

**2025 Washington Model Organization of
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Washington Packet

Special Committee



Washington Model
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Institute for Diplomatic Dialogue in the Americas



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April 7-11, 2025

DEVELOPING ETHICAL AND INCLUSIVE AI INFRASTRUCTURE IN EDUCATION THROUGH PUBLIC-PRIVATE AND MULTILATERAL PARTNERSHIPS

Special Committee

Topic No. 2 of the Agenda

Draft Resolution Presented by the Delegation of Uruguay & Bolivia

THE GENERAL ASSEMBLY,

HAVING SEEN:

Chapter VII, Article 47 of the Organization of American States (OAS) Charter, which states that "the Member States will give primary importance within their development plans to the encouragement of education, science, technology, and culture, aimed at the overall improvement and fulfillment of the individual";

Chapter V, Article 30 of the OAS Charter affirming that integral development encompasses "the economic, social, educational, cultural, scientific, and technological fields";

Chapter III, Article 16 of the Inter-American Democratic Charter, which states that education is key to bolstering democratic institutions, promoting the development of human potential, and alleviating poverty;

Chapter III, Article 23 of the Social Charter of the Americas, which highlights the role of scientific and technological development in reducing poverty, improving living standards, and achieving integral development;

UNESCO's 2023 AI in Education Report, which highlights both the potential of AI to personalize learning and the associated risks such as bias, misinformation, and digital access disparities;

CONSIDERING:

The increasing role of Artificial Intelligence (AI) in education and its potential to enhance learning experiences, accessibility, and skill development;

The necessity of ensuring equitable access to AI-driven education, particularly in rural and underserved communities;

The rapid advancements in AI education in other regions, such as China, where AI-driven personalized learning platforms have been widely implemented, enhancing learning outcomes and fostering innovation; and the success of Uruguay's Ceibal program in providing universal student access to technology, facilitating teacher training, and establishing public-private collaborations;

The financial incentives that AI-driven education initiatives bring, including cost savings in education, increased workforce competitiveness, enhanced public-private partnerships that drive investment, and overall boosts in GDP, with a projected 14.5% increase in GDP for North American countries that have widely implemented AI by 2030;

The potential for AI to foster economic growth by increasing digital literacy, attracting foreign investment, and generating higher tax revenue through AI-driven industries;

The opportunity to leverage international funding sources such as the proposed UNESCO AI fund, in addition to the Inter-American Development Bank (IDB) and private AI firms;

The need to incentivize AI companies to establish employment opportunities in the regions where they have provided AI education infrastructure, ensuring that students trained in AI have direct access to local jobs, fostering economic sustainability;

The need for a regional framework to promote infrastructure development, ethical use, and teacher capacity-building;

NOTING:

The 2023 establishment of the Inter-American Framework for Data and AI Governance (MIGDIA) created to help achieve “the digital transformation of the State, fostering impactful and efficient use of data technologies that contribute to sustainable development, and protecting and upholding the human rights of all individuals within its jurisdiction”; and

DEEPLY CONCERNED:

By the growing disparity in AI readiness between the global north and south, with economic and social benefits of AI concentrated primarily in developed nations, increasing preexisting disparities in global education and workforce development (Oxford AI Readiness Index, 2024);

By the lack of transparency and accountability in current AI deployments in education, especially regarding algorithmic bias and data privacy,

RESOLVES:

1. To commend the OAS-hosted VII Meeting of Ministers of Science and Technology on their robust guidelines for the secure and ethical development and deployment of AI in the Americas.
2. To advance AI education and technological infrastructure in the Americas by:
 - a. Establishing a Regional AI Education Fund in partnership with the Inter-American Development Bank (IDB) and UNESCO’s AI Fund to provide financial and technical support for member states integrating AI education into their national curricula.
 - b. Expanding and adapting Uruguay’s Ceibal model into a Latin American and Caribbean AI Learning Initiative by:
 - i. Using its approach to provide digital learning tools, AI-integrated coursework, and teacher training across participating OAS Member States.
 - ii. Implementing a phased digital infrastructure plan to ensure that public school students in participating countries firstly have access to necessary technology and connectivity before the implementation of AI, accompanied by teacher training programs to maximize the impact of AI-based education.
 - c. Establishing an OAS-Led framework on AI in education that:
 - i. Defines ethical and technical standards for AI use in educational settings.
 - ii. Prioritizes student data privacy and transparency in algorithmic decision-making.

- iii. Requires biennial progress reports from Member States outlining AI-related policies, infrastructure investments, and educator training efforts.
 - iv. Creates accountability mechanisms allowing civil society and academic institutions to provide feedback on AI policies.
- 3. To foster public-private partnerships that support AI education and workforce development by:
 - a. Building partnerships with local telecommunications providers to guarantee affordable and widespread internet access for students, particularly in rural and low-income regions.
 - b. Encouraging collaboration with major AI companies to develop infrastructure projects in economically disadvantaged areas, ensuring access to AI tools and digital resources for students and educators.
 - c. Developing a framework to encourage corporate investment in AI education through tax incentives or subsidized funding for AI curriculum development.
 - d. Ensuring AI education policies include job training and workforce development provisions to prepare students for AI-related employment.
 - e. Incentivizing AI companies that provide educational infrastructure to establish employment programs in the same regions, creating a skilled workforce and stimulating local economic growth.
- 4. To promote ethical and responsible AI use in education by:
 - a. Integrating modules on algorithmic bias, misinformation, and AI's societal impact into school curricula;
 - b. Utilizing international ethical frameworks such as those from the OAS and the United Nations Readiness Assessment Methodology (RAM) and;
 - c. Collaborating with international organizations like UNESCO to ensure that AI ethics guidelines evolve alongside technological advancements.
- 5. To convene an Annual OAS Ministerial Conference on AI in Education to:
 - a. Review Member States' progress, share lessons, and propose updates to the Framework and;
 - b. Showcase effective AI integration models and research findings.
- 6. To implement pilot programs in select OAS member states to test AI-driven education tools:
 - a. Evaluate pilot program success through student progress and technology adoption rates.
 - b. Provide periodic progress reports to the General Assembly, sharing best practices, and highlighting the socioeconomic impact of AI education.
- 7. To designate the Inter-American Council for Integral Development (CIDI) as the primary body responsible for the coordination and implementation of these initiatives.
- 8. To outline a long-term plan to phase out external funding in favor of the application of sustainable National Education Budgets for AI by:
 - a. Gradually increasing national contributions based on economic capacity.
 - b. Encouraging AI-driven industries to reinvest in the development of AI through tax incentives or public-private partnerships.

- c. Implementing a phased transition where governments assume funding responsibility as infrastructure develops, while using flexible funding models to accommodate diverse economic conditions.
- d. Securing long-term private sector investment in AI education infrastructure.

Approved for form and substance: _____

(Signature of Faculty Advisor)

Cosignatories: 1. _____

(Signature of Delegate)

(Country Represented)

2. _____

3. _____

4. _____

5. _____

CREATING A GENERATIVE AI PROGRAM FOR MULTILINGUAL EDUCATIONAL ACCESS IN BRAZIL

Special Committee

Topic No. 2 of the Agenda

Draft Resolution Presented by the Delegation of Brazil

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 19 of the Social Charter of the Americas, which asserts that “Member States have the responsibility to promote equitable access to education and lifelong learning for all”;

Article 12 of the Inter-American Democratic Charter, which states “poverty, illiteracy, and low levels of human development are factors that adversely affect the consolidation of democracy. The OAS member states are committed to adopting and implementing all those actions required to generate productive employment, reduce poverty, and eradicate extreme poverty, taking into account the different economic realities and conditions of the countries of the Hemisphere”;

Article 16 of the Inter-American Democratic Charter, which states “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”;

Under Chapter V, Article 5.1 of the Social Charter Plan of Action, there is a line of action to “increase coverage of and access to high-quality early childhood education, with special attention to those who live in situations of poverty or vulnerability”;

Article 5.3 of the Social Charter Plan of Action calls Member States to “strengthen policies and measures for child and adolescent access to, retention in, and graduation from the education system”;

Article 5.4 of the Social Charter Plan of Action calls Member States to “pay more attention to the needs of students whose native language is not the primary language of instruction, including the provision of native-language educational materials and services where appropriate”;

RECALLING:

The Regional Agenda for Digital Transformation, IX Summit of the Americas, Los Angeles, 2022, which asks Member States to “develop a set of public policies that will allow us to promote digital inclusion, citizen cybersecurity, and access to education and culture, to digital services provided in trustworthy and secure conditions, to open and public information, and to financial services to promote universal access and accessibility to digital content and products, as well as promote citizen participation through digital tools and means”;

Education, Initiatives VII Summit of the Americas, Panama City, 2015 which entrusts “the Ministers of Education of the Americas with defining and identifying the necessary actions to build and implement an Inter-American Education Agenda in coordination with other international, regional, and subregional organizations and mechanisms, in order to strengthen policy dialogue and cooperation that help to ensure access for all to quality, inclusive, and equitable education, the strengthening of the teaching profession”;

The Inter-American Framework for Data and AI Governance (MIGDIA), which promotes ethical AI implementation, data security, and inclusivity in education;

The VII Meeting of Ministers of Science and Technology of the OAS (December 2024), which launched an AI governance initiative focusing on ethical and secure AI development across the Americas;

CONSIDERING:

That generative AI, a form of artificial intelligence capable of creating original content such as text and translations, has the potential to transform education by overcoming language and accessibility barriers;

That in Latin America and the Caribbean, linguistic diversity presents a unique challenge, with Indigenous, Amazonian, rural, and lower-income communities often facing disparities in educational access;

That the Congressional Research Service states that there are 600 indigenous languages known from Central and South America and the primary languages for education are English, French, Spanish, and Portuguese;

That the U.S. Department of State reported that “the U.S. Mission to the Organization of American States, or OAS, has launched an initiative to promote the development of secure, safe and trustworthy artificial intelligence ecosystems and policy frameworks by OAS member states,” and has been “backed by \$1.1 million in grant funding from the U.S. government”;

That J.P. Morgan Private Bank reported that Latin America has a combined investment of \$8.2 billion into AI;

That studies done at Cornell University concluded that digital translation technologies have historically been limited in accuracy for non-mainstream languages, creating further inequities in education; and

DEEPLY CONCERNED:

That education inequality in all Member States continues to disproportionately impact students in low-income, rural, and Indigenous communities due to barriers related to language, economic constraints, and geographic isolation as reported by the United Nations Department of Economic and Social Affairs;

That the lack of high-quality educational resources in all spoken languages of all Member States limits opportunities for students to fully engage with various national curricula,

RESOLVES:

1. To commend OAS Member States for their efforts in developing and implementing AI programs to create equal opportunity in education across socioeconomic regions.
2. To establish the "AI Education Access Initiative" (AIEAI), an OAS-supported program that will develop a generative AI system capable of translating educational content from highly qualified teachers into multiple languages, including Indigenous languages, Amazonian dialects, and underserved communities:

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

Cosignatories:	1.	_____	_____
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Promoting the Ethical Use of AI in the Fight for Justice in the Americas

Special Committee

Topic No.3 of the Agenda

Draft Resolution Presented by the delegation of Uruguay

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 3 (j) of the Organization of American States (OAS) Charter which states, "Scientific and technological research and voluntary cooperation for the furtherance of science and technology shall be actively promoted";

Article 106 of the Organization of American States (OAS) Charter which states: "There shall be an Inter-American Commission on Human Rights, whose principal function shall be to promote the observance and defense of human rights";

Article 45 of the Organization of American States (OAS) Charter which states: "The Member States, convinced that science and technology are essential to the integral and harmonious development of their peoples, agree to dedicate their utmost efforts to scientific research, technological development, and the application and dissemination thereof";

RECOGNIZING:

The commitment of OAS member states to the protection of human rights and fundamental freedoms as stipulated in Article 1, Article 10, and Article 15 of the Social Charter of the Americas;

Article 1(3) of the United Nations (UN) Charter which states : "To achieve international cooperation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion";

DEEPLY CONCERNED:

By the potential misuse of AI in law enforcement leading to mass surveillance, privacy violations, and systemic biases, progressing with proper ethical guidelines and transparency, AI adoption could undermine public trust and fundamental human rights, and some AI-driven policing tools may disproportionately impact vulnerable communities if not carefully regulated;

InSight Crime's "2023 Homicide Round-Up" states that at least 117,492 people were murdered in Latin America and the Caribbean during 2023, placing the median homicide rate around 20 per 100,000 people;

According to the Global Study on Homicide conducted 2023, including data from 2022, the UNODC's global study indicates that the Americas had approximately 149,654 homicides, with a male victim rate of 25.52 per 100,000 inhabitants and a female victim rate of 3.40 per 100,000 people; and

ACKNOWLEDGING:

The ongoing efforts of international organizations, including United Nations Educational, Scientific and Cultural Organization (UNESCO) in their 2021 Recommendation on the Ethics of Artificial Intelligence, United Nations Office on Drugs and Crime (UNODC) in the CRIMJUST Program, INTERPOL in the AI in Biometric Identification & Facial Recognition, United Nations Security Management System (UNSMS) and the European Union (EU) in the AI Act, in establishing ethical frameworks and policies for AI use in law enforcement;

The importance of cross-border collaboration in data sharing, training, and the development of AI-governance policies to ensure regional security,

RESOLVES:

1. To coordinate with the Inter-American Framework for Data and AI Governance to establish ethical guidelines and transparency measures for AI implementation in law enforcement across OAS member states, ensuring the protection of civil rights, accountability, and public trust.
2. To utilize the framework outlined in "Promotion of Hemispheric Security: A Multidimensional Approach" to create an AI-driven system with credible sources of information to aid in security operations across the region.
3. To promote the adoption of AI-driven tools for crime prediction, facial recognition, forensic analysis, and cybercrime detection while ensuring compliance with privacy laws and human rights standards.
4. To develop regional training programs for law enforcement officers and policymakers on the responsible and effective use of AI, ensuring they understand its capabilities, limitations, and ethical concerns.
5. To establish a secure, standardized framework for AI-driven data sharing between law enforcement agencies in OAS member states, ensuring compliance with privacy, cybersecurity, and ethical AI governance recommendations from the Inter-American Commission on Human Rights (IACHR).

6. To partner with international organizations such as UNESCO, UNODC, INTERPOL, and the European Union to create guidelines and policies for AI governance and law enforcement training programs.

Approved for form and substance: _____

(Signature of Faculty Advisor)

Cosignatories:	1. _____	_____
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