



DRAFT RESOLUTION ELABORATION DOCUMENT

1. INTRODUCTION: APPROACHING A PDR

The aim of this document is to explain the elaboration of a Proposed Draft Resolution (PDR) by properly using the words and phrases in a diplomatic way. This document accompanies the WMOAS Student Handbook, and it is intended to explain specific details in the use of English at the time of writing a PDR.

A PDR expresses the position of a country according to a specific topic of the agenda of each committee. The PDR should reflect the main concerns in a specific proposal that a country wants to propose to the General Assembly. The Government's vision, its actions and the posture on a specific subject are contained in the PDR, among other things.

PDRs must be written in the third person. This means no using of the pronouns 'we', 'you', 'I', 'our' or any derivations of them.

According to the Student Handbook, "PDRs consist of four basic sections. The **first one** is the Title, which should explain what exactly the PDR is proposing to do. It is easy to imagine the title being the first thing you write down, as well as the last section you polish before submitting the PDR for review. The **second section** is the Preamble. This section details the background of the resolution; why it is important, what has been done in the past, and the extent of the problem. This is where branches of the OAS are referred to, as well as previous resolutions and documents issued by the OAS. This section sets up the rationale for the action or "operative" or "resolve" clauses, which is the **third part** of the resolution. These are the actual steps to be taken. The Resolve Clauses are your statements of what it is you hope to accomplish should this resolution pass, and they form the substance of the debate in the committee. The **last part** of the PDR is the signatures".

2. PDR'S CONTENTS

a. The Title

All PDRs begin with a title, which refers to the main proposal and it is linked directly to the operative clauses. There must be a connection between the title and the main clause proposing a specific matter. The title has to be written in bold capital letters, 12 points size and centered. Here are some examples of titles:



**STRENGTHENING INTERNATIONAL DEMOCRACY DAY THROUGH
EDUCATION**

**PROMOTE PEACE BUILDING THROUGH SPORTS PROGRAMS BY
FOSTERING EDUCATION AND GENDER EQUALITY AMONG CHILDREN
AND YOUTH**

**SUSTAINABLE DEVELOPMENT OF NEW BUILDINGS
IN THE WESTERN HEMISPHERE**

b. The first part of a PDR: the preamble

This first part refers to the background information about the issue being proposed by a country. That is to say, it is necessary the use of different headings to quote documents and describe particular situations. After each paragraph, we include some examples.

- The first heading to be used would be “HAVING SEEN”. Here, the OAS Charter, the Inter-American Democratic Charter and other OAS Treaties and Agreements may be quoted. Just treaties and agreements, nor resolutions from the General Assembly or the Permanent Council are included in this heading.

HAVING SEEN:

Article 2(b) of the Charter of the Organization of American States (OAS), which establishes as one of its main purposes to: “promote and consolidate representative democracy, with due respect for the principle of non-intervention”;

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

Article 49 of the OAS Charter, which claims 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 asserts that “Education is key to strengthening democratic institutions, promoting the development of human potential, and alleviating poverty and fostering greater understanding among our peoples”;



Article 27 of the Democratic Charter, which emphasizes 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”;

- Second, it is common to use “CONSIDERING”. Under this heading, a description of a situation, a problem or an event from the past or present is commonly used and acceptable. Other headings like “REALIZING”, “BEARING IN MIND” or “NOTING” are used in the same way, but to underline a specific situation, which could be positive or negative. If you want to remark something highly positive, you may use “NOTING WITH SATISFACTION” or “FULLY AWARE OF”.

CONSIDERING:

That the regular practice of a sport or a physical activity not only gives children the possibility to improve their health and nourish their mind, but also makes a more effective contribution to the inculcation of fundamental human values which are closely related to the exercise of democracy;

That physical education instills in minors the spirit of self-reliance, self-confidence, justice, fair play and teamwork and also enables them to follow other values such as discipline, honesty, integrity, loyalty and even patriotism;

- It is usual to write under the heading “TAKING INTO ACCOUNT” or “ACKNOWLEDGING” official documents from other international organizations.

TAKING INTO ACCOUNT:

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

- Another heading which is constantly used is “REAFFIRMING”, “UNDERLINING” or “EMPHASIZING”. These headings refer to something that expresses the willingness to do a special thing, something that was done before (an agreement, a meeting, a summit, etc.), or when you bring up the spirit of something done. Likewise, you can use the word “RECOGNIZING”, which is used to describe a negative situation or an unfinished task.

RECOGNIZING:

CISCO’s comprehensive research conveying the positive correlation between a country’s economic growth and increased education, and Edward L. Glaesar’s findings that stable education is necessary for the stability of a democratic government;



A CFBT study, in which it was found that on average every year in the Americas 5.4 million children repeat their grade each year and that the cost for every 1 million is estimated to be \$1 billion, and that according to the Unit for Social Development and Education's report that a main factors for grade repetition is poor teacher quality;

That in Latin America there are estimated of 520 indigenous societies and they represent around million people, with 300 different languages, making necessary to further develop educational material and methods that responds to the primary education needs of indigenous communities;

- "CONSCIOUS" and "CONCERN" are used to express a serious problem or concern, that is to say, a reality which affects the Member States, the populations or a region.

DEEPLY CONCERNED:

Regarding the high risk of the 2015 Millennium Development Goals not being met acknowledging that currently "70 million school-age children are not in school";

With the knowledge that illiteracy is still holding back more than 120 million young people globally,

- Finally, there is a heading to quote resolutions from the General Assembly, the Permanent Council, and the other OAS organs. Reports and other official documents from the OAS bodies are quoted under this heading as well. This heading is called "RECALLING", and when you need to make reference to a Resolution, you quote it here as follows: AG/RES. 1080 (XXI-O/91) in case that the document belongs to the General Assembly, or CP/RES... in case that it belongs to the Permanent Council. Any such document so cited must also include the particular analytical connection of the document to the argument of the draft resolution. RECALLING specifically suggests precedence, or inherency, whereas HAVING SEEN implies direct, immediate use of the ideas therein contained.

RECALLING:

Report A/67/443, Agriculture development and food, UN General Assembly. Agenda Item 26. 17 December 2012, which....;

CFS 2012/39 Final report, Committee on world food security, Thirty-ninth Session, Rome, Italy, 15-20 October 2012, which....;

AG/DEC. 69 (XLII-O/12), Declaration of Cochabamba on "Food security with sovereignty in the Americas", 5 June 2012, which....;



AG/RES.2757 (XLII-O/12), Excessive commodity price volatility and its consequences for food security and sustainable development in the Americas, June 5, 2012, which...;

All these headings or sub-titles summarize the background information of the PDR.

c. The second part of the PDR: operative clauses

The second part is linked to the actions to be taken according to the PDR's title, and it consists in the operative part of the draft resolution. The operative clauses describe and explain the country's proposal, according to the committee's agenda topics, going from the more general to the more specific. They are written by using numbers and each one begins with an infinitive verb. These verbs vary depending on the needs or purposes to be made, according to the OAS juridical competences.

It is necessary to use diplomatic language with verbs and clauses of varying intensity. Some examples from the Student Handbook:

1. Mild: to congratulate, commend, acknowledge, praise...
2. Moderate: to advise, ask, request, recommend, study, suggest, continue, reiterate, call upon, declare, ...
3. Active: to propose, establish, form, create, amend, employ, set, provide, designate, instruct, initiate, increase, decrease, ...
4. Forceful: **(NO ORDERS TO GOVERNMENTS)** to strongly urge, require, authorize, eliminate, exempt,...

Usually, active verbs are used to explain the main proposal. Moderate verbs are used to put into practice the main proposal, while mild verbs are commonly used to introduce the proposal itself and are put in the first or second operative clause. In reference to forceful verbs, it is not advisable to use them, unless it is necessary to emphasize something especially important, which involves the whole Hemisphere or a significant number of countries or population. Here is an example:

RESOLVES:

1. To congratulate the Inter-American Committee on Natural Disaster Risk Reduction (IACNDR) for the efforts and accomplishments made to reduce vulnerability and to increase the resilience of Member States.
2. To urge the General Secretariat and the Member States to continue to support the role of the IACNDR, as stated in resolution 1682 (XXIX-O/99), in its endeavors to expand the organization's role in natural disaster prevention, risk mitigation, and responses, in order to offer more efficient and specialized help to victims of natural disasters in the Western Hemisphere.



3. To recommend the creation of a new committee, the Natural Disaster Relief Budgetary Committee (NDRBC), as a subcommittee under the administrative supervision of the IACNDR, which will oversee the appropriate allocation of funds to Member States after natural disasters, and be characterized by oversight, transparency, and the effective coordination of funds and whose chief functions will consist of the following:
 - a. After the affected country(s) accepts the aid from this committee, and after these has been communication with all other organizations involved in the relief process, the subcommittee will then decide what action(s) to follow with.
 - b. That the IACNDR, the Department of Sustainable Development (DSD) and respective Members States' departments concerning natural disaster risk management will aid the NDRBC to promote stronger relations for the purpose more efficient and well-used channels of communication and allocation of the funds by offering valuable input on previous natural disasters, their effects, and the efficient and successful programs and activities done thereafter.
 - c. The committee will, following their investigation, emit an “Emergency Plan of Action” (EPA) composed by specific recommendations addressed to the OAS and its Emergency Missions, that coordinate the adequate use of financial resources, ensuring that they will be spent exclusively on disaster relief and early response actions and that will be issued in order to create transparency within the committee.
 - d. The NDRBC shall meet once again after the emergency situation has been aided to the best of the committee’s abilities, in order to evaluate the policies applied and to collect lessons learned so that they may be implemented for future events. All of this information should be compiled in a “Post-Disaster Assessment” document.
4. To request that the NDRBC shall consist of a team of seven members who fulfill the following criteria:
 - a. Five independent experts, such as any member with prior experience in emergency response or disaster relief, and/or any member with budgetary or financial expertise, elected by simple majority at the General Assembly whose elections shall be considered among a pool of independent experts proposed by the IACNDR.
 - b. Two formal and non-permanent observers elected by the ambassador to the OAS of the affected Member State and a representative assigned by the IACNDR.
5. To instruct all OAS entities, especially the Inter-American Committee for Emergency Situations, who handles the Inter-American Emergency Aid Fund (FONDEM), to cooperate to the fullest extent with the IACNDR and DSD to avoid duplicating work and to maximize resource allocation.
6. To request additional funding come from volunteer donations from Member States, Permanent Observers, United Nations Development Program, World Bank, International Federation of Red Cross, Pan American Health Organization, Caribbean Development Bank, and other Non Governmental Organizations.
7. To recommend that the time frame for the proposed resolution be the creation of the sub committee under IACNDR election proposals in the following two months and the general assembly election of the five members in the following three months with an absolute deadline set for DEC. 31, 2013.



d. Signatures

For a draft resolution to be considered in committee, it must have five co-signatories from Members of your committee, or, in the case of working group draft resolutions, the total of co-sponsors (authors) and co-signatories adding up to six. These signatures are obtained at the Model itself. Each delegate who signs onto a PDR becomes a sponsor and is obliged to vote for it, unless it is amended (to clarify this, take into consideration the Rules of Procedure). Here follows an example:

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

Cosignatories:

1. _____
(Signature of Delegate) (Country Represented)
2. _____
3. _____
4. _____
5. _____

e. Final comments

To conclude, some comments about formats and punctuation.

Each section is indented on the first line, and is a single-spaced paragraph followed by a semi-colon. Each section may have multiple clauses (paragraphs). Double space between sections is required. The next to last section includes an "and" after the semi-colon. The last section ends with a comma.



Operative Clauses (Resolves): Operative clauses end with a period.

Acceptable fonts are Times New Roman or Arial. PDR title size must be at 12 and 11 for the rest of the draft resolution. All format details are available at the student handbook and at the WMOAS web site.

Formatting Of Draft Resolutions:

General Formatting:

- Submit on US Letter size paper: Go to “page set-up” and switch to US letter. Do not submit Resolutions formatted on A-4 paper.
- Use default 1” left and .7 right margins—do not change margin size from default.
- If you cut and paste from other documents, use “paste special” and “paste and match style” or “paste unformatted text.”

Formatting Operative Clauses (Resolves):

- ALL numbers are at the left-hand margin.
- Do not use tabs in resolves—or anywhere else when you can avoid it.
- Use the default outline function that appears when you type a number in, hitting tab key to go to numbered sub-clause (e.g. a,b,c, i, ii, iii.)
- If the outline function does not appear when you type a number, go to “Format,” then “Bullets and Numbering”—choose “Outlined Numbered” and then the appropriate outline number sequence.
- Do not type in numbers and letters and then indent or tab to where it looks right—use outline format always.



Final Signatures

- Do not allow signatures to be alone on final page, as there must be text with the signatures. Space down the last resolve to the next page, or insert a Page break before final resolves so at least one resolves appears on page with signatures.
- Copy and paste the signature segment below.

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

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

2. _____

3. _____

4. _____

5. _____

NOTE: Check resolutions against attached model for punctuation and formatting, especially for punctuation in the sub-clauses in resolves. (You may want to print both and compare for final review.)