

**2023 Washington Model Organization of
American States General Assembly**

Final Packet

Third Committee



Washington Model
Organization of American States

Institute for Diplomatic Dialogue in the Americas



OAS

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April 3 - 7, 2023

**PROMOTING ACCESS TO EQUAL EDUCATION AND MITIGATING
THE EFFECTS OF COVID-19**

Third Committee
Draft resolution presented by the Delegation of Bolivia

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 30 of the Charter of the Organization of American States (OAS), which states that, “integral development encompasses the economic, social, educational, cultural, scientific, and technological fields through which the goals that each country sets for accomplishing it should be achieved”;

Article 111 of the Charter of the OAS, which establishes that the “General Secretariat shall promote economic, social, juridical, educational, scientific, and cultural relations among all the Member States of the Organization, with special emphasis on cooperation for the elimination of extreme poverty”;

Article 12 of the American Declaration of the Rights and Duties of Man, which states that, “every person has the right to an education that will prepare him to attain a decent life, to raise his standard of living, and to be a useful member of society”;

Article 16 of the 2001 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 a greater understanding among our peoples.”;

RECALLING ALSO:

Sustainable Development Goal 4 of the United Nations 2030 Agenda of Sustainable Development to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”; and to “Ensure 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”;

RECOGNIZING:

That all children need access to quality education to fulfill their learning potential and gain the numerous benefits that come from pursuing secondary education;

That the strengthening the education sector will allow for a more advanced and well-rounded workforce which will assist the country with both its educational and economic growth;

DEEPLY CONCERNED ABOUT:

The World Bank assessments according to which, in Latin American countries, there is a projected 1.77 pp increase in poverty rates due to the gaps in education that occurred during the

pandemic; and there was an average of 29 weeks of full closures and 29 weeks of partial closures in educational institutions;

The UNICEF reports that in 2020, 4 out of every 10 adolescents indicated that they are not receiving any classes through an internet platform in Bolivia;

The COVID-19 pandemic has resulted in widespread learning losses, especially in Latin American countries who were already underperforming in terms of fulfilling basic education requirements, as reported by the ERCE 2019 which found that on average, roughly one in two 3rd-graders, and three in four 6th-graders did not reach the minimum proficiency level (MPL)⁷⁷ in basic foundational skills;

Primary Education Reform Law and Popular Participation Law demotivated the Bolivian government from focusing on the education sector and pushed for strengthening infrastructure;

The decreasing supply of resources given to struggling countries as they attempt to uphold high education standards without compromising the economic integrity of the nation; and

RESOLVES:

1. To strongly urged the Member States that have negatively impacted by COVID-19 in the education sector to create a framework that promotes equal education opportunities regardless of socio-economic status; recommending that they realize the long-term benefits of combating the lack of education seen in nations that struggled with effectively dealing with COVID-19.
2. To call upon the Inter-American Committee on Education and the Ministers of Education to discuss and allocate funding for classroom renovation and government subsidies to better education quality for students in Bolivia.
3. To adopt conditional cash transfer programs (CCT) in Member States with the highest dropout rates after COVID-19, which will be financed by Member States willing to take part in these programs as well as the OAS, and to propose that:
 - a. The CCT programs would offer monetary incentives on the condition that the families receiving this money will ensure their children attend school.
 - b. To Request the Inter-American Development Bank to develop a financing plan for this specific project.
4. To request funding from NGOs or IGOs to increase government spending in the education sector like expanding the efforts of the World Bank to increase retention rates by:
 - a. Classroom renovation, incentive programs that ensure high quality teacher training and student support and building more schools to decrease overcrowding.
 - b. Building computer labs for increased access to online educational resources that keeps students engaged in the material being taught.
 - c. Measures that deliver education materials to remote and rural areas by providing them with adequate internet access.

5. To encourage Member States to implement standardized testing so that there is a foundation for schools to base their curriculum on:
 - a. Provides data on which aspects of education were most impacted by the pandemic with an emphasis on foundational learning.
 - b. Tracks student progress which would reflect the effectiveness of changes to the education system.

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

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

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**DEVELOPING A LABOR PROTECTION PLAN TO
DECREASE THE UNEMPLOYMENT RATE**

Third Committee

Topic No. 3 of the Agenda

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

THE GENERAL ASSEMBLY,

CONSIDERING:

Article 46 of the Charter of the Organization of American States (OAS) states: “The Member States recognize that, in order to facilitate the process of Latin American regional integration, it is necessary to harmonize the social legislation of the developing countries, especially in the labor and social security fields, so that the rights of the workers shall be equally protected, and they agree to make the greatest efforts possible to achieve this goal”;

Article 13 of the Inter-American Democratic Charter states: “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 5 of the Social Charter of the Americas provides: “Combating corruption and other unethical practices in the public and private sectors strengthens a culture of transparency and is fundamental for long-term growth and poverty reduction”;

Article 8 of the Social Charter of the Americas states: “The promotion of decent work, the fight against unemployment and underemployment, as well as addressing the challenges of informal labor are essential elements for achieving economic development with equity.”;

DEEPLY CONCERNED:

Regarding the economic impacts of COVID-19 in Caribbean countries, specifically the increased rates of unemployment in previously struggling economic regions. Underlying problems which existed prior to the COVID-19 pandemic have further contributed to the heightened levels of unemployment include the lack of consistent on-the-job training, poor physical workplace conditions, obligatory overtime, and potential subjection to underground economic activities; and

KEEPING IN MIND:

The International Labor Organization Declaration on Fundamental Principles and Rights at Work looks to maintain a healthy work environment that fosters economic growth and provides a basis for social justice;

The importance to the Member States to supply employees with a safe and fair workplace to improve economic growth post-pandemic and provide an environment in which employees can retain jobs to support themselves,

RESOLVES:

1. To express gratitude to the Member States for the promotion and protection of their employees in the labor force and for understanding the concerns to keep working individuals in protected work environments.

2. To further invite Member States in the OAS, to develop and finance a labor inspection program, the Labor Inspection Organization (LIO), for companies with more than 30 employees that will assist in:
 - a. Verifying a safe work environment for company employees by:
 - i. Thorough inspections of physical workplace conditions done by LIO representatives.
 - ii. LIO will create minimum workplace safety standards and review the company's workplace safety precautions to demonstrate minimum requirements are met or exceeded.
 - iii. Inspect hours worked by employees and encourage companies to consider limiting the overtime hours of their employees.
 - b. Ensure a fair work atmosphere for company employees to assist in employee retention by:
 - i. Providing new position employees with a minimum 2-week training period.
 - ii. Supplying employees with 12-week paid parental leave.
 - c. The LIO will evaluate each company every three years.
 - d. The LIO will have the authority to grade each company based on a pass/fail scale.
 - i. The company will receive an evaluation feedback document after the inspection, clearly marking each section observed and whether a pass or fail was issued for each section.
 - ii. If the company receives a 'failure' for any section, the company has failed the inspection.
 - iii. The company will have the opportunity to adjust and will be re-inspected after a one-month period.
3. To request funding from the International Labour Organization and request donations from Member State's Governments, to finance the initiation of the hiring and training process for the LIO.

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

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

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ADDRESSING THE IMPACT OF COVID-19 ON THE EDUCATION OF CHILDREN AND ADOLESCENTS

Third Committee
Draft Resolution Presented by the Delegation of Honduras

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 47 of the Charter of the Organization of American States (OAS), which establishes 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 16 of the 2001 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 same 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”;

Article 12 of the American Declaration of the Rights and Duties of Man, which states that “every person has the right to an education that will prepare him to attain a decent life, to raise his standard of living, and to be a useful member of society”;

Article 49 of the OAS Charter, which asserts that “the Member States will exert the greatest efforts, in accordance with their constitutional processes, to ensure the effective exercise of a right to education”, on specific conditions for all levels of education, from elementary education to middle-level and higher education;

RECALLING:

Article 19 of Plan of Action of the 2009 Fifth Summit of the Americas, which emphasized the Heads of State and Governments’ “commitment towards families and society to protect the rights of children and adolescents, including the right to education, the right to the highest attainable standard of physical and mental health, and the entitlement to special care and assistance, in order to promote their social well-being, protection, and integral development”;

The United Nations 2030 Agenda (2030 Agenda) for Sustainable Development, which identifies educational improvement as a fundamental strategy in the eradication of poverty and income inequality;

CONSIDERING:

The significant negative impact of the COVID-19 pandemic on the education of children and adolescents, particularly in terms of access to education, learning outcomes, and social and emotional development;

The challenges faced by Honduras in ensuring access to quality education during the pandemic;

The commitment of Honduras to the UN Sustainable Development Goal 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; and

TAKING INTO ACCOUNT:

A study done in 2019 by United Nations International Children's Emergency Fund (UNICEF) before COVID-19 reported the net enrollment rate for primary school in Honduras was 87.6 percent, but dropout rates drastically increased as students progressed through the education system. The net enrollment rate for secondary school was only 56.2 percent, and only 23.6 percent of students continued to tertiary education;

A study done by UNICEF after the COVID-19 pandemic reported that the global pandemic has disrupted education systems worldwide, including in Honduras, and that in this country in particular, as of 2021, more than 50 percent of children were not attending school regularly due to the pandemic;

That the United Nations Educational, Scientific and Cultural Organization (UNESCO) estimates that approximately 154 million students in Latin America were affected by school closures at the peak of the pandemic in 2020, and many of these students did not have access to remote learning opportunities;

A report by the Inter-American Development Bank (IDB) found that the pandemic has led to a 15 percent increase in the dropout rate in Colombia, a 10 percent increase in the dropout rate in Peru, and a 5 percent increase in the dropout rate in Mexico,

RESOLVES:

1. To commend the OAS Member States for their unwavering commitment to ensuring that education remains a top priority, despite the unprecedented challenges posed by the COVID-19 pandemic, taking decisive actions to ensure that students, teachers and educators have access to quality education, while also prioritizing their health and safety.
2. To urge Member States to prioritize and ensure access to quality education for all children and adolescents, particularly those who have been most affected by the pandemic, such as those living in poverty, those with disabilities, and those in remote areas, consider the following:
 - a. To provide necessary resources to ensure continuity of education, including through distance learning and other alternative modalities, with a focus on equity and inclusion.
 - b. To support teachers and other education personnel in adapting to the new realities of education in the context of the pandemic.
 - c. To strengthen education systems to ensure resilience and sustainability in the face of future crises.
3. To call upon Member States to address the digital divide and ensure access to digital technologies and connectivity for all children and adolescents, recognizing the crucial role of technology in enabling access to education and promoting learning outcomes, considering mechanisms that include but are not limited to the following:
 - a. The provision of the necessary resources to ensure access to digital technologies and connectivity, particularly for those who are most vulnerable and disadvantaged.
 - b. Policies and strategies to promote digital literacy and digital citizenship among children and adolescents, and to mitigate the risks associated with digital technologies, such as online harassment and cyberbullying.
 - c. Partnerships and collaboration between governments, civil society organizations, and the private sector to promote access to digital technologies and connectivity for all.

4. To encourage Member States to ensure the participation of children and adolescents, including those from marginalized and vulnerable groups, in the development and implementation of policies and programs related to education, consider initiatives such as but not limited to the following:
 - a. The creation of opportunities for meaningful participation of children and adolescents in decision-making processes, including in schools, communities, and local and national governments.
 - b. The provision of access to information, education, and training on their rights and responsibilities to children and adolescents, including on issues related to COVID-19 and its impact on their education.
 - c. Partnerships and collaboration between governments, civil society organizations, and the private sector to promote the participation of children and adolescents in decision-making processes related to education.

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

Cosignatories: 1. _____ (Signature of Delegate) _____ (Country Represented)
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THE IMPACTS OF COVID-19 ON THE EDUCATIONAL SYSTEM OF CHILDREN AND ADOLESCENTS IN THE HEMISPHERE

Third Committee
Draft Resolution Presented by the Delegation of Haiti

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 49 of the Charter of the Organization of American States (OAS), which affirms that “the Member States will exert the greatest efforts, in accordance with their constitutional processes, to ensure the effective exercise of the right to education, on the following bases: a) Elementary education, compulsory for children of school age, shall also be offered to all others who can benefit from it. When provided by the State it shall be without charge; b) Middle-level education shall be extended progressively to as much of the population as possible, with a view to social improvement. It shall be diversified in such a way that it meets the development needs of each country without prejudice to providing a general education; and c) Higher education shall be available to all, provided that, in order to maintain its high level, the corresponding regulatory or academic standards are met;”

CONSIDERING:

Article 32-1 of the 1987 Constitution of Haiti, which states that “Education is the responsibility of the State and its territorial divisions. They must make schooling available to all, free of charge, and ensure that public and private sector teachers are properly trained;”

Article 32-9 of the 1987 Constitution of Haiti, which states that “The State and its territorial divisions have the duty to make all necessary provisions to intensify the literacy campaign for the masses. They encourage all private initiatives to that end;”

Article 33 of the 1987 Constitution of Haiti, which states that “There shall be freedom of education at all levels. This freedom shall be exercised under the control of the State;”

BEARING IN MIND:

Data from the International Institute for Educational Planning, which in 2020 claimed that Haiti continues to lose a significant number of students throughout the basic education cycle, with a dropout rate of 7 percent in only the first year of primary school, and of about 40 percent before the end of Grade 9, with complex causes associated not only to the fragility of the Haitian education system in terms of its governance, but also to access to schooling, quality of education, and the country’s significant departmental disparities that need to be taken into account in planning;

TAKING INTO ACCOUNT:

That in 2020, the United Nations Children’s Fund (UNICEF) confirmed that children are not most at risk of losing their lives to COVID-19, but they no longer have access to the rights to education and development, as stated in the Convention on the Rights of the child (CDE);

CONSCIOUS:

Of the 2021 statement by UNICEF, according to which “nearly one-third of all children in Haiti, at least 1.5 million, are in urgent need of emergency relief due to rising violence, constrained access to clean water, health and nutrition, disrupted education and protection services in times of COVID-19, as well as hurricanes;”

RECOGNIZING:

The data published in 2020 by the Global Center for the Development of the Whole Child, which declares that children living in lockdown mean living “without electricity, without access to water, without sanitation, and now, without learning”, while students from elite schools continue to learn and advance, a clear gap is emerging between them and students who do not have access to distance learning during the shutdown, eliciting concerns over a widening education gap between students from privileged and marginalized backgrounds in Haiti; and

REAFFIRMING:

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

RESOLVES:

1. To congratulate the OAS Member States for their obligations to aid in exercising education rights at all levels.
2. To request the Member States to guarantee that schools are economical for all parents:
 - a. Provide more public schools.
 - b. Ensure the private school fees are not above an average parent’s salary.
3. To encourage all Member States to incentivize qualified teachers to increase students’ academic performance:
 - a. Offer ‘Teacher Helping Teacher’ programs where qualified teachers would mentor unqualified teachers on strategies to improve efficacy with their teaching performances.
 - b. Teachers would be offered tuitions to gain certification if provided that they engage in a contractual agreement to serve in public schools for five years.
4. To propose that schools implement remedial classes to decrease the educational gap experienced by marginalized students after the COVID-19 pandemic:
 - a. Students will be offered either one hour after-school learning opportunities or ten hours per week summer school, free of charge.
 - b. Encourage the use of funds from school budgets.
5. To encourage all Member States to collaborate with community-based businesses to provide support (financial, Wi-Fi, computers, etc.) required for distance learning in the event that students are unable to access school buildings. These supports will facilitate:
 - a. Internet-based courses such as Zoom meetings, websites, and emails.
 - b. Video-based courses for those without internet access, e.g., prerecorded videotapes and television.

- c. Audio-based courses for those without electricity or a smart device, e.g., radio broadcasting and prerecorded audio CDs.
- 6. To encourage all Member States to strengthen school canteen programs at all schools to ease the burden of food costs and increase attendance rate in schools.
- 7. To recommend that all Member States include an education emergency fund in their annual budget to offset the resources and infrastructure to protect the health and safety of all school personnel for reopening of schools from the COVID-19 pandemic:
 - a. Provide Personal Protective Equipment and adequate handwashing facilities.
 - b. Provide ventilation systems and physical space to support social distancing.
- 8. To call upon schools to maintain the precautionary strategies used in COVID-19 pandemic to prevent future disease borne illnesses that affect students from accessing school:
 - a. Educate staff and students on preventative measures to avoid transmissible diseases.
 - b. Develop a daily schedule for appropriate cleaning of the school environment.
 - c. Ensure availability of hand hygiene facilities.
- 9. To request voluntary funding from member states, OACD, NGOs, IGOs, WASH, WHO, UNESCO, IDB, UNFPA, and other relevant organization.

Approved for form and substance:

(Signature of Faculty Advisor)

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

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**ADDRESSING THE IMPACT OF COVID-19 ON CHILDREN AND ADOLESCENTS'
EDUCATIONAL ATTAINMENT**

Third Committee

Topic No. 2 of the Agenda

Draft Resolution Presented by the Delegation of the Republic of Guyana

THE GENERAL ASSEMBLY,

HAVING SEEN:

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

Article 16 of the 2012 Social Charter of the Americas, which reaffirms 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”;

CONSIDERING:

AG/RES.2878 (XLV-O/15) “Plan of Action of the Social Charter of the Americas” Objective 5: “To guarantee the right to education without discrimination, promote access to quality education at all levels and of all forms, and ensure equitable and universal access to primary and secondary education”;

AG/RES.1667 (XXIX-O/99) “Inclusion of Children's Issues on the Hemispheric Agenda”, which states that it is absolutely essential that children's issues be given priority consideration in inter-American political forums, especially in the General Assembly of the OAS;

The lines of work established by the ““Plan of Action of the Social Charter of the Americas”, established to “increase coverage of and access to high-quality early childhood education, with special attention to those who live in situations of poverty or vulnerability”; to “enhance comprehensive early childhood education programs with parental and community participation”; and to “strengthen of policies and measures for child and adolescent access to, retention in, and graduation from the education system”;

RECALLING:

That the most important outcome of the IX Inter-American Meeting of Ministers of Education, carried out in The Bahamas on February 2017, was the adoption of the Inter-American Education Agenda that will encourage inter-American policy dialogue and cooperation among the Ministries of Education of the OAS member states in the following priority themes: “Quality, Inclusive and Equitable Education, Strengthening of the Teaching Profession, Comprehensive Early Childhood Care”;

The United Nations 2030 Agenda for Sustainable Development, particularly SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”;

How the Inter-American Commission on Human Rights (IACHR) noted that most states have adopted distance learning systems to provide continued access to education, but it is a measure that does not serve all children equally because of the significant digital divide in the Americas. In Latin America in particular, nearly 33% of the population does not have access to the internet; and

DEEPLY CONCERNED ABOUT:

The 2021 World Bank Report which states that COVID-19 pandemic has widely impacted school education in the Latin America and Caribbean (LAC) region, where a total of 23 countries and 12 independent states closed their schools for an average of 168 days- loss of almost an entire academic year;

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) reports, according to which 512 million children and adolescents are not currently attending school in Latin America;

The World Bank reports, which found that countries like Bolivia (22.6 percent), Honduras (17 percent), and Guatemala (13.3 percent) had a high percentage of children who were not engaged in educational activities;

The 2020 Inter-American Development Bank (IDB) report, which states that the continued closure of educational institutions will result in severe repercussions for “poor, marginalized and vulnerable school-goers as well as indigenous students, migrants and children with special needs”;

The statistical data reported by the UNESCO World Inequality Database on Education (WIDE), reveals significant educational disparities between students attending urban schools and those attending rural schools in the hemisphere,

RESOLVES:

1. To commend the OAS for making available several educational resources through hemispheric initiatives such as the Educational Portal of the Americas, the OAS Scholarships Program, and the Inter-American Teacher Education Network (ITEN).
2. To applaud the X Inter-American Meeting of Ministers of Education for adopting the Inter-American Education Agenda (AEI), and approving the Action Plan of Antigua and Barbuda, which encourages policy dialogue, and cooperation amongst the Ministers of Education of the OAS member states, to implement educational mandates.
3. To recognize the Inter-American Development Bank (IADB) for the provision of funding for Member States, including the USD 30.4 million loan offered to the government of Guyana in 2020 to facilitate the multi-faceted approach to provide children with lessons through radio stations, the learning channel (TV), newspapers, and the distribution of worksheets and workbooks to children, especially those in the interior regions.
4. To launch a new initiative, “Education on Wheels” to mitigate the devastating impact of COVID-19, on the educational attainment of children and adolescents in rural areas and villages, including initiatives such as:
 - a. Providing a mobile platform for teaching and learning for students in marginalized communities who have missed out on online learning offered by schools during COVID-19 due to the non-availability of personal computers and access to the internet in home.
 - b. Making available multi-grade instruction from trained and experienced teachers, which brings the school home using a well-equipped bus with computers, televisions, and other essential education-related materials to the doorstep of the students.
 - c. Dispersing “Education on Wheels” buses to the most affected communities on Saturdays between the hours of 9:00 am to 3:00 pm.
 - d. Be available year-round, and participation in this extra-curricular activity will be strictly voluntary.

5. To mitigate the learning loss experienced by students in urban areas, the following strategies will be employed:
 - a. Extension of semester duration and shortening of the holiday break if necessary.
 - b. Implement after-school instructional programs, especially for foundational subjects.
 - c. Develop a Tutoring Program where students in higher grades can serve as tutors for students in lower grades.

6. To provide special attention to children and adolescents with underprivileged social backgrounds, including limited or no digital access to education at home or in care institutions through:
 - a. Partnerships with community services, religious organizations, or local civil service organizations to provide computer labs and hotspot access in already existing structures like community centers and churches.
 - b. Old tools of mass education like TV and community radio networks for maximum educational outreach and connect with underprivileged children.
 - c. Internet accessibility programs that will guarantee students access to broadband and network access through.
 - d. Partnership with child development agencies like the United Nations International Children's Emergency Fund (UNICEF) and UNESCO, and funding bodies like the Inter-American Development Bank (IADB), World Bank, and the U.S. Agency for International Development. (USAID) for required financial support to fund "Education on Wheels", and other essential provisions to ensure unhindered education.

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

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

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“BE ALL RIGHT” HEMISPHERIC PROGRAM FOR THE PROMOTION OF MENTAL HEALTH AMONG CHILDREN AND ADOLESCENTS IN THE AMERICAS

Third Committee
Draft Resolution Presented by the Delegation of Jamaica

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 30 of the Charter of the Organization of American States (OAS), which declares that “The Member States, inspired by the principles of Inter-American solidarity and cooperation, pledge themselves to a united effort to ensure...integral development for their peoples, as conditions essential to peace and security”;

Article 12 of the 2001 Inter-American Democratic Charter, which affirms that “Poverty, illiteracy, and low levels of human development are factors that adversely affect the consolidation of democracy,” and Article 16 of the same Charter, which resolves that “Education is key to strengthening democratic institutions, promoting the development of human potential, and alleviating poverty and fostering greater understanding among our peoples”;

RECOGNIZING:

The work of the Pan-American Health Organization (PAHO) to support countries in facing the challenges of the COVID-19 pandemic through the development of evidence-based strategies to ensure that people in the Americas have access to the health care they need, and the promotion of technical cooperation to strengthen health systems;

The efforts of the Inter-American Commission on Human Rights (IACHR) in noting the seriousness of the health crisis caused by the COVID-19 pandemic, and in urging the states in the Americas to adopt crucial measures to ensure that children and adolescents enjoy human rights;

TAKING INTO ACCOUNT:

CP/RES. 1151 (2280/20), “The OAS Response to the COVID-19 Pandemic”, which emphasizes the need to strengthen hemispheric cooperation to defeat the pandemic’s consequences” by means of exchanging information and scientific knowledge;

CD49.R17, “Strategy and Plan of Action on Mental Health”, developed by PAHO, which stresses that “there is no physical health without mental health”, and urges the states to “include mental health as a priority within national health policies, through the implementation of mental health plans that are consonant with the different problems and priorities of the countries”;

Resolution No. 1/2020, “Pandemic and Human Rights in the Americas”, adopted by the IACHR, which classifies children and adolescents among particularly vulnerable groups and proposes that access to mental health support is ensured, along with other recommendations given to states regarding human development and rights that states need to provide in response to the COVID-19 crisis;

REAFFIRMING:

That education facilities support social development by helping to strengthen children's and adolescents' socioemotional skills, as well as the ability to forge close social ties at a defined time and in a common physical space;

That, according to the PAHO, promoting healthy behavior during adolescence, and taking steps to a better protection of young people from health risks, are critical for the prevention of health problems in adulthood, and for countries' future health and ability to develop and thrive; and

NOTING WITH CONCERN:

That COVID-19 has severely impacted the mental and physical health of children and adolescents in the Americas, which can increase the risk for other diseases and contribute to unintentional and intentional injury;

That during the pandemic, education was not as engaging for students, mainly because of the lack of services such as internet or electronic devices in many regions of the Americas, as well as an increase in children's and adolescents' levels of boredom, anxiety, frustration and fear;

That according to UNICEF and WHO figures, in 2019, within the Americas, 28 percent of schools had limited access to sanitary services and 12 percent did not have any of these services at all, leading to higher levels of screen use in children and adolescents during the pandemic, which is associated with reduced physical activity, increased risk of depression, and lower wellbeing;

That recent studies provide accounts of high rates of depression and, sleeping and eating disorders among children and adolescents, because of school closings and, therefore, shrinking opportunities for socialization,

RESOLVES:

1. To congratulate the Member States for their continued efforts to cope with the COVID-19 pandemic and its social repercussions by rapidly implementing policies and programs to improve the population's wellbeing, especially focused on minorities and rural citizens.
2. To applaud the initiatives of the Pan-American Health Organization (PAHO) to work with national entities in developing strategies for the skilling up of trainers in mental health literacy to address the increased need for mental health accompaniment in adolescents during the COVID-19 pandemic, including the programs established in Jamaica with the support of the Ministry of Health and Wellness, and the Ministry of Education, Youth and Information.
3. To propose that the Department of Human Development, Education and Employment of the OAS works together with the PAHO in the design and implementation of the "Be All Right" program, a hemispheric initiative to promote education for mental health among-adolescents and children, which objectives will include but are not be limited to:
 - a) The promotion of education and literacy on mental health for trainers, educators, and health service providers that work with children and adolescents in different scenarios.

- b) The dissemination of information related to the most common causes of mental illness, its risks, and socialization skills' role in the development of children and adolescents.
 - c) The development of training on alternative assessment modes that encourage young students to lead and thrive, and to manage the emotional wellbeing as part of their education process.
 - d) The offering of practical guidance materials for parents and relatives to understand mental illness and learn ways to prevent it.
 - e) The reinforcing of national policies that cover children and adolescents' access to proper educational settings that ensure their health, along with their families.
4. To request the cooperation of organizations such as the PAHO, the Inter-American Children's Institute (IIN) and UNICEF in working with member states to develop educational plans that include a broad focus on pedagogical methods to improve children's and adolescents' experiences during online classes, and to outline new policy mechanisms that guarantee children's and adolescents' access to online schooling facilities, enhancing also the preparedness of the school system for future global health shocks, including the possibility to offer medical and psychological assistance to their pupils, mostly in rural areas.
 5. To recommend that this initiative is financed within the budget allocated to the Executive Secretariat for Integral Development (SEDI) and by the allocation of national funds along with other inter-governmental agencies and non-government organizations to the extent of their capabilities.
 6. To offer the technical expertise that the government of Jamaica has developed around this issue, and the city of Kingston to host a future meeting of representatives from the Ministries of Health and Wellness, and Education, Youth and Information, or their equivalent, from the member states to discuss their national strategies around the implementation of the "Be All Right" program.
 7. To further invite the Executive Secretariat for Integral Development (SEDI), the Secretary General, and the Member States to continue advancing the discussion of mental health among the Americas, and to review the progress of this initiative every two years to improve and share the learned information.

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

Cosignatories: 1.	_____	_____
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**HEMISPHERIC COOPERATION TO INCREASE THE ACCESS TO EDUCATION OF
CHILDREN AND ADOLESCENTS THROUGH INSTITUTIONAL FUNDING
AND TECHNICAL RESOURCES**

Third Committee
Draft Resolution Presented by the Delegation of the Republic of Costa Rica

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 3 of the Charter of the Organization of American States (OAS), which states that “the American States reaffirm the following principles... The education of peoples should be directed toward justice, freedom, and peace.”;

Article 30 of the Charter of the OAS, which establishes that “integral development encompasses the economic, social, educational, cultural, scientific, and technological fields through which the goals that each country sets for accomplishing it should be achieved”;

Article 49 of the Charter of the OAS, which points out that “the Member States will exert the greatest efforts, in accordance with their constitutional processes, to ensure the effective exercise of right to education” on the following bases: Elementary education, compulsory for children of school age, shall also be offered to all others who can benefit from it. When provided by the State it shall be without charge; Middle-level education shall be extended progressively to as much of the population as possible, with a view to social improvement. It shall be diversified in such a way that it meets the development needs of each country without prejudice to providing a general education”;

Article 23 of the Social Charter of the OAS, which reaffirms that “it is necessary to increase investment in education, scientific infrastructure, and applied research”;

CONSIDERING:

That due to the COVID-19 pandemic, thousands of children and adolescents in Latin America lost their access to the fundamental right to education;

That all the Member States should utilize strategies focused on areas of improve better access and incentives to reduce the effects of the COVID-19 pandemic; and

TAKING INTO ACCOUNT:

Resolution A/RES/70/1 “Transforming our world: the 2030 Agenda for Sustainable Development” of the United Nations, which recognizes that “we are announcing today 17 Sustainable Development Goals with 169 associated targets which are integrated and indivisible. Never before have world leaders pledged common action and endeavor across such a broad and universal policy agenda. We are setting out together on the path towards sustainable development, devoting ourselves collectively to the pursuit of global development and of “win win” cooperation which can bring huge gains to all countries and all parts of the world. We reaffirm that every State has, and shall freely exercise, full permanent sovereignty over all its wealth, natural resources and economic activity. We will implement the Agenda for the full benefit of all, for today’s generation and for future generations. In doing so, we reaffirm our commitment to international law and emphasize that the Agenda is to be implemented in a manner that is consistent with the rights and obligations of States under international law”;

RESOLVES:

1. To acknowledge Member States for the initiatives of strengthening their education systems in their territories as a method of increasing their social development.
2. To recommend Member States to communicate their technological difficulties in their education systems that have been worsened by the COVID-19 pandemic.
3. To create a fund to finance the accessibility to digital skills for the people of the Member States, which have been weakened by the COVID-19 pandemic, with the purpose of having more opportunities to bridge the gap in the hemisphere by:
 - a. Having the support of the Technical Cooperation Section of the Executive Secretariat for Integral Development (SEDI).
 - b. Inviting the Inter-American Development Bank (IDB) and other international institutions such as the World Bank, the International Monetary Fund (IMF) and the Organization for Economic Cooperation and Development (OECD) to voluntarily cooperate in the funding.
 - c. The cooperation is expected to occur between 2024 and 2030 in accordance with the Sustainable Development Goals (SDGs), specifically the SDG4 “Quality Education”.
 - d. Financial aid should depend on GDP and limited to the will of Member States.
4. To instruct the Department of Human Development, Education, and Employment (DHDEE) of the OAS to develop cutting-edge resources, by using the 25 percent of funds of the aforementioned operative clause number 3, to strengthen the access to technology in minorities, such as:
 - a. Gender-focused digital skills development program, which aims for those communities where women and girls still lack the access to technological resources.
 - b. LGBT communities, where sexual orientation diversity is not socially accepted.
 - c. Vulnerable communities that live in rural areas and lack the access to any type of technological resources.

5. To establish a section within the Inter-American Committee on Education of the Department of Human Development, Education and Employment (DHDEE) whereby:
- a. Member States may request technical resources to close the educational gap in the Americas.
 - b. Member States will be guided throughout the region to close their institutional gap.
 - c. Member States will be expected to satisfy project metrics, established in conjunction with the Ministers of Education of each Member State, once a project has been accepted for funding, including but not limited to:
 - i. An increase in literacy rates.
 - ii. An increase in rates of secondary school completion.
 - iii. A decrease of the percentage of unemployment rates.
 - iv. An increase in mathematics and science rates.

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

Cosignatories:

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**RECOMMENDATION FOR ADDRESSING THE IMPACTS OF COVID-19 ON
CHILDREN AND ADOLESCENT DEVELOPMENT**

Third Committee
Draft Resolution Presented by the Delegation of Uruguay

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 16 of the 2001 Inter-American Democratic Charter which recognizes that “education is key to strengthening democratic institutions, [and] promoting the development of human potential”;

Article 27 of the same Charter, which establishes 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 49 of the Charter of the Organization of American States (OAS) which urges Member States “to ensure the effective exercise of the right to education, on the following bases: a) Elementary education, compulsory for children of school age, shall also be offered to all others who can benefit from it. When provided by the State it shall be without charge; b) Middle-level education shall be extended progressively to as much of the population as possible, with a view to social improvement. It shall be diversified in such a way that it meets the development needs of each country without prejudice to providing a general education”;

RECALLING:

OAS Resolution AG/RES. 2950 (L-O/20) “Advancing Hemispheric Security: A Multidimensional Approach”, which emphasizes that member states must, “recognize that the COVID-19 pandemic poses a challenge for all sectors of society”;

OAS Resolution CP/RES. 1151 (2280/20) “The OAS response to the COVID-19 pandemic”, which emphasizes that hemispheric solidarity and joint, coordinated action and cooperation can help slow and prevent the spread of COVID-19 and contribute to regional response and recovery efforts; and

The Inter-American Commission on Human Rights (IACHR) Resolution No. 04/20 “Human Rights of Persons with COVID-19”, which sets out the inter-American guidelines on the human rights of people affected by the global pandemic, including children and adolescents; and

CONSIDERING:

That as of January 26, 2022, the Pan-American Health Organization (PAHO) reported that millions of children are not receiving regular vaccines, placing nations at risk of losing two decades' worth of advances in immunization;

That by March 2022, the United Nations International Children’s Emergency Fund (UNICEF) reported that 23 countries, home to around 405 million schoolchildren, had not yet fully reopened their schools;

That the Pan-American Health Organization (PAHO) recognizes that the closure of schools due to the pandemic are damaging to the mental health of children and adolescents, reportedly, half of this population have experienced increased stress or anxiety,

RESOLVES:

1. To commend Member States for their efforts to mitigate COVID-19 and their continued involvement in providing equitable public resources.
2. To call upon Member States to fully commit to the provision of comprehensive public health resources for schools such as testing, routine immunizations, and the minimization of the disruption of essential health systems for children and adolescents.
3. To urge Member States to expedite the safe re-entry of children and adolescents to in-person instruction by initiatives that include but are not limited to:
 - a. Creating a cross-disciplinary team composed of school administrators, school-employed nurses, mental health professionals, teachers, local public health officials, and district and community stakeholders.
 - b. Providing Member States with thorough training modules meant to aid cross-disciplinary team for safe re-entry (social distancing, testing, etc.).
 - c. Encouraging Member States to prioritize collecting localized data on different ages, genders, and groups regarding COVID-19, to identify gaps and target resources to academic institutions in need.

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

Cosignatories: 1. _____ (Signature of Delegate) _____ (Country Represented)
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CREATION OF A DIRECT OAS MENTAL HEALTH EDUCATION PROGRAM FOR ADOLESCENTS AFFECTED BY THE COVID-19 PANDEMIC

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

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 30 of the 1948 Charter of the Organization of American States (OAS), which states that “integral development encompasses the economic, social, educational, cultural, scientific, and technological fields through which the goals that each country sets for accomplishing it should be achieved”;

Article 34 paragraph (h) which provides “rapid eradication of illiteracy and expansion of educational opportunities for all”;

Article 47 of the same Charter, which affirms “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 12 of the American Declaration of the Rights and Duties of Man (1948), which declares that “every person has the right to an education, which should be based on the principle of liberty, morality, and human solidarity”, and that “the right to an education includes the right to equality of opportunity in every case, in accordance with natural talents, merit, and the desire to utilize the resources that the state or the community is in a position to provide”;

Article 19 of the 2012 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”;

RECALLING:

Resolution no. 1/20 “Pandemic and Human Rights in the Americas” and Resolution no. 4/20 “Human rights of persons with COVID-19” by the Inter American Commission on Human Rights (IACHR) which urges states to create immediate specific action to protect the rights to health, including mental health by considering the important impact that COVID-19 has had, so that they may provide goods and services to preserve mental health without discrimination, with ensuring availability, access, and quality;

That the Pan American Health Organization (PAHO) Mental Health and Substance Use Unit has created a “COVID-19: Addressing mental health needs and providing psychosocial support during the pandemic in the region of the Americas Plan of action 2020” with the goals of reducing suffering and improving the mental health and the psychosocial wellbeing of peoples within the regions affected by the global pandemic;

RECOGNIZING:

That the Partnership for the Maternal, Newborn, and Child Health (PMNCH), the United Nations International Children’s Emergency Fund (UNICEF), and the PAHO report that within Latin American countries

there is a high mortality rate amongst adolescent children ranging of ages 15-19 years due to 41 percent of boys' and eleven percent of girls' deaths caused by interpersonal violence, injuries, and suicide;

That, since the COVID-19 pandemic started, UNICEF has reported that over \$30 billion is lost each year in Latin America and the Caribbean due to mental disorders that lead to disability or death among adolescents, in addition reported that 15 percent (around 16 million) of children and adolescents (age 10-19) in Latin America and the Caribbean live with a diagnosed mental disorder and each day more than 10 adolescents lose their lives to suicide in these regions;

That the 12th Meeting of the WHO MH Forum that took place at the World Health Organization, in Geneva on March 19-20, 2021 during the COVID-19 pandemic put a primary focus on "Enhancing Country Action on Mental Health" and "Suicide Prevention," having 297 participants including: 72 country representatives from 49 member states, 14 participants from 11 WHO Collaborating Centers, 35 representatives from all WHO regions, 11 participants from UN agencies, and 159 participants that represented 115 organizations, including academic institutions, NGOs, mental health service user groups, among others;

That the IACHR and its Special Rapporteur for Economic, Social and Cultural Rights (SRESCER) have reported concerns about the threats that the pandemic poses for mental health matters by increasing psychological neuropsychiatric, and emotional disorders, depression, disorders caused by addictive substance, anxiety, stress, suicidal risk;

That the Pan American Health Organization (PAHO) reports that there is still an ongoing mental health crisis in the Americas which are both caused by an increase of stress levels, abuse of alcohol and drugs triggered by restriction on movement to contain the pandemic; and

TAKING INTO ACCOUNT:

The mission of the OAS Office of the Assistant Secretary for Mental Health and Substance Use, to use standards established by the U.S. Substance Abuse and Mental Health Administration (SAMHSA) to lead public health and service delivery efforts that promote mental health matters with treatment and support to ensure recovery and equitable access;

The existence of OAS scholarships offered to support students in Latin America who desire to pursue higher education, strengthen academic institutions across the Americas, and foster cultural exchange throughout the regions; including: the OAS Academic Scholarship, the OAS Professional Development Scholarship and the OAS Partnerships Program for Education and Training (PAEC);

The five-pillar integrated approach that UNICEF has created, working closely with the WHO and other UN agencies, that addresses the needs of children and adolescents across the Americas, which pillar four and five states "Support access to continuous education, social protection, children protection and gender-based violence services" and "Data collection, social science research for public health decision making",

RESOLVES:

1. To applaud the Member States for their ongoing efforts and to better acknowledge the need for addressing COVID-19's effects on children and adolescent development as a matter of major importance in the hemispheric agenda, which correlates with public health human rights, infrastructure, and regional participation mechanisms for capacity building and improved active response.
2. To reiterate that Member States are free to decide and implement education strategies and be able to create their own; making it more convenient for their respective populations based upon incentives, accessibility, and job opportunities.

3. To create a mental health program that will be accessible and promoted by the OAS to be available in public secondary schools (ages 14-18) that aims to bring awareness of mental health issues, provide resources, services, and protection for adolescents who are seeking immediate help, including:
 - a. The creation of a curriculum, which will be overseen by the OAS Department of Human Development, Education and Employment (DHDEE), to cater to the interests of each member state.
 - b. Work closely with the U.S. Substance Abuse and Mental Health Services Administration (SAMSHA) who may need immediate help through:
 - i. Providing public health services that promote mental health,
 - ii. Prevent substance misuse, and
 - iii. Aid in providing treatments and support systems to assist in adolescent's recoveries.

4. To recommend the creation of a new scholarship program overseen by the OAS Partnerships Program for Education and Training (PAEC), for those who seek to further their education in mental health and suicide prevention within college level curricula, and to propose that:
 - a. The scholarship program would provide students with:
 - i. A bachelor's degree in social work or Mental Health/Suicide Prevention Studies,
 - ii. Cover partial tuition and mandatory fees,
 - iii. Monthly complementary subsistence allowance,
 - iv. Roundtrip airfare, and
 - v. Yearly books allowance.
 - b. Within this scholarship, students will be required to:
 - i. Have completed at least a secondary level of education (high school),
 - ii. Be a citizen or permanent resident of an OAS Member state,
 - iii. Must major within social work or any related mental health-focused degree, and
 - iv. Required after graduation to work within any OAS member state for a minimum of a year.

5. To work closely with the General Assembly and Ministers of Health or their equivalent to create an annual conference to discuss the progress of the direct OAS mental health education program, proposing that:
 - a. The first conference will be held in Buenos Aires, with subsequent locations being determined on a rotating basis.
 - b. The program will provide a comprehensive discussion of the current situation in the Hemisphere and recognizes the significance of the impacts that COVID-19 has had on adolescent mental health.
 - c. Annual reports will be presented by experienced board members selected by each member state's respective Minister of Health who will report data regarding:
 - i. Accessibility to mental health/suicide prevention services, and
 - ii. Data on COVID-19-related mental health issues such as interpersonal violence, depression, and suicide rates.
 - d. The DHDEE will be tasked with periodic reports for the success of each of the initiatives.

6. To direct that members of the Inter-American Commission on Human Rights (IACHR) are present and participate in the conference by providing its knowledge in the field of discussion.

7. To request voluntary funding from member states, Permanent Observers, Governmental Organizations (GOs), Non-Governmental Organizations (NGOs), the Inter-American Children's Institute (IIN), PAHO, the World Health Organization (WHO), the United Nations Children's Fund (UNICEF), the United Nations Population Fund (UNFPA), the United Nations Educational, Scientific and Cultural Organization (UNESCO), and other relevant organizations.

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

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

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**STRENGTHENING THE RESPONSE TO THE IMPACT OF COVID-19 SCHOOL
CLOSURES ON ADOLESCENT DEVELOPMENT**

Third Committee
Draft Resolution Presented by the Delegation of Ecuador

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 31 of the Charter of the Organization of American States (OAS), which emphasizes that “Inter-American cooperation for integral development is the common and joint responsibility of the Member States” and that “it should include the economic, social, education, cultural, scientific, and technological fields”;

ACKNOWLEDGING:

Article 27 of the 2001 Inter-American Democratic Charter, which emphasizes that special attention “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”;

RECALLING:

The OAS’s “Hemisphere Commitment to Early Childhood Education,” adopted in 2007 at Cartagena de Indias (Colombia), which affirmed that “equitable and timely access to quality and integral education adapted to global and local contexts and global realities is a human right, a public good, and a political priority”;

TAKING INTO ACCOUNT:

The critical delays the COVID-19 pandemic has caused in adolescent academic development due to widespread school closures, which the World Bank’s recent education report, in collaboration with the United Nations Children’s Emergency Fund (UNICEF) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO), says may set youth learning outcomes in the region back by more than a decade;

RECOGNIZING:

The United Nations Sustainable Development Goals, particularly SDG4 “Quality Education” defined to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,” which, if to be achieved, will require productive regional cooperation on the issue;

WELCOMING:

The outcomes of the May 2022 Third Regional Meeting of Ministers of Education of Latin America and the Caribbean, at which ministers agreed to “take urgent action to recover and transform education systems” in the wake of the COVID-19 pandemic induced learning deficits; and

DEEPLY CONCERNED:

About how these past two and a half years of school disruptions have created sustained and increased educational challenges, with the World Bank estimating that the learning losses may translate into a decrease of about 12 percent of lifetime earnings for a student in school today, and realizing these have the potential to persist and cause further societal and economic disruptions in the region,

**CLOSING THE LEARNING GAP IN MARGINALIZED STUDENTS
CAUSED BY COVID-19**

Third Committee
Draft Resolution Presented by the Delegation of El Salvador

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 49 of the Charter of the Organization of the American States (OAS), which calls on member states to “exert the greatest efforts, in accordance with their constitutional processes, to ensure the effective exercise of the right to education”;

Article 19 of the 2012 Social Charter of the Americas, which states that “everyone is entitled to education without discrimination” and 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”;

Article 16 of the 2001 Inter-American Democratic Charter, which states that “it is essential that a quality education be available to all, including girls and women, rural inhabitants, and minorities”;

Article 27 of the same Charter, which establishes that “special attention shall be given to the development of programs and activities for the education of children and youth”;

NOTING WITH CONCERN:

The World Bank’s conclusion that learning losses “could cost today’s students in the region a 12 percent decrease in lifetime earnings. Children in Latin America and the Caribbean experienced some of the longest uninterrupted COVID-19 school closures in the world.” On average, students in the region lost two thirds of all in-person school days from the beginning of the pandemic to June 22, which amounts to 1.5 years of learning loss;

“The State of Global Learning Poverty: 2022 Update” report, produced by the World Bank, UNESCO, UNICEF, FCDO, USAID, and BMGF, which shows that in comparative terms, the Covid-related education crisis in Latin America and the Caribbean places the region in the second worst place globally;

The World Bank’s estimate that “people under the age of 25 today—that is, those most affected by the erosion of human capital—will make up more than 90 percent of the prime-age workforce in 2050. Reversing the pandemic’s impact on them and investing in their future should be a top priority for governments. Otherwise, these cohorts will represent not just a lost generation but rather multiple lost generations”;

RECALLING:

The Inter-American Commission on Human Rights Resolution 1/20, “Pandemic and Human Rights in the Americas” urging member states to “make mechanisms available that will allow children and adolescents to continue to have access to education, and ensure that children with disabilities can, without exception, access online education with systems of support,” and also shares best practices for

focusing on the needs of marginalized students in less developed areas, calling on states to use communication media to reach all students, without discrimination; and

RECOGNIZING:

The OAS's implementation of the Action Plan on Health and Resilience in the Americas, which helps strengthen the resilience of member states' health and education systems in the face of COVID-19;

The OAS's implementation of the Regional Agenda for Digital Transformation, which aids in expanding the use of digital technologies to promote education;

The support provided by Education Cannot Wait (ECW), the UN's global fund dedicated to education in emergencies and crises, which helps ensure that marginalized children and adolescents can enjoy their right to quality and safe education;

The United Nations' programs for school dropout prevention, particularly among marginalized groups; and its initiatives to expand the right to education to include connectivity and electronic learning;

The World Bank's RAPID Framework, which provides a menu of options for countries to use to recover and accelerate learning. The program targets students in need and assesses their learning levels to design tailored strategies for learning recovery,

RESOLVES:

1. To commend member states for their efforts in recovering the learning time lost by marginalized children due to the COVID-19 pandemic.
2. To suggest that the OAS addresses the COVID-19 learning gap through organizing a yearly conference focused on maximizing learning recovery among marginalized students. The conferences will facilitate the sharing of best practices and effective education techniques; the development of needs-tailored learning plans; and the creation of strategies for successfully incorporating technologies into learning recovery.
3. To ask the OAS Department of Human Development, Education and Employment (DHDEE) to organize these conferences in collaboration with the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the World Bank's RAPID Framework. The conferences will be open to all interested Member States, and will include the following participants and specialists:
 - a. Member State education officials occupying leadership positions at both national and local levels;
 - b. Education experts from Member States who have designed and implemented successful learning recovery programs in their countries;
 - c. Education specialists and program designers from the United Nations and the World Bank's RAPID framework; and
 - d. Representatives of private sector companies specializing in educational technology.
4. To recommend that the yearly conference help Member States create successful post-COVID-19 learning recovery programs by providing guidance, best practices, and opportunities for collaboration in the following areas:
 - a. Encouraging and supporting students to return to, and stay in, school.

- b. Assessing students' learning gaps and socio-emotional needs to tailor their recovery programs to target the areas where they most need support.
 - c. Designing adaptive curricular approaches for different learning needs.
 - d. Providing technology, including laptops and internet access, to help marginalized students access digital forms of learning.
 - e. Intensively monitor student' progress and needs so that programming can be adjusted for maximum learning.
5. To suggest that participating Member States submit biannual progress reports to the OAS Department of Human Development, Education and Employment, to measure the impact of learning recovery initiatives on student learning. After a probationary year the OAS Board of Education will reassess the learning gap.
6. To propose that these efforts be funded by The World Bank, Amazon, and Education Cannot Wait (ECW).

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

Cosignatories: 1. _____ (Signature of Delegate) _____ (Country Represented)
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**DEVELOPING COLLABORATIVE PROGRAMS FOR THE ADVANCEMENT OF
ADOLESCENT DEVELOPMENT: RECOVERY AND RESILIENCE**

Third Committee
Draft Resolution Presented by the Delegation of Dominica

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

REITERATING:

The importance of fostering integral development including building resilience, as part of the essential pillars of the Organization of American States (OAS) as contained in instruments of the inter-American system such as the Charter of the Organization of American States, the Inter-American Democratic Charter, the Social Charter of the Americas, and the Inter-American Business Charter, as well as OAS mandates and the initiatives emanating from the Summits of the Americas;

The OAS “Compendium of Strategies, Tools, and Actions Implemented by Emergency and Security Services to Address the COVID-19 pandemic” which encourages Member States to experiment with and introduce necessary changes, based on successful experiences, adapted to the circumstances and conditions of each institution, to face future crises;

CONSIDERING:

AG/RES. 2967 (LI-O/21) “Advancing Hemispheric Initiatives on Integral Development: Promoting Resilience”, which urges Member States to exchange good practices, experience, technical assistance to promote research; and the voluntary transfer of technology on mutually agreed terms to support the post-COVID-19 recovery; and established the MSME Clearinghouse with the goal of empowering women and alleviating specific economic consequences faced by women because of COVID-19;

RECALLING:

Article 1 of the Constitution of the Pan American Health Organization urging the countries of the Western Hemisphere to promote and coordinate efforts in combatting disease, lengthening life, and promoting the physical and mental health of the people;

RECOGNIZING:

Adolescent development is multi-faceted and is built upon mental health, education, nutrition, and opportunities for growth just to name a few. An imbalance in access to adequate resources can severely limit the trajectory of any child; the relationship between education and adolescent development being essential for the health of a country’s democracy, economic vitality, and overall social prosperity;

BEARING IN MIND:

That the impact of the COVID-19’s pandemic has only exacerbated existing developmental disparities previously caused by a combination of natural disasters, economic difficulties, and lack of available technology; the residual hurricane damage to educational institutions in the Caribbean that has continued to deepen because of COVID-19; and

FULLY AWARE:

Of the fact that the COVID-19 pandemic has disproportionately impacted development for women socially, economically, and academically and these disparities are evidenced by significant declines in educational attainment, employment rates, and increases in abuse victimization for women,

RESOLVES:

1. To call upon Member States in the spirit of cooperation to invest in shared adolescent programs with the hopes of alleviating the damages done to childhood development caused by COVID-19, as well as establish an apparatus to prevent developmental regression caused by future emergencies.
2. To create the Cross-National Adolescent Development Committee (CNADC) under the support of the Department of Human Development, Education, and Employment (DHDEE) of the OAS, establishing it under the following guidelines:
 - a. Calling on the Secretary General to appoint a Chairperson of the CNADC at his and 10 other members discretion, five academics and five politicians with backgrounds in adolescent development, and education who are nominated by Member States.
 - b. The CNADC will adopt its own rules during its initial meeting.
 - c. The CNADC has permission to hold meetings in Member States, however, OAS Headquarters will be the default meeting location.
3. To establish and maintain a cross-national clearinghouse of online lessons for students in primary and secondary schools to be utilized during emergencies and asynchronous learning:
 - a. The CNADC will coordinate with prominent primary and secondary educators across Member States to contract out their academic property, emphasizing diverse representation of member state nationalities and race for participating clearinghouse instructors.
 - b. In support of students who do not have internet access, the CNADC will manage intergovernmental relations with Member States to broadcast lessons on each member's government TV channels by:
 - i. Developing a preemptive effort to smoothly transition primary and secondary lessons before the next state of emergency.
 - ii. Investing in a supply of hard drives with downloaded lessons.
 - iii. Constructing an adjacent summer school option for access to students.
 - iv. Respecting Member States' broadcasting sovereignty.
4. To enforce the following tasks to repair the damages done to adolescent development from COVID-19:
 - a. The CNADC will organize a hotline for the counseling of adolescents, specializing in suicide prevention, mental health support, and a reporting system for domestic/sexual abuse.
 - b. To offset the damages done to the educational attainment for women, the CNADC will implement study abroad opportunities for women planning to earn a degree in a historically underrepresented field and secondary school aged women who demonstrate remarkable educational performance.

- c. To encourage and actively promote exchange study abroad programs between partner cities and their schools, which will enable more students to study abroad and would take away the burden of tuition costs.
- 5. To urge Members States in recognizing the funding mechanisms provided by outside institutions to support these initiatives aimed at addressing the impacts of COVID-19 on children and adolescent development:
 - a. To fund the clearinghouse and counseling hotline, funding will be sought through grants and loans from the Education Development Trust and the World Bank.
 - b. Funding for the study abroad opportunities will be sought from the Room to Read Organization.

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

Cosignatories:

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COMBATING THE IMPACTS OF COVID-19 ON YOUTHS AND ADOLESCENTS WITH A FOCUS ON EDUCATION

Third Committee
Draft Resolution Presented by the Delegation of Peru

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 1 of the Charter of the Organization of American States (OAS) which highlights the OAS central mission with: “the peoples of the Americas have a right to democracy”;

Article 16 of the OAS Charter which asserts that “education is key to strengthening democratic institutions” and it is therefore “essential that a quality education to be available to all, including girls and women, rural inhabitants and minorities”;

Article 28 of the 1989 United Nations Convention on the Rights of the Child, which recognizes the universal right of the child to free and accessible education;

Article 19.1. of the 1989 United Nations Convention on the Rights of the Child, which affirms 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”;

RECALLING:

That in many countries in the region, including Peru, the Ministry of Health or their equivalent, released guidance for adolescent health care in the wake of COVID-19 in 2020 and for extensive mental health care of adolescents in 2021;

That the Peruvian Ministry of Health, with the support of the United Nations Children’s Fund (UNICEF), piloted a free mental health hotline for youth and their families, which helped 821 individuals struggling with depression, anxiety, and familial problems; and

RECOGNIZING:

That the effects of the COVID-19 lockdowns have exacerbated educational inequalities for youth and adolescents from the poorest households, and remote and rural communities;

That according to the ‘Two Years After: Saving a Generation’ report by UNICEF, on average 15 percent of students aged 6 to 14 in Latin American and Caribbean countries did not re-enroll for the 2021 school year, claiming that they lacked the resources necessary to attend virtual classes, such as internet connectivity and a laptop device, while students from wealthier households were more likely to have access to virtual classes, and therefore, did not face such major educational barriers during the pandemic;

That according to this report, the pandemic has notably worsened the mental health of young people, revealing that in 11 countries in Latin America & the Caribbean, including Peru, 60 percent of students experienced at least one symptom of mental distress during the pandemic, with levels of depression and anxiety reaching new heights during the lockdowns;

That according to experts from the University of Oxford Senior Research Office, the significant drop in mental well-being is likely to cause long-term mental health consequences, as well as heightened poverty through the vicious cycle between mental health problems and poverty;

That according to researchers at Lancaster University, girls and young women are particularly vulnerable to the impacts of the COVID-19 pandemic, specifically through increased domestic work burdens – the highest cause of dropping out of education for this demographic,

RESOLVES:

1. To congratulate the OAS Member States for continuing to prioritize vaccination programs – the prerequisite for the reopening of schools and any sort of recovery from COVID-19 related mental and physical health problems.
2. To encourage Member States to invest in schools and universities informational technology programs, including providing teachers and students with free training in the use of technology, extending internet connectivity to rural areas, and improving access to technology in poorer households.
3. To call on Member States to implement catch-up programs according to their needs, in the form of summer school or night classes, specifically in the public school system and in disadvantaged areas where these challenges were most prominent.
4. To encourage Member States to address the declining mental health of youth and adolescents, by expanding and improving the quality of their counseling and psychosocial resources, specifically focusing on identifying those at most risk early on through a coordinated program between school counselors and frontline health workers and sharing best practices through an initiative of the OAS Secretariat for Integral Development.
5. To call on Member States to strengthen preventive measures of domestic violence to address increasing rates of domestic violence during the COVID-19 pandemic, with initiatives including but not limited to:
 - a. Particular focus on how domestic violence impacts children.
 - b. Ensure equal access to domestic violence crisis centers particularly in remote and rural areas.
 - c. Expand community-based services, such as helplines and support groups.
6. To encourage Member States to extend access to childcare support, particularly in indigenous communities and rural areas, to lessen the burden of increased domestic labor linked to COVID-19. Member states are called upon to:
 - a. Subsidize childcare fees for economically disadvantaged students.
 - b. Share effective childcare policies with other Member States.

7. To request funding from international organizations such as the Inter-American Development Bank (IDB) and the World Bank as part of their strategies to mitigate unequal educational opportunities because of COVID-19.

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

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

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PROMOTE RESEARCH, COOPERATION AND A UNIFIED, COMMUNITY-BASED APPROACH TOWARD THE MENTAL HEALTH OF CHILDREN BY ESTABLISHING A WORKING GROUP TO TARGET SCHOOLS

Third Committee

Topic No. 2 of the Agenda

Draft Resolution Presented by the Delegations of Panama, Barbados, and the Dominican Republic

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 45 of the Charter of the Organization of the American States (OAS) which asserts that “all humans have a right to material well-being, and to their spiritual development under circumstances of liberty, dignity, equality of opportunity, and economic security”;

Article 19 of the 2012 Social Charter of the Americas, which recognizes 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, (...) and promoting social inclusion”;

Article 17 of the Social Charter that reaffirms “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”;

Article 34 of the Social Charter, which reminds that hemispheric cooperation contributes to the integral development of individual; to the elimination of poverty, social exclusion, and inequity; to the consolidation of democracy; and to prosperity for all peoples in the Americas;

Article 95 paragraph C subparagraph 2 of the Charter of the OAS, which proposes as one of the main principles of the Inter-American Council for Integral Development, the “improvement and extension of education to cover all levels, promotion of scientific and technological research, through technical cooperation, and support for cultural activities”;

Articles 49 paragraphs (a) and (b) of the Charter of OAS, which affirm that “the member states will exert the greatest efforts, in accordance with their constitutional processes, to ensure the effective exercise of the right to education, on the following bases: Elementary education, compulsory for children of school age, shall also be offered to all others who can benefit from it. When provided by the State it shall be without charge; Middle-level education shall be extended progressively to as much of the population as possible, with a view to social improvement. It shall be diversified in such a way that it meets the development needs of each country without prejudice to providing a general education”;

TAKING INTO ACCOUNT:

United Nations A/RES/75/309 (2021) “Promoting Inclusion, Equity and Accessibility in Education for Post-Pandemic Recovery of Youth and Children with Mental Illnesses”, which proposes to establish “tracking systems for youth and children with mental illnesses in school, to ensure they receive adequate support”; “appropriate teaching and instruction programs that enable youth and children with mental illnesses to acquire the knowledge and skills necessary for their development”; and “support

programs for youth and children with mental illnesses, to provide them with access to treatment, counseling and other mental health services”;

Article 24 paragraph 1 of the United Nations Convention on the Rights of the Child, which recognizes “the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services”;

The UNICEF Guide on “Managing the long-term effects of the pandemic on your child’s mental health” that gives “advice from an expert psychologist on supporting your child” when dealing with mental health issues because of the pandemic;

RECALLING:

The 1990 Caracas Declaration, “Conference on the Restructuring of Psychiatric Care in Latin America within the Local Health Systems” by the Pan-American Health Organization (PAHO), where member states agreed to “promote the organization of community-based services that guarantee the enforcement of these rights [civil and human rights]”;

REAFFIRMING:

The 2023 World Bank Ministerial Summit “Invest in health systems resilience and mental health in Latin America and the Caribbean”, and its recognitions of how investments are needed to address mental health illnesses arising from the pandemic and created a platform for health and finance ministers from all of the member states to communicate and collaborate”;

The creation of the Handbook “Promoting Mental Health and Wellbeing in Primary Schools” by the Pan-American Health Organization (PAHO) in cooperation with the World Health Organization (WHO) that informs primary school teacher about mental health, the symptoms of mental health disorders and methods to address these;

RECOGNIZING:

A study of the World Health Organization (WHO), entitled “Mental Health Considerations during the outbreak of COVID-19”, since the impact of the pandemic on mental health has been significant worldwide where it can be found that among the most common symptoms are anxiety, stress, fear, depression and sleep disorders, and young people are one of the most affected by the lack of support in this matter, additionally, the study highlights that the risk of suicide has increased in several countries;

The research published by the Institute of Labor Economics (IZA) which states that the COVID-19 pandemic has had an adverse effect on the education and mental health of children and adolescents, caused in part by school closures, distance learning, and parents taking on the role of teacher;

The 2021 “Strengthening mental health responses to COVID-19 in the Americas” report authored by the PAHO that finds how “countries must urgently strengthen their mental health response to COVID-19 by taking actions to scale up mental health and psychosocial support services for all, reach marginalized and at-risk populations, and build back better mental health systems and services for the future”;

The report of the United Nations Educational, Scientific and Cultural Organization (UNESCO), “Five essential pillars for promoting and protecting mental health and psychosocial well-being in schools and learning environments” established in 2022, which proposes the implementation of educational

measures by providing government support with development programs where adaptation and social reintegration activities are carried out to youth and children who directly or indirectly have been suffering mental health crises due to confinement;

CONSIDERING:

That children and teenagers are less capable of dealing with traumatic events and their own emotions as these skills are developed throughout their youth which makes them extremely vulnerable when untreated with disorders and symptoms will be more complex to resolve;

That it has been scientifically proven that community-based approaches to mental health support have often found to be more effective than psychiatric hospitals; and

CONCERNED ABOUT:

The possibility that the implementation of SDG3 “Ensuring healthy lives and promoting well-being for all at all ages” of the 2030 Agenda for Sustainable Development established by the United Nations, might not be met without a system to address children and teens mental well-being;

The adverse effects that COVID-19 had on children and adolescents’ education could have a lasting impact not only on the continued education of these individuals, but on the social wellbeing and mental health of those affected,

The statistics provided in 2020 by the United Nations International Children's Emergency Fund (UNICEF) which recognizes that at least 1 in 7 children has been directly affected by enclosures, while more than 1.6 billion have suffered some loss in education, and considering the 2021 WHO report, according to which more than 13 percent of adolescents aged 10-19 years have been diagnosed with a mental disorder which, if left untreated, becomes a cause of youth suicide as it is estimated that 45,800 adolescents die each year by suicide, reported to be the fifth most frequent cause of death among adolescents aged 10 to 19 years;

The fact that one-third of the people who suffered from COVID-19 in the region were diagnosed with a neurological or mental disorder, and between 14.7 percent and 22 percent of health personnel in the region presented symptoms of depression, according to a 2020 PAHO report;

That, because of the COVID-19, 73 percent of adolescents and young people felt the need to ask for help in relation to their physical and mental well-being;

The 2023 Youth Ranking of Mental Health America (MHA) which states that in America 59.8 percent of youth with major depression did not receive any mental health treatment,

RESOLVES:

1. To congratulate the Pan American Health Organization (PAHO) on their focused efforts towards the improvement of mental health in the Americas, such as the campaign against Mental Health Stigma.
2. To praise PAHO on launching the High-level Commission on Mental Health and COVID-19 and to advise that it continuously works towards the set target by undertaking the steps laid out for this initiative.

3. To request that PAHO, the World Health Organization (WHO) and the Inter American Children Institute (IIN) establish a working group to explicitly target and monitor the development of the mental health of children, proposing that this group defines primary goals that include but are not limited to:
 - a. Serving as a platform for communication to share and learn from different national approaches of the Member States that choose to opt into the working group.
 - b. Identifying opportunities for transnational cooperation on a yearly summit to work toward a hemispheric united approach.
 - c. Reminding and encouraging Member States to assign special attention to the matter of mental health in younger parts of the population as well as encouraging the Inter American Children Institute (IIN) to add the matter of mental health for children to the curriculum of their PIC (Inter-American Trainings program).
 - d. Gathering specific data on the mental health of children and young adults in the region.
 - e. Creating further handbooks for teachers following the example of the lately released “Promoting Wellbeing and Mental Health in Schools” to cover more age groups and:
 - i. Promoting a parent-student event discussing mental health issues to initiate proactive dialogue against abuse and other contributing factors to mental health.
 - ii. Releasing age-relevant material for students of all age groups that educate on mental health. These should be added to the appropriate teacher’s handbook.
 - f. Developing a guideline for secondary schools to establish after-school curricular activities that:
 - i. Spread awareness and destigmatize mental health in the school communities.
 - ii. Establish activities such a hotline operated by voluntary club members that provide direction to trained and qualified agents in critical situations to their fellow students and can inform about help offers in the community.
 - iii. Provide specific training programs for volunteers through Videos or Information materials according but not limited to the WHO Mental Health Gap program intervention guide.
 - g. Highlight the spillover effect of the club as it provides them with qualifications for later professional life, gives them insights into the field of health professions and with skills like empathy, communication, and self-organization.
4. To propose that the Working Group include membership from the following groups:
 - a. Ministers of Education and Health elected from each Member State.
 - b. Researchers with a focus on mental health for children.
 - c. Experts on Education from NGOs and other Organizations.
 - d. Health care professionals and practitioners specialized in mental health.
 - e. Delegates from current providers of national mental health hotlines.
5. To recommend that this proposal is supported by the government of each country and the technical cooperation of the OAS Department of Human Development, Education and Employment (DHDEE).
6. To recommend for the Working Group to become a part of the OAS website to inform about the process, provide a platform for released documents and enable interaction among Member States and stakeholders.
7. To suggest for the Working Group to be established in six months to give it enough time for selecting and recruiting members and to propose that the group meets annually.

8. To fund the Working Group with resources provided by the PAHO, the Inter-American Development Bank, UNESCO and UNICEF as a succeeding project to the first handbook, donations of member states, and NGOs.
9. To encourage the Working Group to keep updating the launched documents and make dynamic improvements over time.

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

Cosignatories: 1. _____ (Signature of Delegate) _____ (Country Represented)
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**ADDRESSING THE IMPACTS OF COVID-19 ON CHILDREN & ADOLESCENT IN
EDUCATION AND DEVELOPMENT POST-PANDEMIC**

Third Committee

Topic No. 2 of the Agenda

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

THE GENERAL ASSEMBLY,

HAVING SEEN:

AG/RES: 2977 (LI-O/21) “Developments in the COVID-19 Pandemic and its Impact on the Hemisphere” which states that the “COVID-19 pandemic has exacerbated the inherent and structural vulnerabilities of small island and low-lying coastal developing states due to their small size, financial- and human-resource constraints, and susceptibility to exogenous shocks”;

AG/RES. 2993 (LII-O/22) “Recovery and Strengthening of Inclusive and Resilient Health Systems”, particularly Article 8 which calls Member States “to promote the adoption of norms and measures that, with awareness of the economic impact of pandemics on employment, trade, gender inequality, food insecurity, and access to education and culture, include a multisectoral approach, with a gender perspective, that allows for the timely mobilization of the human and financial resources necessary for pandemic prevention, preparedness, response, and recovery. In particular, to expand the capacities of training institutions to ensure that all countries have qualified health personnel”;

NOTING WITH CONCERN:

The broad impact of COVID-19 on children and adolescents in the Member States, including how the pandemic impacted their developmental stages;

The severe impact on poverty because of the COVID-19 Pandemic, highlighted by the Human Development Index, which exemplifies how poverty influences children and adolescent development; and by the 2020 Global Multidimensional Poverty Index report, which indicates that the COVID-19 pandemic would set back poverty improvements by 3-10 years; and

RECOGNIZING:

The importance of education in addressing issues of poverty, as outlined by the World Bank in its Multidimensional Poverty, and how education is a paramount concern for many countries, including many Member States;

The deprivations in nutrition and food security both are interconnected with poverty and its impact on individuals, households, and broader communities varying in both developed and underdeveloped countries in which have an underlying influence on education,

RESOLVES:

1. To congratulate the Member States for their dedication to education across the hemisphere on the continuous work towards improving the respective education systems following the COVID-19 pandemic.

2. To call upon Member States to acknowledge the importance of stabilizing education development for children and adolescents since the negative impact of COVID-19 by analyzing the changes of education attainment, retention, and youth employment, among other dimensions.
3. To urge Member States to be deliberative in delivering effective education to combat poverty, underemployment, and unemployment that have detrimental effects on people, families, and societies.
4. To encourage Member States to implement an Education Acceleration Program for education systems to meet the post-pandemic needs of schools through active and collaborative initiatives for improvement, including but not limited to:
 - a. The establishment of a central location for educators to participate in preparatory courses, workshops, and seminars that provide continuous professional development to contribute to their school systems.
 - b. The allocation of specific resources for students to be exposed to college-readiness and career opportunities upon graduation from high school.
5. To decide to revise the Emergency Relief policies that directly impact states within the hemisphere for the sustainability of education systems across the globe through the World Bank, including as part of these policies the following elements:
 - a. A mandate to the Secretary-General to oversee the establishment of policies that maintain accountability and equity of funds.
 - b. The allocation of cross-national funds for countries that are in need, including school supplies, meal programs, and technology support.

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

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

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**STRENGTHENING WORKER RIGHTS AND TECHNOLOGICAL ADVANCEMENT
THROUGH A TECHNOLOGY AND LABOR SUMMIT**

Third Committee
Draft Resolution Presented by the Delegation of El Salvador

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

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

Article 17 of the OAS Charter, which states that “each state has the right to develop its cultural, political, and economic life freely and naturally”;

Article 10 of the Inter-American Democratic Charter, which proclaims that the promotion of workers’ rights and the practice of core labor standards are essential to strengthen democracy and enhance the quality of life for workers in the Hemisphere;

Article 12 of the Inter-American Democratic Charter, which reaffirms the responsibility of member states for “implementing all those actions required to generate productive employment, reduce poverty, and eradicate extreme poverty, taking into account the different economic realities and conditions of the countries of the Hemisphere”;

BEARING IN MIND:

The commitment of the OAS Inter-American Committee on Science and Technology to “help improve the scientific and technological development of its member states” and to promote science and technology as “the primary driving forces of today’s global economy”;

The potential for Latin American countries to provide efficient, highly skilled labor for a growing number of technology corporations, as noted by the international nonprofit Rest of World, which reports on global technological developments;

The Inter-American Development Bank brief, “Training the Workforce in Latin America,” which notes that the training of workers is a public policy issue “that affects both public and private actors and where the interaction between the government and the social partners (private sector and unions) is key to any feasible solution”;

DEEPLY CONCERNED:

That, according to research firm HolonIQ, “Latin America and the Caribbean reportedly has one of the most severe skills gaps globally, with employers in the region experiencing greater difficulty filling positions than in other parts of the world”;

That the International Labor Organization (ILO) reports that public expenditure on training is only 0.4% of regional GDP in Latin America, and only 3% of enterprises offer training to their workers;

That the Organization for Economic Cooperation and Development (OECD) found that in 2022, fewer than 2% of adults in Latin American countries with limited technological resources scored at proficient levels in technological literacy, while countries with more technological resources scored an average of 47%; and

RECOGNIZING:

The Plan of Action of the Social Charter of the Americas, which, under its strategic lines of action, aims to “advance opportunities to access the labor market and workers’ skills” (1.3) and “strengthen skills certification programs to foster incorporation into the labor market and improve employment opportunities” in order to improve “the quality of existing employment and create greater opportunities for productive employment in conditions of equality, dignity, safety, and wellbeing” (1.4);

The success of Prospecta Americas in launching the First International Seminar on Technology Foresight for the Americas in 2019, at which researchers, experts, and leaders from both private and public sectors presented technological opportunities and challenges for social, economic, and sustainable development of the Americas;

The work of the Inter-American Conference of Ministers of Labor (IACML) to help implement the Declaration and Plan of Action of Buenos Aires, which aims to build a more resilient workplace characterized by sustainable development, decent work conditions, productive employment, and social inclusion,

RESOLVES:

1. To reaffirm the Inter-American Standards on Fair, Equitable and Satisfactory Working Conditions, and to commend Member States for their efforts to implement these standards in their societies.
2. To propose that the OAS Department of Human Development, Education, and Employment (DHDEE) collaborate with interested Member States to hold a Hemispheric Technology and Labor Summit, which will initiate the establishment of regional Technology and Labor Committees to enhance workers’ rights and protections while also promoting the development of the technological sector.
3. To recommend that the Hemispheric Technology and Labor Summit bring together the following stakeholders:
 - a. Representatives from Member State Governments interested in forming regional Technology and Labor Committees.
 - b. Top executives from technology corporations that invest in the hemisphere, including executives from member states’ corporations as well as corporations headquartered in other nations.
 - c. Officials from Member States’ labor unions and non-union worker organizations.
 - d. Representatives from the DHDEE Trade Union and Technical Advisory Council (COSATE), Business Technical Advisory Committee on Labor Matters (CEATAL),

**CREATION OF THE TRAINING AND PROTECTIONS COMMITTEE TO PROTECT
WORKERS' RIGHTS AND JOB SECURITY**

Third Committee
Draft Resolution Presented by the Delegation of Dominica

Topic No. 3 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, within the framework of the democratic principles and the institutions of the InterAmerican 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 38 of the Charter of the Organization of American States (OAS) asserts that "The 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 46 of the Charter of the Organization of American States (OAS) establishes that "The Member States recognize that, in order to facilitate the process of Latin American regional integration, it is necessary to harmonize the social legislation of the developing countries, especially in the labor and social security fields, so that the rights of the workers, shall be equally protected, and they agree to make the greatest efforts possible to achieve this goal";

Article 94 of the Charter of the Organization of American States (OAS) states that "The purpose of the Inter-American Council for Integral Development is to promote cooperation among the American States for the purpose of achieving integral development and in particular, helping to eliminate extreme poverty, in accordance with the standards of the Charter, especially those set forth in Chapter VII with respect to the economic, social, educational, cultural, scientific, and technological fields";

Article 97 of the Charter of the Organization of American States (OAS) establishes that "The Inter-American Council for Integral Development shall have the nonpermanent specialized committees which it decides to establish, and which are required for the proper performance of its functions. Those committees shall operate and shall be composed as stipulated in the Statutes of the Council";

Article 15 of the Inter-American Democratic Charter which asserts that: "The exercise of democracy promotes the preservation and good stewardship of the environment. It is essential 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 16 of the Inter-American Democratic Charter provides 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";

RECOGNIZING:

AG/RES. 2988 (LII-O/22) section iii of the Fifty-Second Regular Session states: "Entrust SEDI to continue establishing strategic alliances with academic institutions, the private sector, and civil society

organizations to support Member States in achieving their goals of comprehensive development, including through the contribution to the development of relevant and technical and technological training skills to access and remain in employment”;

AG/RES. 2985 (LII-O/22) section iii of the Fifty-Second Regular Session states: “To authorize the General Secretariat to use, in 2023, up to US\$1,740,000 from the Regular Fund to finance the activities of the following programs: Partnerships Program for Education and Training (PAEC), Professional Development Scholarships Program (PDSP), and the OAS Academic Programs, in a way to be defined by the Management Board of the Inter-American Agency for Cooperation and Development (IACD)”;

OBSERVING:

The threat of new technology and automation displacing workers;

The lack of sustainable technology throughout many Member States to combat the dangers associated with climate change;

The disproportionate negative impact that changes in the market will have on economically vulnerable workers,

RESOLVES:

1. To commend the Member States for their ongoing efforts to promote the rights and protections of workers.
2. To emphasize the importance of protecting workers’ rights throughout the Member States, as we enter the techno-productive labor transition.
3. To create the Training and Protections (TAP) committee under the support of the Inter-American Council for Integral Development with the following guidelines:
 - a. The committee will be composed of a chairperson, appointed by the Secretary General, and 15 members.
 - i. Membership in this committee will be on a voluntary basis.
 - ii. The chairperson will select members of the committee and will focus on geographical diversity when making those selections.
 - b. The committee will develop and adopt their own rules during its initial meeting, which will take place at OAS headquarters.
 - c. The OAS headquarters will be the default meeting location for the committee, however the committee may meet in other locations, if those location are unanimously approved by the members of the committee.
 - d. To seek funding through the Ford Foundation, the Bureau of International Labor Affairs, M-Power, and other foundations.
4. To protect worker’s rights and job security throughout the Member States, the committee:
 - a. Will identify jobs that are most at risk due to automation.
 - b. Will work with the International Labour Organization to fund programs for on-the-job training in those professions that help employees adapt and teach them the new skills that are necessary to keep their jobs:
 - i. The committee will establish and oversee programs that provide funds to companies for training employees to learn new skills.
 - ii. Companies that receive funds from the programs established by this committee should make an effort to keep their employees on their staff. Companies must also

7. To request funding from the following sources:
- a. Funding for on-the-job training programs will come from the SEDI budget, the International Labour Organization (ILO) and voluntary contributions from Member States.
 - b. Funding for the sustainable agricultural technologies will come from the World Bank and existing funds from the SEDI budget.
 - c. The scholarships will be funded through money from the Regular Fund for the OAS Scholarships and Training Programs, from the Rowe Fund, and from voluntary contributions from Member States.

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

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

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**ADDRESSING THE SOCIO-ENVIRONMENTAL CHALLENGES OF
MINING IN THE PAN-AMERICAN HEMISPHERE**

Third Committee
Draft Resolution Presented by Delegates of the Third Committee

Topic No. 1 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 2 of the Charter of the Organization of American States (OAS) affirms the commitment of member states to "promote economic, social, and cultural development, as well as respect for human rights and the protection of the environment";

Article 3 of the Charter of the OAS affirms the elimination of extreme poverty as an "essential part of the promotion and consolidation of representative democracy";

Article 31 of the Charter of the OAS, stating "The Member States agree that equality of opportunity, the elimination of extreme poverty, equitable distribution of wealth and income and the full participation of their peoples in decisions relating to their own development are, among others, basic objectives of integral development.";

Article 33 of the Charter, proclaiming "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.";

CONSIDERING:

The vital role that mining plays in the economies of many countries in the Pan-American Hemisphere, including its contribution to job creation, economic growth, and development;

The potential for mining to contribute to sustainable development, including through responsible mining practices that prioritize environmental protection, social responsibility, and human rights;

The need for a comprehensive approach to addressing the socio-environmental challenges of mining, which balances the economic benefits of mining with its potential negative impacts on the environment and local communities;

Studies in Economic Development and Cultural Change (EDCC), a gold mine in Peru had both positive and negative impacts on local communities, including increases in income and employment but also negative environmental and social impacts;

Environmental, Social, and Governance (ESG) issues are increasingly becoming one of the most significant risks to mining companies and their operations and are now consistently identified as one of the most pressing concerns for industrial miners due to ecological regulatory factors often avoided by corporations within the field;

RECOGNIZING:

Mining activities have the potential to generate significant economic benefits for communities but can also have negative social and environmental impacts;

Third-Joint Resolution_1

There is a growing body of research documenting the negative impacts of mining on communities in the Pan-American region, including displacement, loss of cultural heritage, deforestation, and chemical pollution of soil, air, and water, as well as adverse effects on water resources and human rights;

Mining operations often take place on or near indigenous lands and, therefore, can have a disproportionate impact on indigenous communities, who may have distinct cultural and spiritual relationships to the land and resources;

Mining contributes to the economies of many developing countries; however, the wealth may not reach local communities. Responsible miners often seek to contribute to regional development, but they face several challenges, including unrealistic expectations and many deserving projects. The social issues team has assisted clients in pursuing CSI strategies that are defensible and sustainable. In several situations, the team has helped to plan the establishment of Development Foundations based on a partnership between mines and communities;

International and regional organizations, including the OAS, have recognized the need to promote sustainable development and protect human rights in the mining sector;

RESOLVES:

1. To commend Member States for their collaboration towards combating the hemispheric impacts of mining on Indigenous communities.
2. To introduce the General Assembly Quarter Initiative (2025-2050), overseen and delegated by the General Assembly at their annual meetings
 - a. That this Initiative includes annual summits focused on the integral development of the Americas to be overseen by the Ministers of Labor
 - i. Creation of specialized topics starting annually in 2025 to promote discussion and solutions toward sustainable integral development
 - ii. To request that the Inter-American Commission on Human Rights organize, present, and participate in the administrative responsibilities of the conference.
 - b. That this Quarter Initiative includes a sub-committee underneath the Executive Secretariat of Sustainable Development (SEDI) that focuses solely on Lower-Impact Mining Techniques
 - i. That this sub-committee be made of experts, diplomats, etc. that will discuss and executive term limits, responsibilities, and further implementation protections of the roles
 - ii. That the topic of Lower-Impact Mining Techniques be a collaborative effort of research, planning, and eventual execution of alternative mining techniques being standardized across the Americas
 1. This could include an evaluation of current mining techniques in Member States.
 2. May provide educational and reformative measures to decrease the impacts of exploitative mining.
 3. Would ultimately lower environmental impact.

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4. To request experts and representatives of each Member State to conduct further research on Situ-Leaching mining and other alternative mining methods that are more sustainable.
 - c. To outline that the General Assembly of the OAS adds ESG considerations as a major factor for the General Assembly Quarter Initiative to combat mining corporations. The initiative should prioritize the evaluation of mining projects based on ESG criteria, including but not limited to:
 - i. assessment of the environmental impact, social implications, and governance practices of mining corporations.
 - d. The OAS encourages member states to incorporate ESG considerations into their own mining policies and regulations, and to work together to promote sustainable mining practices in the region.
 - e. The OAS Secretariat is directed to provide technical assistance and capacity building to member states to facilitate the integration of ESG considerations into their mining policies and regulations.
3. To request voluntary funding from member states, Permanent Observers, Government Organizations (GOs), Non-Governmental Organizations (NGOs), Pan American Health Organization (PAHO), the World Health Organization (WHO), Inter-American Development Bank (IDB), The Department Human Development Education and Employment (DHDEE), and other relevant organizations.