

**2026 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 7-10, 2026

STRENGTHENING ACADEMIC EQUITY AND FREEDOM IN HIGHER EDUCATION

Third Committee

Topic No. 3 of the Agenda

Draft Resolution Presented by the Delegation of Uruguay

THE GENERAL ASSEMBLY,

HAVING SEEN:

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

Article 16 of the 2001 Inter-American Democratic Charter, which emphasizes that “Education is key to strengthening democratic institutions, promoting the development of human potential, and alleviating poverty and fostering greater understanding among our peoples. To achieve these ends, it is essential that a quality education be available to all, including girls and women, rural inhabitants, and minorities”;

CONSIDERING:

The principles enshrined in the Charter of the Organization of American States, the Inter-American Democratic Charter, and the American Declaration on the Rights and Duties of Man which affirm democracy, equality before the law, freedom of expression, academic freedom, and the right to education as essential pillars of inclusive development and democratic governance;

Further reaffirming that equitable access to and freedom within higher education strengthen social mobility, reduce structural inequalities, promote critical thinking and civic engagement, and enable individuals to fully participate in democratic, economic, and social life;

The principles enshrined in the Inter-American Commission on Human Rights 2021 Principles on Academic Freedom and University Autonomy, which uphold academic freedom, institutional autonomy, freedom of expression, and protection from political interference within higher education;

WITH DEEP CONCERN:

That despite strong legal protections in some Member States, many students remain unable to access higher education due to low secondary school completion rates and unequal education quality;

Without access to higher education, many people do not have access to academic freedom; That institutions in certain member states face threats to academic freedom, including physical harm, cuts to institutional funding, and censorship;

RESOLVES:

1. To commend the OAS member States for their progress towards ensuring that the freedom of education remains a top priority.
2. To strongly encourage the strengthening of educational systems across Member States for children living in rural or impoverished conditions, in coordination with the Inter-American Council for

Integral Development (CIDI), which promotes inclusive education and social development across the hemisphere, whereby:

- a. Policies support educational access and regular attendance within Member States' school systems; and
 - b. Resources are made available to support continued education, tutoring, and academic assistance.
3. To encourage Member States to implement incentive-based initiatives to promote school completion and reduce dropout rates, by:
- a. Providing scholarships, stipends, and certification programs to reduce financial barriers; and
 - b. Establishing mentorship and internship opportunities to increase student engagement and retention.
4. To call upon the Inter-American Development Bank, World Bank, private sector partners, and other donors to:
- a. Invest in training initiatives that prioritize equitable access to quality education; and
 - b. Support programs and mechanisms that promote awareness of, and responsiveness to, infringements on academic freedom.
5. To urge the OAS and member states to take proactive support of the Inter-American Commission on Human Rights' 2021 Principles on Academic Freedom and University Autonomy as a guiding framework for further policies and efforts to promote academic freedom.

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

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

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STRENGTHENING BORDER SECURITY AS A DRIVER OF INTEGRAL DEVELOPMENT

Third Committee

Topic No. 2 of the Agenda

Draft Resolution Presented by the Delegation of Jamaica

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 3 of the Charter of the Organization of American States (OAS), which establishes as principles of the Organization, among others, “respect for the personality, sovereignty, and independence of States” and “economic cooperation as an essential factor for the achievement of justice and social security”;

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

Article 94 of the Charter of the Organization of American States, which 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”;

The Declaration on Security in the Americas (2003), which recognizes the multidimensional nature of security and its intrinsic linkage with integral development and human rights;

The principles laid out by the United Nations Office of the High Commissioner on Human Rights (OHCHR), who's Recommended Principles and Guidelines on Human Rights at International Borders clearly state that human rights are a universal right that cannot be excluded from areas of Border security;

The principles laid out by the Inter-American Principles on the Human Rights of all migrants, refugees, stateless persons and victims of human trafficking. Resolution of 2019, specifically Principle 2 of Section 1, which states that, “Every migrant has the right to human dignity, including physical, sexual and mental and moral integrity, regardless of their migration status or place of origin” and “States shall create conditions for an adequate standard of living compatible with the dignity of the human person and shall not produce, by commission or omission, conditions that hinder or impede it, ensuring, among others, the right to health, food and nutritional security, drinking water, housing, environmental sanitation, education, work, clothing, and other necessary social services”; and

CONSIDERING:

That Jamaica's *Vision 2030 – National Development Plan* identifies human security, inclusive growth, and institutional strengthening as core pillars of national development;

That small island developing states in the Caribbean face security challenges primarily related to illicit trafficking, irregular migration, arms smuggling, and other forms of transnational organized crime that exploit maritime and air borders, thereby affecting tourism, trade, and community safety;

That effective, lawful, and human-centered border management contributes to economic stability, trade facilitation, and social cohesion by safeguarding livelihoods and enabling secure, orderly mobility;

That capacity constraints and fiscal limitations in many small and developing states require flexible, context-sensitive forms of hemispheric cooperation that prioritize technical assistance, training, and technology transfer over burdensome obligations; and

RECALLING:

Existing hemispheric cooperation mechanisms, including the Caribbean Community Implementation Agency for Crime and Security (CARICOM IMPACS) and the Caribbean Basin Security Initiative (CBSI), which support coordinated responses to transnational threats in the Caribbean;

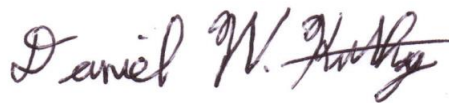
The mandates of the Inter-American Committee against Terrorism (CICTE) and the OAS Department of Public Security to assist Member States in strengthening border management, information sharing, and institutional capacities, in accordance with their national laws and priorities;

That Member States have consistently reaffirmed that all cooperation in security matters must be conducted with full respect for sovereignty, territorial integrity, and non-intervention in the internal affairs of States,

RESOLVES:

1. To encourage Member States to adopt a comprehensive approach to border governance that links security, trade facilitation, poverty reduction, disaster resilience, and social inclusion, in accordance with human rights and the principles of integral development.
2. To support the strengthening of national and regional border management capacities through OAS-led and regionally led technical cooperation, including but not limited to:
 - a. Specialized training for border, customs, migration, and maritime authorities.
 - b. Improved mechanisms for secure data and information sharing on transnational threats, consistent with domestic law.
 - c. Context-appropriate technology transfer to enhance maritime and airspace domain awareness and coordinated border management.
3. To recommend that the General Secretariat, through the Department of Public Security and in coordination with relevant OAS bodies, CARICOM IMPACS, and other competent regional entities, design programs that explicitly link border security initiatives to integral development objectives, with particular attention to vulnerable coastal and border communities.
4. To request that the Inter-American Development Bank (IDB) and other multilateral development institutions explore financial instruments and facilities that support projects which:
 - a. Improve lawful trade and logistics infrastructure at ports, airports, and border crossings.
 - b. Generate economic opportunities and decent work in communities affected by transnational crime and illicit flows.

- c. Strengthen social services and local resilience in border and coastal areas.
- 5. To request that any new border-related cooperation or reporting mechanisms within the OAS framework:
 - a. Be voluntary in nature and designed to avoid creating disproportionate administrative or financial burdens on Member States, especially small island and developing states.
 - b. Focus on peer exchange, sharing of good practices, and targeted technical assistance rather than on intrusive monitoring or enforcement.
- 6. To propose the establishment, under the Department of Public Security, of a Voluntary Peer Exchange Network on Border Management and Integral Development, which shall:
 - a. Facilitate dialogue among Member States on policy design, institutional coordination, and innovative practices in border governance.
 - b. Promote cooperation with existing sub-regional mechanisms, including CARICOM IMPACS, to avoid duplication of efforts.
 - c. Encourage joint workshops, training activities, and study visits among border and development authorities.
- 7. To invite Member States, permanent observers, and relevant international partners to provide financial and technical support, within their capabilities, for programs and projects that integrate border security objectives with development outcomes, including education, youth employment, and community-based prevention initiatives in border and coastal regions.
- 8. To stress that all activities, programs, and mechanisms established or supported under this resolution shall be implemented with full respect for the sovereignty, territorial integrity, and domestic legal frameworks of Member States, and shall not authorize any form of external interference in national law enforcement operations.
- 9. To request the Secretary General to compile, on a voluntary basis, information submitted by Member States regarding national and regional experiences in linking border security with integral development, and to present a report to the General Assembly within two years, including recommendations for strengthening cooperative initiatives in this area.



Approved for form and substance:

(Signature of Faculty Advisor)

Cosignatories: 1. _____

(Signature of Delegate) (Country Represented)

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**HOUSING, URBAN DEVELOPMENT, AND ANTI-DISPLACEMENT INITIATIVES TO ADDRESS
THE IMPACT OF GENTRIFICATION IN THE AMERICAS**

Third Committee

Topic No. 1 of Agenda

Draft Resolution Presented by the United States of America

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 35, Chapter VII of the Organization of American States (OAS) Charter, which states that “The Member States should refrain from practicing policies and adopting actions or measures that have serious adverse effects on the development of other Member States”;

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

Article 34, Chapter VII of the Integral Development agreement, in which Member States agreed 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 basic objectives of integral development,” and that Member States will devote their efforts to the following goals:

- a. Substantial and self-sustained increase of per capita national product;
- b. Equitable distribution of national income;
- c. Fair wages, employment opportunities, and acceptable working conditions for all;
- d. Adequate housing for all sectors of the population;
- e. Urban conditions that offer the opportunity for a healthful, productive, and full life;

Article 44 of the Inter-American Council for Integral Development Charter, which agreed that “Technical and financial cooperation that seeks to promote regional economic integration should be based on the principle of harmonious, balanced, and efficient development, with particular attention to the relatively less-developed countries, so that it may be a decisive factor that will enable them to promote, with their own efforts, improved development of their infrastructure programs, new lines of production, and export diversification”;

Article 43 of the Inter-American Council for Integral Development Charter, which states that “In order to strengthen and accelerate integration in all its aspects, the Member States agree to give adequate priority to the preparation and carrying out of multinational projects and to their financing, as well as to encourage economic and financial institutions of the Inter-American system to continue giving their broadest support to regional integration institutions and programs”; and

CONSIDERING:

The issue of digital nomads contributing to rising housing costs and gentrification in major cities across Central and South America, including Mexico City where tensions have arisen between digital nomads and local residents;

Reports of protests in Mexico City where some residents have expressed concerns that the influx of foreign remote workers is increasing the cost of living and housing prices;

The possibility that rising housing costs and displacement could create social tensions between local residents and foreign remote workers;

Statements by Mexico's president, Claudia Sheinbaum, emphasizing that while concerns about gentrification may be legitimate, it is not acceptable to ask people to leave the country,

RESOLVES:

1. To create a Housing, Urban Development, and Anti-Displacement Initiative (HUDADI).
2. To build OAS Housing for the purpose of supporting member states in furthering access to affordable housing and preventing involuntary displacement.
3. To encourage Member States to implement policy tools appropriate to their domestic legal frameworks including:
 - a. Mixed income housing development incentives.
 - b. Inclusionary zoning especially in urban areas.
 - c. Tenant protection policies.
 - d. Increase affordable housing via public and private partnerships.
4. On the issue of digital nomads and remote work impact oversight, to recommend that Member States create and conduct housing market impact assessments regarding:
 - a. Remote work migration.
 - b. Short-term rental platform growth.
 - c. Residency visa expansion.
5. To encourage balanced regulatory approaches when necessary, including:
 - a. Registration and licensing requirements for short-term rental properties.
 - b. Zoning limits in neighborhoods that identify as high-risk displacement areas.
 - c. Ensuring housing market stability through digital nomad visa program review.

**BIENNIAL INTER-AMERICAN SUMMIT ON ACADEMIC FREEDOM AND RESEARCH
COOPERATION**

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

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 31 of the 1948 Charter of the Organization of American States (OAS) establishing that inter-American cooperation for integral development includes cooperation in the educational, scientific, and cultural fields;

Article 48 of the Charter of the Organization of American States which provides that Member States shall cooperate with one another to promote scientific research and technological progress for their integral development;

Article 52 of the Charter of the Organization of American States which affirms that educational and cultural exchange strengthens hemispheric understanding and regional integration;

CONSIDERING:

That academic freedom and institutional autonomy are fundamental components of democratic governance and allow universities to pursue independent research and intellectual inquiry;

That universities serve as centers of scientific, technological, medical, and social research that contribute to economic development, innovation, and evidence-based policymaking;

That cooperation among higher education institutions across the Americas strengthens regional collaboration and the exchange of knowledge;

DEEPLY CONCERNED:

That political interference in universities, including restrictions on academic subjects, pressure on university governance, and reductions in research funding, may undermine academic freedom and institutional autonomy;

That reliance on government funding in many public universities may expose academic institutions to political pressure that can influence research agendas;

That recent developments in some Member States, including reductions in university funding and government intervention in higher education institutions, demonstrate the vulnerability of academic freedom within the hemisphere; and

RECOGNIZING:

Article 2(a) of the Agreement Establishing the Inter-American Institute for Global Change Research which promotes regional cooperation for interdisciplinary scientific research in the Americas;

The work of the Inter-American Council for Integral Development (CIDI) in promoting education, research cooperation, and sustainable development throughout the hemisphere,

RESOLVES:

1. To commend the OAS in its recognition of the importance of protecting academic freedom and institutional autonomy in higher education institutions across the Americas as essential components of democratic societies and scientific progress.
2. To establish a Biennial Inter-American Summit on Academic Freedom and Institutional Autonomy organized in collaboration with the Inter-American Council for Integral Development (CIDI), bringing together university scholars, historians, researchers, higher education administrators, and student representatives to examine the role of academic freedom in promoting democratic governance and innovation:
 - a. To examine the relationship between academic freedom and democratic governance.
 - b. To analyze the role of independent research in economic development and technological innovation.
 - c. To evaluate the impact of political pressure and funding restrictions on universities.
 - d. To develop strategies to strengthen institutional autonomy in higher education.
3. To establish that the Biennial Inter-American Summit shall be hosted on a rotating basis among Member States that voluntarily offer to host, with selection coordinated by the General Secretariat to ensure geographic balance and logistical feasibility.
4. To encourage the participation of undergraduate and graduate students through research presentations selected by merit-based nomination processes conducted by universities in Member States.
5. To create an Inter-American Academic Research Exchange Platform allowing universities to share research projects, academic publications, and collaborative initiatives without political pressure or conditions.
6. To encourage Member States, Permanent Observers, and relevant international organizations to contribute voluntary financial and technical resources to support the organization of the Biennial Summit and the development of the Inter-American Academic Research Exchange Platform, the execution of which shall be subject to the availability of financial resources in the program-budget of the Organization.

7. To request that the General Secretariat report to the General Assembly beginning at its next regular session on the implementation and outcomes of the Biennial Inter-American Summit on Academic Freedom and Institutional Autonomy, including the progress of the Research Exchange Platform and recommendations for further action.

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

Cosignatories: 1. _____
(Signature of Delegate) (Country Represented)
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ADDRESSING THE INTERSECTION OF BORDER SECURITY AND INTEGRAL DEVELOPMENT

Third Committee

Topic No. 2 of the Agenda

Draft Resolution Presented by the Delegation of Chile

THE GENERAL ASSEMBLY,

HAVING SEEN:

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

Article 28 of the Charter of the Organization of American States (OAS), which explains that every act of aggression by a State against the territorial integrity or the inviolability of the territory or against the sovereignty or political independence of an American State shall be considered an act of aggression against the other American States;"

Article 29 of the Charter of the Organization of American States (OAS), which affirms that if the inviolability or the integrity of the territory or the sovereignty or political independence of any American State should be affected by an armed attack or by an act of aggression that is not an armed attack, or by an extracontinental conflict, or by a conflict between two or more American States, or by any other fact or situation that might endanger the peace of America, the American States, in furtherance of the principles of continental solidarity or collective self -defense, shall apply the measures and procedures established in the special treaties on the subject;"

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

Article 44 of the Charter of the Organization of American States (OAS), which sets forth that The Member States agree that technical and financial cooperation that seeks to promote regional economic integration should be based on the principle of harmonious, balanced, and efficient development, with particular attention to the relatively less-developed countries, so that it may be a decisive factor that will enable them to promote, with their own efforts, the improved development of their infrastructure programs, new lines of production, and export diversification;"

CONSIDERING:

As crime and illegal immigration rise throughout the Americas, member-states may need support for strong border security throughout the Americas to reduce the rates of illegal immigration and transnational crime, and maintain the safety and health of all citizens of the Americas;

The rates of rising crime on the US-Mexico border, criminal activity in Chile, and border tensions in Peru and Bolivia which require attention, and

RECALLING:

IACHR resolution no. 1/26 on Organized Crime and Human rights which encourages and strengthens international cooperation to fight against organized crime at different levels, such as judicial police and immigration, and include strengthening, extradition procedures, and legal assistance,

RESOLVES:

1. To recommend appropriate delegation of funding for new border security policies, including the construction of new border walls and the creation of a 30,000-member policing force to strengthen security around borders that are especially weak.
2. To promote a system of collective baseline policies for coordinating military and police action against transnational criminal organizations and activity, including the classification of such organizations as terrorist entities.

3. To encourage and institute an integrated border management plan to address the illegal activity present in the Americas, the presence of illegal immigrants, and to account for and manage the impact both have on our economic stability, with special effort put towards ensuring the Americas' economic prosperity as we work to solve the immigration problem, including the following measures:
 - a. Creation of a 30,000-strong patrol force to patrol high-risk immigration areas near borders, specifically those that have the weakest security in relation to illegal crossings into countries.
 - b. Implementation of austerity measures to fund the protection of the citizens of the Americas.
 - c. Funding to border and patrol services that are monitoring these borders consistently.

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

Cosignatories: 1. _____
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**INTEGRATING ACTION PLANS TO PROMOTE THE QUALITY OF LIFE CONSIDERING
THE CONSEQUENCES OF GENTRIFICATION IN MEMBER STATES**

Third Committee

Topic No. 1 of the Agenda

Draft Resolution Presented by the Delegation of Costa Rica

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 95 of the Charter of the Organization of American States which establishes that “The purpose of the Inter-American Council for Integral Development is to promote cooperation among the American States for the purpose of achieving integral development and, in particular, helping to eliminate extreme poverty, in accordance with the standards of the Charter, especially those set forth in Chapter VII with respect to the economic, social, educational, cultural, scientific, and technological fields”;

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

CONSIDERING:

Article 23 of the Social Charter of the Americas, which states that “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”;

AG/RES. 3013 (LIV-O/24) “Advancing Hemispheric Initiatives On Integral Development: Promoting Resilience” which states that it is also aware that “science- and innovation-driven sectors and technologies have the potential to create opportunities matching the jobs of the future, accelerate progress, address the effects of climate change, reduce poverty and inequalities, such as gender inequality in the region, and contribute to greater economic autonomy”;

The 2030 Agenda for Sustainable Development of the UN which established “Goal 3. Ensure healthy lives and promote well-being for all at all ages”;

RECALLING:

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

Article 93 of the OAS Charter which states that “In keeping with the provisions of the Charter, the Inter-American Council for Integral Development may establish the subsidiary bodies and the agencies that it considers advisable for the better performance of its duties”;

Article 32 of the OAS Charter which states 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”; and

CONSCIOUS OF:

According to the World Health Organization; "rapid and unplanned urbanization can have many negative social and environmental health impacts, which hit the poorest and most vulnerable the hardest. Health inequities are perhaps most stark in urban areas, sometimes varying from street to street. Migrants and other disadvantaged groups tend to be clustered in the most deprived and environmentally degraded neighborhoods with the fewest mobility, work and educational opportunities, the poorest access to health services and below average health outcomes";

UN-Habitat released in its 2024 Annual Report that "Housing is recognized as a human right, yet today, 2.8 billion people lack access to adequate housing and over 1.1 billion live in informal settlements and slums. This situation is denying them dignity, safety, and opportunities, limiting their access to work, health, social security, education and more";

According to the World Economic Forum Report “Many cities have grown faster than their governments can plan or regulate, leading to widespread informal development in areas exposed to environmental risks. Climate change also intensifies pre-existing inequalities. As rural populations are displaced by droughts, storms or land degradation, many migrate to urban areas and settle in already overburdened informal neighborhoods. This increases pressure on public services, exacerbates exclusion and feeds a cycle of poverty”;

RESOLVES:

1. To applaud the Organization of the American States for its special attention to the current problems faced by member due to the impacts of gentrification in the Americas.
2. To propose that the Inter-American Agency for Cooperation and Development (IACD) of the OAS collaborate with member states in adopting sustainable development indicators to measure the quality of life of their populations. This plan will compare demographic and geographic conditions with other parameters, including indicators related to education, public health, urbanization, mobility, environmental sustainability and technology using artificial intelligence in each Member State, in order to propose strategies that Member States can implement by improving the quality of life of people through an equitable distribution of resources in accordance with their optimal population capacity in their cities or regions.
3. To encourage Member States to provide the necessary information following their completion of prior assessments, with a view to initiating the analysis. In cases where a Member State indicates its willingness to access additional information that it currently lacks, the necessary financial resources for such research may be provided by the Member State concerned, with the intention of providing better analysis.
4. To establish six distinct parameters linked to quality of life, to facilitate and complement the comparison of indicators, providing Member States with the information necessary to develop strategies tailored to the needs of the population and the comprehensive development of the Member States. The indicators will be as follows:

**INCREASING FINANCIAL LITERACY THROUGH IMPROVED CURRICULUM TO
SUPPORT OPPORTUNITY AND INCLUSION FOR ALL**

Third Committee

Topic No. 1 of the Agenda

Draft Resolution Presented by the Delegation of Peru

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 3 of the Charter of the Organization of American States (OAS), which reaffirms that: “The elimination of extreme poverty is an essential part of the promotion and consolidation of representative democracy and is the common and shared responsibility of the American States,” and that “Economic cooperation is essential to the common welfare and prosperity of the peoples of the continent,” and that “The education of peoples should be directed toward justice, freedom, and peace”;

Article 33 of the Charter of the OAS, which states that “Development is a primary responsibility of each country and should constitute an integral and continuous process for the establishment of a more just economic and social order that will make possible and contribute to the fulfillment of the individual”;

Article 34 of the Charter of the OAS, which highlights the importance of educational opportunities for all and reminds member states of their responsibility to protect an individual's potential asserting, “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 44 of the Charter of the OAS, which encourages member states to promote “their own efforts” toward development and infrastructure programs, in order to support the principle of self-sufficiency through “harmonious, balanced, and efficient development,” and “regional economic integration”;

Article 45 of the Charter of the OAS, which recognizes that “All human beings, without distinction as to race, sex, nationality, creed, or social condition, have a right to material well-being and to their spiritual development, under circumstances of liberty, dignity, equality of opportunity, and economic security.” It further prompts Member States to strive for “economic development and true peace” by increasing participation of all regions in “in the economic, social, civic, cultural, and political life of the nation, in order to achieve the full integration of the national community, acceleration of the process of social mobility, and the consolidation of the democratic system”; and

CONSIDERING:

The Global Education Monitoring Report from the United Nations Educational, Scientific and Cultural Organization established that if universal secondary education was provided, 420 million could be lifted out of poverty, and that education has direct effects on economic growth, employment opportunities, and poverty;

The United Nations Department of Economic and Social Affairs has stated that, “Governments can identify gaps [in providing adequate financial services] and implement a coherent set of policies to promote solutions that improve financial services to underserved individuals and companies through national financial inclusion strategies, as part of integrated national financing frameworks... The international community should help countries in developing these strategies”;

The United Nation Trade and Development department determined that only 63 percent of adults in developing economies had an account at a bank or another type of financial institution, which remained well below the 94 percent of adults having bank accounts in developed countries. The rates of those with some form of bank account is even lower for the poor, the less educated, women and youth, heightening the financial inclusion gap;

The 2022 Programme for International Student Assessment (PISA) report from the Organization for Economic Co-operation and Development (OECD) revealed that more than two-thirds of 15-year-olds are active users of financial products and services, meanwhile one-fifth of students of the same population, on average, do not have basic proficiency in financial literacy, meaning that they are not able to apply their knowledge to real life situations involving financial issues and decisions;

The OECD declared, “High performers in financial literacy are 72% more likely than low performers to save money, and 50% more likely to compare prices in different shops before buying something... Students who discuss their saving or purchasing decisions with their parents (68% do so at least once a month) are much more financially literate, giving them an early advantage in developing financial literacy skills.” Additionally, they established that governments have a critical role to play in bridging the financial literacy gap by systematically incorporating financial literacy curriculum into schools, and making it accessible for all, even those who are from under-privileged backgrounds,

RESOLVES:

1. To congratulate Member States on their current efforts to provide equitable financial literacy education to all and support those who suffer from poverty.
2. To encourage all Member States to create and/or revise a financial literacy curriculum based on the OECD core competencies framework. The curriculum should include and adequately educate on:
 - a. Understanding essential financial concepts, including budgeting, inflation, credit systems, interest rates, and basic investment principles.
 - b. Developing the ability to evaluate financial options, assess risk, and make informed decisions in both short-term and long-term contexts.
 - c. Demonstrating responsible behaviors related to saving, spending, and borrowing, including maintaining budgets and avoiding excessive debt.
 - d. Applying strategies such as delayed gratification, retirement planning, and investment planning to ensure long-term financial stability.
 - e. Understanding consumer financial protections, legal rights, and civic responsibilities, including taxation and participation in formal financial systems.
3. To invite all Member States to make the newly developed curriculum a learning and teaching requirement in schools and educational institutions, conforming with the individual laws, abilities, cultural and societal norms, and resources of the Member State. Special care should be afforded to implementing this curriculum in financially volatile or underserved communities, including but not limited to:
 - a. Areas undergoing rapid urbanization.
 - b. Areas experiencing gentrification.
 - c. Areas that are rural and isolated.
 - d. Areas that are under development, and have large, impoverished communities.
 - e. Areas with large populations of indigenous and black individuals, especially those who speak languages different from the Member State’s national language.

4. To make this curriculum universally available in their respective countries, as well as offer these educational materials both physically and digitally, ensuring residents have the capability to access the financial literacy curriculum with ease and safety, regardless of the financial or social status.

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

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

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**PROMOTION OF SUSTAINABLE AND EQUITABLE LAND-USE PRACTICES TO ADDRESS
GENTRIFICATION IN THE AMERICAS**

Third Committee

Topic No. 1 of the Agenda

Draft Resolution Presented by the Delegation of Dominica

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 34(k) of the Charter of the Organization of American States (OAS), which states that Member States “agree to devote their utmost efforts to accomplishing... adequate housing for all sectors of the population”;

Article 34(l) of the Charter of the OAS, which calls for “Urban conditions that offer the opportunity for a healthful, productive, and full life”;

Article 45(g) of the Charter of the OAS, which recognizes the “Recognition of the importance of the contribution of organizations such as labor unions, cooperatives, and cultural, professional, business, neighborhood, and community associations to the life of the society and to the development process”;

CONSIDERING:

That tourism-driven economic growth and foreign private investment can increase land values and rental markets, creating pressures on housing access and affordability for local populations, a process often associated with gentrification, referring to the transformation of neighborhoods through rising property values and demographic change that can displace long-term residents;

That processes associated with rising land values, redevelopment, and tourism expansion may have disproportionate impacts on low-income, Afro-descendant, and Indigenous communities, who often face structural barriers to housing security and equitable participation in development planning;

That large-scale infrastructure projects and post-disaster reconstruction efforts may unintentionally intensify land speculation and social displacement when equity safeguards are not incorporated into development planning;

That inclusive land-use governance and community participation are essential to ensuring economic development strengthens social cohesion instead of contributing to inequality; and

RECALLING:

Chapter III, Article 14 of the Social Charter of the Americas, which states 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”;

United Nations General Assembly Resolution A/RES/70/1, “Transforming our world: the 2030 Agenda for Sustainable Development,” paragraph 34, which affirms: “we recognize that sustainable urban development and management are crucial to the quality of life of our people. We will work with local authorities and communities to renew and plan our cities and human settlements so as to foster community cohesion and personal security and to stimulate innovation and employment.”;

Target 9.1 of the United Nations Sustainable Development Goals, which calls upon States to “Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all”;

The United Nations Guiding Principles on Internal Displacement (1998), particularly Principle 6(2)(c), which provides that displacement shall not occur in “cases of large-scale development projects, which are not justified by compelling and overriding public interests,”

RESOLVES:

1. To reaffirm Member States’ commitment to addressing the negative impacts of gentrification, including forced displacement and the loss of affordable housing, particularly among low-income, Afro-descendant, and Indigenous communities.
2. To suggest that Member States utilize community-driven planning to combat the displacement of local businesses and homes, whereby they could, in keeping with states’ laws, regulations, and norms:
 - a. Form Community Land Trusts to redevelop abandoned housing units, which will comprise an even split of local leaders from government and non-profits, surrounding community members, and residents of the Community Land Trust area.
 - b. Form Commercial Land Trusts to keep rent low for local businesses. Member states could seek funding from local NGOs, the Organization for Economic Co-operation and Development (OECD), and the OAS Development Cooperation Fund for the creation of Commercial Land Trusts.
 - c. Consider incorporating community input more heavily during large-scale infrastructure project planning through the use of a Citizens Advisory Forum model that:
 - i. Would have monthly forums that would take place in public town hall meetings in commercial and governmental hubs in urban areas.
 - ii. Would produce public opinion reports that would be presented to local governments and corporate entities after every meeting or survey done by the Citizens Advisory Forum.
3. To propose that Member States consider alternative tax mechanisms for local businesses, especially those in popular commercial and coastal areas. Such measures may include:
 - a. Lower tax rates for local businesses.
 - b. Seasonal tax relief rates that adjust for fluctuations in economic activity throughout the year.
4. To encourage Member States to support the development of affordable housing by:
 - a. Enacting alternative tax mechanisms for the construction of affordable housing units.

- b. Explore possible limitations for large-scale developers to encourage the creation of affordable housing units.
5. To recommend that Member States explore limitations on short-term rental licenses within the limits of Member States' local and national laws and policies, including, but not limited to:
- a. Establishing caps on the number of short-term rental licenses to preserve housing availability for residents.
 - b. Restructuring the process of acquiring short-term rental licenses to ensure that applicants' operational plans align with Member States' housing and community development objectives.
 - c. Enacting zoning regulations to maintain low densities of short-term rental properties in residential areas to promote long-term housing stability.

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

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

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ESTABLISHING THE PERMANENT COMMITTEE ON EDUCATION TO PROMOTE THE PROTECTION OF ACADEMIC FREEDOM AND INSTITUTIONAL AUTONOMY

Third Committee
Draft Resolution Presented by the Delegation of Brazil

Topic No. 3 of the Agenda

THE GENERAL ASSEMBLY,

RECALLING:

Article 34(h) of the Charter of the American Organization of States which advocates for the rapid elimination of illiteracy and spread of educational opportunities to promote democracy, development, and social justice within Member States:

Article 47 of the Charter of the American Organization of States which emphasizes the importance of education in developmental plans for the improvement of the individual to build a strong foundation for the sake of democracy, social justice, and progress:

Article 48 of the Charter of the American Organization of States that encourages Member States to cooperate with one another to meet their education needs, to promote scientific research, and to encourage technological progress for integral development;

Article 49(c) of the Charter of the American Organization of States which states “Higher education shall be available to all, provided that, in order to maintain its high level, the corresponding regulatory or academic standards are met”;

Article 50 of the Charter of the American Organization of States calls for strengthen educational systems and to ensure that the benefits of culture will be available to the entire population, and that Member States will promote the use of all information to fulfill these aims;

Article 51 of the Charter of the American Organization of States states, “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”, and

NOTING:

The 2021 OAS Declaration on the Inter-American Principles on Academic Freedom and University Autonomy which defines and enshrines the right to academic freedom and university autonomy to all within the academic community within the Inter-American States;

The Committee on Economic, Social and Cultural Rights (CESCR) General Comment No. 13 “The Right to Education,” adopted by the UN Committee on Economic, Social and Cultural Rights in 1999, defines education as a human right, and declares academic freedom and pursuit of education are necessary to promote democracies and prevent oppression;

Article 19 of the Universal Declaration of Human Rights (1945) which enshrines the right for all peoples to have freedom of opinion and expression including the right to seek, receive and impart information and ideas through any media regardless of borders and frontiers without interference, also highlighting the enshrined right to do so without interference of any kind,

RESOLVES:

1. To express appreciation to Member States for their past and current contributions to academic freedom and education overall through the current Inter-American Committee on Education.
2. To encourage the continued collaboration between the Committee on Education with the other intergovernmental organizations, such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO), to continue working towards common goals within the hemisphere such as:
 - a. Promoting academic freedom and institutional autonomy.
 - b. Expanding education access at the secondary, vocational, undergraduate, and graduate levels.
3. To direct the Executive Secretariat of the Inter-American Council for Integral Development (CIDI) to make the Inter-American Committee on Education (CIE) to a Permanent Committee within CIDI along with the other current three permanent committees to allow for:
 - a. Regular and special meetings pursuant to achieving committee goals in a more efficient and timely manner.
 - b. Membership, secured by being a Member State of the OAS, and participation by Member States within the committee is on a voluntary basis.
 - c. Yearly elections for the position of chair and vice chair, which will be held by Member States, until the day that a successor is elected.
 - d. A focus on addressing the censorship of academic freedom and institutional autonomy crisis within the region, allowing for the spread of democracy and accessible education.
4. To institute a volunteer-based working group of NGOs to work with the Committee on Education to receive anonymous tips throughout the region on infringements of academic integrity and educational censorship:
 - a. The purpose of this committee is to address issues within the hemisphere and deter academic freedom and institutional autonomy infringements:
 - b. This working group will be made up of several international NGOs on a volunteer basis, that have experience and resources in combatting academic freedom violations and who are motivated to investigate and report on alleged violations, they will meet bi-annually and have a voice but no vote.

- c. They will hold annual elections to determine a chair and a vice-chair of the working group; the chair and vice chair’s terms will end as soon as their successor is elected.
 - d. The initial five NGOs that will partake within the committee are the Latin American Campaign for the Right to Education (CLADE); Ação Educativa; National Coalition Against Censorship; Central America Academic Freedom Network; and the Scholars at Risk Network, thereafter the committee will have the discretion to decide who and how many NGOs are invited to participate.
 - e. The working group, in the future, will explore avenues to ensure that smaller, volunteer-based NGOs have an equal opportunity, in terms of funds to attend meetings and to assist in the promotion of academic freedom and institutional autonomy.
 - f. The bi-annual meetings will be held at a rotating locations that will change yearly, thus ensuring equal representation and better accessibility for attendance.
 - g. The working group of NGOs will receive anonymous tips from the app “Secure Drop”, or from physical letters and/or correspondences, to investigate and report potential violations of corruption and censorship within the academic communities in countries and to act as a deterrent towards countries to prevent the committing of violations.
 - h. During the bi-annual meetings, NGOs will present their evidence on verified reports and will offer courses of action needed to combat the corruption within state educational systems.
 - i. When violations are verified, the Committee on Education will document and highlight the violations, notifying the secretariat to deter further violations, and to suggest other courses of action.
 - j. The committee of NGOs will have a responsibility to publish an annual public report on their findings and evaluate the status of academic freedom in the hemisphere.
5. To request an increase in the pre-existing funding allocated to the committee for current and future projects, through the solicitation of NGOs, IGOs, Member States, and humanitarians such as private cooperations/entities.

Approved for form and substance: _____

(Signature of Faculty Advisor)

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

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**ADDRESSING THE IMPACTS OF GENTRIFICATION THROUGH AN INTER-AMERICAN URBAN
DISPLACEMENT OBSERVATORY**

Third Committee

Topic No. 1 of the Agenda

Draft Resolution Presented by the Delegation of Paraguay

THE GENERAL ASSEMBLY,

HAVING SEEN:

The essential purposes enshrined on the Charter of the Organization of American States(OAS), particularly Article 2(f), which states “To promote, by cooperative action, their economic, social and cultural development” as an essential purpose of the OAS;

Article 30 of the OAS charter, which pledges the Member States to a “united effort to ensure international social justice in their relations and integral development for their peoples, as conditions essential to peace and security”;

Article 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 other, basic objectives of integral development”;

HAVING EXAMINED:

Article 1 of the Social Charter of the Americas, which establishes that “The peoples of the Americas have the right to development in the framework of solidarity, equity, peace, and freedom, and member states have the responsibility to promote it with a view to eliminating poverty, especially extreme poverty, and achieving a decent standard of living for all”;

Article 3 of the Social Charter of the Americas, which recognizes that “Member states [...] have the responsibility to create favorable conditions for achieving development with social justice for their peoples, thus contributing to strengthening democratic governance”;

The rights enshrined in the Universal Declaration of Human Rights, particularly Article 25(1), which recognizes that “everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the events of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control”;

Article 13 of the Inter-American Democratic Charter, which establishes that the promotion and observance of economic, social, and cultural rights are inherently linked to integral development, equitable economic growth, and to the consolidation of democracy in the states of the Hemisphere;

RECALLING:

AG/RES. 1983 (XXXIV-O/04), which recognizes that poverty, inequity, and social exclusion represent fundamental obstacles to the full exercise of human rights and to sustainable democratic governance, and urges Member States to strengthen integral development policies that address the structural conditions

underlying social vulnerability in the hemisphere;

The United Nations Human Settlements Programme (UN-Habitat)'s Preliminary survey of the state of efforts to progressively realize adequate housing for all of 2024, which states that "In North America, constrained access to adequate housing can be attributed to several interrelated factors. Rising housing costs, coupled with stagnant wages, have made it increasingly difficult for many people and families to afford suitable housing", and lists gentrification as one of the consequences of the commodification of housing;

AG/RES. 1443 (XXVI-O/96), which establishes the Statutes of the Inter-American Council for Integral Development (CIDI), creating the institutional framework through which the Executive Secretariat for Integral Development (SEDI) coordinates hemispheric cooperation in economic, social, cultural, and sustainable development across Member States;

CONSIDERING:

That, according to the UN-Habitat World Cities Report 2024, urban development interventions in cities across the Americas have resulted in instances of "green gentrification," where initiatives such as the creation of parks and public infrastructure lead to the displacement of low-income households or drive up property values, effectively pricing vulnerable communities out of their own neighborhoods;

That, according to the Inter-American Development Bank and the Economic Commission for Latin American and the Caribbean (ECLAC), approximately 45% of households in Latin America and the Caribbean face a housing deficit, and that policymakers, planners, and housing authorities have long struggled with fragmented and outdated information, which limits their ability to design effective, evidence-based responses to urban displacement and gentrification;

That addressing the social impact of gentrification requires cooperation between local governments, academic communities, the local population, and international actors in research, strategic planning and in the development of inclusive urban development policies that can help balance development and redevelopment with social protection and long-term community well-being;

DEEPLY CONCERNED:

By the fact that, according to ECLAC's Social Panorama of Latin America and the Caribbean 2025, the wealthiest 10% of the region's population obtains 34.2% of total income while the poorest 10% receives only 1.7%, and that 162 million people, representing around 25.5% of the Latin American population, were living in poverty in 2024, conditions which render low-income urban communities disproportionately vulnerable to the displacement pressures produced by gentrification and urban redevelopment; and

By the lack of reliable data on urban displacement and gentrification at an institutional level, which limits the ability of governments to properly respond to several negative effects of gentrification, especially those tied with the loss of cultural heritage in local communities and the heightened risk of displacement faced by low-income urban communities,

RESOLVES:

1. To commend all Member States in their continued effort to address the impacts of gentrification in the Americas and reaffirm the importance of specific actions taken by Member States to both address the

impacts of gentrification in the cost of living crisis and the rising prices of housing, and protect communities affected by said impacts.

2. To encourage Member States and local governments to implement Community Impact Assessments prior to approving large-scale urban development and redevelopment projects in vulnerable neighborhoods and municipalities, with the objective of evaluating potential impacts on housing affordability, cost-of-life, community stability and cultural heritage, along with the following considerations:
 - a. The Community Impact Assessments should be done in collaboration with technical experts from universities, urban policy centers and UN habitat, through dialogue and with the governments of Member States; and
 - b. The Community Impact Assesments shall be coordinated by the Executive Secretariat for Integral Development (SEDI) and its Technical Cooperation Section (TCS).

3. To recommend the creation of an Inter-American Urban Displacement Observatory (IAUDO), functioning through the participation of Member States, universities, research institutions, local administrations, urban policy centers, local non-governmental organizations (NGOs), and UN Habitat, with participation determined by Member States in coordination with the SEDI, in order to monitor trends such as rising housing costs, displacement patterns, and demographic changes associated with gentrification across cities in the Americas, with the following considerations:
 - a. The SEDI as the responsible for administrating the IAUDO and overseeing the coordination between the different parties;
 - b. The IAUDO is tasked with producing:
 - i. Reports on the state of gentrification in the Americas;
 - ii. Policy recommendations;
 - iii. Early warning alerts on displacement and housing cost increases related to development and redevelopment projects;
 - iv. Providing technical assistance in data collection and urban planning strategies to local administrations, as to more effectively work against the negative effects of gentrification; and
 - v. All these products will be published by the SEDI on the OAS's online document archive;
 - c. Collaboration between the participating Member States of the observatory will be coordinated at a hemispheric level by the SEDI, with technical advisors in urban planning, housing policy, and social development from the academic associates to the IAUDO, who are designated by the TCS, participating in annual meetings with local governments to help with policy design and execution;
 - d. The IAUDO will work directly with local administrations in urban areas particularly vulnerable to the effects of gentrification:
 - i. The criteria to decide which areas are vulnerable will be determined by a team of academic experts from the partner universities designated by the SEDI Executive Secretariat, using the data collected by IAUDO and similar programs to create the specific indicators; and
 - e. The SEDI Executive Secretariat and a team of technical experts will meet to evaluate the performance and effectiveness of the IAUDO with some considerations:
 - i. The meetings will be held annually;

- ii. The criteria of evaluation will be determined by the IAUDO academic partners and technical experts; and
 - iii. The effectiveness of the observatory will be presented in reports directed at the SEDI Executive Secretariat, including performance indicators and identified challenges, so that the SEDI can execute adjustments to maintain the IAUDO as a tool useful to Member States and local administrations.
4. To facilitate the exchange of policies and urban development practices identified by IAUDO among Member States through periodic virtual forums, allowing cities to share successful strategies to mitigate the social impacts of urban development and redevelopment, under the coordination of the TCS.
 5. To encourage collaboration between governments, academic institutions, and civil society organizations to conduct research and develop evidence-based policy recommendations addressing housing displacement and social inequality in urban environments.
 6. To invite Member States to promote inclusive urban planning strategies, including the protection of affordable housing and the preservation of historically established communities, while ensuring that residents have opportunities to participate in decision-making processes related to urban redevelopment.
 7. To further invite financial and technical cooperation of the following institutions, to facilitate the maintenance and improvement of the IAUDO and improve the conditions for the implementation of its policy recommendations in Member States:
 - a. Inter American Development Bank (IDB);
 - b. Latin American Reserves Fund; and
 - c. Development Bank of Latin America and the Caribbean (CAF)

Approved for form and substance: _____

(Signature of Faculty Advisor)

Cosignatories: 1. _____

(Signature of Delegate)

(Country Represented)

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Promoting Integral Development for Sustainable Border Security in the Americas

Third Committee
Draft Resolution Presented by Canada

Topic No. 2 of the Agenda

THE GENERAL ASSEMBLY,

REFERRING TO:

Article 2 of the Charter of the Organization of American States (OAS), which establishes as purposes of the Organization to strengthen the peace and security of the continent and to promote, by cooperative action, the economic, social, and cultural development of Member States;

Article 3(f) of the OAS Charter, which affirms that the elimination of extreme poverty is an essential part of the promotion and consolidation of representative democracy and constitutes a common and shared responsibility of the American States;

Article 1 of the Social Charter of the Americas, which recognizes that the peoples of the Americas have the right to development in the framework of solidarity, equity, peace, and freedom;

Article 2 of the Social Charter of the Americas, which affirms that the promotion and observance of economic, social, and cultural rights are inherently linked to integral development and democratic consolidation;

Article 17 of the Social Charter of the Americas states that “promote, coordinate, and assign responsibility for the execution of development programs and projects to the subsidiary bodies and relevant organizations, on the basis of the priorities identified by the Member States, in areas such as economical and social development, including trade, tourism, integration and the environment” is needed in order to promote social development, equal opportunity and non-discrimination among the OAS member states;

Article 33 of the Social Charter states in order to promote solidarity and a collective endeavor among nations “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, inter alia, the economic, social, educational, cultural, scientific, technological, labor, health, and environmental fields, through which the goals that each country sets for accomplishing it should be achieved. Inter-American cooperation is a common and shared responsibility in the framework of democratic principles and the institutions of the inter-American system. Every state is responsible for its own development. Hemispheric cooperation contributes to the strengthening of regional integration, political dialogue, and multilateralism, and complements national efforts aimed at building human and institutional capacities to achieve integral development”;

FULLY AWARE OF:

The growing pressures placed on border regions throughout the Hemisphere due to irregular migration, human trafficking, firearms smuggling, and transnational organized crime;

That North America serves as both a transit and destination region for migrants from Latin America and the Caribbean, creating sustained demands on border governance systems;

TAKING NOTE OF:

That transnational organized crime generates significant illicit revenue annually and exploits underdeveloped and economically marginalized border communities;

That many rural and northern border regions face infrastructure deficits, limited employment opportunities, reduced access to healthcare and education, and high costs of living;

That certain Indigenous territories span international boundaries, creating jurisdictional confusion, restricted mobility, and limited economic opportunity;

CONSIDERING;

That enforcement-heavy border strategies implemented without complementary development investment may deepen inequality while failing to produce lasting security outcomes;

That sustainable border security requires coordinated economic, social, institutional, and community-based development strategies;

DEEPLY CONCERNED WITH;

The continued expansion of trafficking corridors, smuggling networks, and irregular migration routes which pose humanitarian and security risks to vulnerable populations across the Hemisphere;

The disproportionate economic marginalization experienced by border communities,

particularly Indigenous and rural populations;

RESOLVES:

1. To affirm that sustainable border security requires the integration of enforcement measures with economic, social, and institutional development strategies.
2. To request the creation of a Joint OAS Border Development Assessment Program under CIDI and SMS.
3. To encourage Member States to participate voluntarily in assessment missions aimed at identifying development gaps and security vulnerabilities in border regions.
4. To recommend that OAS development resources be directed toward community-driven initiatives in high-risk border zones.
5. To urge particular consideration for Indigenous communities and rural populations whose territories and livelihoods are directly affected by border policies.

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

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

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**PROTECTING ACADEMIC FREEDOM AND UNIVERSITY AUTONOMY THROUGH THE
CREATION OF A SPECIAL RAPPORTEUR AND A SEAL OF ACADEMIC FREEDOM**

Third Committee

Topic No. 3 of the Agenda

Draft Resolution Presented by the Delegation of Colombia

THE GENERAL ASSEMBLY,

HAVING SEEN:

Article 45 (c) of the Charter of the Organization of the American States (OAS), which establishes that employees and workers in member states “have the right to associate themselves freely for the defense and promotion of their interests” and provides “recognition of the juridical personality of associations and the protection of their freedom and independence”;

Article 30 of the Social Charter of the OAS, which affirms the responsibility of member states to “generate and ensure a climate conducive to freedom of thought, expression, and information” as “conditions that facilitate creative expression and promote research and imagination in an environment of tolerance”;

Article 31 of the Social Charter of the OAS, which lays out the responsibility of member states to promote diverse expressions through “the promotion of media diversity and plurality”;

Article 6 of the Inter-American Democratic Charter, which holds that “It is the right and responsibility of all citizens to participate in decisions relating to their own development. This is also a necessary condition for the full and effective exercise of democracy. Promoting and fostering diverse forms of participation strengthens democracy”;

GUIDED BY:

Principle I of the Inter-American Commission on Human Rights (IACHR) Inter-American Principles on Academic Freedom and University Autonomy (2021), which affirms that academic freedom, “protects the diversity of methods, topics, and sources of research in accordance with the internal practices and rules of each discipline”;

Principle II of the Inter-American Principles on Academic Freedom and University Autonomy, which emphasizes that university autonomy, “entails duties and responsibilities of higher education institutions in fulfilling the objectives of the right to education and in respecting the fundamental rights of the people who make up their academic community”;

Article 13 (1) of the American Convention on Human Rights, adopted by the Inter-American Specialized Conference on Human Rights (2011), stating that “Everyone has the right to freedom of thought and expression. This right includes freedom to seek, receive, and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing, in print, in the form of art, or through any other medium of one's choice”;

Principle II (a) of the Joint Declaration on Crimes Against Freedom of Expression (2012), adopted by The United Nations (UN) Special Rapporteur on Freedom of Opinion and Expression, the Organization for Security and Co-operation in Europe (OSCE) Representative on Freedom of the Media, the OAS Special Rapporteur on Freedom of Expression, and the African Commission on Human and Peoples' Rights Special

Rapporteur on Freedom of Expression and Access to Information, which notes that, “States have an obligation to take measures to prevent crimes against freedom of expression in countries where there is a risk of these occurring and in specific situations where the authorities know or should have known of the existence of a real and immediate risk of such crimes, and not only in cases where those at risk request State protection”;

The Preamble of the IACHR Special Rapporteur for Freedom of Expression Joint Declaration on “Protecting the rights to freedom of peaceful assembly and of association from criminalization amid intensified existential threats,” which commends the courage of “student movements and solidarity groups, which have mobilized globally to demand States to uphold their human rights [and] push back against intensifying erosion of human rights and democracy”;

Principle I of the IACHR Declaration of Principles of Freedom of Expression, which emphasizes “Freedom of expression in all its forms and manifestations is a fundamental and inalienable right of all individuals. Additionally, it is an indispensable requirement for the very existence of a democratic society”;

Article 6 of UN A/HRC/RES/44/12 (2020), which emphasizes that “the right to freedom of opinion and expression and access to information are critical” for the achievement of development goals;

DEEPLY CONCERNED BY:

The analysis from *Latin America: Weak academic freedom within strong university autonomy (2024)*, which emphasizes that academic accreditation and funding were historically threatened by governments in Latin America, in order to force academic institutions to change their policies to fit the political beliefs of the government, and that government interference continues to politicize academic institutions in the Americas;

The Academic Freedom Index (2024) documenting declining or stagnating academic freedom scores in several member states;

The American Association of Colleges and Universities 2025 report, which note that more than 1 in 3 university faculty members believe academic freedom has declined globally, and that many more are concerned about restrictions on academic freedom that impact their discussion of “controversial” topics both in and out of the classroom;

The Scholars at Risk Network report of 105 violations of academic freedom in the Americas, including 23 killings, acts of violence, and disappearances, between March 3, 2025 and March 3, 2026;

The *Latin American academics at risk* report (2024) that highlights assassinations of professors, arrests of students practicing their right to protest and freedom of expression, and violence and threats by non-government actors towards professors and academic activists across Latin America;

The conclusions of *The Academic Freedom Index and Its indicators (2022)*, which finds a disturbing relationship between university autonomy and campus integrity: when one falls, the other falls along with it;

The findings from *Academic Freedom Unevenly Distributed (2024)* that globally between 2006 and 2023, across-the-board restrictions on academic freedom have grown by 41 percent, while fully free programs have fallen by 12 percent;

The United Nations Development Program report (2024), “*The intensification of political polarization in Latin America and the Caribbean*,” that notes that the Latin America and Caribbean region has experienced the most significant growth of political polarization in comparison to other worldwide regions;

APPLAUDING:

Advocacy by the Coalition of Academic Freedom in the Americas to protect academic freedom through condemnations of proposed restrictive policies;

The ongoing work of the American Association of University Professors to independently handle academic freedom complaints from chapters at member campuses and to report on the struggles academic professors to maintain their academic freedom and freedom of expression within their universities;

Resources provided by the Association of Academic Presses to assist its members in publishing content and maintaining their rights to free expression;

Regional Scholars at Risk networks in Latin America, which are dedicated to protecting academic freedom through the creation of the Coalition for Academic Freedom in the Americas, and through their work on the Inter-American Principles on Academic Freedom and University Autonomy;

The ranking of three Latin American universities (the University of São Paulo, the University of Campinas, and Pontificia Universidad Católica de Chile) in the top 500 universities worldwide (out of 3,118) in demonstrating excellence in academic freedom by the Times Higher Education Worldwide University survey; and

TAKING NOTE OF:

IACHR Resolution 04/06 (2006), which outlines norms and guidelines for appointing Special Rapporteurs and independent experts; and Article 15 of the Rules of Procedure of the IACHR, which describes the process for selecting members and representatives in order to set up a rapporteurship,

RESOLVES:

1. To praise the efforts of OAS member states to protect academic freedom in their universities.
2. To propose augmenting the work of the Inter-American Commission on Human Rights (IACHR) by supporting the establishment of a new Special Rapporteur, developing an OAS Scholars of Academic Freedom program, and creating a Seal of Academic Freedom to incentivize academic institutions to uphold this vital aspect of democracy across the hemisphere.
3. To suggest that the IACHR consider the creation of an IACHR Special Rapporteur for Academic Freedom to supplement the work of the existing Special Rapporteur on the Freedom of Expression, who focuses on media and press freedom. The new Special Rapporteur would:
 - a. Receive complaints filed by citizens of member states, those attending or employed by academic institutions, and representatives of academic institutions, about violations of academic freedom and the autonomy of academic institutions;
 - b. Investigate received complaints and join IACHR missions to collect data and report on the status of academic freedom and the autonomy of academic institutions in member states;
 - c. Issue reports and findings on alleged violations;
 - d. Seek additional funding for its operations.
 - e. Report annually on progress in advocating for academic freedom and autonomy, based on its data collection on freedom of expression, politicization, incidents of violence at universities, and number of complaints received, investigated, and resolved.

4. In the event that the IACHR decides to establish a Special Rapporteur for Academic Freedom, it will follow its Resolution N° 04/06 and Article 15 of the Rules of Procedure in setting it up.
5. To propose the creation of an OAS Scholars of Academic Freedom program, providing scholarships for students who advocate for academic free expression in their member states. The scholarship program will be managed by the Human Development and Education section of the Department of Human Development, Education and Employment (DHDEE) of the Executive Secretariat for Integral Development (SEDI), in collaboration with the new Special Rapporteur for Academic Freedom (if established by the IACHR).
6. To propose the creation of an OAS Seal of Academic Freedom awarded to academic institutions in the hemisphere for excellence in upholding academic freedom:
 - a. This seal shall serve as a recognition of the excellence of the university in maintaining the academic freedom and the integrity of its employees and students, as outlined in the IACHR's Inter-American Principles on Academic Freedom and University Autonomy.
 - b. This seal shall grant universities priority for OAS project-based grants to academic institutions.
 - c. This seal shall grant universities access to annual "Best Practices" Conferences, encouraging member states and their academic institutions to share and discuss best practices to uphold academic freedom and the autonomy of academic institutions.
 - d. The Seal of Academic Freedom program will be managed by the Human Development and Education section (DHDEE) of SEDI, in collaboration with the new Special Rapporteur for Academic Freedom (if established by the IACHR)
7. To seek financial support for this initiative from:
 - a. the United Nations (which has funded freedom of expression projects), the Ford Foundation (which has funded freedom of expression projects), the American Association of University Professors, the Coalition of Academic Freedom in the Americas, the Association of Academic Presses, the Project on Government Oversight, the Foundation for Individual Rights and Expression, the Scholars at Risk Network, and the AAUP Academic Freedom Fund.
 - b. Member States and Observer States with exemplary track records of academic freedom, through contributions to the OAS Specific Fund.

8. To ask the General Secretariat to assign priority one mandate status to academic freedom in its annual prioritization of budget mandates, and to redirect resources from programs that are no longer central to the challenges to democracy facing OAS member states and their peoples today.

Approved for form and substance: _____

(Signature of Faculty Advisor)

Cosignatories: 1. _____

(Signature of Delegate)

(Country Represented)

2. _____

3. _____

4. _____

5. _____