

**21st Model of the Permanent Council
for OAS Interns – 21st MOAS/PC
April 14-15, 2015**

FINAL RESOLUTIONS

(With style revisions by the MOAS Program)



**MOAS PROGRAM COORDINATION
OFFICE OF THE ASSISTANT SECRETARY GENERAL**

**NEW APPROACHES TO INCREASING COMPETITIVENESS AND
ENTREPRENEURSHIP AMONG THE YOUTH OF THE AMERICAS THROUGH
PUBLIC-PRIVATE PARTNERSHIPS**

THE 21ST MOAS/PC GENERAL ASSEMBLY,

TAKING INTO CONSIDERATION Article 13 of the Protocol of San Salvador, and recognizing that equitable access to education is a primary concern for the development of youth competitiveness at the national and global level;

BEARING IN MIND the Declaration of Medellin, where Member States committed to continuing to improve the national and regional efforts to ensure universal and equal access to education;

CONSIDERING Paragraph 7 of the Chapter on Poverty, Inequality and Inequity of the Mandates Arising from the 6th Summit of the Americas, and reinforcing its belief that micro, small, and medium-sized enterprises can generate new employment, improve the quality of life, and have a positive impact on development, economic growth and social inclusion;

TAKING NOTE OF the results of the IV Young Americas Forum, as well as the II CEO Summit of the Americas, held on April 9-10th, 2015 in Panama City, both of which highlighted the importance of increasing business productivity, competitiveness and innovation; and

NOTING WITH SATISFACTION previous work done successfully by the Young Americas Business Trust, the Inter-American Competitiveness Network, the Education Portal of the Americas, the Small Business Network of the Americas, and the Trust for the Americas,

RESOLVES:

1. To suggest that Member States promote the articulation between the public sector, universities and the private sector by creating technical training programs for young people in the final stages of middle education, in order to give them tools and technical skills with the assistance of universities and funding of the private sector, to increase competitiveness and prepare them for the labor market.

2. To endorse the creation of incubators where young students can present innovative projects to be financed by the private and public sectors, and to encourage Member States to consider integral, inclusive and effective education within university programs, which should be focused on competitiveness, innovation and entrepreneurship in the Americas.

3. To expand equitable access among youth to facilities, transportation and resources, including wireless internet, libraries and scholarships, by encouraging Member States

to develop partnerships between government and the private sector, in order to stimulate investment in educational infrastructure and resources, as well as considering other policy measures that Member States consider viable.

4. To promote and foster human values and human capital through comprehensive and inclusive programs aimed at empowering youth to learn competitive skills, such as STEM, and cultivating small and medium-sized businesses led by youth¹.

5. To recognize and encourage the Department of Human Development, Education, and Employment (DHDEE) and the Executive Secretariat for Integral Development (SEDI) of the Organization of American States (OAS) to promote of online courses in the areas of competitiveness and entrepreneurship. The guidelines proposed for said courses are the following:

- a) The Organization of American States, through the DHDEE, will organize a regional competition where public and private universities in the hemisphere will have the opportunity to present their online education projects in the areas of competitiveness and entrepreneurship;
- b) The Organization of American States will sign inter-institutional agreements with the winning universities of the competition;
- c) Winning universities will give online courses through the Education Portal of the Americas and will receive special recognition from the OAS for their labor; and
- d) Alumni who satisfactorily complete the courses will receive an online certificate from the OAS and the participating universities.

6. To take advantage of existing regional and national tripartite forums—government, civil society and the private sector—such as those provided by RIAC. These fora will have as primary theme the discussion of innovation, competitiveness and entrepreneurship; will be recognized by the OAS as leader institutions in the strengthening of youth development; and will count on the support of specific funds provided by Member States.²

7. To put in place the Small Business Network of the Americas (SBNA) program to include the promotion of entrepreneurship and innovation of SMES for youth in the Americas, and to create strategic alliances with financial institutions on issues of development.

¹ The Delegation of Canada considers that the promotion of human values has already been mentioned in the second perambulatory clause.

² The Delegations of the United States and Canada have committed to considering providing funds to these fora, upon the evaluation of schools and universities requesting them.

**DEVELOPMENT OF NEW EDUCATIONAL MODELS AND TRAINING FOR YOUTH
TO MEET THE NEEDS OF THE EVOLVING LABOR MARKET**

THE 21ST MOAS/PC GENERAL ASSEMBLY,

CONSIDERING the Universal Declaration of Human Rights; the American Declaration of the Rights and Duties of Man; the Inter-American Convention on the Elimination of all Forms of Discrimination against Person with Disabilities; the Inter-American Convention Against all Forms of Discrimination and Intolerance, and the Inter-American Convention Against Racism, Racial Discrimination and Related Forms of Intolerance;

RECALLING the Declaration of Medellin, in which Member States recognize “the importance of designing public policy with a joint participation of families and society in order to provide young people with opportunities to develop fully into productive adults, including the design for programs for training, initial employment, and participation in the economic, social, and cultural development process” and the “importance of coordinating with the private and academic sectors on developing initiatives for programs and projects for youth”;

CONSIDERING the objectives outlined in the “Strategic Plan for Partnership for Integral Development” (AG/RES 2201 XXXVI-O/06) as an essential foundation to develop new educational models in the Americas;

ACKNOWLEDGING the need to stimulate dialogue among governments, private companies, civil society and other social stakeholders established in the “Promotion and Protection of Human Rights in Business”, approved by the Permanent Council in 2014 (AG/RES. 2840 XLIV-O/14);

RECOGNIZING the commitment of the Inter-American Council for Integral Development (CIDI) to advancing to a more competitive and prosperous region by promoting high quality, pertinent and timely education as a key element to enhance competitiveness, good values and attitudes and the development of our countries;

CONVINCED that education is a fundamental and universal human right for the development of the human personality, respect for their dignity and freedom of ideas;

RECOGNIZING the failure of traditional educational policies in reducing social and economic inequality and the inclusion of the most vulnerable youth; and

RECOGNIZING the opportunity that the models of international debate provide as a new educational model to promote skills and capabilities that are useful for the evolving labor market¹,

RESOLVES:

1. To urge Member States to promote the creation and, subsequently, the implementation and monitoring of new educational policies that include educational projects and programs to promote and ensure equal and inclusive access to the labor market without discrimination, especially considering the needs of vulnerable sectors².

2. To recommend Member States to guide their education policies towards training individuals in order to promote, at all levels of education and through the corresponding States' bodies, democratic and cooperative principles, as well as civic and legal knowledge, with a special attention to collective labor rights with the aim of forming critical and autonomous citizens with leadership, organizational and self-management skills.

3. To renew the commitment to promoting youth training that meets the needs of the evolving labor market, by committing Member States and their respective labor, education, and other competent entities to carrying out a national diagnosis involving the public and private sector, civil society and other social stakeholders, in order to identify the existing gaps between what the education system offers and what the labor market demands. These diagnoses should be compiled and made available by the Executive Secretariat for Integral Development (SEDI) to the Member States and other interested parties.

4. To request the Department of Human Development and Education (DHDEE) and the Executive Secretariat for Integral Development (SEDI), within existing dialogue fora such as the Youth Conference of the Americas, to coordinate a space for dialogue between policy makers, representatives of the private sector and civil society, in order to foster the exchange of best practices and educational models that have been successful in the region in addressing the gaps specified in the national diagnoses carried out by each Member State.

5. To call upon the Executive Secretariat for Integral Development (SEDI) to promote the implementation of previously identified successful educational models that meet the

¹ Labor market is understood to include not only the private sector, but also the public sector, cooperatives and the academic sector.

² The Inter-American Convention Against All Forms of Discrimination and Intolerance (A-69) defines discrimination as follows: "Discrimination may be based on nationality; age; sex; sexual orientation; gender identity and expression; language; religion; cultural identity; political opinions or opinions of any kind; social origin; socioeconomic status; educational level; migrant, refugee, repatriate, stateless or internally displaced status; disability; genetic trait; mental or physical health condition, including infectious-contagious condition and debilitating psychological condition; racial groups, or any condition."

needs of the evolving labor market, by facilitating continual communications and providing technical assistance to Member States wishing to successfully implement or replicate these models.

6. To recommend Member States to allow the transversal participation of non-traditional actors, such as the private sector³ and civil society organizations, in all stages of the development of their educational policies, and further encourage international cooperation.

7. To suggest the use of legislative measures on behalf of Member States to promote strategic alliances between the private sector, universities, vocational schools, and government in order to encourage private businesses to employ and capacitate youth lacking work experience, in exchange for incentives according to countries' policies.

8. To request the General Secretariat, through the Department of Human Development, Education and Employment (DHDEE), to strengthen the Educational Portal of the Americas, improving through technology the existing programs and creating new transversal educational contents that promote the values and knowledge described in all the clauses within this document.

³ Participation should be limited to the discussion of educational policies, taking into account that it is the Member States' prerogative to decide on such policies.