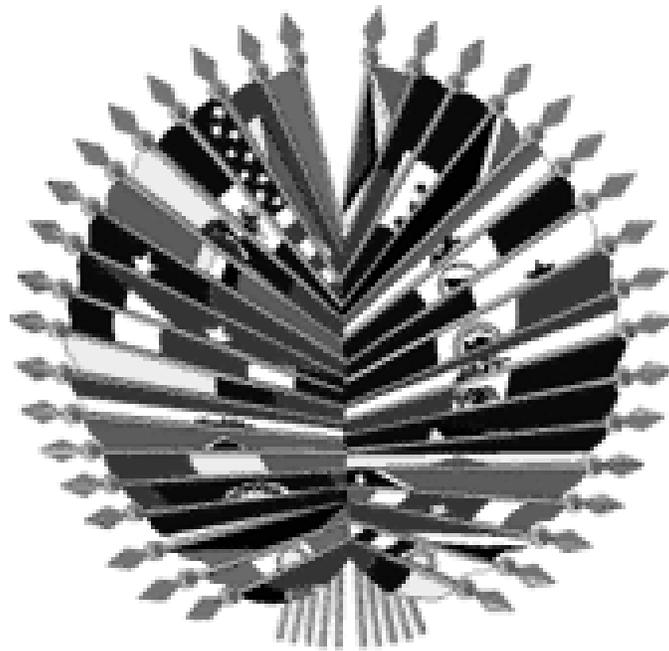


**2018 Washington Model Organization of
American States General Assembly**

Final Packet

Third Committee



**EXPANDING PRIMARY EDUCATION TO MARGINALIZED POPULATIONS
THROUGH ESTABLISHING CONDITIONAL CASH TRANSFER PROGRAMS (CCT)**

Third Committee

Topic No. 1 of the Agenda

Draft Working Group Resolution by the Delegations of Peru and Barbados

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 49 of the Charter of the Organization of American States (OAS), which emphasizes 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”;

Article 16 of the Inter-American Democratic Charter, which recognizes “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 for all, including girls and women, rural inhabitants and minorities”;

CONSIDERING:

That primary education enrollment has stagnated at 92.3% with nearly 8% of remaining students being marginalized populations, including children affected by poverty, girls, indigenous populations, children with disabilities, and children living in rural areas;

Reports from the United Nations Educational, Scientific, and Cultural Organization (UNESCO), which indicate that in Latin America and the Caribbean approximately 5%, or 2.9 million, primary school aged children were not enrolled in school as of 2015;

That UNICEF’s comprehensive research under their “Out-of-School Children Initiative” identified the most dominant barrier to achieving universal education as poverty since it entails a magnitude of factors that impede children from attending school, including child labor, gender discrimination, language barriers, disability and conflict;

NOTING:

The major effort towards development in the education sector taken by the OAS Member States through the approval of the Inter-American Education Agenda (IEA) at the IX Inter-American Meeting of Ministers of Education, which is an effort to strengthen Inter-American policy dialogue and cooperation amongst the OAS Member States’ Ministries of Education. The creation of the IEA is major accomplishment towards accomplishing the 2030 Sustainable Development Goals (SDG), in particular the SDG4 “Quality of Education”. The Agenda set forth is prioritizing the promotion of quality, inclusive, and equitable education; the strengthening of the teaching profession; and an awareness and understanding of early childhood care (CIDI/RME/doc.6/17); and

RECOGNIZING:

That the Brazilian government’s program, the *Bolsa Familia*, is one example of a successful conditional cash transfer program, which provides underprivileged families with monthly subsidies upon

the condition that their children of compulsory education ages maintain an attendance record of at least 85 percent present each month. The BFP has effectively aided in eradicating inequality in Brazil and ending the intergenerational bondage to poverty;

That the 2016 report published by the United Nations titled “The effects of conditional cash transfer programs on poverty reduction, human capital accumulation and welling” demonstrated a decrease in poverty after the implementation of Conditional Cash Transfer (CCT) programs, and states that “the Nicaraguan Conditional Cash Transfer (CCT) program reduced the fraction of participating households below the poverty line (i.e. the poverty rate) by 5 percentage points after two years, and the Colombian CCT program reduced the poverty rate by 3 percentage points over 4 years”,

RESOLVES:

1. To congratulate all Member States who have effectively improved school attendance and outcomes through the implementation of conditional cash transfer programs.
2. To ensure that poor and marginalized sectors of society that are often excluded from primary education due to financial restraints are relieved of this burden through a monthly cash stipend.
3. To create a subdivision of the CIE called “Action to Expand Education” (AEE) whose task will be to construct and organize a virtual forum to be used as a mechanism to discuss conditional cash transfer (CCT) programs. The forum will serve as an interactive space for the Ministers of Education from each Member State to produce new creative ideas for improving and establishing CCT programs, to share information on past success and failures of CCT programs, and to develop a greater understanding of effective implementation of CCT programs. Implementing CCT programs would serve as support systems for the achievement of the goals of the Inter-American Education Agenda. The establishment of the forum will include:
 - a. Ministers of Education from Member States, who have implemented conditional cash transfer programs and wish to participate will work in conjunction with the AEE to lead the forum.
 - b. Urging all Member States who already have employed conditional cash transfer programs to utilize the virtual forum as a means for re-evaluating existing programs and consider potential improvements to further develop the programs, as a measure for achieving universal primary education.
 - c. Encouraging the Inter-American Committee on Education (CIE) to compile the knowledge gained through the virtual forum into a thorough report in order for Member States to put the accomplishments of the discussion into practice in their respective countries.
 - d. Utilizing the Kunena platform of Joomla, a pre-existing template that provides a space for virtual forums.
 - e. Encouraging Member States to evaluate the annual reports of the Global Education Monitoring Reports and work with the AEE to make adjustments to CCT programs as necessary.
 - f. Encouraging Member States to establish school transportation systems where children who are not able to attend because the lack of transportation is a barrier.
4. To recommend to any country with a 5%, or higher, of primary school age children not in attendance utilize the forum as a means of gaining knowledge, and establish or improve their CCT programs.

5. To create a public information campaign to inform possible recipients who are unaware of and/or not receiving CCT benefits in the Member States.
6. To request funding for these efforts from the Inter-American Development Bank, the World Bank, the Development Bank of Latin America, the Caribbean Development Bank, the Global Partnership for Education, the Association for Childhood Education International, Education International, Save the Children, and Escuela Nueva, and from the designed fund from the OAS to the Inter-American Council for Integral Development (CIDI).

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

Cosignatories:

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(Signature of Delegate) | _____ (Country Represented) |
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**ESTABLISHING GUIDELINES FOR SUSTAINABLE WATER MANAGEMENT
IN THE HEMISPHERE**

Third Committee
Draft Resolution Presented by the Delegation of Chile

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 31 of the Charter of the Organization of America States (OAS), which states that “Inter-American Cooperation for integral development is the common and joint responsibility of 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 field”;

Article 15 of the Inter-American Democratic Charter, which reaffirms Member States’ commitment to the integral relation of the environment and democracy, by maintaining that “the exercise of democracy promotes the preservation and good stewardship of the environment”, and pressing that “the states of the Hemisphere implement policies and strategies to protect the environment, including application of various treaties and conventions, to achieve sustainable development for the benefit of future generations”;

Article 20 from the Social Charter of the Americas, which establishes that “Member states recognize that water is fundamental for life and central to socio-economic development and environmental sustainability and that non-discriminatory access by the population to safe drinking water and sanitation services, in the framework of national laws and policies, contributes to the objective of combating poverty”;

United Nations General Assembly Resolution 70/1, “Transforming our world: the 2030 Agenda for Sustainable Development,” especially SDG6 “Clean Water and Sanitation” thereof, which is to “[e]nsure availability and sustainable management of water and sanitation for all”;

RECALLING:

The Seventh Summit of the Americas (Panama City, 2015), in which the Heads of State and Government recognized “the fundamental importance of international development cooperation (...) with particular attention to strengthening institutional capacity and the development of human capital to attain inclusive and sustainable development as the basis of prosperity with equity,” and committed “to work to ensure that our countries, within our national development plans, are able to implement the aforementioned Mandates for Action, in particular, to have significantly increased by 2025: a) Access to safe drinking water and basic sanitation”;

AG/RES. 2760 (XLII-O/12), “The Human Right to Safe Drinking Water and Sanitation,” which declared that Member States would be invited to “share their public-policy practices in the area of water resources management, as well as their plans and measures for improving their safe drinking water and sanitation services, and to encourage technology transfer on the basis of mutually agreed terms in this area”;

That AGRES.2349 (XXXVIIIO/07) called for the Inter- American Council for Integral Development (CIDI) to “establish a working group to prepare for a special meeting and to continue to

take action to implement strategies and draw up hemispheric plans of action that will further access to safe drinking water and basic sanitation in accordance with the provisions of this resolution, the United Nations Millennium Declaration, and the Plan of Implementation of the World Summit on Sustainable Development”; and

CONSIDERING:

That, according to the World Bank, “water scarcity is expected to increase in several areas due to climate change, including in the Andes, where the melting glaciers will have a great effect on the water supply”;

That according to the World Health Organization in 2010, the United Nations General Assembly “explicitly recognized the human right to water and sanitation,”

That bi-national efforts between Member States have led to successful cooperation on tackling issues concerning water management, such as in the case of Lake Titicaca (Bolivia and Peru), the Great Lakes (the United States and Canada), and the San Juan River Basin Project (SJRB) (Costa Rica and Nicaragua),

RESOLVES:

1. To commend the Member States for their continuous efforts in combating climate change.
2. To encourage the participation of the Environmental Ministers, or their equivalent, from each Member State in attending a conference, with the purpose of discussing and establishing a set of guidelines to provide sustainable water management throughout the Hemisphere, whereby:
 - a. The conference will be held in Santiago, Chile on March 22, 2019, which would occur on World Water Day.
 - b. Participating Member States will be encouraged to establish a set of guidelines to promote sustainable water management through the Hemisphere.
 - c. Participating Member States will be encouraged to develop bilateral cooperation in discovering and implementing sustainable water management strategies.
 - d. The creation of a coalition to be considered, which would conduct research through the Hemisphere concerning sustainable water management strategies.
 - e. The findings of this meeting, as well as the guidelines created, will be reported to the Department of Sustainable Development and be made available to all Member States via the OAS website.
 - f. The funding for the development and management of the conference will be provided by Chile, however participating member states are asked to provide for the expenses of their attending Environment Ministers or their equivalent.

**PROMOTING PROSPERITY THROUGH THE CREATION OF
ENVIROMENTALLY-FRIENDLY JOBS**

Third Committee
Draft Resolution Presented by the Delegation of Colombia

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 1 paragraph (g) of the Charter of the Organization of American States (OAS), which proclaims the intent to “eradicate extreme poverty, which constitutes an obstacle to the full democratic development of the peoples of the Hemisphere”;

Article 12 of the Inter-American Democratic Charter, which declares that “the OAS Member States are committed to adopting and implementing all those actions required to generate productive employment, reduce poverty, and eradicate extreme poverty”;

Article 10 of the Social Charter of the Americas, which states that “Member States, in partnership with the private sector and civil society, will promote sustainable development by means of economic growth, social development and conservation and sustainable use of natural resources”;

CONCERNED BY:

Statistics reported by the International Labour Organization (ILO), which indicate that in 2016, the average unemployment rate reached 8.1 per cent in Latin America and the Caribbean, the highest level in a decade, and that there are “25 million people who are looking for a job without success”;

A report by the United Nations Economic Commission for Latin America and the Caribbean (ECLAC) which states that 30.7% of the region’s population (186 million) lived in poverty as of 2016, and that extreme poverty rose from 8.2% in 2014 (48 million) to 10% in 2016 (61 million);

A study conducted by the Food and Agriculture Organization (FAO), which found that “the region (Latin America & the Caribbean) lost each year and/or wasted about 15% of their food available,” which equates to approximately 78 million tons;

A finding from “Meeting the Challenge of Poverty in Urban Areas” by the United Kingdom Department for International Development (DFID) that “In Latin America ... more than half the poor live in urban areas”;

RECALLING:

AG/RES. 1424 (XXVI-O/96) “Inter-American Program for Overcoming Poverty”, which seeks to “instruct the Inter-American Council for Integral Development (CIDI) to pay priority attention to cooperative efforts and projects designed to address poverty and discrimination in the Hemisphere” and to “attach priority [...] to programs and projects which simultaneously foster sustainable development”; and

BEARING IN MIND:

The United Nations Environment Programme (UNEP), which has as its mission to “provide leadership and encourage partnership in caring for the environment by inspiring, informing, and enabling nations and peoples to improve their quality of life without compromising that of future generations”;

The report created by the UNEP, the ILO, the International Organization of Employers, and the International Trade Union Organization, as part of the Green Jobs Initiative, which states that “a green economy is necessary if sustainable development is to be realized. (...) it can also, (...) create more and better jobs, lift people out of poverty and promote social inclusion”;

The success of the National Urban Waste Management Project (GIRSU) carried out by the Argentine Cooperative of Urban Recyclers (CURA), which employed over 300 people in one municipality and handles over 600 tons of waste per day,

RESOLVES:

1. To commend the OAS and its Member States for adopting measures to reduce unemployment and extreme poverty, and for their efforts to build a green economy while doing so.
2. To call upon OAS Member States to create eco-friendly jobs in urban areas with high unemployment rates through the implementation of a self-sustainable food waste collection and composting program, which will train and assist those currently unemployed on how to collect and transport food waste to a nearby composting center.
3. To suggest the program be called “Composting for Change”, and that:
 - a. The program will be designed by the Inter-American Council for Integral Development (CIDI) in collaboration with the OAS Department of Sustainable Development (DSD).
 - b. The program will take place in dense urban areas with high rates of unemployment, and each municipality will provide compost bins to participating households or businesses.
 - c. Each municipality will set up a composting center, where food waste can be composted and sold to partnered home-improvement or gardening stores.
4. To propose that this program create jobs and that:
 - a. Those seeking employment will submit an application to work either collecting or composting the food waste.
 - b. The applicants selected will be trained and taught the skills necessary to collect and transport food waste from the compost bins to composting centers or to turn said food waste into fertilizer.
 - c. The training will be carried out by a group of specialists from OAS Member States with existing composting programs selected by the OAS Department of Sustainable Development (DSD).
 - d. Those working for the composting centers will be government employees, receiving an income determined by each municipality.
 - e. To advertise this project advertises and raises awareness amongst the targeted population in order to reach a higher participate late.
5. To suggest that a pilot program be implemented in a country selected by the CIDI, starting in 2019 and lasting for two years.

6. To recommend that its success be measured by the OAS Department of Economic and Social Development (DESD), based the number of jobs created by the program.
7. To request that, if successful, the program be implemented as an ongoing project across the Americas, starting in 2022, with the DESD as the department in charge of annually measuring its success, based on the same parameters as the pilot program.
8. To call upon the UN Habitat, the International Labour Organization (ILO), the World Bank, and the Green For All Organization to fund the start-up costs for the program.

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

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

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IMPROVING PRIMARY EDUCATION IN REMOTE RURAL AREAS THROUGH THE EXPANSION OF THE INTER-AMERICAN TEACHER EDUCATION NETWORK

Third Committee
Resolution Presented by the Delegation of Colombia

Topic No. 1 of the Agenda Draft

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 1(g) of the Charter of the Organization of American States (OAS), which proclaims the intent to “eradicate extreme poverty, which constitutes an obstacle to the full democratic development of the peoples of the hemisphere”;

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. To achieve these ends, it is essential that a quality education be available to all, including girls and women, rural inhabitants, and minorities”;

Article 19 of the Social Charter of the Americas, which states, “member states commit to ensuring equal and universal access to quality primary and secondary education and promote access to education at all levels, with an inclusive approach, especially early childhood education”;

RECOGNIZING:

The Inter-American Education Agenda, approved in 2017, which proclaims “that we must continue strengthening our national, sub-regional, and hemispheric efforts to meet the commitments adopted in the Social Charter of the Americas to ensure equal and universal access to quality primary and secondary education and to promote access to education at all levels with an inclusive approach, especially early childhood education, in accordance with domestic law”;

The Inter-American Teacher Education Network, adopted in 2017 by the Inter-American Committee on Education, which “promotes collaboration and interaction among Ministries of Education and among teachers of the Americas, hoping that participants will take the lead and learn from each other by exchanging ideas, generating positive change towards the professionalization of teachers and thus contributing to the improvement of education in the Americas”;

The 2012 Inter-American Meetings of Ministers of Education, in which ministers urged the importance of “the teacher that today’s students need; schools as learning communities, and the role of governments in promoting teacher quality through public policy”;

CONSIDERING:

That the United Nations (UN) Sustainable Development Agenda establishes the goal to “substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries”;

That according to the Economic Commission for Latin America and the Caribbean, “the region’s main challenge in terms of primary education is to ensure that those living in rural areas, extreme poverty or indigenous communities (namely the most marginalized social groups) can access quality primary education and complete this cycle of schooling by acquiring the necessary skills for moving on to secondary education”;

That World Bank research reveals that teachers in Latin American countries have experienced difficulty promoting student engagement; in no system studied did teachers on average keep their entire class engaged in learning more than 25 percent of class time; and

CONCERNED:

That according to the United Nations Educational, Scientific and Cultural Organization’s 2013 report, in Latin America and the Caribbean “an average of 16% of rural young people aged 15-19 did not complete primary education ... and 30% of the generation who is 10 years older (25 to 29 years) did not complete primary education”,

RESOLVES:

1. To acknowledge the work that the OAS and Member States have already done to improve primary education, especially the adoption of the Inter-American Education Agenda in 2017.
2. To call upon Member States to improve primary school completion rates in remote rural areas by participating in Inter-American Teacher Education Network (ITEN) training programs to strengthen teachers’ skills in engaging and retaining their students.
3. To propose that the ITEN teacher training programs continue their current focus on knowledge exchange, capacity building, and technical assistance, while extending their reach by supplementing their current virtual tools with in-person, on-site teacher training sessions in remote rural areas.
4. To recommend that the OAS Department of Human Development and Education (DHDE) supervise the expansion of the ITEN teacher training program, and carry out the following:
 - a. Expanding the current number of trainers based on the already established ITEN guidelines.
 - b. Selecting the rural areas in which ITEN trainers will offer training sessions.
5. To propose that an ITEN convention be held in Bogotá, Colombia in 2021 to review the effectiveness of the program through changes in retention rates.
6. To suggest that the program’s effectiveness be evaluated annually by measuring changes in retention rates of students whose teachers received the ITEN training.
7. To request that the program continue to receive financial support from the OAS Inter-American Committee on Education and the OAS missions of interested member states.

Approved for form and substance: _____

(Signature of Faculty Advisor)

Cosignatories:

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HEALTHY AMERICA FOR THE AMERICAS PROGRAM (HAFTA)

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

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

CONSIDERING:

The Charter of the Organization of American States (OAS), which declares in Article 95 that “in order to achieve its various goals, especially in the specific area of technical cooperation, the Inter-American Council for Integral Development shall: [...] c) Promote, coordinate and assign responsibility for the execution of development programs and projects, on the basis of the priorities identified by the Member States, in areas such as economic and social development, including trade, tourism, integration, and the environment”;

The Charter of the OAS, which affirms in Article 34 paragraph (d) that Member States are dedicated “to the modernization of rural life and reforms leading to equitable and efficient land-tenure systems”;

FURTHER CONSIDERING:

That the 2012 Social Charter of the Americas highlights in Article 20 that “water is fundamental for life and central to socioeconomic development and environmental sustainability and that non-discriminatory access by the population to safe drinking water and sanitation services, in the framework of national laws and policies, contributes to the objective of combating poverty”;

COMMENDING:

The Republic of Guatemala for the creation of the Guatemalan Protected Area System (SIGAP) in 1989 which protects more than 321 different areas in Guatemala while not inhibiting private land ownership and stewardship so long as the application of those rights does not directly harm the local ecosystem;

The 1996 Forestry Law, which reinforced the critical nature of reforestation and conservation by establishing incentive programs and bolstering the already successful forest management infrastructure;

NOTING WITH APPROVAL:

The Department of Sustainable Development’s (DSD) Environmental Law, Policy, and Governance platform which supports the “design of regional system of environment and natural resource-related conflict prevention and management in the context of the Environmental Rule of Law and highlighting public participation and rights-based approach”;

RECOGNIZING:

That Central America is one of the largest biologically diverse regions in the world, containing more than seven percent of the planet’s biodiversity despite only taking up 0.5% of global land surface, the protection of which is aided by the OAS program MESOAMERICA 2020; and

5. _____

IMPROVING INDIGENOUS CHILDREN'S EDUCATION IN THE AMERICAS (IICEA)

Third Committee

Topic No. 1 of the Agenda

Draft Resolution Presented by the Delegation of the Republic of Guatemala

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 49 of the 1948 Charter of the Organization of American States (OAS) which declares that “Member States will exert the greatest efforts, in accordance with their constitutional processes, to ensure the effective exercise of the right to education”;

RECALLING:

The 2001 Plan of Action Quebec that urged Member States to “Enhance the performance of teachers by: raising the profile of the profession by providing, in addition to solid initial preparation, opportunities for ongoing professional development, and by designing accessible, flexible, dynamic and relevant training strategies”;

APPLAUDING:

The 2005 Declaration of Mar del Plata, in which Heads of State and Government “reiterate[d] the need to expand coverage, improve quality, strengthen the teaching profession, and improve the efficiency of our education systems”;

RECOGNIZING:

Article 19 of the 2012 OAS Social Charter which proclaims Member States’ commitment to ensure “equal and universal access to quality primary and secondary education” and “promote access to education at all levels, with an inclusive approach, especially early childhood education, in accordance with their domestic law”;

NOTING:

The 2015 United Nations Sustainable Development Goals which aim to “eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations” by 2030;

DEEPLY CONCERNED BY:

The 2015 World Bank report “Indigenous Latin America in the Twenty-First Century,” which states that approximately 34 percent of rural indigenous children in the Hemisphere do not complete primary education; and

NOTING WITH APPROVAL:

The OAS Resolution AG/RES. 2888 (XLVI-O/16) “American Declaration on the Rights of Indigenous Peoples,” which declares that “States, in conjunction with indigenous peoples, shall take

effective measures to enable indigenous individuals living outside their communities, particularly children, to have access to education in their own languages and cultures”,

RESOLVES:

1. To commend all Member States for their continued efforts and commitment to providing educational resources and implementing initiatives that improve the quality of education in the Hemisphere.
2. To recommend the creation of a committee titled “Improving Indigenous Children’s Education in the Americas” (IICEA) under the Inter-American Committee on Education (CIE) that would:
 - a. Focus on compiling best teaching practices and techniques for primary level indigenous children across the Hemisphere
 - b. Be composed of primary education teachers from indigenous schools, educational experts from the Hemisphere, individuals with a special focus on indigenous cultures and traditions, and indigenous leaders.
 - c. Compile an education curricula and best teaching practices document centered around indigenous students and their lifestyles in relationship to primary school education for each Member State that wants to participate.
 - d. To post completed and tested curricula and best teaching practices and plans on the Educational Portal of the Americas for further dissemination.
 - e. Host a first conference in Guatemala City, Guatemala from May 6-10, 2019 to create the first plan for enhancing primary education for indigenous children in the highland region of Guatemala.
 - i. That this conference will invite primary education experts and teachers from the highland region of Guatemala who have experience with indigenous culture.
 - ii. That these experts will develop a new curriculum for educating highland indigenous primary level students.
 - iii. That this curriculum be used as the new curriculum for the pilot program in Resolve 3.
3. To request that the IICEA establish a pilot program starting in Guatemala’s Indigenous Central Highlands that would:
 - a. Enlist local primary school teachers who are actively teaching indigenous children and train them based off of the education curriculum and best practices document for two months in Guatemala City starting October 12, 2019.
 - i. Send teachers back to their primary schools beginning in January 2020.
 - ii. Assess and evaluate the effectiveness of students in the new curriculum for two school years by tracking key performance indicators such as pass/fail rate, literacy rate, attendance rate, and other relevant indicators that are to be decided upon by IICEA.
 - b. Publish these assessments to the Educational Portal of the Americas to track the effectiveness of this program.
 - c. At the end of the two-year pilot program, the IICEA will encourage other Member States to participate in the program.
4. To request funding from voluntary contributions by Member States, Permanent Observer States, relevant non-governmental agencies, such as Cultural Survival, International Working Group for Indigenous Affairs, Global Partnership for Education, and international organizations committed

to improving the quality of education in countries such as UNICEF, UNESCO Institute for Lifelong Learning and the World Bank.

6. To request the General Secretariat to report the General Assembly at its Forty-Ninth Regular Session on the implementation of this working group the execution of which shall be subject to the availability of financial resources in the program-budget of the Organization and other resources.

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

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

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EDUCATIONAL TECHNOLOGIES AND INFORMATION FOR KIDS “ETIK”

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

Topic No. 1 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 28 paragraph (3) of the United Nations Convention on the Rights of the Child, in which States Parties commit to “promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries”;

Article 30 of the Charter of the Organization of American States (OAS) which claims that “the Member States, inspired by the principles of Inter-American solidarity and cooperation, commit themselves to join forces to ensure that international social justice prevails in their relations and so that their peoples achieve integral development, essential conditions for peace and security. Integral development covers the economic, social, educational, cultural, scientific and technological fields, in which the goals that each country defines to achieve it must be obtained”;

Article 47 of the Charter of the OAS, which establishes that “the Member States shall give primary importance to the encouragement of education, science, technology and culture as the foundation of democracy, social justice and progress;

Article 48 of the Charter of the OAS, which asserts that Member States “will cooperate with each other to satisfy their educational needs, promote scientific research and promote technological progress for their integral development;

Article 49 of the Charter of the OAS, which establishes that “The Member States will make the greatest efforts to ensure, in accordance with their constitutional norms, the effective exercise of the right to education, on the bases of a) Primary education will be compulsory for the school-age population and will also be offered to all other people who can benefit from it. When the State gives it, it will be free; and b) The average education should be progressively extended to as much as possible of the population, with a criterion of social promotion. It will be diversified so that, without prejudice to the general education of the students, it will meet the development needs of each country”;

EMPHASIZING:

The existent grade of decline in the educational system in the Hemisphere, evidenced in issues such as the difficult access to educational information, calls for the implementation of new support mechanisms, increased cooperation among Member States for their promotion, as well as for the implementation of new tools to carry out solutions to said existing problems;

That the promotion of primary education is very important because it decreases illiteracy rates in each country, taking into account that education is a fundamental step in the improvement of societies;

DEEPLY CONCERNED:

About the fact that, in the Hemisphere, more than the 90% of out of school children do not attend school because of economic difficulties, as shown in a report by the Sistema de Información de Tendencias Educativas en America Latina (SITEAL) in 2013;

That as of February 2018, in Latin America and the Caribbean, 12.7 million children and adolescents in primary, lower secondary and upper secondary ages level are out of school, as evidenced by research conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO);

TAKING INTO CONSIDERATION:

That the provision of education is a fundamental duty of the State, in order to promote integral human development, to guarantee the improvement on human skills and to create the conditions for human progress, according to SDG4 “Quality Education” of the United Nations 2030 Agenda for Sustainable Development; and

KEEPING IN MIND:

That countries in the Hemisphere experience critical barriers to obtain educational information, and that not enough measures have already been taken by the countries, such as the increase in subsidies and resources;

The existing pay gap between rural public teachers with minimum wage and private schools’ wages and difficult learning conditions as two of the main issues to tackle,

RESOLVES:

1. To congratulate all nations of the Hemisphere for their efforts in the implementation of previous resolutions and conventions of the Organization of American States (OAS), the United Nations (UN), and other international organizations to guarantee the future of our children.
2. To suggest the improvement of the educational environment through technological updates in order to facilitate learning processes in youth along the Hemisphere.
3. To reiterate the importance of the role of the family as a unit that constitutes the first educational institution in which children acquire the principles and values for the societies of the Americas.
4. To create an Educational Technologies and Information for Kids (ETIK) project to provide schools with electronic devices as educational material, containing pre-installed software on the different areas of education, especially primary education, accessible without the use of Internet, to be carried out with an active participation of the OAS and the United Nations Development Programme (UNDP) officers, that will work on the delivery of the mobile devices to those who have difficult access to educational information and will be duly registered so that there is better control, under but not limited to the following parameters:
 - a. With the help of the Ministries of Education of each country or their equivalent, as well as with the pertinent permissions for its execution.
 - b. Rural areas or areas of difficult access would be the main beneficiaries of this project, being selected by the local offices of the OAS with the Ministries of Education of the Member States or their equivalent, taking into consideration each requirement.

- c. One of the pre-installed programs will be the Educational Portal of The Americas, also implemented by the OAS.
 - d. With the help of the Ministries of Education of each country or their equivalent, the programs or curriculum will be divided; the original curriculum of each educational system as well as the educational program of the OAS will be included in the mobile devices.
 - e. The security of the technology will be decided by each member state.
5. To consider the creation of classrooms with technological devices where children, especially in primary education, could use it, as a mechanism to promote regular attendance and reduce school dissertation rates. The creation of these classrooms will be based on, but not limited to the following parameters:
- a. The creation of a technological classroom will be a safe space for children and equipment to be used, selecting existing classrooms that are in good condition, empty or that only need a small reconstruction and are within schools' premises.
 - b. Through the Inter-American Teacher Education Network of the OAS, support will be provided to teach children from rural communities who do not have trained teachers, and this would guarantee quality education, although they will also offer virtual courses or workshops that will be pre-installed in the mobile devices.
6. To request for the help of the OAS Executive Secretariat for Integral Development (SEDI) and UNDP officers, educational volunteers from all countries who wish to apply this project and private entities like Cisco Systems, with the following tasks:
- a. Local teachers will be taught on how to use these devices and will be in charge of teaching their students on how to use them and guide them in their education through this project
 - b. Educational workers who volunteer will be sought and taught on how to use these mobile devices correctly.
7. To request financial support from the Inter-American Development Bank, voluntary donations from the Member States, the UNESCO and from Non-Profit Organizations and enterprises that specialize in the subject of education and technology such as: International Society for Technology in Education, Khan Academy, CK-12 Foundation, K12 Inc., Pearson Education, Schoology and Bill and Melinda gates foundation.

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

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

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IMPROVING URBAN WATER DISTRIBUTION SYSTEMS IN THE AMERICAS

Third Committee
Draft Resolution Proposed by the Delegation of Mexico

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 30 of the Charter of the Organization of American States (OAS), which establishes that “the 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”;

Article 20 of the Declaration of Santa Cruz+10, in which Member States “recognize that water is a limited natural resource essential for life, and that access to clean water and sanitation services is indispensable to health and human dignity, as well as to sustainable development”;

Initiatives of the Seventh Summit of the Americas, which set as a goal to “promote the implementation of public policies, practices, and technologies to strengthen national capacities for proper integrated management of water resources”;

Paragraph 57 of the Declaration of Commitment of Port of Spain, which recognizes “that social and economic development and protection of the environment, including the sustainable management of natural resources, are mutually reinforcing, interdependent pillars of sustainable development”;

EMPHASIZING:

Principle 1 of the United Nations Rio Declaration on Environment and Development which declares that “human beings are at the center of concerns for sustainable development. They are entitled to a healthy and productive life in harmony with nature”;

Paragraph 34 of the United Nations 2030 Agenda for Sustainable Development, that expresses to commitment “reduce the negative impacts of urban activities (...) including through (...) the more efficient use of water and energy”;

CONSIDERING:

That increasing numbers of Member States’ populations live in cities and thus depend on urban water distribution systems, and the fact that water loss increases the already extensive efforts required to supply these populations with water;

That due to droughts, efficient use of the water from rivers, aquifers, and desalination plants, that the citizens and economies of Member States depend upon, is imperative; and

DEEPLY CONCERNED:

About the fact that, according to the World Bank, 45% of water in Latin America is lost before it reaches the consumer;

About the extent to which the increasing urban population and the impact of climate change on water supply will strain the ability of Member States to provide an adequate amount of this vital resource to citizens,

RESOLVES:

1. To commend Member States on work done to increase access to clean drinking water for citizens of the Hemisphere.
2. To encourage each Member States to improve urban water distribution by setting its own country specific goals to decrease water loss.
3. To suggest that Member States work to increase citizen knowledge of responsible water use through educational programs to be carried out by each Member State’s own government.
4. To establish a Commission of Urban Water Efficiency in the OAS Department of Sustainable Development (DSD), seeking funding from the Inter-American Development Bank and the World Bank, dedicated to improving water distribution systems in urban areas across the Western Hemisphere focusing on:
 - a. Researching successful and efficient systems around the world and strategizing on implementing those systems in the Western Hemisphere;
 - b. Acting as a conduit for Member States and Non-Governmental Organizations to share technology, resources and knowledge among themselves regarding the improvement of these systems; and
 - c. Being better equipped to handle severe droughts by strategizing and making plans for how to respond when a drought occurs.
5. To request the Secretary General to present a report on the implementation of this resolution in the Forty-Eighth 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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**PROMOTING THE INCREASE OF RESOURCES FOR THE EDUCATION OF
DEMOCRATIC CULTURE IN ACCORDANCE WITH THE DAY OF DEMOCRACY**

Third Committee
Draft Resolution Proposed by the Delegation of Mexico

Topic No. 4 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 31 of the Charter of the Organization of American States (OAS), which states that, “Inter-American cooperation for integral development is the common and joint responsibility of the Member States... 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 plan”;

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

Article 27 of the Inter-American Democratic Charter, which states, “...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”;

CONSIDERING:

The reliance of Member States on education as a tool of democracy to promote the rights and equal opportunity of all citizens;

The Inter-American Council of Education, Science, and Culture that already establishes educational scientific, and cultural cooperation and exchange between Member States and shall meet to conduct these conversations at least once a year; and

RECOGNIZING:

The Professional Development and Educational Resources component of the Inter-American Program on Educational for Democratic Values and Practices resources already available for educators such as the Hemispheric Course for Teachers and the Inter-American Journal of Education for Democracy among others,

RESOLVES:

1. To commend the Inter-American Program on Education for Democratic Values and Practices on their efforts to establish resources and promote a culture of democracy through education.
2. To encourage the member states continue utilizing the idea that existed under the Inter-American Program on education for Democratic values and practices within their school systems by 2025.

CULTURE AS A FUNDAMENTAL AXIS FOR THE BASIC AND INTEGRAL DEVELOPMENT OF EDUCATION IN THE EARLY CHILDHOOD AND THE ACHIEVEMENT OF A UNIVERSAL COVERAGE IN THE AMERICAS

Third Committee

Topic No. 1 of The Agenda

Draft Resolution Presented by the Delegation of the Federative Republic of Brazil.

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 48 of the Charter of the Organization of American States (OAS), which establishes 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. 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 assures 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 27 of the Inter-American Democratic Charter, which remarks the special attention that 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”;

CONSIDERING:

That based on the methods employed by the Orchestras of the Americas for Social Inclusion and Service (OASIS), musical education includes contents, learning process and teaching strategies within pedagogical ethics about the interactive and sensorial learning, which means that contributes to an organized study system through systematic, progressive and sequential structures to help children’s abilities and creativity;

That education embraces not only the classic methods of instruction, but the commitment to deliver integral formation, inculcating cultural values from their nation;

REAFFIRMING:

That the Inter-American Children’s Institute (IIN) Action Plan for 2015-2019 urges, as one of their targets, to focus on the cultural diversity and ethnic respect, taking into account the multicultural region that represent the Americas;

That one of the targets of the UN Sustainable Development Goals, SDG4 “Quality Education” is to ensure, by 2030, “that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”;

That one of the main activities of the Inter-American Children’s Institute (IIN) is to analyze the different experiences lived in the region and share them with the states that need to enrich their knowledge to achieve their objectives;

The agreement of cooperation between the Inter-American Children’s Institute (IIN) and the Organization of Ibero-American States (OEI) regarding inter-institutional advice, cooperation and technical assistance; and

RECALLING:

AG/RES. 57 (XXXVIII-O/08) “Declaración de Medellín: Juventud y Valores Democráticos”, which took into account the positive impact of cultural activities including the cultural industries, inviting to implement policies which help the children’s cultural diversity, appreciation and recognition of its importance; recognizing culture and education as contributing elements to reinforce and promote values,

RESOLVES:

1. To recommend Member States to implement cultural education throughout the arts in their ideals to achieve a stable universal primary education by the creation of specialized centers for primary infancy.
2. To exhort Member States to execute factual and positive actions oriented to position culture as a fundamental axis for the basic and integral development, generating through arts the appropriation of basics and social sciences at specialized centers for primary education according with SDG4 “Quality Education” of the UN Sustainable Development Goals.
3. To invite NGOs with emphasis on cultural and educational topics with the support of the private sector, to participate in the implementation of programs purposed for art, culture and education.
4. To encourage Member States to ensure the achievement of SDG4 “Quality Education” of the UN Sustainable Development Goals, through the creation of partnerships, supported by primary multi-stakeholders to promote the implementation of programs which include culture as a fundamental axis for the primary education sector.

Approved for form and substance: _____

(Signature of Faculty Advisor)

Cosignatories: 1. _____

(Signature of Delegate)

(Country Represented)

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PROGRAM TO ENSURE PRIMARY EDUCATION IN VIOLENT LEARNING ENVIRONMENTS

Third Committee
Draft Resolution Presented by the Delegation of El Salvador

Topic No. 1 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 3 paragraph (n) of the Charter of the Organization of American States (OAS), which establishes as one of its main principles that: “the education of peoples should be directed toward justice, freedom, and peace”;

Article 27 of the Inter-American Democratic Charter, which claims 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 19 of the Social Charter of the Americas, which emphasizes 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”;

CONSIDERING:

That according to the United Nations International Children's Emergency Fund (UNICEF) document “Strong Schools and Communities Initiative: Working Together to Build Safe Schools and Protective Learning Environments”, “violence in and around schools is negatively impacting the education of millions of children, threatening their immediate safety as well as their ability to build productive lives and meaningful contributions to their families, communities and economies”;

That according to UNICEF “violence is exacerbated by and contributes to high poverty rates, inequality, unemployment, corruption, social conflicts, abuse and drug tracking” and “the most significant causes of violence in education settings are the presence of criminal groups, gang members and weapons in and around schools which create a sense of insecurity, increasing absenteeism, and in many cases can lead to permanent dropouts”;

That inclusive and quality education is one of the United Nations Sustainable Development Goals, since “education is the key that will allow many other Sustainable Development Goals (SDGs) to be achieved, when people are able to get quality education they can break from the cycle of poverty” and that “education is also crucial to fostering tolerance between people and contributes to more peaceful societies”;

TAKING INTO ACCOUNT:

Article 19 of the United Nations Convention of the Rights of the Child, which claims that “States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment,

maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child”;

Principle 9 of the United Nations Declaration of the Rights of the Child, which emphasizes that “the child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity”;

NOTING:

That according to the World Bank, the average of Primary School Enrollment in the Hemisphere is around 90%;

That the implementation of the Program “Let's Make School Our Place” in the Republic of El Salvador, which proposed flexible re-insertion programs, psychological support for students and the creation of vocational workshops, has benefited seven thousand children that suffered gang violence in their learning environments; and

RECOGNIZING:

That the promotion of an educational environment free of both physical and emotional violence is essential for the development of every child in the Hemisphere;

That according to the document “Twenty-Five Years After The Adoption Of The Convention On The Rights Of The Child: “Building Peaceful Environments””, developed by the Inter-American Children’s Institute (IIN) for the XXI Pan-American Child and Adolescent Congress, “building peaceful environments implies cultural and attitudinal shifts that will make it possible to break away from the intergenerational transmission of violence, promoting alternative forms of conflict resolution from the earliest ages”;

That, despite the high rates of primary education enrollment in the Americas, the presence of violent groups, like gangs, jeopardizes the effective access of children to their own rights –particularly to their education– and seriously interferes in the achievement of the Sustainable Development Goals of the UN in terms of Universal Primary Education,

RESOLVES:

1. To acknowledge that Universal Primary Education will not be achieved if the influence of gangs in schools is not limited, recognizing them as violent groups that do not allow the correct exercise of the rights of children to learn and to grow up in a non-violent environment.
2. To foster the creation of the Program “Universal Access to Primary School in Violent Environments” (UAPSVE), which will be directed by the joint work of the Inter-American Committee on Education (CIE) and the Inter-American Children’s Institute (IIN).
3. To determine, as the main objective of the UAPSVE, the creation of measures, which will be locally applied by the Member States, in order to transform primary schools and learning spaces into safe environments, promoting social integration of children in vulnerable situations and preventing them from falling into gangs.
4. To establish, as actions of the UAPSVE, the following initiatives, but not limited to:

- a. The development of an educational curriculum for the instruction of children on the non-violent resolution of conflicts and peaceful coexistence, in order to reduce the significant cultural violence of the incoming generations.
 - b. The prevention of school drop-out through online and physical publication of methods for teachers and school authorities to:
 - i. Recognize if their students are victims of gang violence or of any other kind of negative social condition, so that they can apply the recommended action in each case.
 - ii. Ensure the early re-insertion of those students who have already dropped out, through the promotion of flexible education local programs.
 - iii. Support psychologically those children who are potential victims of violence.
 - c. Support the creation of after school programs in local communities, which will include sports, cultural activities and vocational workshops, to reduce the influence of gangs on children.
5. To state that the initiatives of the UAPSVE will be developed by a group of specialists on educational, cultural, social and economic aspects, who will be selected by the CIE and the IIN.
6. To encourage Member States to implement the measures or activities developed by the UAPSVE.
7. To request the CIE and the IIN to jointly elaborate an annual report about the effects of the Program and deliver it to the Permanent Council, which will examine its results.
8. To request funding from Permanent Observers of the OAS, Volunteer Funding and Non-Governmental Organizations specialized in children and education, such as Global Business Coalition for Education, Their World and Toy Box.

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

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

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**PROMOTING PROSPERITY IN THE WESTERN HEMISPHERE BY RECOGNIZING
WOMEN'S REPRODUCTIVE RIGHTS**

Third Committee
Draft Resolution Presented by the Delegation of Canada

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 45 paragraph (a) of the Charter of the Organization of the American States (OAS), which recognizes that “all human beings, without distinction as to race, sex, nationality, creed, or social condition, have a right to material well-being and to their spiritual development, under circumstances of liberty, dignity, equality of opportunity, and economic security”;

Article 17 of the Social Charter of the Americas, in which “Member States reaffirm that the enjoyment of the highest attainable standard of health is a fundamental right of all persons without discrimination and they recognize that health is an essential condition for social inclusion and cohesion, integral development, and economic growth with equity. In that context, member states reaffirm their responsibility and commitment to improve the availability of, access to, and quality of health care services”;

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 urges Member States to strengthen and foster “Women's full access to health services during their entire life cycle, which, as required and to the extent possible, shall include physical, emotional, and mental health”;

TAKING INTO ACCOUNT:

That the World Health Organization (WHO) found in 2018 that “[f]amily planning is key to slowing unsustainable population growth and the resulting negative impacts on the economy, environment, and national and regional development efforts”;

That the United Nations Population Fund (UNFPA) recognized in 2017 that “women and girls who can make choices and control their reproductive lives are better able to get quality education, find decent work, and make free and informed decisions in all spheres of life. Their families and societies are better off financially. Their children, if they choose to have them, are healthier and better educated, helping break the spiral of poverty that traps billions and triggering a cycle of prosperity that carries over into future generations”;

That the United States Congress Joint Economic Committee reported in 2015 that “family planning increases the chances that women pursue higher education, helps women to stay in the workforce and earn higher wages, reduces poverty, improves opportunities for children and saves taxpayer dollars”;

DEEPLY CONCERNED:

That the UNFPA’s 2016 report states that “[a]dolescents in [Latin America and the Caribbean] are engaging in sexual activity with little comprehensive sexuality education and lack of access to sexual and reproductive health services (which should include information, counselling and contraceptives)”;

That Center for Reproductive Rights and the Inter-American Dialogue stated that “Latin American countries have some of the most restrictive reproductive health laws and policies in the world, particularly with regard to abortion. In part this stems from not recognizing reproductive freedom as a fundamental human right”; and

ACKNOWLEDGING:

Canada’s plan in 2017 to spend 650 million dollars over three years on international sexual and reproductive health projects that will focus on sex education, improving reproductive health services and investing in family planning and contraceptives;

That since 2008 Uruguay has guaranteed the “full exercise of the sexual and reproductive rights of the entire population and, for that purpose, will promote national policies of sexual and reproductive health, develop new programs, and organize services to implement them according to the specified principles and norms”,

RESOLVES:

1. To recognize the efforts made by Member States, NGOs and multilateral organizations for their commitment and advocacy towards promoting women’s reproductive rights.
2. To request the General Secretary to charge the Inter-American Commission on Women with the organization of a Hemispheric Summit of the Americas, “My Body, My Right” with the purpose of discussing the current state of women’s reproductive rights in the Western Hemisphere, bringing together representatives from governments, NGOs, universities, human rights organizations, women’s health organizations and church groups to discuss the current state of women’s reproductive rights in the Americas. The topics of the Summit shall include, but not be limited to:
 - a. The connection between women's reproductive rights and human rights.
 - b. Laws and national policies that promote women’s access to reproductive health services.
 - c. Women’s access to birth control and its relationship to cultural and social norms.
 - d. Comprehensive sex education and family planning for all.
 - e. Women's access to abortion.
 - f. Dietary and environmental impact on women’s reproductive health.
 - g. The protection and reproductive health for the social groups, vulnerable communities and minorities in the United States.
3. To offer the support of the Government of Canada to fund and host the first Summit in Ottawa, Canada on October 9, 2018.
4. To invite Member States to hold, at the end of the Summit, a vote to determine the date and place of the next conference.
5. To invite Ms. Sophie Trudeau of Canada and former Chilean President, Michelle Bachelet, to serve as keynote speakers at the MBMR Summit.
6. To request that the General Assembly uses the findings discussed at the summit to generate a report offering guidelines to improve women’s reproductive rights in the Western Hemisphere.

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

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

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SUSTAINABLE WATER MANAGEMENT IN THE HEMISPHERE

Third Committee
Draft Resolution Presented by the Delegation of Grenada

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

The Charter of the Organization of American States (OAS) Chapter XIII, Article 95, which assigns to the Inter-American Council for Integral Development (CIDI) the authority to “promote, coordinate, and assign responsibility regarding economic and social development, including trade, tourism, integration and the environment”;

TAKING INTO ACCOUNT:

AG/RES 2780, “Integrated Water Resource Management”, which states that there is a need to “promote conservation, sustainable use, restoration, and knowledge generation for comprehensive management of water-related ecosystems,” promoting education regarding sustainable goals;

ACKNOWLEDGING:

The Integrated Water Resources Management (IWRM) Trifinio Plan, coordinated among several Member States, which establishes that “coordinated mechanisms for information gathering, conceptualization, and interventions are needed” in order to successfully manage water in the region and has benefited over 80,000 inhabitants in four years;

That the OAS Department of Sustainable Development (DSD) has recognized that the “IWRM acts as a regional executing agency for various water resource management projects being conducted in trans-boundary, multi-country river basins and aquifers in the Americas,” and that this is a valuable resource to the members of the OAS;

The significant need to focus on issues of sustainable water management given that access to clean, safe water is a fundamental necessity for the improvement and preservation of public health and regional economic prosperity; and

CONCERNED BY:

The World Bank’s recognition that 100 million people in Latin America lack access to safe, sanitized water and that only 20% of wastewater in the region is treated before entering water sources,

RESOLVES:

1. To commend the IWRM Trifinio Plan on the pioneering, multilateral effort to improve integrated water management through shared water resources management and the commitment to active international cooperation.
2. To encourage OAS Member States to explore regional partnerships to share resources, data, and strategies related to sustainable and innovative integrated water resources management.

3. To recommend that the Integrated Water Resources Management Section of the OAS Department of Sustainable Development (DSD) continue to study the effectiveness of increased formal, multilateral cooperation between Member States focused on sustainable water management.
4. To instruct the Integrated Water Resources Management Section of the OAS Department of Sustainable Development (DSD) to facilitate the construction of an online database that allows national governments, provincial governments, local governments, and municipalities to record and share data related to freshwater management. The funds to create such a database will come from voluntary donations from member states, permanent observer states, and pertinent NGO's.
5. To request the Secretary General to present a report on the implementation of this resolution in the Forty-Eighth Regular Session of the General Assembly.

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

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(Signature of Delegate) (Country Represented)

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STRATEGIES TO IMPROVE PRIMARY SCHOOL INFRASTRUCTURE

Third Committee
Draft Resolution Presented by the Delegation of Dominican Republic

Topic No. 1 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 47 of the Charter of the Organization of the American States (OAS), which establishes that Member States “give primary importance within their development plans to the encouragement of education, science, technology, and culture (...) [in the] improvement of the individual, and as foundation for democracy, social justice, and progress”;

Article 45 paragraph (a) of the same document, which states that “all human beings, without distinction as to race, sex, nationality, creed, or social condition, have a right to material well-being and to their spiritual development, under circumstances of liberty, dignity, equality of opportunity, and economic security”;

CONSIDERING:

That according to the United Nations Educational Scientific and Cultural Organization (UNESCO), only one in four students in basic education in the majority of Member States attends an educational center with sufficient school infrastructure;

That according to UNESCO, school infrastructure is positively and significantly associated with the students’ learning achievements;

TAKING INTO ACCOUNT:

That the majority of modern societies have achieved equality in primary education between girls and boys, but few Member States have achieved that target at all levels of education;

While enrolment in primary education in developing countries has reached 91%, 57 million children remain out of school; and

NOTING WITH SATISFACTION:

That a joint program between the United States and Jordan entitled “Learning Environment: Improved Infrastructure Program (LEIIP)”, a \$45 million project that aims to improve student well-being and school achievement through improving the physical infrastructure of the learning environment, can serve as a model program for Member States in their efforts to improve school infrastructure,

RESOLVES:

1. To recognize that improved primary education is a critical need among all Member States and key to the success and well-being of all their citizens.
2. To direct the Inter-American Council for Integral Development (CIDI) to coordinate the implementation of a Learning Environment: Improved Infrastructure Program (LEIIP) in each

Member State on a voluntary basis and at a timeline conducive to each Member State, with the specific aim of:

- a. Improving the functionality of schools to achieve better learning quality, through interventions such as:
 - i. Improved flow of student traffic and architectural functionality with the purpose of making this infrastructure program more accessible for students with disabilities.
 - ii. Improved sanitary facilities.
 - iii. Improved school systems that affect teachers' and students' performance such as thermal comfort, air quality, lighting, acoustics, etc.
 - iv. Providing limited scope of critical furniture and equipment items that are identified to have a major positive impact on the teacher and student performance.
 - b. Improve the compliance of the selected schools with local accessibility and safety standards.
3. To request the Secretary General to present a report on the implementation of this resolution in the Forty-Eighth Regular Session of the General Assembly.
4. To propose the infrastructure of schools will be funded by the World Bank, through NGO's, voluntary donations by member states, and the inter American Development bank.

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

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

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**PROMOTING THE WORKS FOR TAXES LAW FOR THE IMPLEMENTATION OF
PUBLIC EDUCATIONAL PROJECTS IN ORDER TO ACHIEVE AN INCLUSIVE
EDUCATION**

Third Committee
Draft Resolution Presented by the Delegation of Haiti

Topic No. 1 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

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”;

Article XII of American Declaration of the Rights and Duties of Man, which recognizes that every person has the right to an education that will allow them to accomplish an adequate standard of living and be a useful member of society. This right includes the equal opportunity to utilize the resources that states, and communities can provide;

Article 3 of the Inter-American Convention Against All Forms of Discrimination and Intolerance, which affirms that “every human being has the right to the equal recognition, enjoyment, exercise, and protection, at both the individual and collective levels, of all human rights and fundamental freedoms enshrined in their domestic law and in the international instruments applicable to the States Parties”;

CONSIDERING:

That education plays a fundamental role in order to achieve a full development of the human personality and to the strengthening of human rights and fundamental freedoms, as it promotes understanding and tolerance among individuals and it is only through education that is possible to construct a brighter and better future for every society in the Hemisphere;

That equality and nondiscrimination principles are democratic concepts that stand for the universal goal to accomplish equal education access, since education is a fundamental right that every Member State in the Hemisphere has the duty to ensure, as they should also share the purpose of promoting equitable conditions for equal opportunities, inclusion and progress, without letting any groups that are subject to poverty and discrimination obstacles block their right to educate; and

TAKING INTO ACCOUNT:

Article 26 paragraph (1) of the United Nations Universal Declaration of Human Rights, which states that “everyone has the right to education,” and paragraph (2), which proclaims that “education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”,

RESOLVES:

1. To invite Member States to recognize the fundamental right of Education and principles of equality, fairness and adequacy in every educational system of the Hemisphere, in order to

guarantee an equal access to education among individuals, in the same conditions and opportunities, regardless of their social-economic status, gender and disability.

2. To promote the Works for Taxes Law which seeks to accelerate the implementation of public educational projects in the region in order to guarantee an equal access to education and to foment private investment, under the following parameters:
 - a. This Law consists of a public and private sector participation that allows a private company to fund and implement public educational infrastructure projects such as educational institutions, classrooms, libraries, laboratories and institutes projects that belong to the Regional and Local Governments, to later recover the total amount of that investment from its income tax.
 - b. Governments gain financial resources from the private sector to build their projects, while the private sector not only recovers its investment, but also associates its reputation to important projects, reaffirming its social responsibility and engagement.
 - c. Beneficiary students are able to enjoy greater educational facilities with better financial resources and are more likely to reach to a high-quality education.

3. To recommend the creation of the Empowering Women Program (EWP) as a public project in order to guarantee equal access to education to girls and women in the hemisphere and to avoid gender discrimination and generalized female poverty in the Hemisphere:
 - a. The implementation of special courses about gender equality and rejection of stigmatization and violence against women will be included as mandatory in the public school's educational curriculum and recommendatory for private schools.
 - b. The creation of the Technical Women Institute (TWI) that will teach female teenagers and women about finance and business management, giving them the necessary tools to empower their capacities in order to encourage their independency and prepare them for the labor market's necessities.
 - c. This program will create campaigns that will encourage girls and women to claim for their right to a fair education and a worthy kind of living and will educate citizens about respect and equal treat to women.
 - d. To seek funding support from voluntary donations by Member States, permanent Observer Sates, registered non-governmental organizations (NGOs) and the private sector that are interested in participating in the EWP and that share the same goal of achieving gender equality and equal access to education among every woman in the hemisphere.

4. To reaffirm an inclusive education that guarantees equal opportunities and conditions to handicapped individuals and marginalized sectors, as means to accomplish labor reinsertion and fight against poverty, delinquency and social discrimination, under the following parameters:
 - a. Greater attention will be given to rural and unprivileged communities, by prioritizing the establishment of public schools and institutes in the most vulnerable areas in order to offer equal access education.
 - b. The inclusion of students with especial needs and disabilities in public schools and education centers in a proportion not less than 5% of the total of their students will be mandatory as minimum.
 - c. To provide flexible arrangements, adequate facilities and the accurate conditions to study according to their special needs.

5. To foment a complete and integral education based on the implementation of recreational activities focused on students into the public extracurricular curriculum:
- a. Such as dancing, arts and sports activities in order to achieve an integral development for every scholar in favor to develop communication and confidence skills.
 - b. Create a tutorship program destined to not only students, but also parents, based on the teaching of values, in order to include them into the integral development of their children;
 - i. It consists of a two hours session per week in which parents and students will learn moral values such as respect, honesty, empathy, human rights and all the necessary principles in order to achieve a better environment, surrounded by peace;
 - ii. It will be taught by NGOS and volunteers or students specializing in psychology, pedagogy or any other that shares the purpose of foment an integral education development and believes in the growth of society.

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

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

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REDUCING POVERTY IN REMOTE AREAS BY PROMOTING CULTURAL EXCHANGES, ECOTOURISM AND SUSTAINABLE DEVELOPMENT

Third Committee
Draft Resolution Presented by the Delegation of Jamaica

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 52 of the Charter of the Organization of the American States (OAS) which emphasizes that Member States “agree to promote cultural exchange as an effective means of consolidating Inter-American understanding; and recognize that regional integration programs should be strengthened by close ties in the fields of education, science and culture”;

BEARING IN MIND:

The reaffirmation of the Sixth Summit of the Americas on Rio+20 and the importance of sustainable development, to rethink the current models of development and the recognition that a balanced integration of the three pillars of sustainable development is essential;

CONSIDERING:

The International Organization for Tourism and the Global Code of Ethic for tourism which states on Article 3.5 that: “Nature tourism and ecotourism are recognized as being particularly conducive to enriching and enhancing the standing of tourism, provided they respect the natural heritage and local populations and are in keeping with the carrying capacity of the sites”;

RECALLING:

The 34th General Conference of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), held in 2007, which emphasizes in their cultural program the promotion of sustainable ecotourism to contribute to economic and social development of communities and their full involvement into management and protection of cultural sites; and

RECOGNIZING:

The excellent work made by the Government of Costa Rica on ecotourism highlighted by the winning of the 2010 Future Policy award, and that can be taken as an example of sustainable development for generations to come as well as the acknowledgment of all the signatories States to the 2005 UNESCO “Convention on the Protection and Promotion of the Diversity of Cultural Expressions”,

RESOLVES:

1. To recognize the efforts made by Member States to promote cultural and sustainable development within the Culture and Tourism Section of the Organization of American States (OAS), which role is to support the development of tangible and intangible cultural and tourism assets while promoting cultural heritage and strengthening the productivity of the tourism industry.
2. To reiterate the importance of promoting culture in sustainable development and tourism, given that it helps to reduce the poverty gap, protect biodiversity and maintain cultural diversity and cooperation between all Member States.

- 3. To promote investments in cultural ecotourism for people living in remote areas by expanding the activities in the project called “Culture and Development: Promoting horizontal cooperation and exchange of knowledge between Member States” that incorporates culture and arts as development strategies and strengthen cultural ecotourism exchanges and cooperation upon the following, but not limited to, suggestions such as:
 - a. To promote community-based rural tourism tours and the economic empowerment of people, with equity concerns towards women, children, minorities, and indigenous communities living in remote areas through the implementation of a set of guidelines that will protect vulnerable groups from the cultural appropriation of the cultural goods and services.
 - b. To invest in infrastructure, transports and accommodation, which can support touristic activities in these areas by giving monetary incentives to such investments and extending their ecocultural market sector.
 - c. To send mobile teams chosen by the Pan American Development Foundation (PADF) within their program “Create Economic Opportunities” to encourage people from remote areas to learn about cultural touristic activities to support and enhance small enterprises.
 - d. To put forward commercial exchanges of cultural goods and services from people living in remote areas between all Member States as well as ensuring the mobility of artists by giving them the possibility to easily move to export their culture by participating in festivals and cultural events.

- 4. To foster the establishment of cultural exchanges and ecotourism programs by inviting existing ecotourism actors and companies and representatives of cultural good and services markets in the Hemisphere to widen their investments in remote and rural areas, in exchange for small grants given by the funds allocated for this initiative.

- 5. To request annual reports from participating organizations and Member States to assess the evolution of the initiative and to recommend possible adjustments to be presented each year as part of the agenda of the Inter-American Council for Integral Development (CIDI).

- 6. To call upon voluntary donations from Member States, Permanent Observers, Inter-American Development Bank, United Nations Development Program, Caribbean Development Bank, United States Agency for International Development, World Bank, and other pertinent Non-Governmental Organizations.

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

Cosignatories: 1. _____ (Signature of Delegate) _____ (Country Represented)
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AMERICAN HEMISPHERE FORUM FOR BIODIVERSITY IMPROVEMENT

Third Committee
Draft Resolution Presented by the Delegation of Guyana

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

ACKNOWLEDGING:

Article 95 paragraph (c) of the Charter of the Organization of American States (OAS), which calls for assigning “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,” where it also encourages the Member States (subparagraph 1) to pursue “economic and social development, including trade, tourism, integration and the environment”;

Article 34 paragraph (d) of the Charter of the OAS, which stresses that the basic goals of Nation States are to take initiative to improve “modernization of rural life and reforms leading to equitable and efficient land-tenure systems, increased agricultural productivity, expanded use of land, diversification of production and improved processing and marketing systems for agricultural products; and the strengthening and expansion of the means to attain these ends”;

Article 51 of the Charter of the OAS, which states that Nation States are encouraged to “develop science and technology through educational, research, and technological development activities and information and dissemination programs. They will stimulate activities in the field of technology for the purpose of adapting it to the needs of their integral development. They will organize their cooperation in these fields efficiently and will substantially increase exchange of knowledge, in accordance with national objectives and laws and with treaties in force”;

BEARING IN MIND:

That the OAS has a key role to play in the international community to ensure that the entire Hemisphere complies with the United Nations 2030 Sustainable Development Agenda, as in 2015, the Secretary-General had adopted the goal to complete it in time;

That SDG6 “Clean Water and Sanitation” from the UN 2030 Sustainable Development Agenda acknowledges that, “due to bad economics or poor infrastructure, every year millions of people, most of them children, die from diseases associated with inadequate water supply, sanitation and hygiene”;

That SDG14 “Life below water” from the UN Sustainable Development Agenda stresses that “our rainwater, drinking water, weather, climate, coastlines, much of our food, and even the oxygen in the air we breathe, are all ultimately provided and regulated by the sea”;

That according to the OAS Department of Sustainable Development (DSD) regarding the Member States in the Caribbean and Central America, Phase II focuses on the countries developing non-governmental organizations (NGOs) to develop sustainable communities through the Energy and Climate Partnership in the Americas (ECPA);

That the ECPA, through both phases, focuses on “[Promoting] the development of Energy Efficiency Policies in the Region through a cooperation and exchange framework that includes implementing best practices in specific sectors, promoting awareness and education on environmental/clean energy issues”;

IN ADDITION:

That water and biodiversity, are the necessary pillars of any Nation State for its people and ecosystem to survive and to modernize;

Biodiversity and water management includes energy efficiency and awareness for environmental care, a crucial aspect in biodiversity;

Under SDG6 “Clean Water and Sanitation” of the UN Sustainable Development Agenda, one of its main targets includes the implementation of “integrated water resources management at all levels, including through transboundary cooperation as appropriate”;

CONSIDERING:

That according to the World Bank and Caribbean Committee on Plant Genetic Resources, Latin America and the Caribbean are home to 34% of the Earth’s plant species and 27% of the mammal population; and that according to The Nature Conservancy, in the region “more than 80 percent of its tropical species have been lost in the past 40 years, and every eighth person lacks access to clean drinking water,” as Latin America is considered to be a “biodiversity powerhouse”; and

RECALLING:

That under the Executive Secretariat for Integral Development (SEDI), the four pillars of the developmental work include economic sustainability, through educational development, and ports;

ReefFix, the Coastal Zone Management project, which states that the “more fundamental role of the ocean in absorbing nutrients, cycling carbon, regulating climate, harboring biodiversity and providing basic life support to planet Earth remains to be quantified”,

RESOLVES:

1. To congratulate Member States for taking the initiative to address and implement legislation that supports the advancement of biodiversity and water management in their environment, which includes establishing new national parks, halting seafood fraud, and the reduction of marine pollution.
2. To emphasize the role of maintaining biodiversity in the robustness of the tourism industry in each Member State, including:
 - a. To applaud Member States who pass legislation and implement programs designed to protect beaches and other parts of tourism.
 - b. To encourage Member States to continue promoting and passing legislation that will benefit the marine ecosystem.
3. To encourage environmental NGOs such as the Overbrook Foundation (OF) and The Nature Conservancy (TNC) to work closely with private sector to raise funds to provide financial aid and resources for the purpose of spurring innovation, which will preserve the vibrancy of local aquatic and terrestrial ecosystems; these organizations stated are committed to the preservation of the environment and biodiversity management.

4. To create a forum for a date to be defined in December 2019 that will allow any Member State willing to send a delegation to collaborate and discuss new innovations in biodiversity management. The forum will be organized in this manner:
 - a. Guyana will be the host of the forum, which will be held in Georgetown.
 - b. The forum will be titled “The American Hemisphere Forum for Biodiversity Improvement” (AHFBI).
 - c. Delegations are suggested to be knowledgeable of the biodiversity issues the Hemisphere currently faces.

5. To promote the creation of a system of cooperation among Member States for the purpose of preserving marine and land ecosystems, similar to the ReefFix program, in which:
 - a. Member States will engage in scientific development and cooperation to improve upon new, innovative mechanisms to protect endangered species, firstly on the ocean.
 - b. The ReefFix program stresses collaboration through Caribbean States to protect endangered reefs. Working together is key to making agreements for improving biodiversity in the Hemisphere.
 - c. The system of cooperation will be supervised by the OAS Division of Sustainable Development. The DSD will produce assessment reports on the state of fisheries, tourism, and economic productivity followed by recommendations to improve the habitats for member states.

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

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

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ECONOMIC PROSPERITY THROUGH TRADE

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

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 39 paragraph (a) of the Charter of the Organization of American States (OAS), which establishes trade as a part of integral development and recognizes that it should bring about “favorable conditions of access to world markets for the products of the developing countries of the region ... by importing countries, of tariff and nontariff barriers that affect the exports of the Member States of the Organization ... to speed up the development of the less developed Member States, and intensify their process of economic integration, or when they are related to national security or to the needs of economic balance”;

Article 40 of the Charter of the OAS, in which Member States reaffirm “the principle that when the more developed countries grant concessions in international trade agreements that lower or eliminate tariffs or other barriers to foreign trade so that they benefit the less developed countries, they should not expect reciprocal concessions from those countries that are incompatible with their economic development, financial, and trade needs”;

Article 13 of the Inter-American Democratic Charter, which asserts 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 14 of the Inter-American Democratic Charter, in which Member States agree “to review periodically the actions adopted and carried out by the Organization to promote dialogue, cooperation for integral development, and the fight against poverty in the Hemisphere, and to take the appropriate measures to further these objectives”;

CONSIDERING:

That trade increases manufacturing and creates jobs for millions all over the Western Hemisphere which increases economic growth, thus promoting prosperity;

That Pathways to Prosperity in the Americas is a policy-level dialogue that links Western Hemisphere countries committed to democracy, open markets and social inclusion;

That trade provides higher-quality goods for lower prices, and expands the markets; and

RECALLING:

A/RES/65/142, “International Trade and Development,” adopted by the United Nations, which establishes that “international trade can be an engine for development and sustained economic growth, underlines the need to fully harness its potential in that regard, and stresses the importance of upholding a universal, rules-based, open, non-discriminatory and equitable multilateral trading system that contributes to growth, sustainable development and employment, particularly in developing countries”;

RESOLVES:

1. To commend Member States already involved in international trade, and their commitment to promoting prosperity.
2. To urge Member States to continue international trade and expand operations.
3. To recommend all Member States who are not already, to join a partner of the OAS Pathways to Prosperity which:
 - a. Increases market access and technical training for entrepreneurs.
 - b. Provides strategies and techniques for growing small businesses.
 - c. Promotes sustainable business practices and environmental cooperation.
 - d. Improves trade systems, regulations, and infrastructure to help small business stay competitive.
4. To request any and all OAS entities to cooperate to the fullest extent with Pathway to Prosperity rules and guidelines to ensure everyone can prosper through trade.

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

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

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**HEMISPHERIC CAMPAIGN TO BOOST PRIMARY EDUCATION COVERAGE THROUGH
THE STRENGTHENING OF PARENTAL INVOLVEMENT**

Third Committee

Topic No. 1 of the Agenda

Draft Resolution Presented by the Delegation of the Republic of Ecuador

THE GENERAL ASSEMBLY,

RECALLING:

Article 19 of the Social Charter of the OAS, which states 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”;

CONSIDERING:

The United Nations 2030 Agenda for Sustainable Development, specifically SDG4 “Quality Education”, which aims to “guarantee inclusive and equitable quality education and promote lifelong learning opportunities for all”, and emphasizes among others, on “the need to guarantee free, equitable and quality primary education, [...] corroborate that all children have access to quality early childhood development, care and pre- primary education [...] ensure that all learners obtain the knowledge and skills needed to promote sustainable development”;

TAKING INTO CONSIDERATION:

The Joint Statement of the Organization of American States and the Pan American Health Organization/World Health Organization “Preparing the Americas Region for the achievement of the Sustainable Development Goals focused on Equity and Social Determinants of Health”, which recognizes that the United Nations represents an opportunity of substantial progress for challenges in the Americas like poverty reduction, full exercise of the right to education, gender equality, full and productive employment and decent work, reduction of inequality within and amongst countries, and others;

RECOGNIZING:

CIDI/RME/doc.6/17 “The Inter-American Education Agenda” which recognizes the need to “strengthen inter-American cooperation as well as coordination and linkages of efforts with other international organizations and regional and sub-regional entities to ensure inclusive and equitable quality education and promote life-long learning opportunities for all”; and

HAVING EXAMINED:

The General Comment from the United Nations Convention on the Rights of Children, CRC/C/GC/7/Rev.1 “Implementing Child rights in Early Childhood”, which clarifies that children’s education shall be directed to: developing the child’s personality, talents, abilities, skills, and other capacities, while reflecting the rights and inherent dignity of the child; assures that parents (and other primary caregivers) are children’s first educators and that they are expected to provide appropriate guidance to young children; and emphasizes the need to ensure that all children “receive education in the broadest sense, while acknowledging the key role of the parents, community, as well as the contribution of organized programs of early childhood education provided by the State, the community or civil society institutions”;

RESOLVES:

1. To acknowledge Member States' effort and commitment towards the implementation of SDG4 "Quality Education" in the region by working within the OAS framework to achieve its objectives, and promoting Inter-American dialogue and collaboration.
2. To recognize the previous work that has been done by the Inter-American Council for Integral Development (CIDI), particularly the Inter-American Committee on Education's (CIE) efforts in achieving universal primary education in the Hemisphere; highlighting the content of the Inter-American Education Agenda that focuses on the topics of quality, inclusive and equitable education, strengthening of the teaching profession, and comprehensive early childhood care.
3. To request the Inter-American Committee on Education to work with experts and Member States in the design of a campaign with the purpose of reinforcing a stronger interpersonal parent-teacher relationship, allowing parents to:
 - a. Recognize the benefits that come with assuring children's enrolment, assistance and active participation in primary education
 - b. Identify the development of hard skills, as the academic knowledge and the abilities required by students to participate in the future labor market
 - c. Perceive the improvement of soft skills regarding the personal development of students' personality, allowing children to cultivate their social abilities, capacities and talents.
4. To encourage Member States to work on strategies and initiatives defined by this campaign, including them in the education public policy projects, to promote parental participation in the construction of coherent and effective national public policies for early-age education, as they are an influential factor in the scholastic development of children and in undertaking children's real learning needs.
5. To request the OAS to broaden parental involvement in policy dialogue within the organization by creating a working group in the next Meeting of Inter-American Committee on Education that will act as a support unit to assist in the development of new lines of action helping the hemisphere achieve universal primary education coverage. The working group itself shall be consolidated by a representative parent of each Member State, who has actively participated in previous national primary education policy projects and will be selected by each Minister of Education.
6. To recommend to the committee to continue monitoring the evolution of education quality indicators, in the form of the skills and aptitudes children develop during primary education years, as this pillar is of fundamental value to ensure productive future labor force; and to follow up on impact of the actions presently suggested by the delegation of Ecuador.

7. To request the Secretary General to present a report on the implementation of this resolution in the Forty-Eighth 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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**THE IMPERATIVE OF IMPROVING AND INTEGRATING GEOGRAPHIC
INFORMATION SYSTEMS THROUGHOUT THE HEMISPHERE**

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

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

CONSIDERING:

Article 38 of the Charter of the Organization of American States (OAS) which establishes 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 47 which states that “Member States will give primary importance within their development plans on 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 10 of the Social Charter of the Americas in which Member States “recognize that public and private investment in human capacity building, in physical infrastructure, and in scientific and technological research and innovation are fundamental to reducing inequalities and to promoting inclusive, just, and equitable economic development”;

RECALLING:

That the Pan American Institute of Geography and History (PAIGH), created in 1949, is a longest standing organization within Organization of American States;

The importance of the continued work of the PAIGH in promoting the study and application of geographic knowledge throughout the Hemisphere throughout its over 60 years of existence;

The efforts of the already existing commissions within the PAIGH of Cartography, Geography, History, and Geophysics;

RECOGNIZING:

The crucial necessity of Geographic Information Systems (GIS), the software, hardware, and professionals necessary to analyze, manipulate, record, store, and present all types of geospatial data;

The importance of GIS and high quality spatial data infrastructure to the sustainable development of all member states, in order to reach sustainable development goals through its application of cadastre, a governments record of land ownership for taxation and state revenue creation, business development, physical infrastructure creation, natural resource extraction, and other matters salient to public policy;

The necessity of collaboration between Member States to address inequalities in GIS infrastructure, including data collection, distribution, and access to quality hardware and software; and

NOTING FURTHER:

The disparities among, and within, Member States in spatial data infrastructure and access, and the difficulties faced by small developing states in independently constructing and maintaining their own geospatial data infrastructure;

The international nature of both environmental and social problems, and the importance of seamless geographic information addressing these difficulties,

RESOLVES:

1. To reaffirm and congratulate the commitment of the PAIGH to the study and application of geographic knowledge throughout the hemisphere.
2. To create a new GIS Commission within the PAIGH under the following parameters:
 - a. This new Commission will be focused on improving and utilizing Geographic Information Systems (GIS) throughout the hemisphere.
 - b. The Commission will create a platform for communication between professionals within the GIS community in order to share data, improve sustainability efforts, and encourage mutual cooperation between Member States.
 - c. The Commission will work in conjunction with the already existing commissions: Cartography, Geography, History, and Geophysics.
3. To task the GIS Commission with creating a platform of communication with the intent of analyzing, recording, and presenting geospatial data in order to address the OAS goals for sustainable development, including water resources management, sustainable energy practices, and adaptation to climate change, for the prosperity and benefit of all Member States.
4. To direct the GIS Commission to plan a biannual academic conference bringing together GIS professionals and public policy makers throughout the Hemisphere, with the first conference being held in the city of Port of Spain in October 2020, and the location of the following conferences being defined in alternating Member States upon a volunteer basis.
5. To fund the new GIS Commission through resources already allocated for the PAIGH and to task the commission with exploring alternative sources of funding, including grants and voluntary funding from Member States.

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

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

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**IMPROVING ACCESS TO PRIMARY EDUCATION FOR INDIGENOUS PEOPLE
THROUGH IMPROVED BILINGUAL TRAINING FOR TEACHERS**

Third Committee
Draft Resolution Presented by the Delegation of Costa Rica

Topic No.1 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 34 paragraph (h) of the Charter of Organization of American States, which states “Rapid eradication of illiteracy and expansion of educational opportunities for all” as one of the basic goals to achieve the equitable distribution of wealth and integral development;

Article 37 of the Charter of the OAS, which establishes that “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 38 of the Charter of the OAS, which defines 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. They will consider themselves individually and jointly bound to preserve and enrich the cultural heritage of the American peoples. In order to promote cultural heritage among indigenous peoples by the teaching of their languages”;

Article 39 of the Charter of the OAS, which establishes 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 specific bases of the levels of elementary, middle-level and higher education, regarding provision, access and quality;

Article 50 of the Charter of the OAS, in which Member States “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 52 of the Charter of the OAS, which defines that “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”;

ACKNOWLEDGING:

Article 16 of the Inter-American Democratic Charter, which states 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 27 of the Inter-American Democratic Charter, which establishes that “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. 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”;

CONSIDERING:

That all children ought to receive a primary education that will enable them to earn a living that is fulfilling. Further, the education of children will be able to strengthen the economy by providing future job training and promote democracy by having citizens be informed about the role of government in their lives. Thus, having qualified teachers will be important for the future of both the economy and the state of democracy in Member States;

As for the role of education with indigenous peoples, promoting bilingual education among indigenous peoples will assist in economic growth in their regions, promote survival of their languages, and strengthen ties among indigenous and non-indigenous communities;

TAKING INTO ACCOUNT:

The UN Sustainable Development Goals, which commit by 2030 “to substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.”;

The UN Sustainable Development Goals, which agree to “By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.”;

The UN Sustainable Development Goals, which aim at, by 2030, eliminating “gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.”;

RECOGNIZING:

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) document “Reaching the unreached: indigenous intercultural bilingual education in Latin America”, which presents comprehensive research on the state of bilingual education in the Americas, particularly its case studies of Bolivia, Ecuador, Guatemala, Mexico, Paraguay, and Peru, examining data on the status of bilingual education among indigenous peoples which can inform Member States on objectives to pursue within the next two decades; and

DEEPLY CONCERNED:

About the fact that some of the UN Sustainable Development Goals have not yet been met, particularly the goals that pertain to education, including increasing the number of qualified teachers, achieving universal primary education, and reducing educational inequality;

That a significant number of teachers have limited training, contributing to a disproportionate number of indigenous children not completing primary school, a facet of the exclusion and inequality of opportunity that indigenous students face throughout the Americas,

RESOLVES:

1. To recommend that OAS Member States balance the educational needs of indigenous communities with national educational objectives through increasing the number of teachers qualified to offer bilingual education in indigenous areas, initiatives to:
 - a. Multiply the number of available scholarships to higher education institutions for future and current teachers through working with organizations that promote universal primary education initiatives.
 - b. Provide incentives to ensure that qualified teachers remain in indigenous communities and schools.
 - c. Boost enrollment of students in primary education schools that focus on bilingual education through both indigenous and national language instruction.
2. To suggest that OAS member States prioritize bilingual education for the most prominent indigenous languages in the initial phase, and that national governments work alongside local governments to help them meet needs of the indigenous communities to ensure inclusive educational practices.
3. To seek funding to support this bilingual training initiative from sources such as the German Agency for International Cooperation (GTZ), the United States Agency for International Development, CARE, IBIS, Oxfam, Radda Barnem, and Terra Nuova.

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

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

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**MECHANISMS TO PROMOTE PROSPERITY FOR ALL PEOPLES OF THE
HEMISPHERE**

Third Committee

Topic No.3 in the Agenda

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

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 31 of the Charter of the Organization of American States (OAS), which 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. 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 45 paragraph (a) of the Charter of the OAS, which claims that “all human beings, without distinction as to race, sex, nationality, creed, or social condition, have a right to material well-being and to their spiritual development, under circumstances of liberty, dignity, equality of opportunity, and economic security”;

CONSIDERING:

The statement issued by H.E. Mr. Frederick Musiiwa Makamure Shava, President of the United Nations Economic and Social Council which indicated that “the Member States must invest in young people’s education and skills-training to unleash their creativity and innovation. Enhancing the quality of education and training to meet today’s labor market needs must be a priority; particularly when fostering innovation to build resilient infrastructure and sustainable industrialization”;

The report on the issued by the Bureau of Resource Management of the United States Department of State on the 2007-2012 Department of State and USAID Strategic Plan, which states that “economic growth is fundamental to overcoming economic disparities and strengthening democracy in the Hemisphere and that in order to achieve sustained economic growth and political and social stability, it is necessary to face the primary challenge that confronts the Hemisphere, which is the eradication of poverty and inequity”;

RECALLING:

The plan of action approved by the leaders of the region at the Seventh Summit of the Americas, which aims to “(1) preserve and strengthen the community of democracies of the Americas, (2) promote prosperity through economic integration and free trade, (3) eradicate poverty and discrimination in the hemisphere, and (4) guarantee sustainable development and conserving the natural environment for future generations.”

SDG1 “No poverty” and SDG8 “Decent Work and Economic Growth” the United Nations 2030 Agenda for Sustainable Development, which pursuits to “end poverty in all its forms everywhere, promote inclusive and sustainable economic growth, employment and decent work for all”;

ACKNOWLEDGING:

The “Educate!” Program in Africa, which has transformed education in such continent by: “(1) teaching the youth how to solve poverty for themselves and their communities, (2) developing young leaders and entrepreneurs and, (3) providing the youth with skills training in leadership, entrepreneurship and workforce readiness, along with mentorship, to start real businesses at school”; and

DEEPLY CONCERNED WITH:

The facts given by the World Bank that indicate (1) “the Hemisphere is the third with largest rate of people living in extreme poverty (estimated to be 32 million people)” and, (2) “poverty is particularly high among children: in low and middle-income countries more than 20% of children under 10 years of age live with less than 1.90 int.-\$ per day. For adults, the corresponding figures are much lower: less than 10% of adults live with comparably low consumption levels”;

The difficulties that the countries of the region face (including those under the Heavily Indebted Poor Countries Initiative) in obtaining financing for their development and, that it is necessary to take measures at the national and hemispheric levels in order to: (1) create a positive environment for business, (2) maximize the benefits of orderly migration and (3) minimize the effects of economic volatility and natural disasters,

RESOLVES:

1. To congratulate “Educate!” project in Africa for the efforts and accomplishments made in bringing youth out of poverty, developing the leaders and entrepreneurs that are needed to drive development and for providing secondary school students in Uganda with the 21st century skills, so that they can take leadership initiatives, create their own small businesses and improve their livelihoods.
2. To invite the Member States to follow the example of the “Educate!” project in Africa and design and implement a program with similar characteristics adapting them to their social-economic needs and conditions.
3. To urge the Member States to shift their attention towards economic growth by including social sector policies that effectively achieve poverty reduction and greater investment in people with improved access to basic education and health services and, by keeping sustained economic growth, measured by Gross National Product as the foundation of human progress to alleviate poverty
4. To strongly encourage the Member States to:
 - a. Apply economic policies that aim at controlling the levels of inflation thus protecting the purchasing power of their citizens.
 - b. Apply measures aimed at preventing and correcting volatility.
 - c. Offer a friendly environment for foreign investment by having favorable tax rates and special incentives to companies that buy local raw materials and employ the locals.
 - d. Implement courses in the public and private schools’ curriculums that aim at training young people in the creation of economic and social strategies that can foster the development and economic well-being of the community.

- e. Promote academic programs in the elementary level courses of their public schools for free. Such programs should be committed to teaching young people survival skills and home economics by emphasizing on the role the youth play in the relationship between individuals, families, communities and the environment in which they live in.
 - f. Promote the creation of college major degrees centered on technological and systemic development.
 - g. Create jobs for the youth between the ages of 12 and 16, so that they can actively participate in social community work and have the opportunity to identify how important their role in society is, gain experience and practical skills.
5. To recommend the Member States to implement the above stated mechanisms in their territories considering their social, economic and political conditions and needs.

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

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

2. _____

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**CREATION OF AN SPECIALIZED COMMITTEE FOR THE GOOD MANAGEMENT
AND WATER SANITATION ON THE HEMISPHERE**

Third Committee
Agenda

Topic No. 2 of the

Draft resolution presented by the delegation of the Oriental Republic of Uruguay

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 30 of the Charter of the Organization of American States (OAS) which establishes 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. 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 31 of the Charter of the OAS which states 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 32 of the Charter of the OAS which affirms that Inter-American cooperation for integral development should be continuous and preferably channeled through multilateral organizations, without prejudice to bilateral cooperation between Member States”, and that Member States shall contribute to inter-American cooperation for integral development in accordance with their resources and capabilities and in conformity with their laws”;

Article 33 of the Charter of the OAS which 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”;

TAKING INTO ACCOUNT:

United Nations resolution HRC A/HRC/RES/15/9 “Human Rights and Access to safe drinking water and sanitation” which recognizes that: “the right to water and sanitation is an actual part of the international law and confirms that this is legally linked to the states”;

The report of special rapporteur Hadji Guissé E/CN.4/SUB.2/2005/25 “Draft guidelines for the realization of the right to safe drinking water and sanitation which aims to assist the policymakers by governments, international agencies and citizens working in the water sanitation sector to make drinking water and sanitation a reality; and

CONVINCED:

That water covers more than two thirds of the Surface of our planet, since nearly 98 percent of Earth's water is found in oceans and other bodies of saltwater, while most of the remaining fresh water is frozen;

That water is fundamental for life on our planet, but this precious resource is increasingly sought after and threatened;

That as the world population grows, so do the demands for water, for drinking, sanitation, agriculture and energy production, among many other uses;

That human activity and climate change are disrupting the natural cycles of water, putting freshwater ecosystems under pressure. Pollution, infrastructure development and resource extraction pose additional challenges,

RESOLVES:

1. To congratulate the delegation of Chile for its program in Patagonia where they have reforested more than 1,000 hectares.
2. To congratulate Panama who, in collaboration with the Organization of American States (OAS), created the "Water Security Plan" with which it intends that all its population have access to water by 2050.
3. To recommend the creation of a committee to oversee water management in the Hemisphere, including the right on international law for access to water and sanitation, under the following parameters:
 - a. This committee will be managed by the Executive Secretariat for Integral Development (SEDI) and the proper Ministries in the governments of the Member States.
 - b. All the Member States should develop the required policies to have the minimum standards for water management established by the Committee.
 - c. This committee will give observations for each country and will also applaud progress and pay attention to the countries that show less progress towards the objectives it establishes.
4. To create measures that strengthen the integral development of the hydric resources, projects and programs according to the needs of each Member State.

5. To request the Secretary General to present a report on the implementation of this resolution in the Forty-Eighth 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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**STRATEGIES FOR THE ACHIEVEMENT OF UNIVERSAL PRIMARY EDUCATION
ACROSS THE HEMISPHERE THROUGH THE IMPLEMENTATION OF AFTER-
SCHOOL SUPPORT PROGRAMMING**

Third Committee
Draft Resolution Presented by the Delegation of Honduras

Topic No. 1 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 48 of the Charter of the Organization of American States (OAS), which affirms 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. They will consider themselves individually and jointly bound to preserve and enrich the cultural heritage of the American peoples”;

Article 34, paragraphs (h) and (j) of the Charter of the OAS which call for “rapid eradication of illiteracy and expansion of educational opportunities for all,” and “Proper nutrition, especially through the acceleration of national efforts to increase the production and availability of food”;

REAFFIRMING:

SDG4 “Quality Education” of the United Nations’ Sustainable Development Agenda which aims to ensure by 2030 that all girls and boys complete “free, equitable and quality primary and secondary education leading to relevant and Goal 4 effective learning outcomes,” and to “Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all”;

Article 19 of the Social Charter of the Americas, which asserts 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” and that Member States should commit to ensuring “equal and universal access to quality primary and secondary education and promote access to education at all levels, with an inclusive approach, especially early childhood education, in accordance with their domestic law”;

EMPHASIZING:

That the achievement of universal primary education throughout the Western Hemisphere should be a collective goal, and can be advanced by following the UN Sustainable Development Goals, in order to provide greater educational and career opportunities for youth, in the hopes of eradicating poverty, improving literacy and quality of life overall; and

NOTING WITH GREAT CONCERN:

That many Member States of the OAS have not endorsed all of the UN Sustainable Development Goals and that, in order to achieve universal primary education throughout the hemisphere, Member States should endorse these Goals established by the UN,

