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Documentation of the Work of the
Economic Commission for Latin America and the Caribbean (ECLAC)

Economic Commission for Latin America and the Caribbean (ECLAC)

Committee Staff

<i>Director</i>	Carolina Contreras
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Agenda

- I. Development of New Capacities in the Region through a More Responsive Higher Education System
- II. Incentives for Maximizing the Contribution of Natural Resources to Regional Development
- III. Indigenous Peoples and Sustainable Development: the Role of Culture towards the Preservation of Biodiversity

Resolutions adopted by the Committee

Document Code	Topic	Vote (Y/ N/ Abstention/ Non-Voting)
ECLAC/RES/1/1	Development of New Capacities in the Region through a More Responsive Higher Education System.	Acclamation
ECLAC/RES/1/2	Development of New Capacities in the Region through a More Responsive Higher Education System.	Acclamation
ECLAC/RES/1/3	Development of New Capacities in the Region through a More Responsive Higher Education System.	Acclamation
ECLAC/RES/1/4	Development of New Capacities in the Region through a More Responsive Higher Education System.	15/ 1/ 6
ECLAC/RES/1/5	Development of New Capacities in the Region through a More Responsive Higher Education System.	15/ 1/ 6

Summary Report

The Economic Commission for Latin America and the Caribbean (ECLAC) held its session to consider the following agenda items:

- I. Development of New Capacities in the Region through a More Responsive Higher Education System
- II. Indigenous Peoples and Sustainable Development: the Role of Culture towards the Preservation of Biodiversity
- III. Incentives for Maximizing the Contribution of Natural Resources to Regional Development

The session was attended by representatives of 33 States, and 1 representative of a non-governmental organization.

The session opened with several statements concerning the adoption of the agenda. Upon adoption of the agenda, the initial discussion, delegates discussed a variety of means by which to address a more responsive higher education. Thus, delegates deliberated on topics such as: quality, western and south standards, professional qualification, creation of new universities, regional mobility, among others. The Member States also expressed the need to assure equal opportunities for the region to achieve an inclusive higher education system. After some deliberations, the agenda was adopted as 1, 2, 3.

The session opened with several speeches in which delegates in which they discussed various means by which to address the need for increased responsiveness of higher education in order to increase capacity building. The means that tuition reimbursement programs, high quality education for rural areas, adoption of international education standards, intraregional alliances, corporate involvement, and technology and research exchange programs were discussed. During informal caucusing the committee divided itself into about seven or so dynamic groups coalesced around as many working papers. As the debate progressed, further questions emerged as to whether human capital was a product of imperialism, how to insure equal access for women and those with disabilities, whether technology could be used to make IHEs more responsive, and what role the state could play in furthering the responsiveness of higher education. By Monday night the dais had received two working papers.

By Tuesday at noon, the dais had received a total of six working papers. These working papers addressed numerous ways to increase capacity building through higher education in LAC. The proposals being introduced included tuition reimbursement programs, education research, an international “year of the teacher”, regional initiatives for higher education, and the roll of innovation and technology in making higher education more affordable and applicable to real-world job opportunities. The atmosphere of the committee was one of strong collaboration and consensus and by the middle of the sixth session two of the working papers were being merged. Debate continued to revolve around how to best insure that higher education becomes truly inclusive as defined by access, quality, and adaptability. Through the speeches which the delegates gave, a tension of ideas emerged such as the struggle for regional specialization versus international standards, and the problem of “brain-drain” balanced with a desire for students to be able to study abroad. Speeches by the delegates continued to reiterate the need for consensus to develop and the work to continue despite this tension of ideas. At the end of Tuesday’s session, two working papers merged into one, thus the Dais received a total of five working papers.

Five draft resolutions were accepted by the Dais at the beginning of the seventh session. Only one friendly amendment was submitted to the Dais and it was incorporated to one of the five draft resolutions. The Dais did not receive any unfriendly amendment reflecting the spirit of collaboration that characterizes ECLAC.

After entertaining the remaining speeches, the body entered to voting procedure. Out of five draft resolutions that were adopted by the Commission, three were adopted by acclamation and the rest were adopted through roll call vote. All the resolutions adopted reaffirmed the pivotal importance of higher education to the strategic development of the Latin America and the Caribbean region, as well as highlighting the inequalities that the LAC region faces, specifically in terms of accessibility, inclusiveness and responsiveness of the current higher education system.

Code: ECLAC/RES/1/1

Committee: The Economic Commission for Latin America and the Caribbean

Topic: Development of New Capacities in the Region through a More Responsive Higher Education System

1 *The Economic Commission for Latin America and the Caribbean,*

2
3 *Bearing in mind* Article 26 of the *Universal Declaration of Human Rights* that asserts the right of all peoples to have
4 access to education, and promotes a technical and professional education for the “development of the human
5 personality and to the strengthening of respect to human rights and fundamental freedoms,”

6
7 *Recalling* the stated mission of ECLAC to “support and leverage sub-regional cooperation to further economic and
8 social development in Latin America and the Caribbean,”

9
10 *Recalling* the foundational principles of the 2001 *Millennium Development Goals* and specifically the second
11 millennium development goal which has the ultimate goal of education for all,

12
13 *Recognizing* the numerous challenges still facing the Latin American and Caribbean region in regards to its efforts to
14 establish a more progressive, comprehensive, and equal higher education network,

15
16 *Considering* resolution 2012/1 of the forty-fifth session of the Commission on Population and Development in April
17 2012, in which Member States are urged to protect the human rights of adolescents and youth including the right to
18 have access to education in all levels, including a comprehensive educational approach to human rights, gender
19 equality, and individuals,

20
21 *Having examined* resolution A/RES/57/206 that reaffirms the commitment and obligations of each country to
22 develop national strategies for enhancing their educational network by including comprehensive, participatory and
23 effective alternatives to be embodied in their respective national plans of action for education and national
24 development,

25
26 1. *Encourages* the creation of a regional Pilot Program that would establish a Higher Education Network that will
27 start as a “test program” taking into consideration the following points:

- 28
29 a. This Pilot Program will be the first step towards creating a Regional Higher Education Network based
30 on the parameters of all Member States acceptance of the program;
- 31
32 b. Based on the degree of success of the Pilot Program, the Member States represented by the Latin
33 American and Caribbean region may have the option of joining a unified regional Higher Education
34 Network to be called Tertiary Education Network for Latin American and the Caribbean (TENLAC);
- 35
36 c. The pilot program will eventually turn into a network where countries participating can share
37 information and knowledge in order to improve the quality of higher education;
- 38
39 d. The aforementioned program will provide the institutions of higher education (IHEs) of the Member
40 States with the information and recommendations about best practices on higher education, including
41 but not limited to:
- 42
43 e. The adoption and further implementation of actions that propend equalitarian access to higher
44 education facilities for those with disabilities;
- 45
46 f. The implementation of surveys to be filled out by students at the end of each semester to further
47 enhance areas:
- 48
49 i. Infrastructure;
- 50
51 ii. Quality of the teachers;
- 52
53 iii. Quality of the curricula;

- 53 g. The Pilot Program will be composed by three volunteer Member States per sub-region (Central
54 America, South America, and the Caribbean) where four institutions of higher education, including
55 both private and public IHEs from each country will be directly participating in the Pilot Program on a
56 voluntary basis;
57
- 58 h. The Pilot Program should last one year for implementation to be followed by a three year evaluation;
59
- 60 i. This program encourages IHEs to develop and deepen relations between specific departments of the
61 IHEs of other LAC region countries in order to facilitate collaborative specialized research;
62
- 63 j. The creation of an advisory board composed by representatives of each Member State in addition to
64 the creation of three sub-regional boards (one for Central America, South America, and the
65 Caribbean) in order to compile and communicate the policies and ideas brought forth by all members
66 of TENLAC;
67
- 68 k. That the IHEs located within the region of Latin America and the Caribbean will voluntarily share a
69 common informational database which will fall under the management of the advisory board
70 composed of representatives from each IHEs participating of the Pilot Program:
71
- 72 l. A unified professor and instructor integration and employment database that will facilitate the sharing
73 of visiting staff to each of the IHEs in the region, this will be supervised by the advisory board;
74
- 75 m. A curriculum and research sharing network, where faculty seminars would take place regularly
76 throughout the region, and publications will be open and shared, with funding from ECOSOC
77 expenditures;
78
- 79 2. *Suggests* the adoption of the Latin American and the Caribbean Open Exchange Program within the
80 aforementioned TENLAC Pilot Program in order to facilitate intellectual exchange among students and teachers
81 from all Latin American and the Caribbean institutions:
82
- 83 a. To establish a temporary exchange program to last between six and twelve months for participating
84 students in all TENLAC institutions;
85
- 86 b. To provide the students of Latin American and Caribbean countries with the opportunity to study
87 abroad in our region and to encourage Member States to provide the same benefits endowed to citizens
88 of the host State;
89
- 90 c. To encourage the mobility of teachers to participating TENLAC institutions for a period of six to
91 twelve months to teach classes and to collaborate with the faculty of the host institution;
92
- 93 d. To accept the accreditation of degrees throughout the scope of the Pilot Program without concern of
94 substandard education in any part of the region;
95
- 96 3. *Endorses* the idea that funding is a necessary component of TENLAC and as such:
97
- 98 a. Funding for the initial phase of developing the higher education network should come from pre-
99 established UN educational programs like the UNDP and UNESCO's uniTwin and regional
100 institutions like Bank of the South; only when the standards set by these programs complement those
101 of the region and their institutional goals;
102
- 103 b. Funding will come from the financial support of Member States, in which they will have the freedom
104 to choose the level of support to their institutions and to TENLAC based on each of the Member States
105 capabilities;
106
- 107 c. Having UNESCO contributes funding, UNESCO would have a representative on the advisory board;
108

- 109 4. *Invites* Member States and other representatives taking part in the ECLAC committee to give appropriate
110 consideration to the establishment of a higher education network discussed in this resolution for the purpose of
111 meeting the goals of new capacities in the region through a more responsive higher education system;
112
- 113 5. *Requests* the Director of the Economic Commission for Latin America and the Caribbean to submit a report on
114 the implementation of the present resolution.

Code: ECLAC/RES/1/2

Committee: Economic Commission for Latin America and the Caribbean

Topic: Development of New Capacities in the Region through a More Responsive Higher Education System

1 *The Economic Commission for Latin America and the Caribbean,*

2
3 *Recalling* Article 26 of the *Universal Declaration of Human Rights* and the United Nations Educational, Scientific,
4 and Cultural Organization (UNESCO) *World Declaration on Higher Education for the Twenty-First Century: Vision*
5 *and Action* for the importance they place on equality of access to education, as well as the *Dakar Framework for*
6 *Action* which actively seeks to remove the barriers to equal access,

7
8 *Recognizing* the economic and human capacity benefit derived from apprenticeships in easing the transition from
9 school to work, and the statistical relationship between apprenticeships and youth unemployment, as in the
10 International Labour Organization (ILO) contribution to the G20 Task Force on Employment,

11
12 *Reaffirming* the Economic Commission for Latin America and the Caribbean (ECLAC) Resolution 668(XXXIV)
13 which calls for the strengthening of the statistic and research base between Member States in the region to forge a
14 concrete foundation for further comprehensive actions,

15
16 *Having considered* the need to provide a set of educational standards for and within the Latin America and
17 Caribbean (LAC) region as opposed to global standards in order to create more responsive policies for improvement,

18
19 *Aware of* the UNESCO Recommendation on the Status of Teachers which lays out improvements on the quality of
20 teachers,

- 21
22 1. *Supports* the continued use and expansion of Employer Tuition Reimbursement Programs in the interests of
23 improving the educational quality and access of students in Institutions of Higher Education, as well as
24 providing competent workers to both the private and public sectors, such that:
25
- 26 a. Create partnerships among individual students and potential employers, including but not limited to
27 government entities, Non-Governmental Organizations (NGO), and local businesses, reminiscent of
28 apprenticeships used more often in trades or vocational schooling, wherein employers receive educated
29 workers in exchange for providing students with, inter alia:
 - 30 i. Work experience;
 - 31 ii. Free or subsidized education;
 - 32 i. Future employment opportunities;
 - 33 b. Allow employers to address their specific personnel requirements through a marketplace of advanced
34 and pertinent skills;
 - 35 c. Quality will be improved by the increased enrollment and subsequent fees that stream into the various
36 institutions of higher education (IHEs);
- 37
38 2. *Suggests* the Director of the ECLAC Division of Social Development conducts a report crafting and analyzing
39 policy suggestions into the improvement of the quality of institutions of higher education, specifically:
40
- 41 a. The possibility of the creation and further implementation of a regional system of evaluation,
42 accreditation and quality assessment of higher education;
 - 43 b. The efficiency and quality of institutions' administrative systems, especially pertaining to the support
44 of teachers in their professional roles;
- 45
46 3. *Applauds* the efforts thus far in the advancement of a regional system of evaluation, accreditation and quality
47 assessment of institutions of higher educations, in order to:
48
- 49 a. Protect said institutions against corruption;
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- b. Allow for the greater mobility of academic degrees within regions;
 - c. Create a wider sphere of accepted standards of education systems, such that accepted testing standards in one state are respected throughout the region;
4. *Draws attention to the need* to declare 2015 as the United Nations International Year of the Teacher , in order to:
- a. Emphasize the value teachers not only represent, but also create in the international community;
 - b. Call attention to the quality of education teachers not only bestow, but also the education they receive;
 - c. Highlight the indispensable role teachers perform as educators and guides for the future of the international community in general.

Code: ECLAC/RES/1/3

Committee: The Economic Commission for Latin America and the Caribbean

Topic: Development of New Capacities in the Region through a More Responsive Higher Education System

1 *The Economic Commission for Latin America and the Caribbean,*

2
3 *Having examined* the current need to re-evaluate higher education in the Caribbean and other Member States of the
4 Latin America and the Caribbean (LAC) region,

5
6 *Affirming* that the right to education is a fundamental human right and education is the key to regional development
7 and economic growth,

8
9 *Emphasizing* that the educational and economic needs of each state across the LAC region are diverse and unique in
10 their own nature,

11
12 *Fully aware* of the existence of a shared Caribbean identity, derived from a set of unique regional economic,
13 cultural, and social conditions,

14
15 *Believing* that the aforementioned needs require measures to address the conditions unique to each individual state,

16
17 *Observing* the desire of each Member State to provide responsive higher education, often for the purpose of
18 vocational preparation in accordance to national and regional needs,

19
20 *Bearing in mind* that the aforementioned regional conditions create a diverse array of vocational and educational
21 opportunities,

22
23 *Recognizing* that the smaller nations of the Caribbean region face obstacles in their access to higher education due to
24 structural economic disparities within the larger LAC region,

- 25
26 1. Calls upon all Member States to recognize the individuality and socioeconomic diversity of the region;
- 27
28 2. Urges Member States to share their regional resources to assist in development of the LAC region;
- 29
30 3. Seeks to promote a regional identity through the implementation of a ‘sub-regional partnership’ in the
31 Caribbean, responding to the following topics:
- 32
- 33 a. This sub-regional partnership will be first implemented as a pilot project for a period of eight (8) years,
34 in order to:
 - 35
 - 36 b. Emphasize the importance of discipline-specific academic programs that respond to Member States
37 strategic needs and interests, in order to allow states to pursue prosperous growth and further
38 development of the higher education system within the Caribbean region;
 - 39
 - 40 c. Recognizes the right of students to study in their discipline of choice, irrespective of their country of
41 origin;
 - 42
 - 43 d. The student application process involves a project proposal, which includes the partnership with a local
44 organization or business, to improve their home country’s industry relevant to their discipline of study;
 - 45
 - 46 e. Sustainably utilize regional resources, and further encourage students to seek education outside of their
47 country of origin, but within the region, towards the assurance of high quality higher education
48 systems among the LAC region;
 - 49
 - 50 f. Stressing that upon successful completion of this pilot project and observation of its effects following
51 the trial period of eight (8) years, Member States will consider negotiations around the continuation of
52 this project in the whole LAC region;
- 53

- 54 4. Reaffirms the mutual benefits of an exchange network cross-regionally whilst strengthening domestic
55 economies and opportunities, to ultimately reduce 'brain drain' in the Caribbean region;
56
- 57 5. Highlights that higher education encompasses both tertiary university education and vocational education:
58
- 59 g. Urges all Member States to recognize the importance of vocational education, especially to smaller
60 states such as those in the Caribbean region;
61
- 62 6. *Calls upon* Member States to implement a period of compulsory traineeship appropriate to their individual
63 need:
64
- 65 h. Recommends a minimum period of no less than three years and a maximum period of no more than
66 nine years;
67
- 68 i. Participants, upon completion of education within the region, may redeem a portion of the obligatory
69 traineeship period acting as ambassadors, collaborating with local governments and communities in
70 their home state to strengthen program-awareness in rural areas that receive little information
71 regarding higher education;
72
- 73 7. Invites Member States to implement research tactics that would allow the committee to make recommendations
74 regarding balancing measures between participants, addressing rates of student travel:
75
- 76 j. The committee urges States that thereby increase their human capital of education to earn economic
77 benefits such as a reduction on taxes of imported goods and services from those states which impart
78 this educational capital;
79
- 80 k. This creates equal incentive between partnering States in this exchange, whereby those states who
81 commit greater resources to the education of workers from other Caribbean States will be
82 proportionally compensated by greater comparative trade rates;
83
- 84 8. *Reiterates* that student mobility and further enrollment in exchange programs within the region is beneficial to
85 increase knowledge of the Caribbean States whilst fostering a greater regional identity.

Code: ECLAC/RES/1/4

Committee: The Economic Commission for Latin America and the Caribbean

Topic: Development of New Capacities in the Region through a More Responsive Higher Education System

1 *The Economic Commission for Latin America and the Caribbean,*

2
3 *Reaffirming the Declaration on the Right to Development,* which specifically communicates the importance of
4 education in the development of states,

5
6 *Bearing in mind* Article 26 of the *Universal Declaration of Human Rights* that states the right for everybody to have
7 access to education, and promotes a technical and professional education for the “development of the human
8 personality and to the strengthening of respect to human rights and fundamental freedoms,”

9
10 *Recalling* resolution A/RES/57/206 that reaffirms the commitment and obligations of each country to develop
11 national strategies for enhancing their educational system by including a comprehensive, participatory and effective
12 alternatives to be embodied in their respective national plans of action for education and national development,

13
14 *Keeping in mind* the objectives of the 7th Global Network of Science Academies (IAP) Conference from February
15 2013, which, among many topics, highlights the importance of developing new technologies for developing
16 countries as a means to generate an increase in education, infrastructure and technologic capabilities,

17
18 *Taking note* of the contribution that the Brazilian System of Nanotechnology Laboratories (SisNANO) has provided
19 to the development of new capacities, technical bodies and scientific qualified staff for the management of
20 nanotechnology in the east coast of the continent and its willingness to cooperate through knowledge and
21 capabilities exchange in the Latin American and the Caribbean region,

22
23 *Considering* the contribution that the United Nations Educational, Scientific and Cultural Organization (UNESCO)
24 has provided to the Latin American and the Caribbean region throughout the creation of the UNESCO’s University
25 of Twinning and Networking (UNITWIN) wherein they seek to “build capacity and increase knowledge to advance
26 the cause of education, science and technology, social and human sciences, culture and communication,”

27
28 *Recalling* the necessity to build a suitable structure that can provide the capabilities to students of higher education
29 to practice and professionalize themselves in the areas of space engineering under the spirit of Latin American and
30 Caribbean cooperation in order to gain a multilateral benefit of knowledge appliance,

31
32 1. *Recognizes* the importance of promoting between universities, other institutions of higher education and
33 research institutions in higher education, a scientific and technological cooperation that contributes and benefits
34 a sustainable, inclusive, equal development in areas such as, but not limited to:

- 35
36 a. Molecular electronics for logic and energy storage;
37
38 b. Advanced and intelligent materials for technology improvement in industrial machinery;
39
40 c. Sensors and biosensors for enhancing food quality, environmental management and medicine
41 effectiveness;

42
43 2. *Proclaims* the creation of the Joint Initiative for Research, Technology and Development (JIRTD) as a
44 subsidiary body under ECLAC, which will have the following focus:

- 45
46 a. Endorse research as the basis of gaining knowledge for the further generation of public policy aimed to
47 enhance the educational system of higher education;
48
49 b. Strengthen the importance of nanotechnology and space engineering as a tool for enhancing higher
50 education based on capacity building and the promotion of responsive development strategies;
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52 c. Develop policies for regional development and integration through the links provided by technology
53 and its sharing capabilities;

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- d. Evaluate results of academic programs within the areas of nanotechnology and space engineering;
 - e. ECLAC will request the Subsidiary Body for Science, Innovation, and Information and Communications Technologies to create a special group of experts within that will be in charge of:
 - i. Examining the natural and technical capabilities that each country willing to join this program have in regard to nanotechnology and space engineering;
 - ii. Receiving and analyzing voluntarily provided information from LAC countries regarding nanotechnology and space engineering projects and initiatives;
 - iii. Identifying and further evaluating the necessities that countries have that can be improved with nanotechnology capabilities and space management alternatives;
 - iv. Compiling the information analyzed for the JIRTD's archives as a source to implement effectively this initiative in each country;
 - v. The results evaluation will be presented biannually, starting in 2016, as part of the meetings held by the Subsidiary Body for Science, Innovation and Information and Communications Technologies;
 - f. Raise awareness on the modernization of production methods based on nanotechnology capabilities in order to promote:
 - i. Sustainable use of natural renewal resources;
 - ii. Protection of environment;
 - iii. Sustainable and diversified agricultural production;
 - iv. Sustainable social development;
3. *Emphasizes* the inclusion of the following objectives as part of the JIRTD:
- a. Expand and consolidate infrastructure through the cooperation of the Brazilian System of Nanotechnology Laboratories (SisNANO) and its regional infrastructure for technological sharing;
 - b. Expand the nanotechnology and space engineering machinery through the UNESCO's University of Twinning and Networking (UNITWIN) under a voluntary basis;
 - i. This assistance will be managed under the mandate of the UNESCO contribution to the development of research and new intellectual capabilities in Latin America and the Caribbean;
 - c. Promote space engineering and training through technological platforms such as the *Andres Bello Space Physics Institute* to be created by the Chilean Government, which will:
 - i. Join a multilateral board of scientists promoted by their contribution for regional development;
 - ii. Provide assistance in cooperation with the Chilean Government to ECLAC initiatives regarding technology research for regional capabilities;
 - iii. Assist regional research into telescopes and structural knowledge to the students being part of this initiative;
4. *Suggests* that the JIRTD promote the inclusion of nanotechnology and space engineering as innovative and useful tools for the development for the LAC region, by including these topics as part of its discussion agenda in the annual meetings of ECLAC;
- a. JIRTD will encourage Member States to hold conventions, speeches and gatherings between students and engineering experts in public and private universities, other institutions of higher education and research institutions in higher education, willing to have advantage of this initiative;
 - b. The Initiative will also look for voluntary cooperation from national governments as inversion for the construction of a better educative structure in terms of nanotechnology sharing and space engineering

110 capacities and their regional exchange of knowledge, as well as a contribution for the fulfillment of the
111 objectives of JIRTD;

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113 c. JIRTD will also have an eventual goal of setting up training programmes between participating states
114 to promote development and expansion of technologies within the region;

115

116 5. *Encourages* the non-Latin American and Caribbean Member States of ECLAC to cooperate with JIITD for
117 knowledge sharing and experts exchange, respecting the sovereignty of all Member States in every aspects;

118

119 6. *Further suggests* the adoption of this initiative in LAC countries, seeing the contribution that nanotechnology
120 and space engineering provides to the region in order to develop in the long term a suitable management of
121 technologies developed by Latin American and Caribbean capabilities to benefit knowledge development and
122 society as a whole.

Code: ECLAC/RES/1/5

Committee: The Economic Commission for Latin America and the Caribbean

Topic: Development of New Capacities in the Region through a More Responsive Higher Education System

1 *The Economic Commission for Latin America and the Caribbean,*

2
3 *Recalling Article 26 of the Universal Declaration of Human Rights* which recognizes education as an essential
4 human right,

5
6 *Reflecting* the mandate of the Economic Commission for Latin America and the Caribbean which directs the body to
7 enhance economic and social development in the Latin America and the Caribbean (LAC) through regional
8 cooperation,

9
10 *Reaffirming* that under the Article 79 of A/RES/67/94 education is considered as “ absolutely central to any
11 sustainable development agenda,”

12
13 *Noting* the ideas expressed in Article 13, sub-clause 2.C of the *International Covenant on Economic, Social, and*
14 *Cultural Rights* which states that “higher education shall be made equally accessible to all on the basis of capacity
15 by every appropriate means and in particular by the progressive introduction of free education,”

16
17 *Recognizing* the instrumental role that the states plays in ensuring the provision of free higher education,

18
19 *Fully believing* in both A/RES/59/113 and A/RES/56/201 and the report A/HRC/RES/12/4 about the “Promotion
20 and Protection of all Human Rights” including the right to education,

21
22 *Keeping in mind* that institutions of higher education (IHE) should reflect the desire of the regional community to
23 protect all peoples from discrimination in all of its forms,

24
25 *Highlighting* the need for a more inclusive higher education system that takes into consideration the different needs
26 and backgrounds of students,

27
28 *Further affirming* the ideas set forth in A/RES/68/131 that emphasize the need for education to be inclusive
29 regardless of race, color, religion, gender, or any other identifying attribute,

30
31 *Further recognizing* the importance of equipping individuals with the skills, training, expertise, knowledge, and
32 technology necessary for creating contributing members of the regional community,

33
34 *Observing* the reality that higher education is a vast concept that encompasses research, technical, and professional
35 fields,

36
37 *Further recalling* Article 14.1 of A/RES/61/295 that “Indigenous peoples have the right to establish and control their
38 educational systems and institutions providing education in their own languages, in a manner appropriate to their
39 cultural methods of teaching and learning,”

40
41 *Further noting* the gap in higher education accessibility between urban and rural areas as well as in between
42 different communities,

- 43
44 1. *Urges* Member States to progressively work toward the provision of free higher education for all;
45
46 2. *Recommends* that Member States take an active role in assisting disadvantaged students in order to remove
47 economic barriers from their access to higher education by enhancing current state administered scholarship
48 programs and/or providing government loans, under the following conditions:
49
50 a. Member States will provide the loans at low or zero interest rates;

51

- 52 b. The recipient of the loans will start to repay their loan after completing their education at an IHE and
53 after above the average annual income as determined by each Member State's relevant government
54 department or institution;
55
- 56 c. The recipients of the loan will pay a low percentage of their income to repay the loan over a period of
57 time as determined by Member States;
58
- 59 3. *Further recommends that* ECLAC create a common fund composed of voluntary monetary and / or
60 nonmonetary donations from ECLAC Member States to be administered by the ECLAC Ad Hoc Committee on
61 Population and Development for the purpose of:
62
- 63 a. The creation of Social Mobility Grants to be:
64
- 65 i. Incentives in order to create opportunities for students to experience exchange opportunities
66 amongst other IHEs in the region;
67 ii. Designed by an annual special report by the Ad Hoc Committee which could designate the number
68 and amount of grants that would be provided to countries in the Latin American and Caribbean
69 region and give recommendations to Member States pertaining to the specific areas or
70 communities in which these grants could be allocated;
71 iii. Awarded by IHEs on the basis of projects submitted by the student in need of assistance,
72 demonstrating his or her dedication to improving life standards within his or her community and
73 overcoming barriers;
74 iv. Established in order to open doors for students that face barriers to accessing the higher education
75 system, including:
76 v. The diverse range of indigenous peoples in the region;
77 vi. Persons with disabilities;
78 vii. People facing discrimination as a result of their gender identity and/or sexual orientation;
79 viii. People who live in rural or remote communities;
80 ix. Any other persons that experience barriers to accessing higher education;
81
- 82 4. *Requests* ECLAC's Ad Hoc Committee on Population and Development to perform research on how Member
83 States might be able to establish free inclusive institutes of higher education with possible funding assistance
84 from regional cooperation with the intent of:
85
- 86 a. Improving the accessibility of higher education by targeting populations that are marginalized by the
87 institutions currently in place;
88
- 89 b. Sustaining and protecting communities' individual cultures, languages and traditional knowledge by
90 offering curricula that are relevant to community's needs and identities;
91
- 92 c. Reflecting the spirit of the Venezuelan Mission Sucre, which has increased the number of smaller
93 universities in its municipalities;
94
- 95 5. *Emphasizes* that individuals should have equal opportunities to access higher education with regard to
96 overcoming structural inequalities, particularly the many indigenous peoples in the region by acknowledging
97 that individuals have different needs, cultural backgrounds and conditions;
98
- 99 6. *Draws attention* to the necessity of ensuring that certificates acquired in locals universities are recognized at a
100 national level, in order to:
101
- 102 a. Work jointly towards the construction and further consolidation of each Member State's national
103 higher education system;
104
- 105 b. Combat unfair privilege or advantage between rural and urban areas or in between different
106 communities;
107

- 108 7. *Further calls for* the incorporation of an ECLAC Anti-Discrimination Advisory Board (ADAB) in the ECLAC
109 Committee of the Whole that would:
110
- 111 a. Appoint independent experts and academics to give specific and personalized recommendations to
112 IHEs to help them address the structural weaknesses that lead to discriminatory practices;
113
 - 114 b. Receive complaints from aggrieved individuals or groups who have experienced discrimination in the
115 higher education system to be published on public record;
116
- 117 8. *Invites* Member States to develop a culture of continued scholarship that is reflected by students returning to
118 their former IHEs or communities as teachers by:
119
- 120 a. Creating working scholarship opportunities for graduate students;
121
 - 122 b. Incentivizing former students to return to their former IHEs or communities in order to develop new
123 educational capacities both locally and regionally, with a particular emphasis on research and
124 enhancing technical progress;
125
- 126 9. *Further invites* Member States to prioritise the teaching-research nexus as essential to universities across the
127 region as bastions of learning and discovery to cultivate ideas, knowledge, and information informed by the
128 unique historical, cultural, linguistic and ideological experiences of the LAC region;
129
- 130 10. *Draws attention* to the potential values for IHEs in pursuing the development of online academic programs and
131 Information Communication Technologies (ICTs) for those unable to attend an institute of higher education due
132 to financial, geographical, or other infrastructural barriers, while recognising that Members States are still
133 working towards a more uniform accreditation standard across the region, specifically related with the
134 conceptualization of online academic programs and its respective components;
135
- 136 11. *Exhorts* the Statistical Conference of the Americas to conduct, gather and collate research in relation to the
137 current status of higher education in the Latin American and the Caribbean region, as well as new trends and
138 potential economic possibilities for in order to achieve an inclusive knowledge and information-based economy:
139
- 140 12. *Further exhorts* Member States and IHEs to consult the aforementioned database as well as UNESCO's
141 educational programs on a voluntary basis while respecting Member States sovereignty in every aspects
142 especially over their educational policies;
143
- 144 13. *Encourages* Member States through their IHEs to pursue greater adaptability and responsiveness in regards to
145 the relationship between IHEs and their communities according to the state's priorities and needs:
146
- 147 a. Promoting annual meetings between IHE and community leaders in order to establish an open transfer
148 of ideas, knowledge, information and technology;
149
 - 150 b. Analyzing data pertaining to new trends and potential areas of economic growth thereby enabling
151 universities to design their programs accordingly;
152
- 153 14. *Further encourages* the focus on the creation of specialized curricula based on the socio-economic
154 characteristics of the local communities for the purpose of;
155
- 156 a. Developing relevant emerging and existing capacities through the inclusion of those who historically
157 have been or still are underrepresented by the current higher education systems and society;
158
 - 159 b. Preserving in accordance with Art. 31.1 of A/RES/61/295 the traditional knowledge of each
160 communities using their respective languages therefore preserving them from generation to generation;
161
 - 162 c. Involving communities in the creation and objectives of these curricula and teaching methods through
163 consultation and mediation;

164
165
166
167

15. *Expresses* its hope that Member States will pursue innovative means of incorporating vocational and technical training programs into IHEs in order to equip individuals with the knowledge and expertise needed to develop informed, skilled and capable citizens.