

**2024 Washington Model Organization of
American States General Assembly**

Electronic Packet

Third Committee



Washington Model

Organization of American States

Institute for Diplomatic Dialogue in the Americas



OAS

More rights for more people

April 8-12, 2024

Addressing Gang and Crime Effect on Tourism with the Use of Early Warning Systems

Third Committee

Topic No. 1 of the Agenda

Draft Resolution Presented by the Delegation of Costa Rica

THE GENERAL ASSEMBLY,

RECALLING:

The OAS's tourism mission statement which states "Tourism, both public and private, is one of the principal economic sectors for many member states of the OAS. Because tourism is so vital to so many nations, the Organization has developed a Tourism Security plan that is aimed at strengthening the capacity of the public and private tourism sectors to prevent and respond to potential terrorist or other security attacks on tourist sites and facilities;"

Article 30 of the OAS Charter which states "The Member States, inspired by the principles of InterAmerican solidarity and cooperation, pledge themselves to a united effort to ensure international social justice in their relations and integral development for their peoples, as conditions essential to peace and security. Integral development encompasses the economic, social, educational, cultural, scientific, and technological fields through which the goals that each country sets for accomplishing it should be achieved;"

Article 95, Section 1 of the OAS Charter which proposes "Economic and social development, including trade, tourism, integration and the environment" to achieve its goals in the area of technical cooperation;

CONSIDERING:

Article 95, Section 3 of the OAS Charter acknowledges "Strengthening of the civic conscience of the American peoples, as one of the bases for the effective exercise of democracy and for the observance of the rights and duties of man";

The Tourism Security Program-OAS/CICTE proposes that it "seeks to promote and strengthen the permanent mechanism of cooperation involving the OAS member states with regard to security planning and the protection of tourist destinations";

NOTING WITH SATISFACTION:

AG/RES. 1987 (XXXIV-O/04) which had a key part of the plan of action at dialogue between governments and the private sector in "Providing input into the formulation of procedures and measures to improve environmental health and safety standards as the relate to the tourism industry for the protection of travelers";

Section 2, Subsection 4 of the Annual Report of the Secretary General for 2015. Introduction of strategy through "four-year plan aimed at enhancing cooperation and competitiveness in the tourist industry and focused in its discussion on extending the benefits of tourism to other sectors, including rural areas, to make it more inclusive. It was agreed to ponder the establishment of rural community tourism network;" and

CONCERNED BY:

Section 1, Subsection 3 of the Annual Report of the Secretary General for 2020, which notes “Special Meeting of the Inter-American Committee on Tourism (CITUR), which was held in the context of the unprecedented declines in the tourism sector as a result of the COVID-19 pandemic;”

Zero implementation of standardized measures for reporting on violence towards tourists resulting in a lack of regional security on tourism. Establishment of global reporting guidelines would better the facilitation of accurate and comparable data collection on incidents across countries,

RESOLVES:

1. To acknowledge the efforts undertaken after the COVID-19 pandemic related to tourism in the hemisphere.
2. To acknowledge first responders, law enforcement, and government personnel’s commitment to assist with coordinating safety and security measures in popular tourist destinations.
3. To acknowledge that gang violence in popular tourist destinations has long-lasting negative impacts on the development of tourist destinations.
4. To encourage all member states to create early warning systems to identify and inform tourists, citizens, and workers of threats and gang presence in tourist destinations.
 - a. The early warning systems should aim to inform tourists, citizens, and workers of potential threats from gang activity in tourist destinations.
 - b. These early warning systems should update first responders, law enforcement, and government personnel on newly developed routines and initiatives regarding crime against tourists.
 - c. The early warning systems should be based on collaboration with local communities and tourism stakeholders in the private sector to implement early warning systems and security measures in vulnerable areas.
5. To urge the Executive Secretariat for Integral Development (SEDI) to host a clearinghouse meeting open to representatives of all member states at some point in 2026 to assess implementation of the early warning systems. This meeting will seek to:
 - a. Establish best practices for development of early warning systems in tourist destinations;
 - b. Develop universal data standardization for statistics to be gathered regarding gang violence against tourists or against citizens or workers at tourist destinations;
 - c. Identify needs to support crime victims in tourist destinations; and
 - d. Discuss funding opportunities for victim support services, tourist information campaigns, and other efforts related to gang violence in tourist destinations.
6. To urge SEDI to report on the outcome of this meeting at the first meeting of the General Assembly to follow that meeting.

7. To encourage the Secretary General and SEDI to solicit funds for this meeting and report from member states, the Inter-American Development Bank, and tourist stakeholders.

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

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

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**INTEGRATING CRIME AND GANG REDUCTION INTO DEVELOPEMNT
PROJECTS AND POLICES IN THE WESTERN HEMISPHERE**

Third Committee

Topic No. 1 of the Agenda

Draft Resolution Presented by the Delegation of Brazil

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 30 of the Organization of American States (OAS) charter states that the Member States, inspired by the principles of Inter-American solidarity and cooperation, pledge themselves to a united effort to ensure international social justice in their relations and integral development for their peoples, as conditions essential to peace and security;

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 of the OAS Charter states that 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 94 of the OAS Charter 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;

NOTING:

Local communities within OAS Member States can benefit from further coordination to combat criminal gangs and that such efforts yield benefits for the region as a whole;

Stopping crime and gangs in member states of OAS will allow member states to pursue better education, public transportation, the free exchange of ideas and many other things that help support the communities; and

RECOGNIZING:

It is the responsibility of the OAS to help reduce crime and gang activity throughout the Western Hemisphere to foster safer communities, economic growth, entrepreneurship, and help protect democracy from gangs and other criminal elements,

RESOLVES:

1. To reaffirm each Member States commitment to combatting criminal gangs and increasing development project and polices.
2. To encourage Member States to increase development of housing and small business to help reduce crime and gang activity by:
 - a. Easing restrictions for loans program for small businesses to start up.
 - b. Easing restrictions for loans program to make it easier for people to finance.
 - c. More lights in heavily crowdwed areas:
 - i. This will help reduce crime in both housing and businesses.
 - ii. Will make people feel safer in both their communities and when they shop.
 - d. To create a committee called the Internal Review Safety Committee (IRSC) to review safety and development in communities throughout the OAS to help combat crime and gangs in OAS communities:
 - i. This committee is a voluntary committee to join.
 - ii. This committee will review communities based the number of crimes and gang active happening in said communities:
 - iii. This will come with up with ways and programs to help combat crime and gang active in new ways that benefits all Member States.
 - iv. This will help encourage Member to work together stop crime and gangs in Member States communities.
 - v. This committee will meet in places that already have infrastructure to hold meetings and will meet online via Zoom.
 - vi. This committee will develop policies for each communities under review that will benefit the people of the community.
 - e. Funding for this will come from Member States who donate, United Nations, and other NGO.
 - f. Members States who donate the most will get the IRSC to look over their communities first.
 - g. This committee will meet every three months to come up with policies and ideas for the community that are being reviewed by IRSC.
 - h. This committee will change the community under review every 6 months to give other communities that are in need a chance to be under review for help.
 - i. This committee will look at successful communities to see what worked and to come up with ideas that may work in other communities.
3. Member States should set up a database for gang-related crimes and put them in the database so police agencies across OAS can better identify specific gangs and so that they can deal with them better.

4. Member States set up an independent program that have youth that are involved with gangs and criminal actives into programs that help how them why they should not get involved with gangs and crime.

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

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

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ENHANCING INTER-AMERICAN EXCHANGE PROGRAMS FOCUSED ON THE REDUCTION OF EDUCATIONAL & TECHNOLOGICAL DISPARITIES

Third Committee

Topic No. 3 of the Agenda

Draft Resolution Presented by the Delegation of Columbia

THE GENERAL ASSEMBLY,

HAVING SEEN:

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

Article 16 of the Inter-American Democratic Charter, which states that “education is key to strengthening democratic institutions, promoting the development of human potential, and alleviating poverty and fostering greater understanding among our peoples. To achieve these ends, it is essential that a quality education be available to all, including girls and women, rural inhabitants, and minorities”;

Article 52 of the OAS Charter, which states “the Member States, with due respect for the individuality of each of them, agree to promote cultural exchange as an effective means of consolidating InterAmerican understanding; and they recognize that regional integration programs should be strengthened by close ties in the fields of education, science, and culture”;

CONSIDERING:

The Inter-American Committee on Education (CIE), which is an integrated collegial entity formed by the representatives of the Ministers of Education of the Member States of the Organization of American States;

The ProFuturo digital education program has joined the great efforts made in all the countries where it is involved, contributing its knowledge, bringing technologies and educational resources to thousands of schools and families, and collaborating with different Civil Society Organizations (CSOs), companies and governments, in their desire to ensure that “no one is left behind.” They are convinced of the power of digital education as an indispensable tool in favor of equity and inclusion, however they still consider that there will only be a way out with an articulated, determined effort and a sense of urgency between the different social actors;

The Office of Academic Exchange Programs which plans, develops, administers, and monitors several major exchange activities including the Fulbright Program, Global Undergraduate Exchange Program, and Study of the United States Institutes;

The purpose of the Centro de Estudios Superiores de Las Americas (CESA) bilateral agreement, which states that “a broad program of studies and research on Inter-American cooperation and the Inter-American system, including its political and economic aspects, will be of great benefit to the nations and peoples of the Americas in understanding the issues facing the continent as it approaches the 21st century”;

BEARING IN MIND:

That the Canadian Bureau for International Education (CBIE), using data from Canada and the US, has shown that Black, Indigenous, People of Colour (BiPoC) are not participating in study abroad programs (including international student exchanges, practicums, and research programs abroad) at the same rate as their White counterparts; and

RECALLING:

AG/RES. 2745 (XLII-O/12), “The Inter-American Program on Education for Democratic Values and Practices”, which states that its importance is to, “help generate and contribute knowledge, exchange and collaboration to strengthen democratic culture and nonviolence through formal and nonformal education, in order to promote active and genuine participation by young people in the decisions that affect them.”;

AF/RES. 2878 (XLV-O/15), “Plan of Action of the Social Charter of the Americas”, which states in Section 5. Education, subsection 5.9, that the OAS will, “promote greater and equal access to various forms of postsecondary and technical education and professional training, with particular attention to students from vulnerable group”,

RESOLVES:

1. To commend the Member States for their collaborative efforts in bolstering exchange programs aimed at addressing digital and education disparities in the aftermath of Covid.
2. To invite Member States to expand exchange programs that promote technological advancement and work congruently to implement curriculums that aid learning experiences in primary and secondary education.
3. To strengthen Inter-Institutional partnerships between Member States by aligning tech companies and education boards from different countries in the Americas to share strategies between each other to broaden methods of success.
4. To encourage Member States to incorporate equity assessments in their exchange programs overseen and funded by the Inter-American Committee on Education (CIE) under the Executive Secretariat for Integral Development (SEDI). Each Member State is encouraged to:
 - a. Provide equal opportunity in the application process and aid their citizens in preparation for international exchange programs.
 - b. Construct awareness campaigns for grade levels K-12 to start recruiting at earlier stages and enhance the learning trajectory.
 - c. Create preparatory courses for essay writing and interviewing processes.
 - d. Encourage scholarships through the Office of Academic Exchange to increase their outreach range to include more underserved communities and increase accessibility of these programs.
 - e. Incorporate Virtual Exchanges (VE) to facilitate marginalized communities in gaining increased access to study abroad experiences.
5. To instruct the Inter-American Committee on Education to follow up with an annual report on the progress of newly implemented policies, whether they are individual or joint, on education and amending digital disparities in marginalized communities.

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

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(Signature of Delegate) (Country Represented)

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**IMPLEMENTING YOUTH RESOURCES AS A MEANS OF REDUCING ORGANIZED
CRIMINAL ACTIVITY**

Third Committee

Topic No. 1 of the Agenda

Draft resolution presented by the Delegation of Belize

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 49(a) within the Charter of Organization of American States, which affirms, “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”;

Article 11(b) of the Framework Treaty on Democratic Security in Central America, which seeks to, “Establish and strengthen mechanisms for operational coordination of the competent institutions, to make more effective at the national and regional level the struggle against crime and all threats against democratic security that require the use of military, security or police forces, such as terrorism, unlawful trafficking in arms, drug trafficking and organized crime”;

TAKING INTO ACCOUNT:

Article 40, Clause 3(b) of the United Nations Convention on the Rights of the Child, which promotes, “a variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care”;

NOTING WITH CONCERN:

Challenges to carrying out Article 5, Clause 5 of The American Convention of Human Rights, which states that, “Minors while subject to criminal proceedings shall be separated from adults and brought before specialized tribunals, as speedily as possible, so that they may be treated in accordance with their status as minors”;

UNICEF’s 2016 State of the World’s Children report, which finds that in 2014-2015 states with primary school enrollment rates below 50% also had a Gross National Income of less than \$1,000 U.S. dollars; and

ACKNOWLEDGING:

The World Health Organization's 2023 Report on Youth Violence, which notes "Homicide is the third leading cause of death in people aged 15–29 years," and identifies unemployment, involvement in crime, low commitment to school and school failure, and low family income, as risk factors contributing to youth violence,

RESOLVES:

1. To commend the Organization of American States' enduring commitment to the education and protection of minors. And express appreciation for decades of dialogue and initiatives in the interest of protecting the children of our nations.
2. To appeal to willing observer states for financial and structural support, in order to encourage member states to expand upon existing programs which assist and rehabilitate minors exposed to or involved in gang activity, such as:
 - a. Community centers and recreational facilities.
 - b. Religious youth groups.
 - c. In-patient counseling programs.
 - d. Mental, emotional, and psychiatric support efforts.
3. To strengthen children's access to quality education, by supporting states who wish to conduct research involving geographic information systems, showing locations of schools in relation to gang activity to better understand the effects of crime activity in proximity to schools.
4. Where possible, to establish career resource centers in schools with access to one-on-one counseling, career planning services, and information regarding relevant and available employment opportunities.
5. To cultivate active dialogues surrounding childhood violence in order to develop comprehension by:
 - a. Facilitating cooperation between affected children, mental health professionals, and policy making personnel.
 - b. Encourage local health authorities to engage in community education regarding childhood violence.
 - c. Requesting that able member states share demographic information regarding education and youth crime.

- i. To be collected and distributed to participating member states by the OAS Department of Human Development, Education, and Employment.
- ii. To be presented by January 1, 2026.

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

Cosignatories:

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**PLAN TO INTEGRATE CRIME AND GANG REDUCTION INITIATIVES INTO
EDUCATION AND EMPLOYMENT DEVELOPMENT PROJECTS**

Third Committee

Topic No. 1 of the Agenda

Draft Resolution Presented by the Delegation of Bolivia

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 34 of the Charter of the Organization of American States (OAS), which asserts 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 34 (4) calls for the Rapid eradication of illiteracy and expansion of educational opportunities for all” and Article 34 (1) emphasizes Urban conditions that offer the opportunity for a healthful, productive, and full life”;

Article 12 of the Inter-American Democratic Charter, which emphasizes “... The OAS member states are committed to adopting and implementing all those actions required to generate productive employment, reduce poverty, and eradicate extreme poverty”;

Chapter III Section 25 of the Declaration on Security in the Americas which Member States state that “We shall combat transnational organized crime, inter alia, by fully implementing the obligations contracted by the states parties to the United Nations Convention on Transnational Organized Crime and its three protocols, so that money laundering, kidnapping, illicit trafficking in human beings, corruption, and other related crimes are criminalized in the Hemisphere and so that the assets from the proceeds of these crimes are identified, traced, frozen or seized and are ultimately confiscated and disposed of”; and

BEARING IN MIND:

In the 2017 *Beneath the Violence: How Insecurity Shapes Daily Life and Emigration in Central America* report, the Inter-American Development Bank estimated that Latin America and the Caribbean face a direct cost of \$260 billion a year in crime and violence, or 3.6% of their GDP as reported in the OAS article on “A Crime-Fighting Policy for Latin America and the Caribbean”;

The OAS article also reports that “The closer that a young offender is to an experienced leader the more intense her/his learning on committing crimes will be. In addition, the closer s/he is to a more experienced criminal leader, the more willing s/he will be to imitate the leader. The social distance between a youth and an experienced criminal leader affects the youth’s criminal decision-making”,

RESOLVES:

1. Congratulate the Member States on different methods to cut down crime and gang violence to make their countries safe.
2. Call on Member States to initiate better education programs for children by working with the Inter-American Network for Prevention of Violence and Crime and the Inter-American Teacher Education Network:
 - a. Develop educational materials and workshops focused on raising awareness about the consequences of violence and the importance of nonviolent conflict resolution. Address topics such as the impact of violence on individuals, families, and communities, the cycle of violence, and strategies for preventing violence at the individual, interpersonal, and societal levels.
 - b. Facilitate opportunities for students to engage with their communities through service learning projects, volunteer opportunities, and partnerships with local organizations. Encourage students to actively address community needs and contribute to positive social change, fostering a sense of agency and civic responsibility.
 - c. Train educators and school staff in trauma-informed practices to create supportive and nurturing learning environments for students who have experienced trauma or adversity. Provide resources and strategies for recognizing and responding to the needs of traumatized students in a sensitive manner.
 - d. Create programs that allow students to learn about different skills and employment opportunities such as computer/digital literacy, entrepreneurship, and other careers. This would give students the resources to explore different career paths and help eliminate the pipeline entry into gangs.
3. Encourage Member States to establish employment programs in disadvantaged communities to create career pathways and deter individuals from partaking in gang violence.
 - a. Offer comprehensive job training programs that equip individuals, particularly at-risk youth and those exiting gangs, with marketable skills relevant to local industries. Provide training in sectors with high demand for labor, such as construction, hospitality, healthcare, information technology, and green industries.

- b. Provide job placement assistance, job search resources, and support services to help individuals secure employment and navigate the transition to the workforce. Offer resume writing workshops, interview preparation, job readiness training, and ongoing support to address barriers to employment and promote job retention.
 - c. Develop comprehensive community economic development strategies that address the underlying social, economic, and environmental factors contributing to violence and gang activity. Invest in infrastructure, affordable housing, transportation, and other initiatives that create a conducive environment for economic growth, job creation, and community revitalization.
 - d.
4. Call on Member States to seek funding for this initiative from the IDB and the World Bank.

Approved for form and substance: _____

(Signature of Faculty Advisor)

Cosignatories: 1. _____

(Signature of Delegate)

(Country Represented)

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**PROMOTING GANG REDUCTION THROUGH ENHANCED SUSTAINABLE
DEVELOPMENT**

Third Committee

Topic No. 1 of the Agenda

Draft Resolution Presented by the Delegation of El Salvador

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 2 of the Charter of the Organization of the American States (OAS) declares that “in order to put into practice the principles on which it is founded and to fulfill its regional obligations under the Charter of the United Nations”;

Article 47 of the Charter of the Organization of the American States (OAS) emphasizes the “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 45 of the Charter of the Organization of the American States (OAS) highlights that “All human beings, without distinction as to race, sex, nationality, creed, or social condition, have a right to material well-being and to their spiritual development, under circumstances of liberty, dignity, equality of opportunity, and economic security”;

Article 30 of the Charter of the Organization of the American States (OAS) asserts that they “pledge themselves to a united effort to ensure international social justice in their relations and integral development for their peoples, as conditions essential to peace and security”;

CONSIDERING:

The severe social impact of gang violence on communities and the barriers it poses to the realization of the principles outlined in the OAS Charter. Acknowledging the need for collaboration with international organizations, to effectively address the challenges posed by violent crime in the Americas. Also emphasizing the urgency to address the root causes of violence, recognizing that it is essential for promoting social justice and creating conditions conducive to peace and security in the Americas;

TAKING INTO ACCOUNT:

Overall the severity of these challenges resonates on a global scale, seeking collaboration with international organizations that play a pivotal role in addressing such issues;

According to the United Nations (UN) 2023 Global Study on Homicide the Americas have “the highest regional homicidal rate in the world and violence that are related to organized crime” thus impacting communities and obstructing the implementation of the values stated in the OAS Charter. This underscores the urgency to address the root causes of violence and promote social justice;

The United Nations Peacekeeping Missions have also played a pivotal role in maintaining peace in conflict zones. This is consistent with Article 30 of the OAS Charter, which calls for a united effort to ensure international social justice and integral development for the Americas. UN peacekeeping missions contribute to regional stability, emphasizing the importance of collaborative endeavors to address conflicts and promote conditions essential for peace and security,

RESOLVES:

1. To congratulate the 22 Member States on their commitment to combat gang violence and build a safer, more prosperous society.
2. To encourage Member States to coordinate their efforts in finding ways to reduce gang violence and promote sustainable development. This recommendation calls upon the adoption of improved comprehensive strategies to prevent and reduce gang violence, including measures to address the underlying causes, strengthen law enforcement and criminal justice institutions, and promote community-based initiatives for violence prevention and social inclusion.
 - a. To strengthen law enforcement efforts to dismantle gangs and disrupt their criminal activities by implementing community policing initiatives, targeted operations, and improved intelligence sharing.
 - i. Policing centers throughout the community located within the communities most affected by gang violence so residents can interact with law enforcement officers.
 - ii. Victim support services including counseling and legal advocacy.
 - b. To provide resources and training to enhance the capacity of judicial systems to effectively investigate, prosecute, and determine gang-related crimes.
 - i. To advocate for international organizations like the United Nations Office on Drugs and Crime and the International Criminal Police Organization to direct aid through local law enforcement agencies.
 - ii. To advocate for non-governmental organizations, specifically those specializing in criminal justice reform and human rights, to expand the distribution of aid through direct service provisions.
 - iii. To direct academic institutions, such as universities and research centers, to increase aid distribution through intensified research and policy analysis efforts.
 - c. To support rehabilitation and reintegration programs for gang members, including access to employment opportunities, education, and vocational training to facilitate their transition back into society.
3. To endorse the convening of a high-level conference by the OAS on addressing gang violence and promoting social inclusion and economic opportunity in El Salvador, mobilizing international support and fostering partnerships for sustainable development and peace.
4. To encourage the international community, including international organizations, non-governmental organizations, and multilateral development banks, to provide financial support, capacity-building programs, and technical assistance to aid El Salvador and member states in implementing proposed measures and achieving lasting peace and development.
5. To urge Member States to collaborate towards addressing underlying socio-economic conditions contributing to gang violence, including:
 - a. Promoting measures for inclusive economic growth and job creation, especially in marginalized communities disproportionately affected by gang violence.
 - b. Investing in education, healthcare, and social services to improve prospects and the well-being of vulnerable populations, including at-risk youth and families impacted by violence.

**ESTABLISHMENT OF AN INTER-AMERICAN WORKING GROUP DEDICATED TO
PROMOTING THE EXPANSION OF EDUCATIONAL RIGHTS TO UNDERPRIVILEGED
GROUPS**

Third Committee

Topic No.3 of the Agenda

Draft Resolution Presented by the Delegation of the United Mexican States

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 95 (b) of the Charter of the Organization of American States (OAS), which asks member states for “improvement and extension of education to cover all levels, promotion of scientific and technological research, through technical cooperation, and support for cultural activities”;

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

Article 16 of the OAS Democratic Charter, which articulates that “Education is key to strengthening democratic institutions, promoting the development of human potential, and alleviating poverty and fostering greater understanding among our peoples. To achieve these ends, it is essential that a quality education be available to all, including girls and women, rural inhabitants, and minorities”;

Article 19 of the Social Charter of the Americas ensures 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”;

NOTING WITH SATISFACTION:

One of the “Sustainable Development Goals” of the United Nations (UN) approved in 2015, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”;

The UN establishment of the UN Decade for Human Rights Education (1995-2004) recommended that “States should strive to eradicate illiteracy and should direct education towards the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms”;

UN Global Initiative GLOZ99 funded economic rescue missions for education after Covid in Mexico;

OAS establishment of the Joint Summit Working Group to improve conditions after Covid in 2021;

The OAS Educational Portal of the Americas extensive work with the Ministry of Public Education;
and

DEEPLY CONCERNED:

In 2021, The Comisión Nacional para la Mejora Continua de la Educación revealed Nearly 763,299 students abandoned public and private schools in the country, representing a drop around 2.5% of the total national enrollment;

406,439 students dropped out in the first months of the pandemic, while 159,668 students dropped out from upper secondary schools. In addition, nearly 200,000 students dropped out of primary and lower secondary schools;

76.4% of global COVID-19 deaths (as of April 30, 2021) were parents who have children younger than 18 years old;

In 2020, UNICEF released a study labeled, “The Socio-Economic Implications of The Covid-19 Pandemic: Ideas For Policy Action” where they revealed that in Latin American Countries, “62 percent have a computer for study and 45.6 percent have a tablet at home. As with the previous data, there is significant variation between countries, particularly in access to computers: while in Chile, 83 percent of 15-year-old students have a computer for study, in Mexico, Panama and Peru, this percentage is less than 54 percent, and in the Dominican Republic it is 40.5 percent”,

RESOLVES:

1. Applaud the efforts made by the 34 member states in their biennial Meetings of Ministers of Education in which they “discuss current issues in education policy and practice and establish a regional agenda for educational cooperation”.
2. To acknowledge the efforts of the Inter-American Committee on Education’s working group to establish “Equity, Quality and Inclusion in Education”.
3. To urge the general secretariat through Executive Secretariat for Integral Development (SEDI) to establish a working group within the Inter-American Committee on Education committed to coordinating with the Ministries of Education in Member States to oversee the appropriate allocation of funds to secondary education in Member States with the goal of creating a fund to aid countries with educational concerns.
 - a. To regularly review the status of educational inequality within member states through data collection
 - b. To recommend member states accept the aid from this working group, after there has been communication with all other organizations involved in the relief process, the working group will then decide what actions should follow the financial relief.

4. To request that this working group be composed of ten team members. Seven of which will be experts in education and will therefore be able to collect data that will dictate the appropriate funds that should be received by member states. The other three will be non-permanent observers from rotating affected member states who will ensure that funds are being allocated appropriately.
5. To request additional funding from various organizations committed to the promotion of educational equality including the World Health Organization, the United Nations, and the Inter-American Development Bank.

Approved from form and substance: _____

(Signature of Faculty Advisor)

Cosignatories: 1. _____

(Signature of Delegate)

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**INTEGRATING CRIME AND GANG REDUCTION INITIATIVES INTO DEVELOPMENT
PROJECTS AND POLICIES**

Third Committee

Topic No.1 of the Agenda

Draft Resolution Presented by the Delegation of Venezuela

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 2 (a) of the Charter of the Organization of American States (OAS), which establishes as one of its essential purposes to “strengthen the peace and security of the continent”;

Article 2 (e) of the Charter of the OAS, which establishes as one of its essential purposes to “promote, by cooperative action, the economic, social, and cultural development” of the region;

RECALLING:

The special meeting on November 1, 2023 of the OAS Permanent Council to discuss the surge in gang violence across the Americas and the resolution CP/RES.1237 (249/23) to assist Haiti on humanitarian efforts, electoral and democracy strengthening, human rights protections, and integral development;

ACKNOWLEDGING:

The global challenges that are constituted by crimes and gang-related activities, which slow down social and economic development efforts across various nations;

RECOGNIZING:

The critical and urgent need to include crime and gang reduction initiatives in development projects and policies to address the root causes of crime and encourage community safety and prosperity;

HIGHLIGHTING:

The future benefits from incorporating strategies that fight crimes and gang violence with larger development structures; and

EXPRESSING:

Concerns about the harmful impacts of crime and gang violence on public safety, social society, and economic progress,

RESOLVES:

1. Calls on Member States to prioritize the integration of crime and gang reduction initiatives into their development projects and policies:
 - a. Encourages governments to allocate resources to the application of programs working at preventing and reducing crime and gang violence.
 - b. Urges for the development and adoption of global approaches that address factors play a part in crime and gang actions, including poverty, unemployment, lack of education, and social exclusion.
 - c. Recommends the creation of partnerships with governments, civil society organizations, and communities to develop and apply strategies for crime prevention and gang intervention.
 - d. Strongly urges the OAS Permanent Council to meet at least four times a year to guide, create, develop, apply, and analyze the strategies established for crime prevention and gang intervention.
2. Emphasizes the importance of international cooperation in supporting efforts to include crime and gang reduction initiatives in development projects and policies, particularly for countries facing these significant challenges.
3. Calls for promoting research to increase the effectiveness of crime and gang reduction actions in the context of projects and policies development.

- 4. Ask for support from international organizations, including the United Nations Office on Drugs and Crime (UNODC) and International Criminal Police Organization (INTERPOL), to assist Member States to develop and apply strategies for crime prevention and gang reduction.

Approved for form and substance: _____ 

(Signature of Faculty Advisor)

Cosignatories:

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	(Signature of Delegate)	(Country Represented)
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**AMELIORATING COVID-19 CREATED DIGITAL EDUCATIONAL DISPARITIES BY
LEVERAGING EXISTING RESOURCES AND EVALUATING OTHERS**

Third Committee

Topic No. 3 of the Agenda

Draft Resolution Presented by the Delegation of Suriname

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 31 of the OAS Charter, which establishes that integral development should “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 49 of the OAS Charter, claims that “The Member States will exert the greatest efforts, in accordance with their constitutional processes, to ensure the effective exercise of the right to education”;

ACKNOWLEDGING:

Sustainable Development Goal 4 of the United Nations 2030 Agenda for Sustainable Development to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities to all;” and “Specifically calls for addressing inequalities related to access, participation, and learning process and outcomes”;

Economic Commission for Latin America and the Caribbean (ECLAC) reports the successful implementation of technology based on The Mental Health and Psychosocial Support (MHPSS) network and Social Emotional Learning (SEL);

CONSIDERING:

Educators face great stress in learning new technologies and the shortage of general counselors limits the MHPPS to appropriately respond to crises;

ECLAC Subregional Headquarters for the Caribbean reported an increase in domestic violence and child abuse specifically for girls as the effect of schools closing; and

DEEPLY CONCERNED:

The United Nations International Children’s Emergency Fund conducted a poll showcasing the negative impacts of Covid-19 on adolescents and young people in Latin America and the Caribbean,

RESOLVES:

1. To congratulate the OAS Caribbean Member States for mitigating educational impacts and helping close the digital divide by providing electronic devices for participation in e-learning.

Integrating Crime and Gang Reduction Initiatives Into Development Projects and Policies

Third Committee

Topic No. 1 of the Agenda

Draft Resolution Presented by the Delegation of Guyana

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 2 of the Organization of American States (OAS) Charter, in which member states proclaimed the essential purpose of strengthening the peace and security of the continent";

Article 30 of the OAS Charter which calls for "Inter-American solidarity and cooperation, pledge themselves to a united effort to ensure international social justice in their relations and integral development for their peoples, as conditions essential to peace and security. Integral development encompasses the economic, social, educational, cultural, scientific, and technological fields through which the goals that each country sets for accomplishing it should be achieved";

BEARING IN MIND:

Article 35 of the OAS Charter which emphasized "Member States should refrain from practicing policies and adopting actions or measures that have serious adverse effects on the development of other Member States; rather they develop positive and impactful policies and initiatives for the state";

Article 15 states "The right of each State to protect itself and to live its own life does not authorize it to commit unjust acts against another State";

DEEPLY CONCERNED:

Regarding the alarming rise in violence resulting from the activities of criminal gangs, and the access and influence of criminal gangs on citizen of the Americas, which poses threats to the security and well-being of citizens in the member states; and

Criminal violence is routinely singled out as one of the top concerns of citizens from across Mexico, Central America and South America. And there are warning signs that the region's high rates of criminal violence and victimization will continue rising if nothing is done,

RESOLVES:

1. To commend Member States for their continuing efforts in the areas of crime and gang reduction and their continued efforts towards transnational security and gang reduction.
2. To develop a new school initiative, the "Resilience, Integrity, Strength, and Empowerment" (RISE) program under the auspices of The Department against Transnational Organizational Crime. RISE will be a comprehensive school-based initiative created to prevent participation in gangs among students by providing them with the necessary knowledge, skills, and resilience to make positive choices and resist negative influences.

3. To collaborate with the National Government Organization (NGO) “**Solve Education**”, to implement the RISE curriculum into local education systems:
 - a. Curriculum Integration:
 - i. RISE curriculum will be integrated into preexisting health, social studies, and or character-building education classes, if existing.
 - ii. If not, curriculum can be implemented through afterschool programs and specially designed classes for students.

4. To ensure that the RISE curriculum is comprehensive it will include the following elements:
 - a. Education and Awareness Sessions:
 - i. Invite law enforcement officers, reformed gang members, community activists, and other related experts to speak to students about the realities and consequences of gang life through sharing real-life experiences.
 - ii. Provide workshops focused on conflict resolution, communication skills, self-esteem building, and increase self-efficacy. This will be done through role playing to encourage skill building to practice refusal skills, effective communication, and conflict resolution techniques.
 - b. Mentorship and Support:
 - i. Utilize peer mentorship by pairing older students with younger ones to offer guidance and support, and empower the older student to encourage leadership qualities.
 - ii. Pairing high risk students with community members, teachers, and counselors as mentors and positive role models.
 - iii. Provide counseling, regular check ins, and one on one sessions to provide students with a safe outlet to work through personal conflicts.
 - c. Creative Expression and Skill Building to create positive and engaging outlets for students:
 - i. Art, Music, and Dance programs will provide students with opportunities for positive self-expression and encourage creative collaboration among students.
 - ii. Sports and recreation leagues, fitness classes, and outdoor activities to encourage students to engage in after school activities that will encourage healthy lifestyle outside of gang involvement.
 - d. Parent and Community Involvement:
 - i. Parent education seminars and workshops on the recognition of signs of gang involvement, positive communication with their children, and accessing available community resources.
 - ii. Collaboration with local law enforcement agencies, community organizations, and business to provide support and resources for students and their families and offer field trips to understand challenges faced by marginalized populations.
 - iii. Community services projects to encourage students participation in neighborhood cleanups, and other community based initiatives.
 - e. Celebrating Success and Recognition
 - i. Recognition and award ceremonies to celebrate student achievements, positive behavior, and contribution to the community.
 - ii. Incentives and rewards offered to students for participation and completion of the RISE program.

5. To create an assessment to evaluate the effectiveness of the new curriculum:
 - a. Regular assessment of the program effectiveness through survey, teacher feedback, and indicators of academic performance
 - b. Ongoing monitoring of student behaviors and attitudes towards gang involvements
 - c. Collaboration with community partners to track long term outcomes and the success stories of participants in the program
6. To propose Member States, seek funding through the Organization for Economic Co-operation and Development (OECD), and the OAS Development Cooperation Fund. In addition, funding can be received from voluntary donations and the Bureau of Justice Assistance program.

Approved for form and substance:

Kamla Deonauth
(Signature of Faculty Advisor)

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

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REDUCING EXPOSURE TO CRIME AND GANG VIOLENCE AND INCREASING ECONOMIC OPPORTUNITY FOR AT-RISK YOUTH BY ESTABLISHING COMMUNITY LIVING AND LEARNING CENTERS

Third Committee

Topic No. 3 of the Agenda

Draft Resolution Presented by the Delegation of Jamaica

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 50 of the Organization of American States (OAS) Charter, which states that “the Member States will give special attention to the eradication of illiteracy [and] will strengthen adult and vocational education systems”;

Article 3 of the Inter-American Democratic Charter (IADC), which affirms that member states will “foster policies and programs directed towards the achievement of societies that offer all people opportunities to benefit from sustainable development with equity and social inclusion”;

Article 19 of the Social Charter of the Americas, which asserts 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”;

BEARING IN MIND:

According to an American Journal of Public Health National Longitudinal Study of Adolescent Health, “[Adolescents] were 48% more likely to have been involved in a serious fight, 183% more likely to have hurt someone badly, and 140% more likely to have pulled a weapon on someone if a friend had engaged in the same behavior. The influence spread up to 4 degrees of separation (i.e., a friend of a friend of a friend of a friend) for serious fights, 2 degrees for hurting someone badly, and 3 degrees for pulling a weapon on someone”;

According to the AMA Journal of Ethics, “Past exposure to violence is the strongest predictor of violent behavior, and each violent event represents missed prior opportunities for prevention and current opportunities to stem progression and spread”;

NOTING WITH CONCERN:

The United Nations Children's Fund (UNICEF) report that in Latin America and the Caribbean, “the regional child and adolescent homicide rate (12.6 per 100,000) is four times higher than the global average (3 per 100,000), and homicide is the leading cause of death among adolescent boys aged 10 to 19”;

The UNICEF data showing that “globally, half of students aged 13–15 – some 150 million – report experiencing peer-to-peer violence in and around school,” and that “slightly more than 1 in 3 students between the ages of 13 and 15 experience bullying, and about the same proportion are involved in physical fights”;

The United States Department of Justice finding that “children exposed to violence are more likely to abuse drugs and alcohol; suffer from depression, anxiety, and post-traumatic disorders; fail or have difficulty in school; and become delinquent and engage in criminal behavior”;

The facts reported in “The Effects of Violence on Inequality in Latin America and the Caribbean: A Research Agenda, that “with just 8% of the global population, the region [Latin America and the Caribbean] is responsible for one-third of all homicides on the planet. And while homicide rates have been stable or decreasing in every other region since 2000, in LAC (Latin American and the Caribbean) they continue to rise”;

RECALLING:

AG/RES. 2945 (XLIX-O/19) which encourages member states to support the strengthening of viable and sustainable alternative development programs which promote social integration, with a view to preventing and countering the actions of criminal organizations”;

ACKNOWLEDGING:

Berthelon and Kruger (2011) for their work analyzing the impact of full-day school reform (FDS). According to their study in Chile, “FDS —the lengthening of the school day— began in 1997 [and] resulted in a weekly increase of almost 22% of the time youth spend in school,” leading to increases in educational attainment, persistence, and job attainment and earnings in young adulthood;

The highly-successful Jóvenes en Acción program for at-risk and vulnerable youth, which develops opportunity management and employment skills through partnering with public and private organizations to provide internships, jobs, and entrepreneurial training. According to At Risk Latin American Youth: Challenges to Change “the success of this program is owed to, at least in part, the extensive hands-on experiences participants received during their internships. Moreover, the more intense the internship training, the greater the gains for participants.”; and

AFFIRMING THAT:

By removing children from high-risk environments where they may be exposed to violence, OAS member states can lessen their exposure, and future violence can be prevented, breaking the cycle of violence,

RESOLVES:

1. To commend OAS member states for their ongoing efforts to integrate crime, violence, and gang violence reduction initiatives into development programs and policies.
2. To propose that the OAS Secretariat for Hemispheric Affairs: Department of Human Development, Education, and Employment work with member states to reduce childhood exposure to violence, combat crime, and integrate crime reduction methods into development programs through the establishment of Community Living and Learning Institutes (CLLI) for middle and secondary school students at high risk for exposure to violence.
3. To set the mission of Community Living and Learning Institutes as: providing students with a safe, culturally affirming, academic home-away-from-home that will equip them with in-demand vocational skills and internships while removing them from the cycle of violence:
 - a. CLLIs will provide room and board at no cost to low-income students.
 - b. CLLIs will deploy mental health services for students to address mental health concerns associated with exposure to violence.

4. To propose that the Community Living and Learning Institutes select students through an application-based lottery system for youth identified as at-risk:
 - a. Eligible students may apply for the lottery, as can legal guardians and parents of potential applicants on behalf of their children.
 - b. Schools will also be able to nominate promising students for the lottery.

5. To instruct the Department of Human Development, Education, and Employment to work with member states to help them train teachers for the CLLIs:
 - a. Trainings will seek out local teachers, so that students can be served by teachers from their own communities.
 - b. Trainings will develop socially, culturally, and academically appropriate curricula for students that includes vocational schooling for in-demand jobs.

6. To propose that Community Living and Learning Institutes be funded as public institutions as part of each member states' ongoing provision of state funding for students and schools.

7. To call on SEDI's Technical Cooperation Section to assist member states in their establishment of CLLIs through:
 - a. Helping them supplement state funding through seeking partnerships with willing development agencies, including:
 - i. United States Agency for International Development (USAID),
 - ii. Inter-American Development Bank (IADB)
 - iii. United Nations Educational, Scientific and Cultural Organization (UNESCO)
 - iv. The World Bank
 - b. Helping them establish partnerships with private sector corporations, entrepreneurial ventures, and technological non-profits that are willing to donate required learning supplies and technologies, provide internships to CLLI students, and commit to hiring CLLI graduates.

8. To request that participating member states report educational programs and relevant graduation and academic data to the Department of Human Development, Education and Employment: Human Development and Education Section so that progress may be observed, and best practices established:
 - a. Member states will report admission statistics to ensure equitable access for students.
 - b. The Human Development and Education section will compile and publish best practices for the Community Living and Learning Institutes.
 - c. The Community Living and Learning Centers will employ Safe to Learn's Global Programmatic Framework & Benchmarking Toolkit and Diagnostic Toolkit to inform dialogue between member states, the OAS, and CLLIs.

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

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

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INTEGRATION EDUCATION REFORM TO DECREASE MALE, YOUTH GANG INVOLVEMENT AND REDUCE HOMICIDE RATES IN HONDURAS

Third Committee

Topic No. 1 of the Agenda

Draft Resolution Presented by the Delegation of Honduras

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 30 of the Charter of the Organization of American States (OAS), which emphasizes that “the Member States, inspired by the principles of inter-American solidarity and cooperation, pledge themselves to a united effort to ensure international social justice in their relations and integral development for their peoples, as conditions essential to peace and security. 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 establishes “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”;

Article 27 of the Charter of the OAS specifies 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”;

CONSIDERING:

The Inter-American Network for the Prevention of Violence and Crime whose mission is to “facilitate the interaction and cooperation among different sectors to increase knowledge and promote the development of more efficient and effective policies, initiatives and programs to prevent violence and crime and to create safer and more peaceful societies in the hemisphere”;

Sustainable Development Goal 16 of the United Nations which aims to “promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels”;

United Nations Latin American Institute for the Prevention of Crime and the Treatment of Offenders (ILANUD) whose main objective it “is to collaborate with the governments to promote the balanced economic and social development of the Latin American and Caribbean countries through the formulation and incorporation into national development plans of adequate policies in the field of crime prevention and criminal justice”;

BEARING IN MIND:

Article 13-b of International Covenant on Economic, Social, and Cultural Rights which specifies that “secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education”;

The United Nations Guidelines for the Prevention of Juvenile Delinquency (the Riyadh Guidelines), which state: “The prevention of juvenile delinquency is an essential part of crime prevention in society. By engaging in lawful, socially useful activities and adopting a humanistic orientation towards society and outlook on life, young persons can develop non-criminogenic attitudes”;

DEEPLY CONCERNED:

That in 2021, the United Nations Office of Drugs and Crime ascribed the majority of intentional homicides in Latin America to men and boys, with males representing 91% of suspects brought in formal contact with the police;

That gender-based violence is endemic, and Honduras has the second-highest rate of femicide at 4.7 per every 100,000 women;

While 63% of young people complete secondary school in Latin America and the Caribbean, in 20 countries, the richest 20% are 5 times as likely as the poorest 20% to do so, and on average, 15-year-old students in Latin American countries not in the Organization for Economic Cooperation and Development (OECD), are three years behind in reading, mathematics, and science of a student in an OECD country; and

RECOGNIZING:

Latin American and the Caribbean for increasing regional educational expenditures of GDP from 3.9% in 2000 to 5.6% in 2017, the highest for all regions with the share having risen from 13.1% in 2002 to 16.5% in 2017;

The States of Belize, Costa Rica and Monserrat for dedicating at least 7% of GDP to education and Costa Rica, Guatemala and Honduras for dedicating 23% of public expenditure on education; and

The State of Uruguay for implementing a community integration program working with incarcerated youth six months before and three months after their release to identify research and facilitate education continuity,

RESOLVES:

1. To congratulate the Member States of El Salvador for reducing crime and violence rates.
2. To encourage Member States to clearly define and document the objectives and outcomes of the Meeting of National Authorities on Transnational Organized Crime (RANDOT) including:
 - a. Gatherings and sharing data about violence and crime in the region.
 - b. Publicly disseminating data and educational resources on the activity of criminal organizations.
 - c. Request that the OAS allocate additional funds to supplement the fulfillment of RANDOT goals and recommendations.
3. To strongly urge the re-establishment of the Mission to Support the Fight against Corruption and Impunity in Honduras (MACCIH).
4. To strongly urge each Member State to innovate and implement decentralized education services targeting local and community youth needs, particularly in impoverished or violent neighborhoods:
 - a. Providing vocational training for at-risk youth implementing the framework outlined by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and partnering with the Institute for International Education.
 - b. Encourage “PLAY International” to implement and fund youth sports programs in Honduras.
 - c. Reinforcing community support mechanisms to minimize gang affiliation including poverty, exclusion, and marginality.
 - d. To Encourage the Global Initiative Against Transnational Organized Crime to allocate grants within the Resilience Funds’ budget to meet these goals.

5. To highlight the success of Member States Colombia and Mexico for fostering a shift away from machista values through the implementation of National School for the Unlearning of Machismo (ENDEMA) and the Training Center to Eradicate Masculine Intrafamilial Violence (CECEVIM) model.

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

Cosignatories:

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**INTER-AMERICAN CRIME PREVENTION CENTER AND “BUILDING BLOCKS”
INITIATIVE: A NEW PATHWAY TO PUBLIC SECURITY AND DEVELOPMENT**

Third Committee

Topic No. 1 of the Agenda

Draft resolution presented by the Delegation of Canada

THE GENERAL ASSEMBLY,

RECALLING:

Article 32 of the 1948 Charter of the Organization of American States (OAS) which declares that “Inter-American cooperation for integral development should be continuous and preferably channeled through multilateral organizations, without prejudice to bilateral cooperation between Member States”, and that “the Member States shall contribute to inter-American cooperation for integral development in accordance with their resources and capabilities and in conformity with their laws.”;

Article 48 of the 1948 Charter of the OAS, which affirms that “the member states will cooperate with one another to meet their educational needs, to promote scientific research, and to encourage technological progress for their integral development. They will consider themselves individually and jointly bound to preserve and enrich the cultural heritage of the American peoples”;

CONSIDERING:

AG/RES. 2144 (XXXV-O/05) “Promotion of Hemispheric Cooperation in Dealing with Gangs” adopted in 2005, which focuses on the cooperation needed to address the diverse aspects of gang formation, gang violence and its prevention, including sharing experiences at the regional, subregional, and national levels, and the importance of social prevention, rehabilitation, and reintegration for youth offenders;

AG/RES. 2461 (XXXIX-O/09) “Promotion of Hemispheric Cooperation in Dealing with Criminal Gangs”, adopted by the General Assembly in 2009, urging the Permanent Council, through the Committee on Hemispheric Security’s Working Group, to prepare a regional strategy to deal with criminal violence cause by gangs by encouraging regional coordination, in cooperation with other international organizations and civil society;

AG/RES. 2541 (XL-O/10), “Regional Strategy to Promote Hemispheric Cooperation in Dealing with Criminal Gangs”, adopted by the General Assembly in 2010, which addresses the actions being taken by the OAS through this regional strategy, and encourages member states to implement it, where appropriate; and including activities associated to prevention, rehabilitation and social reincorporation, and law enforcement;

HAVING SEEN:

The mandate given to the Department of Public Security (DPS) of the OAS to work on the multidimensional and complex nature of the security threats faced by member states, going beyond military issues into measures that address illegal trafficking, cybercrimes, and the violence generated by gangs;

DEEPLY CONCERNED BY:

The fact that gangs-related violence has been responsible for 50 percent of the homicides in Latin America according to the United Nations Office on Drugs and Crime (UNODC), as the Americas are the world region with more homicides caused by fire guns - 65% of homicides in Central America, 67% in the Caribbean, 70% in South America, and 12% for North America; and

TAKING INTO ACCOUNT:

That the phenomenon of criminal gangs is one of the different manifestations of violence impacting public security, safety, and development in member states, and that tackling it requires cooperation, coordination, and a combination of actions by member states, international organizations and civil society,

RESOLVES:

1. To applaud the initiatives developed by the Organization of American States (OAS), including the Regional Strategy to Promote Inter-American Cooperation in Dealing with Gangs, and the fact that these initiatives include mechanisms such as Open School programs, the promotion of different sporting activities, the creation of local centers, and the promotion of training and reincorporation programs.
2. To call upon the Secretariat for Multidimensional Security (SMS) and the Executive Secretariat for Integral Development (SIDI) to work on the creation of an Inter-American Crime Prevention Center (IA-CPC) to constitute a regional resource for all member states, bringing together national programs, initiatives, actors, and data, working on the eradication and prevention of gang violence in the Americas.
3. To propose that the IA-CPC develops a comprehensive plan of action on the implementation of the existing Regional Strategy to Promote Inter-American Cooperation in Dealing with Gangs, and expands their action plan into, but not limited to, the following activities:
 - a. Collecting existing datasets and create new ones to have a clear and collective regional assessment of the extent of the gangs-related violence problem in the Americas, working with national institutions and researchers.
 - b. Monitoring the functioning and results of existing national initiatives and policies to address gangs-related violence.
 - c. Identifying and sharing successful strategies implemented by member states in the areas of prevention, rehabilitation and social reintegration.
 - d. Develop new initiatives to expand the regional efforts to prevent criminal activities among the youth population in the region.
4. To request the inaugural program defined by the IA-CPC to be a “Building Blocks Initiative” that brings attention to the use of art and other alternative mechanisms as tools to prevent criminal gang activities among youth population, and to support rehabilitation and reintegration processes, offering a new vision in the fight against gangs-related violence.
5. To encourage member states to contribute with their information and policy resources to the IA-CPC in terms of data, technical expertise, know-how, and existing programs, to conduct research on and implement new initiatives to address the problem of gangs in the region, offering as part of this the

technical and human resources that the government of Canada has developed around this topic in programs such as the Youth Gang Prevention Fund (YGPF) or the Gang Reduction Program (GRP) and the technical and human resources that are available on the Public Safety's National Crime Prevention Centre (NCPC).

6. To recommend that the initiatives made by the Inter-American Crime Prevention Center (IA-CPC) are funded by the allocation of resources in coordination with national governments, and non-profit organizations, and to offer the contribution of Canada's Youth Gang Prevention Fund (YGPF) to fund the "Building Blocks" Program.
7. To inquire the Secretariat for Multidimensional Security (SMS) to monitor the work made by the IA-CPC and the implementation of this resolution, publishing annual reports on the center's activities to the public and to the General Assembly.

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

Cosignatories:

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(Signature of Delegate) (Country Represented)
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CONFERENCE TO REDUCE CRIME AND GANG ACTIVITY

Third Committee

Topic No. 1 of the Agenda

Draft Resolution Presented by the Delegation of Chile

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 31 of the Organization of American States (OAS) Charter, which states that Inter-American cooperation for integral development is the common and joint responsibility of the Member States, within the framework of the democratic principles and the institutions of the inter-American system;

Article 34 of the OAS Charter, which states that 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;

To achieve these objectives, Member States agree to devote their utmost efforts to accomplishing the following basic goals: (l) Urban conditions that offer the opportunity for a healthful, productive, and full life;

Article 37 of the OAS Charter, in which 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;

BEARING IN MIND:

Many countries in the Americas are currently experiencing a troubling surge in gang violence and deadly criminal activities;

According to Latinobarómetro, a regional survey, 48% of Ecuadoreans, 31% of Chileans, and 22% of Costa Ricans rank security as their country's biggest problem, well above the regional average of 13%;

According to a study by the International Monetary Fund on Latin America and the Caribbean, a 30% increase in homicide rates in the region is estimated to reduce economic growth by 0.14 percentage points;

EMPHASIZING:

Effective cooperation among the organs of the inter-American system is vital for successfully resolving any issue or crisis; addressing the root causes is paramount;

The Integral Development Committee can help reduce crime and gangs at their core if it moves promptly, and furthermore, the OAS fosters collaboration and the exchange of ideas, enabling member

states to implement innovative regional approaches for reducing crime and gangs through Integral Development projects in the Americas; and

CONCERNED:

If member states do not address the root causation quickly, crime and gang activity may escalate to a point where neither any individual member state nor the hemisphere effectively control them,

RESOLVES:

1. To encourage all Member States to adopt an outlook centered around the future betterment of their state's populace, the hemisphere, and the world when developing avenues of action aimed at reducing the prevalence of both crime and gangs:
 - a. To encourage all member states to design, implement, and evaluate their own state specific comprehensive plans, public policy initiatives, and projects that address and counter the root causations of crime, gangs, and corruption within their borders.
 - b. To urge member states to disseminate best practices and lessons learned to improve institutional responses to the needs of at-risk populations across the hemisphere.
2. To reaffirm its support for, and emphasize the relevance and fundamental importance of, the 2021-2025 *Hemispheric Plan of Action on Drugs*, created by the Inter-American Drug Abuse Control Commission (CICAD):
 - a. To clearly communicate to all member states the distinctive and fundamental role drugs play in promoting, facilitating, and breeding an increase in crime, violence, and gang membership; and
 - b. To urge member states to promote the adoption of procedures, institutional mechanisms, and policies within the plan to implement focused efforts to reduce crime and gang violence.
3. To establish a three-day conference, named *A Brighter Future (ABF)*, in Santiago, Chile on August 16th, 2024, and will be structured to accomplish discussing one of the following first three themes listed below each day:
 - a. Discuss best practices, lessons learned, expertise, and skills regarding how to promote partnerships and innovative cooperative initiatives with the private sector, fellow member states, civil society, and international financial institutions to spur investment and job creation in areas and communities affected by or at-risk of containing crime, gangs, and illicit drug cultivation and production operations.
 - b. Discuss various approaches to design, implement, and update existing gang reduction programs and crime prevention initiatives, in cooperation with civil society and other stakeholders, as determined appropriate by each state, and to address social and economic risk factors within the hemisphere.
 - c. Discuss the development of mechanisms to monitor and evaluate alternative measures to incarceration for minor or non-violent related offenders, or results of existing mechanisms to curb the cyclical nature of crime, violence, and gangs on the state level and throughout the entire hemisphere.
 - d. The entire ABF summit will be recorded and transcribed:
 - i. At the conclusion of the ABF summit a summarized briefing will be reported to the Executive Secretariat for Integral Development (SEDI).
 - ii. The briefing will contain topics discussed, various approaches, goals set and met, positive and negative aspects, and future summit topic focal points.

4. To fund the ABF summit Chile will donate 50% of its cost, relying on the donations of other member states attending the ABF summit to cover the remainder 50% of the summit's cost.

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

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

2. _____

3. _____

4. _____

5. _____

ADDRESSING DIGITAL DISPARITIES AND COVID PANDEMIC EFFECTS TO ENSURE EQUAL EDUCATIONAL ACCESS FOR MARGINALIZED COMMUNITIES

Third Committee

Topic No. 3 of the Agenda

Draft resolution presented by the Delegation of Panama

THE GENERAL ASSEMBLY,

NOTING:

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

Article 48 of the OAS Charter that seeks cooperation between Member States to “meet their educational needs, to promote scientific research, and to encourage technological progress for their integral development”;

Article 96 of the OAS Charter stating that “the Inter-American Council for Integral Development shall convene at least once a year at the ministerial or equivalent level” and has the right to convene additional times at the same level for specialized or sectorial topics considered relevant;

That OAS members have a shared commitment to tackling poverty, illiteracy, and low levels of human development, which Article 12 of the Inter-American Charter identified such issues as “factors that adversely affect the consolidation of democracy”;

RECALLING:

The OAS Partnership with Pro-Futuro, presented at the IX Inter-American Meeting of OAS Ministers of Education and formalized in 2018 by the OAS General Secretariat, which aims to improve digital education access and practices in the region;

AG/RES. 2965 (LI-O/21), “The Key Role of The Organization of American States In Advancing Telecommunications/Information And Communication Technologies Through The Inter-American Telecommunication Commission,” which encourages Member States to implement activities to advance connectivity and broadband access in their countries and in the region, as part of sustainable development;

AG/RES/ 2955 (L-O/20), “Advancing Hemispheric Initiatives on Integral Development: Promoting Resilience,” that recognizes that States may require technical and financial support offered by international financial organizations and development institutions to address the crisis caused by the COVID-19 pandemic and help achieve more sustainable development goals;

DEEPLY ALARMED:

By the exacerbation of the educational crisis caused by the COVID-19 pandemic and the World Bank's 2021 report "COVID-19 and the Learning Crisis in Latin America and the Caribbean: How Can We Prevent a Tragedy?" that projects staggering long-term impact on human capital, productivity, learning, and other educational outcomes in the region caused by the pandemic's prolonged interruption of schooling;

By the Inter-American Development Bank's (IDB) report "Rural Connectivity in Latin America and the Caribbean – a Bridge to Sustainable Development During a Pandemic" that indicates that there is a 34 percentage-point gap in internet service access between rural and urban populations in the region;

COGNIZANT OF:

UNICEF's report "Reimagine Education in Latin America and the Caribbean" which identifies factors such as the lack of infrastructure, low levels of digital skills and readiness among students and teachers, and poor-quality internet service as contributors to the digital disparities; and

DEEMING PERTINENT:

Document CIDI/doc.391/23 "Statutes of the OAS Development Cooperation Fund (OAS/DCF) and Provisions Regarding Other Partnership for Development Resources," which delineates eligible funding sources for partnership-for-development activities and programs as "voluntary contributions by governments of member states, permanent observers to the OAS, and other member states of the United Nations, as well as by associate members of the Committee, by national or international entities, whether public or private, and by other donors",

RESOLVES:

1. To commend Member and Observer States for their efforts to address the effects of the COVID-19 pandemic in education and continued commitment to reducing the digital gap and promoting equal access and quality of education in the hemisphere.
2. To direct the Inter-American Council for Integral Development (CIDI) establish a specialized annual session for the following purposes:
 - a. To serve as a platform to convene NGOs, IGOs, private entities, and other organizations who are spearheading educational and digital expansion development initiatives and:
 - i. Allot time in the specialized session for each participating organization to promote their digital expansion and educational initiatives.
 - ii. Celebrate their efforts and progress by expressing gratitude and promote future collaborations between the NGOs, IGOs, Member and Observer States, and other organizations in educational initiatives.
 - iii. Enhance transparency of such efforts by gathering annual briefings and reports on digital educational practices and other relevant information from those organizations.
 - b. Use information from this specialized session to compile a report to serve as a blueprint and reference for future Inter-American Committee on Education (CIE) and Inter-American Council for Integral Development (CIDI) Meetings.
 - c. Provide findings and reports to the General Assembly of the OAS as necessary.

3. To encourage the Member and Observer States, through their respective Ministries of Education, to partner with digital education platforms such as Duolingo and Udeemy to:
 - a. Expand student and teacher digital readiness programs to cover all Member States and incorporate those programs as part of the hemisphere's core educational requirements.
 - b. Formulate or adapt each platform's online educational curricula according to each government's educational requirements to provide at-distance learning and hybrid learning to all students in the hemisphere.

4. To highly recommend an expansion of the OAS-ProFuturo digital educational program to document the digital disparities and needs in the region by:
 - a. Identifying areas of demand for digital education and internet services using internet penetration rates as the parameter.
 - b. Using that information to document and categorize areas that correspond to areas of least to most necessity, using the national average of internet penetration rate as a reference.
 - c. Compiling a report of the findings and using that information to provide more information to the Inter-American Telecommunication Commission (CITEL) about digital disparities in the region.

PUBLIC-PRIVATE ALLIANCE TO PROVIDE INTERNET ACCESS TO MARGINALIZED COMMUNITIES IN SEGREGATED AND RURAL AREAS IN THE AMERICAS

Third Committee
Draft Resolution Presented by the Delegation of the United States

Topic No.3 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 31 of the Charter of the Organization of American States (OAS), which proclaims the inter-American commitment and common goal of achieving integral development, including fields such as technology and science: “Inter-American cooperation for integral development is the common and joint responsibility of the Member States, within the framework of the democratic principles and the institutions of the inter-American system. It should include the economic, social, educational, cultural, scientific, and technological fields, support the achievement of national objectives of the Member States, and respect the priorities established by each country in its development plans, without political ties or conditions”;

Article 51 of the OAS Charter, which highlights and promotes the pivotal role of technology, and showcases some subsequent benefits for the Hemisphere: “The Member States will develop science and technology through educational, research, and technological development activities and information and dissemination programs. They will stimulate activities in the field of technology for the purpose of adapting it to the needs of their integral development. They will organize their cooperation in these fields efficiently and will substantially increase exchange of knowledge, in accordance with national objectives and laws and with treaties in force”;

Article 21 of the Social Charter of the Americas, which affirms that mixed private-public alliances are crucial for the integral development of the Americas in order to implement policies to address Hemispheric challenges: “Fighting poverty, reducing inequities, promoting social inclusion, and conservation and sustainable use of natural resources are fundamental and interrelated challenges facing the Hemisphere, and overcoming these challenges is essential to achieving sustainable development” and “Member states will adopt and execute, with the participation of the private sector and civil society organizations, strategies, plans, and policies to meet these challenges as part of their development efforts and for the benefit and enjoyment of all persons and all generations”;

Article 23 of the Social Charter of the Americas, which summarizes the multidimensional contribution of science and technology across the Americas and encourages Member States to invest resources in this field: “Scientific and technological development helps to reduce poverty, improve living standards, and achieve integral development. Therefore, it is necessary to increase investment in education, scientific infrastructure, and applied research, as well as to take steps to promote and develop effective scientific talent and ensure that the increase in productivity and other advantages resulting from application of innovations benefit everyone”;

Article 14 of the Social Charter of the Americas, which asserts that “Member states have a responsibility to develop and implement comprehensive social protection policies and programs, based on the principles of universality, solidarity, equality, non-discrimination, and equity that give priority to persons living in conditions of poverty and vulnerability, taking into account their national circumstances”;

RECOGNIZING:

The United Nations' State of Broadband 2021: Broadband for Sustainable Development through the potential of the Alliance, which aims at reducing poverty, promoting sustainable development, and strengthening social inclusion. The State of Broadband for Sustainable Development declared that "Public-private partnerships have the potential to harness the power of digital technologies to reduce poverty, promote sustainable development, and strengthen social inclusion.";

The World Bank's support of investment in 2021 for digital infrastructure as a driver of economic growth, declaring that "investment in digital infrastructure is a driver of economic growth and social development";

The Organization for Economic Cooperation and Development (OECD) support for public-private collaboration to close the digital divide, stating that "public-private collaboration is essential to closing the digital divide and ensuring that everyone has access to the opportunities offered by the digital economy";

The InterAmerican Development Bank (IDB) findings in the Road to Digital Inclusion in Latin America and the Caribbean, declaring "the importance of sustainable business models, promoting adequate regulatory frameworks, and that for public-private partnerships to be successful, it is necessary to develop sustainable business models and an adequate regulatory framework";

BEARING IN MIND:

That the Economic Commission for Latin America and the Caribbean (CEPAL) "affirms that the Public-Private Alliance can be a useful instrument to reduce inequality and promote digital inclusion in Latin America and the Caribbean";

That CEPAL shed light upon the need to prioritize rural and marginalized areas in their 2023 report Digital Transformation for a Sustainable and Inclusive Recovery in Latin America and the Caribbean, reaffirming that "it is necessary to prioritize rural and marginalized areas in the implementation of the Alliance, and ensure that internet service is accessible and affordable for all";

That the World Economic Forum Risk Report of 2022 emphasizes "Public-private collaboration is essential to connect people to the internet, develop digital skills, and harness the potential of the digital economy"; and

DEEPLY CONCERNED:

By The World Economic Forum's 2021 statement that "the digital divide is a global challenge that limits economic growth and social development";

By the United States Department of Agriculture data that 22.3 percent of Americans in rural areas and 27.7 in Tribal lands lack coverage from high speed internet, as compared to only 1.5 percent of Americans in urban areas;

By the 2022 World Bank finding that thirty-two percent of the population of Latin America and the Caribbean, or 244 million people, 46 million of whom live in rural areas, do not have access to the Internet;

By the 2022 Inter-American Institute on Agriculture (IICA) report that 79 percent of the urban population in Latin America and the Caribbean has access to significant connectivity services, compared to only 43.4 percent of the population in rural areas, and that the urban-rural gap has increased since 2020,

RESOLVES:

1. To extend its congratulations to Member States for their concerted efforts in bolstering Internet and technological access throughout the Hemisphere through the establishment of strategic public-private partnerships.
2. To encourage Member States to recognize the importance of each Member State's commitment to advancing information technologies, Internet accessibility, net neutrality, and digital literacy across the continent.
3. To urge Member States to collaborate with specialized entities in the fields of technology, internet provision, and infrastructure, particularly prioritizing underserved rural and remote areas.
4. To establish a dedicated regional entity aimed at promoting widespread internet access, enhancing digital literacy, and fostering overall development across the Americas. This organization shall operate based on the following principles:
 - a. Democratization of Internet Access: Advocates for the utilization of cutting-edge technologies, such as low-cost satellites, to bridge the connectivity gap in remote regions.
 - b. Promote support for local startups developing affordable internet access solutions through strategic partnerships with the public sector.
 - c. Empowerment of Educators: Aims to facilitate partnerships between Member States and e-learning platforms to equip educators with digital skills, particularly in rural and remote communities.
 - d. Cultivation of Digital Literacy: Proposes the design of tailored programs focused on enhancing digital literacy, internet democratization, and net neutrality across the continent. Emphasizes the importance of raising cultural awareness through easily accessible online resources.
 - e. Formation of Academic Strategic Alliances: Calls for the establishment of academic partnerships between Member States and e-learning enterprises to provide comprehensive digital skills training. Seeks to ensure that educators and trainers across the Americas possess the necessary knowledge to utilize and benefit from the internet, thereby facilitating knowledge dissemination.
5. To recommend the convening of an annual meeting at the General Assembly to share the progress and achievements of Member States in implementing the regional organization. This meeting shall serve as a platform to showcase advancements and contributions, specifically focusing on:
 - a. The expansion of internet users in rural areas and marginalized communities within the Americas.
 - b. The enhancement of cultural literacy levels throughout the Hemisphere.
 - c. The promotion of internet neutrality principles.
 - d. The expansion of technological infrastructure.

Approved for form and substance:



(Signature of Faculty Advisor)

