for Cooperation and Development to establish working group whose purpose will be the development of set of protocols for a hemispheric coordination for a rapid response to natural disasters, hunger and health issues in the member states.
2. To instruct the working group to consults with experts in the spheres of emergency relief for natural disasters, food shortages, and health crises in devising these protocols.
3. To instruct the working group to report back within 12 months to the Inter-American Agency for Cooperation and Development with the draft protocols.

4. To encourage the Inter-American Agency for Cooperation and Development to disseminate the protocols amongst the member states for comment and future revision.

Faculty advisor signature:

Signatory countries:

NAME OF COUNTRY

SIGNATURES

**STRATEGIES TO PROMOTE THE ROLE OF EDUCATION IN INTEGRAL DEVELOPMENT AND
INCOME EQUALIZATION IN OUR HEMISPHERE**

Third Committee
Draft Resolution Presented by the Delegation of Guyana

Topic No. 1 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Part 1 Chapter VII of the Charter of the Organization of American States declares in Article 30 that 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^{””;}

Article 47 of the Charter of the Organization of American States affirms that “The Member States will give primary importance within their development plans to the encouragement of education, science, technology, and culture, oriented toward the overall improvement of the individual, and as a foundation for democracy, social justice, and progress”;

Article 31 of the Charter of the Organization of American States indicates that 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, ~~and~~ 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;

RECOGNIZING:

The United Nations has, on various occasions, expressed great concern for the role that education plays in the integral development and equalization of income in this hemisphere. Millennium Development Goal (2.A) had as its aim to ensure that by 2015, children everywhere, boys and girls alike, would be able to complete a full course of primary schooling; while Sustainable Development Goal No. 4 aims to ensure that by 2030 all boys and girls would be able to complete free, equitable and quality primary and secondary education^{””;}

BEARING IN MIND:

Article 45-Item F: proclaims that the incorporation and increasing participation of the marginal sectors of the population, in both rural and urban areas, in the economic, social, civic, cultural and political life of the nation, in order to achieve their full integration of the national community, acceleration of the process of social mobility, and the consolidation of the democratic system, and; encouragement of all efforts of popular promotion and cooperation that have as their purpose the development and progress of the community, the citizens of the American state, with intentional focus of women and Science, Technology, Engineering and Mathematics (STEM) training, are provided. Thus these opportunities promote integration through equal access of education and vocational training;

Sound and accessible education is the foundation of sound and profitable societies, ~~and i~~—It is the governments’ role to promote the implementation of educational practices that are equitable and equal to all citizens of the American states, regardless of race, ethnicity or class;

Public schooling equips the public into becoming entrepreneurs and workers who in return contributes to the building and maintenance of the financial infrastructure;

TAKING INTO ACCOUNT:

There are great disparities in this hemisphere of education that permits high literacy rates. Some countries achieving as high as a 92% reading literacy rate in comparison to a low of 57%;

DEEPLY CONCERNED:

There are great educational disparities in this hemisphere with some countries having a literacy rate of 92% while others have a rate as low as 57%;

Some Member States face a detrimental poverty rate of 72%. Additionally, the lack of employment opportunities that disincentivize the pursuit of higher education;

Public schools are seemingly not equipping students equitably to integrate into the work force; ~~and;~~

REAFFIRMING:

All contributors to a society should have equal accessibility to sound income and job opportunity, which is onset by quality education,

RESOLVES:

1. To congratulate the Organization of American States (OAS) for its efforts of acknowledging the correlation of education and income equalization in the hemisphere.
2. To request for the Inter-American Committee on Education to address how the public school system, including public institutions of higher education can assure that there is adequate training for the workforce.
3. To promote practices that support equitable education and vocational training to encourage sustainable economic growth.
4. To partner with private donors to increase educational opportunities for all citizens.
5. To advocate for early STEM education for all citizens especially women and disenfranchised groups.

6. To implement comprehensive educational programs aimed at attaining a minimum of literacy rate of at least 90 percent for all Member States.

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

Cosignatories:

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PROMOTE A CAMPAIGN TO PREVENT THE SPREAD OF ZIKA VIRUS

Third Committee

Topic No. 3 of the Agenda

Draft Resolution Presented by the Delegation of Saint Vincent and the Grenadines

THE GENERAL ASSEMBLY,

TAKING INTO ACCOUNT:

Article 37 of the OAS Charter of the Organization of the American States, which claims “The Member States agree to join together in seeking a solution to urgent or critical problems that may arise whenever the economic development or stability of any Member State is seriously affected by conditions that cannot be remedied through the efforts of that State”;

HAVING SEEN:

The article 10 (c, d, e, f) of the Protocol of San Salvador, which states that “c. Universal immunization against the principal infectious diseases; d. Prevention and treatment of endemic, occupational and other diseases; e. Education of the population on the prevention and treatment of health problems, and; f. Satisfaction of the health needs of the highest risk groups and of those whose poverty makes them the most vulnerable”;

ACKNOWLEDGING:

The landmark agreement between IDB (Inter-American Development Bank) and CARPHA (Caribbean Regional Public Health Agency) to address Tourism and Health that stipulates that The Caribbean is the most tourism dependent region in the world, receiving a record 26.3 million stay over arrivals in 2014 and these high levels of travel, that generates economic benefits, can bring different health, social and environmental challenges, including the possible international spread of disease; and

RECOGNIZING:

The Caribbean Regional Public Health Agency (CARPHA), which has been providing testing and prevention and control guidance to Member States, the importance of a course of action to address the spread of this disease and other diseases spread by the Aedes Aegypti mosquito including dengue and chikungunya and that CARPHA (Caribbean Regional Public Health Agency) and the CARICOM (Caribbean Community and Common Market) Secretariat report to the Council for Human and Social Development on Health (COHSOD – Health) on the implementation and effectiveness of the course of action,

RESOLVES:

1. To congratulate all Member States for their efforts in combating Zika virus threats.
2. To take into consideration that according to the World Health Organization there is no commercial vaccine or specific antiviral drug treatment for Zika virus infection.
3. To suggest Health Ministers to recognize prospective breeding grounds for the Aedes Aegypti, and take all suitable measures to eradicate them.

4. To reaffirm the Caribbean Public Health Agency declaration which stressed the importance of a coordinated, and sustained, of all society response at regional and national level, which includes health, education, travel and tourism, media, local government and other sectors including private enterprise and household.
5. To create a hemispheric campaign on prevention measures to eradicate Zika virus, which will be supported by the World Health Organization (WHO). Saint Vincent and the Grenadines invite the Organization of American States (OAS) members to provide voluntary contributions.

Approved for form and substance: _____

(Signature of Faculty Advisor)

Cosignatories: 1. _____
(Signature of Delegate) (Country Represented)

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