

NMUN • NY

ORGANIZATION OF AMERICAN STATES



NATIONAL MODEL UNITED NATIONS

5-9 April 2009 - Sheraton
7-11 April 2009 - Marriott

www.nmun.org

BACKGROUND GUIDE 2009

NATIONAL
COLLEGIATE CONFERENCE
association™

WRITTEN BY:
Lucas Carreras
Nick Shippers

Please consult the FAQ section of www.nmun.org for answers to your questions. If you do not find a satisfactory answer you may also contact the individuals below for personal assistance. They may answer your question(s) or refer you to the best source for an answer.

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NMUN•NY 2009 IMPORTANT DATES

IMPORTANT NOTICE: To make hotel reservations, you must use the forms at www.nmun.org and include a \$1,000 deposit. Discount rates are available until the room block is full or one month before the conference – whichever comes first. **PLEASE BOOK EARLY!**

SHERATON	MARRIOTT	
31 January 2009	31 January 2009	<ul style="list-style-type: none"> Confirm Attendance & Delegate Count. (Count may be changed up to 1 March) Make Transportation Arrangements - DON'T FORGET! (We recommend confirming hotel accommodations prior to booking flights.)
15 February 2009	15 February 2009	<ul style="list-style-type: none"> Committee Updates Posted to www.nmun.org.
1 March 2009	1 March 2009	<ul style="list-style-type: none"> Hotel Registration with FULL PRE-PAYMENT Due to Hotel - Register Early! Registration is first-come, first-served. Any Changes to Delegate Numbers Must be Confirmed to karen@nmun.org Two Copies of Each Position Paper Due via E-mail (See opposite page for instructions). <i>All Conference Fees Due to NMUN for confirmed delegates.</i> (\$125 per delegate if paid by 1 March; \$150 per delegate if received after 1 March.) Fee is not refundable after this deadline.

NATIONAL MODEL UNITED NATIONS

The 2009 National Model UN Conference

- 5 - 9 April — Sheraton New York
- 7 - 11 April — New York Marriott Marquis

Two copies of each position paper should be sent via e-mail by 1 MARCH 2009

1. TO COMMITTEE STAFF

A file of the position paper (.doc or .pdf) for each assigned committee should be sent to the committee e-mail address listed below. Mail papers by 1 March to the e-mail address listed for your particular venue. These e-mail addresses will be active after 15 November. Delegates should carbon copy (cc:) themselves as confirmation of receipt. *Please put committee and assignment in the subject line (Example: GAPLEN_Greece).*

2. TO DIRECTOR-GENERAL

- Each delegation should send one set of all position papers for each assignment to the e-mail designated for their venue: positionpapers.sheraton@nmun.org or positionpapers.marriott@nmun.org. This set (held by each Director-General) will serve as a back-up copy in case individual committee directors cannot open attachments. Note: This e-mail should only be used as a repository for position papers.
- The head delegate or faculty member sending this message should cc: him/herself as confirmation of receipt. (Free programs like Adobe Acrobat or WinZip may need to be used to compress files if they are not plain text.)
- Because of the potential volume of e-mail, only one e-mail from the Head Delegate or Faculty Advisor containing all attached position papers will be accepted. *Please put committee, assignment and delegation name in the subject line (Example: Cuba_U_of_ABC).* If you have any questions, please contact the Director-General at dirgen@nmun.org.

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WORLD TRADE ORGANIZATION	wto.sheraton@nmun.org	WORLD TRADE ORGANIZATION	wto.marriott@nmun.org

OTHER USEFUL CONTACTS:

Entire Set of Delegation Position Papers (send only to e-mail for your assigned venue)	positionpapers.sheraton@nmun.org positionpapers.marriott@nmun.org
NMUN Director of Programs	karen@nmun.org
Secretary-General	secgen@nmun.org
Director(s)-General	dirgen@nmun.org

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THE 2009 NATIONAL MODEL UNITED NATIONS

SPONSORED BY THE NATIONAL COLLEGIATE CONFERENCE ASSOCIATION

New York City, 5-9 April (Sheraton) & 7-11 April (Marriott) • www.nmun.org

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Dear Delegates,

We welcome you and hope you are looking forward to being a part of an experience that you will never forget at the 2009 National Model United Nations! We are very excited to be your Directors for the Organization of American States at the Marriott and Sheraton venues and are looking forward to getting to know you all at the conference. Nick Shippers is a senior analyst and programmer for the University of Rochester Medical Center and founder of a web site design and consulting firm. He holds an A.S. in business and this is his third year on staff. Lucas Carreras holds a B.A. and M.A. in Political Science from California State University, Fullerton. Lucas is from Long Beach California and this is his third year on staff.

The following are this year's topics:

1. Developing Methods to Fully Institute the Hemispheric Plan of Action against Transnational Organized Crime
2. Implementing the Declaration of Medellin
3. Expanding Educational and Professional Opportunities for Indigenous and Minority Populations

Although a regional committee, as delegates of the OAS you will find through your research that the committee has broader international influences. Therefore, it is crucial not just to be well versed in the issues effecting Member States of the OAS, but to have a firm grasp on how these issues play out in the relationship of the OAS to the broader international community.

We strongly suggest that delegates use all research tools available, especially major news publications throughout OAS Member States and the United Nations news feeds to stay abreast of current events. In addition, you will greatly enhance your NMUN experience if you use this background guide as the foundation for your research. The annotated bibliography section will be particularly useful; it also contains research not cited, but of significant importance to your preparation.

Delegates will find that each topic is relevant to current discussions within the international community, and are encouraged to research beyond the resources that we have provided you in the background guide, as new information is constantly available. Academic research plays a central role in the educational mission of NMUN and will greatly benefit you.

Every delegation is required to submit a position paper prior to attending the conference. NMUN will accept position papers via e-mail by March 1, 2009, for both venues. Please refer to the message from your Directors-General explaining NMUN's position paper requirements and restrictions, as adherence to these guidelines is of utmost importance.

The NMUN experience can be demanding, but it will be incredibly rewarding. We wish each of you the best as you prepare. Please regularly check the NMUN website at www.nmun.org for updates. Also, we strongly recommend the Delegation Preparation Guide available at the NMUN website. Take this opportunity to prepare fully and you will benefit even more from the enriching experience at the conference. As we are your facilitators, please do not hesitate to contact us prior to the conference with any questions. We know you will enjoy your NMUN experience and look forward to guiding you as you produce the best NMUN yet.

Sincerely,

Sheraton Venue
Lucas Carreras
Director
oas.sheraton@nmun.org

Marriott Venue
Nick Shippers
Director
oas.marriott@nmun.org

Message from the Directors-General Regarding Position Papers for the 2009 NMUN Conference

At the 2009 NMUN New York Conference, each delegation submits one position paper for each committee it is assigned to. Delegates should be aware that their role in a respective committee has some impact on the way a position paper should be written. While most delegates will serve as representatives of Member States, some may also serve as observers, NGOs or judicial or technical experts. To understand these fine differences, please refer to Delegate Preparation Guide.

Position papers should provide a concise review of each delegation's policy regarding the topic areas under discussion and establish precise policies and recommendations in regard to the topics before the committee. International and regional conventions, treaties, declarations, resolutions, and programs of action of relevance to the policy of your State should be identified and addressed. Discussing recommendations for action to be taken by your committee is another portion of the position paper that should be considered. Position papers also serve as a blueprint for individual delegates to remember their country's position throughout the course of the Conference. NGO position papers should be constructed in the same fashion as traditional position papers. Each topic should be addressed briefly in a succinct policy statement representing the relevant views of your assigned NGO. You should also include recommendations for action to be taken by your committee. It will be judged using the same criteria as all country position papers, and is held to the same standard of timeliness.

Please be forewarned, delegates must turn in material that is entirely original. ***The NMUN Conference will not tolerate the occurrence of plagiarism.*** In this regard, the NMUN Secretariat would like to take this opportunity to remind delegates that although United Nations documentation is considered within the public domain, the Conference does not allow the verbatim re-creation of these documents. This plagiarism policy also extends to the written work of the Secretariat contained within the Committee Background Guides. Violation of this policy will be immediately reported to faculty advisors and may result in dismissal from Conference participation. Delegates should report any incident of plagiarism to the Secretariat as soon as possible.

Delegation's position papers can be awarded as recognition of outstanding pre-Conference preparation. In order to be considered for a Position Paper Award, however, delegations must have met the formal requirements listed below. Please refer to the sample paper on the following page for a visual example of what your work should look like at its completion. The following format specifications are **required** for all papers:

- All papers must be typed and formatted according to the example in the Background Guides
- Length must **not** exceed one double-sided page (two single-sided pages is **not** acceptable)
- Font **must** be Times New Roman sized between 10 pt. and 12 pt.
- Margins must be set at 1 inch for whole paper
- Country/NGO name, School name and committee name clearly labeled on the first page; the use of national symbols is highly discouraged
- Agenda topics clearly labeled in separate sections

To be considered timely for awards, please read and follow these directions:

1. **A file of the position paper** (.doc or .pdf) **for each assigned committee** should be sent to the committee email address listed in the Background Guide. These e-mail addresses will be active after November 15, 2008. Delegates should carbon copy (cc:) themselves as confirmation of receipt.

2. Each delegation should also send **one set of all position papers** to the e-mail designated for their venue: positionpapers.sheraton@nmun.org or positionpapers.marriott@nmun.org. This set will serve as a back-up copy in case individual committee directors cannot open attachments. These copies will also be made available in Home Government during the week of the NMUN Conference

Each of the above listed tasks needs to be completed no later than **March 1, 2009 for Delegations attending the NMUN conference at either the Sheraton or the Marriott venue.**

PLEASE TITLE EACH E-MAIL/DOCUMENT WITH THE NAME OF THE COMMITTEE, ASSIGNMENT AND DELEGATION NAME (Example: AU_Namibia_University of Caprivi)

A matrix of received papers will be posted online for delegations to check prior to the Conference. If you need to make other arrangements for submission, please contact Sarah Tulley, Director-General, Sheraton venue, or Lauren Judy, Director-General, Marriott venue at dirgen@nmun.org. There is an option for delegations to submit physical copies via regular mail if needed.

Once the formal requirements outlined above are met, Conference staff uses the following criteria to evaluate Position Papers:

- Overall quality of writing, proper style, grammar, etc.
- Citation of relevant resolutions/documents
- General consistency with bloc/geopolitical constraints
- Consistency with the constraints of the United Nations
- Analysis of issues, rather than reiteration of the Committee Background Guide
- Outline of (official) policy aims within the committee's mandate

Each delegation should submit a copy of their position paper to the permanent mission of the country being represented, along with an explanation of the Conference. Those delegations representing NGOs do not have to send their position paper to their NGO headquarters, although it is encouraged. This will assist them in preparation for the mission briefing in New York.

Finally, please consider that over 2,000 papers will be handled and read by the Secretariat for the Conference. Your patience and cooperation in strictly adhering to the above guidelines will make this process more efficient and is greatly appreciated. Should you have any questions please feel free to contact the Conference staff, though as we do not operate out of a central office or location your consideration for time zone differences is appreciated.

Sincerely yours,

Sheraton Venue
Sarah Tulley
Director-General

sarah@nmun.org

Marriott Venue
Lauren Judy
Director-General

lauren@nmun.org

Sample Position Paper

The following position paper is designed to be a sample of the standard format that an NMUN position paper should follow. While delegates are encouraged to use the front and back of a single page in order to fully address all topics before the committee, please remember that only a maximum of one double-sided page (or two pages total in an electronic file) will be accepted. Only the first double-sided page of any submissions (or two pages of an electronic file) will be considered for awards.

Delegation from
Canada

Represented by
(Name of College)

Position Paper for General Assembly Plenary

The topics before the General Assembly Plenary are: Breaking the link between Diamonds and Armed Conflict; the Promotion of Alternative Sources of Energy; and the Implementation of the 2001-2010 International Decade to Roll Back Malaria in Developing Countries, Particularly in Africa. Canada is dedicated to collaborative multilateral approaches to ensuring protection and promotion of human security and advancement of sustainable development.

I. Breaking the link between Diamonds and Armed Conflict

Canada endorses the Kimberly Process in promoting accountability, transparency, and effective governmental regulation of trade in rough diamonds. We believe the Kimberly Process Certification Scheme (KPCS) is an essential international regulatory mechanism and encourage all Member States to contribute to market accountability by seeking membership, participation, and compliance with its mandate. Canada urges Member States to follow the recommendations of the 2007 Kimberley Process Communiqué to strengthen government oversight of rough diamond trading and manufacturing by developing domestic legal frameworks similar to the Extractive Industries Transparency Initiative. We call upon participating States to act in accordance with the KPCS's comprehensive and credible systems of peer review to monitor the continued implementation of the Kimberley Process and ensure full transparency and self-examination of domestic diamond industries. We draw attention to our domestic programs for diamond regulation including Implementing the Export and Import of Rough Diamonds Act and urge Member States to consider these programs in developing the type of domestic regulatory frameworks called for in A/RES/55/56. We recommend Member States implement the 2007 Brussels Declaration on Internal Controls of Participants and, in cooperation with established diamond industries, increase controls for record keeping, spot checks of trading companies, physical inspections of imports and exports, and maintenance of verifiable records of rough diamond inventories. Pursuant to Article 41 of the Charter of the United Nations and in conjunction with S/RES/1346, we support renewed targeted sanctions on Côte d'Ivoire, initiated under Paragraph 1 of S/RES/1782, and recommend the Security Council use targeted sanctions and embargos to offset illicit exploitation of diamond trading. Canada recognizes the crucial role of non-governmental organizations (NGOs) in the review of rough diamond control measures developed through the Kimberly Process and encourages States to include NGOs, such as Global Witness and Partnership Africa Canada, in the review processes called for in A/RES/58/290. We urge Member States to act in accordance with A/RES/60/182 to optimize the beneficial development impact of artisanal and alluvial diamond miners by establishing a coordinating mechanism for financial and technical assistance through the Working Group of the Kimberly Process of Artisanal Alluvial Producers. Canada calls upon States and NGOs to provide basic educational material regarding diamond valuation and market prices for artisanal diggers, as recommended by the Diamond Development Initiative. Canada will continue to adhere to the 2007 Brussels Declaration on Internal Controls of Participants and is dedicated to ensuring accountability, transparency, and effective regulation of the rough diamond trade through the utilization of voluntary peer review systems and the promotion of increased measures of internal control within all diamond producing States.

II. The Promotion of Alternative Sources of Energy

Canada is dedicated to integrating alternative energy sources into climate change frameworks by diversifying the energy market while improving competitiveness in a sustainable economy, as exemplified through our Turning Corners Report and Project Green climate strategies. We view the international commitment to the promotion of

alternative sources of energy called for in the Kyoto Protocol and the United Nations Framework Convention on Climate Control (UNFCCC) as a catalyst to sustainable development and emission reduction. Canada fulfills its obligations to Article 4 of the UNFCCC by continuing to provide development assistance through the Climate Change Development Fund and calls upon Member States to commit substantial financial and technical investment toward the transfer of sustainable energy technologies and clean energy mechanisms to developing States. We emphasize the need for Member States to follow the recommendations of the 2005 Beijing International Renewable Energy Conference to strengthen domestic policy frameworks to promote clean energy technologies. Canada views dissemination of technology information called for in the 2007 Group of Eight Growth and Responsibility in the World Economy Declaration as a vital step in energy diversification from conventional energy generation. We call upon Member States to integrate clean electricity from renewable sources into their domestic energy sector by employing investment campaigns similar to our \$1.48 billion initiative ecoENERGY for Renewable Power. Canada encourages States to develop domestic policies of energy efficiency, utilizing regulatory and financing frameworks to accelerate the deployment of clean low-emitting technologies. We call upon Member States to provide knowledge-based advisory services for expanding access to energy in order to fulfill their commitments to Goal 1 of the Millennium Development Goals (MDGs). Canada emphasizes the need for States to establish domestic regulatory bodies similar to the Use, Development, Deployment, and Transfer of Technology Program to work in cooperation with the private sector to increase the transfer of alternative energy technologies. Highlighting the contributions of the Canadian Initiative for International Technology Transfer and the International Initiative for Technology Development Program, we urge Member States to facilitate the development and implementation of climate change technology transfer projects. Canada urges States to address the concerns of the 2007 Human Development Report by promoting tax incentives, similar to the Capital Cost Allowances and Canadian Renewable and Conservation Expenses, to encourage private sector development of energy conservation and renewable energy projects. As a member of the Renewable Energy and Energy Efficiency Partnership, Canada is committed to accelerating the development of renewable energy projects, information sharing mechanisms, and energy efficient systems through the voluntary carbon offset system. We are dedicated to leading international efforts toward the development and sharing of best practices on clean energy technologies and highlight our release of the Renewable Energy Technologies Screen software for public and private stakeholders developing projects in energy efficiency, cogeneration, and renewable energy. Canada believes the integration of clean energy into State specific strategies called for in A/62/419/Add.9 will strengthen energy diversification, promote the use of cogeneration, and achieve a synergy between promoting alternative energy while allowing for competitiveness in a sustainable economy.

III. Implementation of the 2001-2010 International Decade to Roll Back Malaria in Developing Countries, Particularly in Africa

Canada views the full implementation of the treatment and prevention targets of the 2001-2010 International Decade to Roll Back Malaria in Developing Countries, Especially in Africa, as essential to eradicating malaria and assisting African States to achieve Target 8 of Goal 6 of the MDGs by 2015. We recommend Member States cooperate with the World Health Organization to ensure transparency in the collection of statistical information for Indicators 21 and 22 of the MDGs. Canada reaffirms the targets of the Abuja Declaration Plan of Action stressing regional cooperation in the implementation, monitoring, and management of malaria prevention and treatment initiatives in Africa. To fully implement A/RES/61/228, Canada believes developed States must balance trade and intellectual property obligations with the humanitarian objective of the Doha Declaration on the TRIPS Agreement and Public Health. We continue to implement Paragraph 6 of the Doha Declaration on the TRIPS Agreement and Public Health into our compulsory licensing framework through the Jean Chrétien Pledge to Africa Act. We urge Member States to support compulsory licensing for essential generic medicines by including anti-malarial vaccines and initiating domestic provisions to permit export-only compulsory licenses to domestic pharmaceutical manufacturers, similar to Canada's Access to Medicines Regime. Canada calls upon Member States to establish advanced market commitments on the distribution of pneumococcal vaccines to developing States in cooperation with PATH and the Malaria Vaccine Initiative. We emphasize the need for greater membership in the Roll Back Malaria initiative to strengthen malaria control planning, funding, implementation, and evaluation by promoting increased investment in healthcare systems and greater incorporation of malaria control into all relevant multi-sector activities. Canada continues to implement the Canadian International Development Agency's (CIDA) New Agenda for Action on Health to reduce malaria infection rates among marginalized populations in Africa, increase routine immunizations rates, and reduce infection rates of other neglected infections. Canada will achieve the goal of doubling aid to Africa by 2008-2009 by providing assistance to the Global Fund to Fight Aids, Tuberculosis, and Malaria. We urge Member States to increase donations to intergovernmental organizations and NGOs that support malaria

programming in Africa, exemplified by CIDA's contribution of \$26 million to the Canadian Red Cross. We continue our efforts to provide accessible and affordable vector control methods to African States through the Red Cross' Malaria Bed Net Campaign and the African Medical Research Foundation Canada by supplying insecticide-treated mosquito nets and Participatory Malaria Prevention and Treatment tool kits. We support the Initiative to Save a Million Lives Now 2007 Campaign to improve healthcare for impoverished mothers and children and reaffirm the need for standardization of healthcare systems to ensure adequate training of healthcare officials. We call upon Member States to assist in the capacity building of developing States' healthcare frameworks to provide adequate training, equipment, and deployment to new and existing African healthcare personnel. Canada places strong emphasis on ensuring increased accessibility to health services, improved standards of living, and reduction in mortality rates through our \$450 million contribution to the African Health Systems Initiative. Pursuant to Article VII of the A/55/2, we will continue to exhibit leadership in the implementation of A/RES/61/228 to mitigate the effects of malaria in developing States, particularly in Africa, and remain dedicated to the strengthening of healthcare systems to improve malaria prevention and treatment.

History of the Organization of American States

Introduction

The American States strove to create a closer hemispheric union several decades before the United Nations was founded.¹ Simón Bolívar, the popular political and military leader, envisioned a league of American republics.² His idea came to fruition originally when The First Conference of American States met in 1890.³ This marked the first time when all of the American States including the United States and Canada met together in order to collectively address a common problem.⁴ The first conference addressed the epidemic of yellow fever.⁵ These original discussions led to the establishment of the International Union of American Republics.⁶ In the last century, the organization has gone through two specific name changes that indicate slight changes in the philosophies around which the organization formed itself. In 1910, this union called itself the Pan American Union and in 1948 it took on its current name and system as the Organization of American States (OAS).⁷

According to its charter, the OAS' primary mission is to bring together the States of the Western Hemisphere to, "strengthen cooperation on democratic values, the defense of common interests and to provide a forum in which OAS Member States can debate the major issues facing the region and the world."⁸ One example of this collaboration was the publication of *The American Declaration of the Rights and Duties of Man* (1948) which acted as the Organization's first international expression of human rights principles.⁹ In 1991 for the first time, the adoption of Resolution 1080 set up procedures to react to threats to democracy in the hemisphere.¹⁰ In 2001, the OAS signed the Inter-American Democratic Charter holding all Members to a single, high standard in democratic governance and was seen as a bold step forward.¹¹

Significant Functions and Branches of the OAS

Thirty-four States participate collectively in the OAS. The Member States of the OAS are:¹²

Antigua and Barbuda	Columbia	Guyana	Saint Kitts and Nevis
Argentina	Costa Rica	Haiti	Saint Lucia
Bahamas	Cuba*	Honduras	Saint Vincent and the Grenadines
Barbados	Dominica	Jamaica	Suriname
Belize	Dominican Republic	Mexico	Trinidad and Tobago
Bolivia	Ecuador	Nicaragua	United States
Brazil	El Salvador	Panama	Uruguay
Canada	Grenada	Paraguay	Venezuela
Chile	Guatemala	Peru	

(*) All 35 Member States have ratified the OAS Charter and belong to the Organization.¹³ Cuba is a Member State, but its government has been excluded from participation in the OAS since 1962.¹⁴

The OAS is a resolution-writing committee.

There are four specific secretariats in the OAS: Secretariat for Multidimensional Security, Secretariat for Political

¹ Organization of American States, *History at a Glance*, 2007.

² *Ibid.*

³ United Nations, *The Secretary-General's Statements at the General Assembly of Organized American States*, 2007.

⁴ *Ibid.*

⁵ *Ibid.*

⁶ Organization of American States, *History at a Glance*, 2007.

⁷ *Ibid.*

⁸ Organization of American States, *Organization of American States at a Glance*, n.d.

⁹ *Ibid.*

¹⁰ Organization of American States, *History at a Glance*, 2007.

¹¹ Organization of American States, *Organization of American States at a Glance*, n.d.

¹² Organization of American States, *Member States and Permanent Missions*, n.d.

¹³ Organization of American States, *History at a Glance*, 2007.

¹⁴ *Ibid.*

Affairs, Executive Secretariat for Integral Development, and the Secretariat for Administration and Finance.¹⁵ Other branches that report to the OAS include the Department of International Legal Affairs, Inter-American human rights bodies and the Summits of the Americas Department, Inter-American Commission of Women, the Inter-American Children's Institute, the Inter-American Committee on Ports, and the Inter-American Telecommunication Commission.¹⁶ The administrative building, General Secretariat building, and the OAS building are located in Washington D.C. and comprise of the headquarters of the OAS.¹⁷

In 1948, OAS Member States signed the Charter of the OAS at the Ninth International Conference of the American States which would enter into effect in 1951.¹⁸ The Inter-American Democratic Charter states, "The peoples of the Americas have a right to democracy and their governments have an obligation to promote and defend it."¹⁹ This objective for democracy is expanded by the OAS's mission of promoting democracy through such activities as observing elections, advancing sound practices in political financing, and supporting political party reform and legislative modernization.²⁰ To promote democracy, in March 2006 the OAS observed elections in Nicaragua's Atlantic Coast region because of a threat separation and lack of independence of state observers and employees.²¹ A Special Mission to accompany the Democratic and Electoral Process in Nicaragua monitored the process leading up to nationwide elections in November and proved successful.²²

The OAS has accomplished many of its goals through the Summit of the Americas process.²³ The summit allows representatives of the OAS Member States to meet and to examine political, economic, and social development priorities on the regional level and also allows the organization to determine common goals.²⁴ For example, at the First Summit, in 1994, the Free Trade Area of the Americas (FTAA) was created in order to reduce significantly barriers to trade and investment.²⁵

Current Challenges

The OAS faces many serious challenges today. One such challenge is the widespread production and trafficking of illicit drugs within the Americas and also to other international destinations, most notably Europe and Africa. The OAS has met this challenge through the creation of the Inter-American Drug Abuse Control Commission (CICAD).²⁶ The CICAD carries out programs to prevent and treat substance abuse; reduce the supply and availability of illicit drugs; strengthen national drug-control institutions; improve practices to control firearms and money laundering; develop alternate sources of income for growers of coca, poppy and marijuana; and help member governments to improve their data gathering and analysis.²⁷ There's a push for sharing knowledge on accomplishments, obstacles and strategies, as they gain a clearer picture of needs and weaknesses, and identify areas that warrant closer cooperation, better legislation, more research or additional resources to fight the crime of illegal drugs.²⁸

Another significant challenge facing the OAS Member States is the promotion of sustainable development which entails balancing economic growth, social equity and environmental protection.²⁹ The OAS oversees programs and projects that translate these goals into concrete action such as to help Member States formulate policies and execute projects, which integrate environmental protection with rural development and poverty alleviation.³⁰ The OAS manages sustainable development projects with a total funding value of some \$70 million in the following: water

¹⁵ *Ibid.*

¹⁶ *Ibid.*

¹⁷ Organization of American States, *Headquarters*, n.d.

¹⁸ Organization of American States, *Multilateral Treaties*, n.d.

¹⁹ Organization of American States, *The Democratic Commitment*, 2007.

²⁰ *Ibid.*

²¹ *Ibid.*

²² *Ibid.*

²³ Organization of American States, *Organization of American States and the Summit Process*, 2007.

²⁴ *Ibid.*

²⁵ *Ibid* and Free Trade Area of the Americas, *Antecedents of the FTAA Process*, n.d.

²⁶ Organization of American States, *Evaluating Progress Against Drugs*, 2007.

²⁷ *Ibid.*

²⁸ *Ibid.*

²⁹ Organization of American States, *Promoting Sustainable Development*, 2007.

³⁰ *Ibid.*

resource management, natural disasters and climate adaptation, renewable energy, biodiversity, environmental law, policy and economics, and sound management of chemicals.³¹

Conclusion and Future of the OAS

In the wake of recent natural disasters, the OAS is increasingly concerned with needs relating to post-disaster recovery and development in areas impacted by Hurricanes Fay, Hanna, Gustav, Katrina and Ike, to name a few.³² In addition, topics such as education about disaster preparation, tackling transnational organized crime, the situation in Haiti, and the structure of financial institutions dominate the news in the OAS and the current agenda.³³

The OAS recently launched the Summits of the Americas Virtual Platform (SVP), an on-line tool to facilitate communication and complement face-to-face consensus-building activities of the Summits of the Americas process.³⁴ By facilitating discussions to flow more quickly and easily, the OAS hopes to build partnerships throughout the hemisphere.³⁵ Secretary General José Miguel Insulza, who took office in May 2005, restructured the General Secretariat so the priorities of the Member States could be addressed more effectively.³⁶ Insulza has also stress that the OAS is building channels to share information, expertise, and resources more effectively — including through the OAS's vibrant partnership with the United Nations Economic Commission for Latin America and the Caribbean.³⁷ Ultimately, the OAS is crucial institution in the region's future because which resulted when a tiny insect required the American states to cooperate. Since then, the region has come to play an invaluable role in multilateralism in areas ranging from development to security and human rights which is strengthening and renewing the United Nations.³⁸

I. Developing Methods to Fully Institute the Hemispheric Plan of Action Against Transnational Organized Crime

“The investigation, prosecution and suppression of crime for the protection of the citizens and the maintenance of peace and public order is an important goal of all organized societies.”³⁹

Introduction

Transnational organized crime (TOC) is among the major challenges for security and democratic stability in the Western hemisphere.⁴⁰ While there is not an internationally accepted definition of “organized crime”, the *United Nations Convention against Transnational Crime* defines an “organized crime group” as a group of persons that acts collectively to benefit financially, or other material benefit, from serious crimes or offenses across international boundaries.⁴¹ The most common examples of TOC include drugs and arms trafficking, money laundering, human trafficking as well as other criminal activities committed by individuals or groups operating within different states.⁴² The United States’ Attorney General Mukasey has emphasized the problem of TOC as a greater challenge to law enforcement than the traditional mafia.⁴³ However, utilizing services that are methods to institute the *Hemispheric Plan of Action Against Transnational Organized Crime* is an ongoing issue.⁴⁴

Transnational Organized Crime in the Americas

³¹ *Ibid.*

³² *Ibid.*

³³ Organization of American States, *OAS News*, n.d.

³⁴ *Ibid.*

³⁵ Organization of American States, *Organization of American States at a Glance*, n.d.

³⁶ *Ibid.*

³⁷ United Nations, *The Secretary-General’s Statements at the General Assembly of Organized American States*, 2007.

³⁸ *Ibid.*

³⁹ Lagos, *Meeting to Improve Mutual Legal Assistant in the Hemisphere*, 2003, p.2.

⁴⁰ OAS, *Crime Among Hemisphere’s Top Challenges*, 2007.

⁴¹ United Nations, *United Nations Convention Against Transnational Organized Crime*, 2000, p.2.

⁴² United Nations, *Transnational Organized Crime in the West African Region*, 2005.

⁴³ OAS, *Hemisphere’s Justice Ministers Open Seventh Inter-American Meeting, Calling for Strong Cooperation to Combat Organized Crime*, 2008.

⁴⁴ OAS, *Anti-Drug Commission Examines New Trends*, 2008.

U.S. and United Nations (UN) sources gauge the proceeds of TOC at between 1 and 1.5 trillion dollars per year, exceeding the gross domestic product of all but a handful of highly developed countries.⁴⁵ The United Nations Office on Drugs and Crime (UNODC) argues that the growth of TOC, in many parts of the world, is partly the cause of severe problems with state capacity and is the result of ongoing or recent periods of conflict where governance has been critically weakened, such as Sierra Leone and Liberia have seen.⁴⁶ For example, a report on TOC in West Africa notes that the decline in state services, such as the lack of funding to police, has implications for the ease with which criminals can carry out their trade relatively unhindered by the police and this trend is also seen in Latin American States.⁴⁷ The UNODC also stress that in reference to small arms and light weapon trade, ensuring the full compatibility of the fight against TOC requires a promotion of international recognized principles such as independence of the judiciary, protection of victims, alternatives to imprisonment, and police use of force.⁴⁸

Drug Trafficking

Drug trafficking is turning the world into a “global supermarket”.⁴⁹ Illegal drugs have penetrated many parts of society, and acquired dimensions that damage political and even regional stability.⁵⁰ In Mexico, for example, there have been huge drug seizures and arrests of some kingpins, but also violent retaliation by the heavily armed traffickers, who have been killing law enforcement officers and many noncombatants, such as women and children, as well.⁵¹ It is also widely known that the revenues from the illicit drug trades are used to finance organized crime, guerrilla wars, and terrorism.⁵² The World Drug Report of 2007, however, illustrates that overall there is a containment or plateau of drug trafficking, but the yield at which drugs are transported indicates some areas of the world have increases of supply.⁵³ For example, drug trafficking within the Organization of American States (OAS) is evolving as new supplies such as specialized industrial chemicals, organic-based drugs, synthetics and medicines, as well as very ordinary commodities such as glue are leading to diversion and abuse.⁵⁴ Examples of victims of an increase of supplies and ease of transportation of drugs is expressed by Ambassador Albert Ramdin, the Assistant Secretary General of the OAS, who noted that, given the Caribbean’s strategic location between two of the world’s largest drug-producing and drug-consuming regions, Caribbean States are particularly vulnerable to drug related violence and crime.⁵⁵ A crime research expert, Thomas Pietschmann, notes that drug traffickers operate and communicate internationally and indicates a barrier to combating drug trafficking is that authorities often communicate and collaborate nationally rather than internationally, but when they do, there is a stark decrease in drug trafficking in their region.⁵⁶ An example of when international collaboration was successful, however, was in Columbia, known for its massive drug consumption and production, that increased efforts by the authorities led to a seizure of what was worth approximately 29% of the world’s cocaine and suggests that this decrease is parallel to improvements in human rights, a decrease in violence especially from extreme political activists, and a healthier political atmosphere.⁵⁷

Arms Trafficking

Often connected with other types of crime, especially drug trafficking, arms trafficking originates in the legal production of small arms but then extracts arms from legal channels to sell them to a host of criminal and rebel groups.⁵⁸ The UN estimates that there are 500 million of these weapons spread throughout the world with only about half of them in the hands of governmental authorities.⁵⁹ Drug trafficking has created a strong financial base for terrorist organizations to conduct illegal traffic in arms.⁶⁰ Although the *Inter-American Convention against the*

⁴⁵ Levitsky, *Transnational Criminal Networks and International Security*, 2003.

⁴⁶ United Nations, *Transnational Organized Crime in the West African Region*, 2005, p. 37-38.

⁴⁷ *Ibid.*, p. 13.

⁴⁸ UNODC, *Statement by Ms. Catherine Voltz*, 2006, p. 5.

⁴⁹ Einaudi, *Security in the age of Terror: Lessons from the Inter-American System*, 2005.

⁵⁰ *Ibid.*

⁵¹ Lacy, *Drug Violence Alters the Flow of Life in Mexico*, 2008.

⁵² Einaudi, *Security in the age of Terror: Lessons from the Inter-American System*, 2005.

⁵³ UNODC, *World Drug Report*, 2007.

⁵⁴ *Ibid.*

⁵⁵ OAS, *OAS Helping to Address Transnational Organized Crime in the Caribbean*, 2007.

⁵⁶ UNODC, *World Drug Report*, 2007.

⁵⁷ Pietschman, *South America*, 2007.

⁵⁸ Levitsky, *Transnational Criminal Networks and International Security*, 2003.

⁵⁹ *Ibid.*

⁶⁰ United Nations Information Service, *Links between Terrorism, Drug Trafficking Illegal Arms Trade Stressed in*

Illicit Manufacturing of and Trafficking in Firearms, Ammunition, Explosives, and Other Related Materials (CIFTA) was a catalyst towards reducing violence by 1998, Columbia, for example, still faces internal and international criticism to the effect that reducing violence is not meeting international human rights standards.⁶¹ In Central America, such as nearby Columbia, there is a serious widespread level of violence and thwarted economic and social development because of increasing gangs.⁶² According to the National Police of Colombia, 85 percent of murders in that country are committed with small arms, many of which are smuggled into Colombia by drug traffickers, insurgents, or members of paramilitary groups.⁶³

Furthermore, while the number of international armed conflicts is diminishing in the region, OAS Member States rank among countries with the highest incidence of homicide in the world.⁶⁴ The increase in such crimes is directly related to the proliferation of TOC in the region as relating to: illegal drugs, guns and gang activity, particularly in urban areas.⁶⁵ Experts noted that in many instances homicide rates in some areas with high criminal populations now exceed those in regions with ongoing-armed conflict.⁶⁶ Small arms trafficking pose a veritable threat to governance, democracy, and the population as a whole because sometimes armed citizens far out number police forces because the lack of resources to support a major police presence.⁶⁷

Human Trafficking

An OAS Rapid Assessment study indicated approximately 1,700 women from the Latin American and Caribbean region are victims of human trafficking each year in Japan.⁶⁸ Human trafficking is the entrapment of people by improper means such as force, fraud or deception, with the aim of exploiting them.⁶⁹ The UN Office of Drug Control and Crime Prevention (ODCCP) believes that 200 million people may be in countries other than their own as a result of trafficking, with some 100,000 in the U.S., 50,000 in Japan and 200,000 in Europe working as prostitutes, and that up to 50,000 women and children are smuggled across U.S. borders each year.⁷⁰ International and internal migration mostly produce trafficking victims, who are found in situations of domestic servitude, forced labor, and commercial sexual exploitation, but migration is not a prerequisite for human trafficking.⁷¹ In Latin America, over half of all women have suffered some form of violent act and 33% of these women have been victims of sexual exploitation between the ages of 16 and 49.⁷² These women, from countries like Colombia are trafficked into Venezuela through prostitution trade networks originating in Colombia.⁷³ There are other networks that transfer children from Ecuador into Venezuela to serve as prostitutes and work as street vendors and housemaids.⁷⁴ The victims are usually children who are kidnapped, sold by their parents, or deceived by false employment opportunities.⁷⁵ Of the 40,000 sexually exploited children in Venezuela, 78% are girls between the ages of 8 and 17.⁷⁶

There is progress, however, in Peru as a considerable decline in the number of some types of reported human trafficking was noted, this being attributed to the introduction of new laws and more effective policing.⁷⁷ The challenges for all countries, rich and poor, are to target the criminals who exploit desperate people and to protect trafficking victims.⁷⁸ Also, human trafficking is frequently unreported and governments rarely are effective in

Continuing Third Committee Debate on Crime, 2000.

⁶¹ Einaudi, *Security in the age of Terror: Lessons from the Inter-American System*, 2005.

⁶² Einaudi, *Opening the Third Drafting Session*, 2005.

⁶³ *Ibid.*

⁶⁴ OAS, *Crime Among Hemisphere's Top Challenges*, 2007.

⁶⁵ *Ibid.*

⁶⁶ *Ibid.*

⁶⁷ Einaudi, *Security in the age of Terror: Lessons from the Inter-American System*, 2005.

⁶⁸ OAS, *OAS Rapid Assessment Report: Trafficking in Persons from the Latin American and Caribbean (LAC) Region to Japan*, n.d.

⁶⁹ UNODC, *UNODC and Human Trafficking*, n.d.

⁷⁰ *Ibid.*

⁷¹ OAS, *Anti-Trafficking in Persons Section*, n.d.

⁷² Labert ad Latina, *Indigenous & Latina Women & Children's Human Rights News from the Americas*, n.d.

⁷³ *Ibid.*

⁷⁴ *Ibid.*

⁷⁵ *Ibid.*

⁷⁶ *Ibid.*

⁷⁷ United Nations, *International Cooperation in the Prevention, Combating and Eliminate Victims*, 2003, p. 5.

⁷⁸ UNODC, *UNODC and Human Trafficking*, n.d.

having methods to prosecute criminals.⁷⁹ The *UN Protocol Against Trafficking in Persons*, which was ratified in 2003 and has been signed by 117 countries, makes trafficking an international crime, but law enforcement in countries is weak and punishment tends to be light.⁸⁰

Money-Laundering

Money-laundering enables government and private sector corruption. Organized crime including terrorists and terrorist organizations also rely on money to sustain themselves and to carry out terrorist acts.⁸¹ Money-laundering is the method, by which criminals disguise the illegal origins of their wealth and protect their asset bases, so as to avoid suspicion of law enforcement and to prevent leaving a trail of incriminating evidence.⁸² In recent years, the international community has become more aware of the dangers that money-laundering poses as organized criminals have increasingly laundered the proceeds of drug trafficking and commodity smuggling and use money laundering channels to get cash to buy arms.⁸³ For example, the Association of Certified Fraud Examiners believes yearly losses to the U.S. from fraudulent transnational financial schemes to be upwards of \$200 billion.⁸⁴ In many countries criminal organizations have assumed a significant political role because they bribe, “buy” and threaten politicians, legislators, judges, and journalists to protect themselves and their activities.⁸⁵ In addition, criminals are now taking advantage of the globalization of the world economy by transferring funds quickly across international borders.⁸⁶

Following the events of September 11, 2001, OAS and UN Member States and domestic and regional law enforcement institutions examined closely the links between terrorism, transnational organized crime, the international drug trade, and money laundering. They further called on States that had not done so to become parties to the relevant international conventions.⁸⁷

Early Attempts for International Political and Legal Collaboration

To have better security, the military and police must work together and increase cross boarder collaboration.⁸⁸ This emphasis stemmed from *The Rio Treaty*, an agreement by OAS Member States to increase collaboration, and is criticized for being weak or lack of legal framework and limited the potential for OAS States to cooperate.⁸⁹ Also, the acting Secretary General of the OAS, Luigi R. Einaudi, believes that there should be a strong concern that governments are not striving to reduce opportunities of crime because they increase privileges for those on the inside rather than implementing methods to combat crime.⁹⁰

In 1998 at the Second Meeting of Ministers of Justice, it was stressed with resolution *AG/RES. 1562 (XXVIII-O/98)* to, “study on obstacles to the effective application of judicial cooperation treaties, drawing upon information provided by the states on such obstacles...”⁹¹ A method that has been suggested to help increase collaboration among OAS Member States is to ratify the Rome Statute, which helps to exercise jurisdiction over persons for the most serious crimes of international concern, and is complementary to national criminal jurisdictions, but only twenty-three OAS Member States are party to the Rome Statute.⁹² The Inter-American Committee Against Terrorism (CICTE), however, is helping airport security to meet new protocol standards by training more than 80 airport security officials from 24 OAS countries.⁹³ In 2005, in cooperation with the International Organization on Migration, the CICTE also conducted border management studies in five Member States, providing training and

⁷⁹ Rosenthal, UN fund to combat human trafficking, 2007.

⁸⁰ *Ibid.*

⁸¹ UNODC, *Introduction to Money Laundering*, n.d.

⁸² *Ibid.*

⁸³ *Ibid.*

⁸⁴ Levitsky, *Transnational Criminal Networks and International Security*, 2003, p. 1.

⁸⁵ *Ibid.*

⁸⁶ UNODC, *Introduction to Money Laundering*, n.d.

⁸⁷ UNODC, *UN Instruments and Other Relevant International Standards on Money-Laundering and Terrorist Financing*, n.d.

⁸⁸ Einaudi, *Security in the age of Terror: Lessons from the Inter-American System*, 2005.

⁸⁹ *Ibid.*

⁹⁰ *Ibid.*

⁹¹ OAS, *Second Meeting of Ministers of Justice or of Ministers or Attorneys General of the Americas*, 1998.

⁹² OAS, *Secretary General Urges States to Become Parties to International Criminal Court*, 2008.

⁹³ OAS, *United Against Terrorism*, 2007.

recommendations for improvements.⁹⁴ One goal is to increase cooperation between customs, immigration, and police officials so they are better prepared to address all types of issues that may arise, from the movement of terrorists or dangerous materials to cases that involve contraband or human trafficking.⁹⁵ CICTE also trained customs and law enforcement officials from 18 States on developing and managing programs to promote professional integrity.⁹⁶ Dr. Enrique Lagos, the Assistant Secretary for Legal Affairs of the OAS, suggested a unique web-based framework to allow collaboration among OAS Member States to exchange legal assistance between Ministers of Justice.⁹⁷

OAS Member States published over 800 actions recommended to countries to combat drug trafficking, but only 25% of the 325 actions were agreed upon and 57% were implemented.⁹⁸ Lastly, the CICAD-EC program brought together 280 representatives from 44 local governments in Europe, Latin America and the Caribbean to compare experiences and explore innovative approaches to combating drug trafficking.⁹⁹

The Hemispheric Plan of Action against Transnational Organized Crime

The OAS provides technical and legal assistance to Member States within the framework of the *Hemispheric Plan of Action against Transnational Organized Crime* approved in October 2006.¹⁰⁰ This document's influence derives from resolution AG/RES.2026 (XXXIV-0/04) of the General Assembly of the Organization of American States, entitled "Fighting transnational organized crime in the hemisphere", and constitutes a significant contribution from the region to the efforts of the UN to combat drug trafficking and related offenses.¹⁰¹

One principle goal of the *Hemispheric Plan of Action Against Transnational Organized Crime* is to "prevent and combat transnational organized crime, in full observance of human rights."¹⁰² In September 2003 and December 2005, the *UN Convention against Transnational Organized Crime* and the *UN Convention against Corruption* respectively came into force.¹⁰³ Both instruments widen the scope of the money-laundering offense by stating that it should not only apply to the proceeds of illicit drug trafficking, but also cover the proceeds of all serious crimes.¹⁰⁴ Both Conventions urge States to create a comprehensive domestic supervisory and regulatory regime for banks and non-bank financial institutions, including natural and legal persons, as well as any entities particularly susceptible to being involved in a money-laundering scheme.¹⁰⁵

Summary of Challenges

While OAS Member States have committed themselves to combating TOC through the Hemispheric Plan of Action, there are several significant hurdles to be overcome. Some OAS Member States do not fully utilize the resources available to them. For example, the Secretariat for Multidimensional Security, an international agency that works to reduce the production and trafficking of illegal drugs, urged Member States to utilize the prevention and treatment services provided by the Inter-American Drug Abuse Control Commission (CICAD), but few States did so.¹⁰⁶ However, OAS Member States show a desire to address and respond to crime. For example, the *UN Convention on Transnational Organized Crime* was ratified by OAS Member States and entered it into force quickly and less than two years after its official adoption by the General Assembly.¹⁰⁷ Although OAS Member States were quick to ratify the Convention, there is still criticism that organizations, allegedly referred to as terrorist organizations, are continually financed through kidnapping ransoms, extortion, and the trafficking of drugs such as cocaine.¹⁰⁸ To

⁹⁴ *Ibid.*

⁹⁵ *Ibid.*

⁹⁶ *Ibid.*

⁹⁷ Lagos, *Opening Speech at the Meeting to Improve Mutual Legal Assistant in the Hemisphere*, 2003, p.2.

⁹⁸ Einaudi, *Opening the Third Drafting Session*, 2005.

⁹⁹ OAS, *Anti-Drug Commission Examines New Trends*, 2008.

¹⁰⁰ U.S. Department of State, *Hemispheric Plan of Action Against Transnational Organized Crime*, 2006.

¹⁰¹ UNODC, *Report of the Fourteenth Meeting of Heads of National Drug Law Enforcement Agencies, Latin America and the Caribbean*, 2004, p. 6.

¹⁰² U.S. Department of State, *Hemispheric Plan of Action Against Transnational Organized Crime*, 2006.

¹⁰³ UNODC, *United Nations Instruments and International Standards*, n.d.

¹⁰⁴ *Ibid.*

¹⁰⁵ *Ibid.*

¹⁰⁶ OAS, *Anti-Drug Commission Examines New Trends*, 2008.

¹⁰⁷ United Nations, *UN Convention against Transnational Crime Comes Into Force in September*, 2003.

¹⁰⁸ Velez, *Statement by H.E. Alvaro Velez*, September 2003.

highlight, one of the general objectives of the *Hemispheric Plan of Action Against Transnational Organized Crime* is to “enhance cooperation in the areas of prevention, investigation, prosecution of, and judicial decisions related to, transnational organized crime”.¹⁰⁹

Unfortunately, one aspect that has consistently followed is the lack of resources to the OAS to carry out its missions.¹¹⁰ While several OAS Member States have made millions of dollars worth of financial contributions to OAS.¹¹¹ In 2004, the situation deteriorated greatly with the threat of an institutional collapse in 2004 as a result of the lack of funding from increased health costs, cost-of-living, cut program efforts.¹¹²

Conclusion

The UNODC has stressed that any response to the problem of TOC must be a holistic one, which relies not only on strengthening police capacity but also on greater levels of political commitment to counter the problem.¹¹³ Also, a critical step for many States to combat TOC is to ratify and implement the provisions of the *UN Convention on Transnational Organized Crime* and to enhance at the same time mechanisms for regional cooperation and information sharing.¹¹⁴ Major questions remain, however, as to how successful these efforts can be. Transnational criminal organizations have considerable advantages over the governments and international institutions attempting to counter them.¹¹⁵ And, even with the recent development of international conventions and regimes to deal with crime, the lack of a set of enforceable international legal standards and common principles for intergovernmental cooperation allows transnational criminal organizations to operate quite freely, often with near impunity.¹¹⁶

Several questions remain for states considering the status of organized crime from both a state and a regional perspective. For example, the status of a State in relation to the *United Nations Convention on Transnational Organized Crime* may have a significant or only a minimal impact on domestic policy. The different barriers states face in combatting TOC may also impact the state’s abilities to implement meaningful policy initiatives combating criminal activities. States may also have made progress, however, and any policy initiatives that are seen as functional or useful also merit study by the regional questions as a whole. The previous ideas all merit study and discussion by the OAS.

II. Implementing the Declaration of Medellin

“The most effective way to spread the values of democracy among the young is by proving their participation is useful and effective.”¹¹⁷

Introduction

Latin America and the Caribbean faces the challenge of being able to meet the needs of a sizeable and ever-growing youth population—currently numbering 150 million people between the ages of 15-24.¹¹⁸ Facing the reality of a growing population of youth, on June 3, 2008, the Organization of American States (OAS) reaffirmed the ideals set out in the Inter-American Democratic Charter (2001) by committing to strengthen the values, principles, and practices of a democratic life among those ages 15-24.¹¹⁹ With that goal, they adopted the Declaration of Medellin: Youth and Democratic Values (2008).¹²⁰ The Declaration of Medellin recognizes the right of young people to be active participants in the economic, political, and social spheres within their respective states and to commits to

¹⁰⁹ U.S. Department of State, *Hemispheric Plan of Action Against Transnational Organized Crime*, 2006.

¹¹⁰ Einaudi, *At the Round Table with Civil Society*, 2005.

¹¹¹ Einaudi, *At the Donation Ceremony*, 2004.

¹¹² Einaudi, *To the Staff of the General Secretariat*, 2004.

¹¹³ United Nations, *Transnational Organized Crime in the West African Region*, 2005, p. 38.

¹¹⁴ *Ibid.*

¹¹⁵ Levitsky, *Transnational Criminal Networks and International Security*, 2003, p. 3.

¹¹⁶ *Ibid.*

¹¹⁷ United States Department of State, *Western Hemisphere Meeting Showcases Progress in Colombia, Declaration of Medellin promotes more opportunities for Young People*, 2008.

¹¹⁸ *Ibid.*

¹¹⁹ Organization of American States, *Inter-American Democratic Charter*, 2001.

¹²⁰ Organization of American States, *Declaration of Medellin: Youth and Democratic Values*, 2008.

improving the lives of young people by combating poverty and social exclusion and promoting social cohesion.¹²¹ Youth participation and the instilling of democratic values in the youth population is the central theme of the declaration.¹²² Articles 25 to 43 address the rights related to participating in the democratic process and values that emphasize the involvement of youth through community service organizations, youth organizations, schools, and better governance to encourage increased youth participation in the democratic process.¹²³ Furthermore, the goal of youth involvement in the democratic process is to establish among young people an appreciation that participating in this process will foster collaboration on issues relevant to them as a group and increase their integration into society.¹²⁴ The overall goal is a new youth culture with respect for the rule of law, protection of human rights, and access to information via a free press.¹²⁵

The *Declaration* intends to use educational programs to increase awareness and acceptance of the democratic process and values by young people.¹²⁶ It views secondary schools as a source for cultivating youth participation in the democratic process and instilling in them a sense of civic engagement.¹²⁷ In Articles 12 through 16 of the *Declaration* Member States make a commitment to provide quality and continuous education, expanded and easier access to higher education, and vocational training programs for youth.¹²⁸ The *Declaration* encourages the promotion of leadership programs, community-based programs, and independent youth organizations.¹²⁹ OAS Member States aim to use the educational programs to increase young peoples' respect for human rights, racial tolerance, and cultural acceptance and, thus, their involvement in the democratic process.¹³⁰

Barriers to Implementing the Declaration of Medellin

Although the Declaration of Medellin is a profound signal that the OAS is committed to addressing the lack of youth participation in the democratic process, several obstacles still stand in the way of its full implementation. Many young people see involvement in the democratic process as less important than other, sometimes more immediate, concerns.¹³¹ First among these concerns is employment. Many young people see economic development as more important than democracy.¹³² In fact, 16% of those ages 15-24 are unemployed.¹³³ Additionally, more than 11 million youth live below the poverty line on less than a dollar a day.¹³⁴ Given statistics such as these, it is understandable that many youth may be more focused on economic stability instead of democratic values.

Another obstacle to the full implementation of the *Declaration of Medellin* is a general mistrust of their respective governments by Latin American youth. Many youth think their governments do not adequately address their concerns or the concerns of their age group as a whole.¹³⁵ This is highlighted by the fact that only 14% of the population in Latin America trusts political parties.¹³⁶ This mistrust of political parties stems from the belief that politicians and political parties are invested in the maintenance of economic and educational inequalities that exists between the working and upper classes.¹³⁷ Therefore, many young people perceive political parties and politicians

¹²¹ Permanent Council of the Organization of American States, *Proposals for Draft Declaration of Medellin: Youth and Democratic Values*, 2008.

¹²² *Ibid.*

¹²³ *Ibid.*

¹²⁴ *Ibid.*

¹²⁵ *Ibid.*

¹²⁶ Organization of American States, *Declaration of Medellin: Youth and Democratic Values*, 2008.

¹²⁷ Perfetti, *Successful Alternatives for Rural Education: Tutorial Learning System (TLS) and New School Methodology Rural Post-Primary*, 2001.

¹²⁸ *Ibid.*

¹²⁹ *Ibid.*

¹³⁰ *Ibid.*

¹³¹ Pinheiro, *Youth Violence and Democracy in Latin America*, 2006.

¹³² Jones, *Democracy in Latin America, Challenges, and Solutions: Political Party and Party System Institutionalization and Women's Legislative Representation*, 2007.

¹³³ Smith, *The Rise of Illiberal Democracy in Latin America*, 2005.

¹³⁴ United States Department of State, *Western Hemisphere Meeting Showcases Progress in Colombia, Declaration of Medellin promotes more opportunities for young people*, 2008.

¹³⁵ Darremblum, *How to Strengthen Democracy in Latin America*, 2008.

¹³⁶ United States Department of State, *Western Hemisphere Meeting Showcases Progress in Colombia, Declaration of Medellin promotes more opportunities for young people*, 2008.

¹³⁷ Barczak, *Representation by Consultation? The Rise of Direct Democracy in Latin America*, 2002.

as not genuinely willing to include young people in the democratic process or address their issues.¹³⁸ For their part, political groups have traditionally resisted the presence of young adults in their ranks, fostering a larger and mutual mistrust.¹³⁹ The mistrust of political parties is also passed on generationally, with adults instilling in their children the belief that such a system cannot be changed by any individual's actions.¹⁴⁰ Therefore, programs aimed at increasing democratic values among youth must overcome an ingrained sense of political apathy present in many of the regions young people.

Case Study: Civic Education in Chile

A prime example of using the school system to increase democratic values is in Chile's civic education program.¹⁴¹ Civic education, which constitutes teaching school age children how to be citizens, is an essential part of the Chilean educational curriculum designed to cultivate youth participation in the democratic process.¹⁴² Changing the Chilean curriculum to more thoroughly include civic education involved a three-part expansion of the education system that began in 2004.¹⁴³ The first expansion was thematic.¹⁴⁴ Instead of teaching students only about the structure and character of Chilean political institutions, the curriculum expanded to include education about democratic processes outside of traditional institutions and discourse about current societal problems involving equity, human rights, environment, science, and technology.¹⁴⁵ The second expansion that took place was quantitative.¹⁴⁶ The previous curriculum scheduled the subject of citizenship to be taught only in the final few years of school.¹⁴⁷ Now, the curriculum incorporates the subject of citizenship at all levels of schooling.¹⁴⁸ From kindergarten through twelfth grade, the curriculum incorporates into other subjects the concepts of citizenship.¹⁴⁹ The third expansion was in the area of knowledge, expanding the teaching of the concept of citizenship to include citizenship knowledge, skills, and values.¹⁵⁰ The goal is to develop a youth more active in the democratic process by emphasizing increased understanding of state democracy, human rights, and social cohesion in the subject areas of history and social science.¹⁵¹ Developing more citizenship knowledge refers to learning about national history and institutions within the current subject areas of history, social sciences, language, communications, and philosophy.¹⁵² The citizenship skills topic includes learning political expression and debate, critical thinking, moral judgment, and political participation and organization.¹⁵³ Citizenship values were developed more thoroughly by appealing to young peoples' moral obligation to develop a combination of citizenship knowledge and skills that highlight the importance of personal, inter-personal, social integration, and democratic cohabitation values.¹⁵⁴ The thematic and quantitative expansions facilitated the general expansion of the educational system, which was part of the third aspect of the planned expansion.¹⁵⁵

To evaluate and reinforce the revised school curriculum Chile established the National Commission on Citizenship Education (NCCE) in 2004.¹⁵⁶ The NCCE proposes adjustments in the curriculum to foster youth participation in the democratic process.¹⁵⁷ The NCCE consists of seventeen people, representing the educational sector, judicial

¹³⁸ Recondo, *Local Participatory Democracy in Latin America. Lessons from Mexico and Colombia*, 2005.

¹³⁹ Smith, *The Rise of Illiberal Democracy in Latin America*, 2005.

¹⁴⁰ Institute for Conflict Research, *Youth Participation in the Democratic Process*.

¹⁴¹ Espinola, *Education for Citizenship and Democracy in a Globalized World: A Comparative Perspective*. Inter-American Development Bank- Integration and Regional Programs Department, 2005.

¹⁴² *Ibid.*

¹⁴³ *Ibid.*

¹⁴⁴ Smith, *The Rise of Illiberal Democracy in Latin America*, 2005.

¹⁴⁵ *Ibid.*

¹⁴⁶ *Ibid.*

¹⁴⁷ *Ibid.*

¹⁴⁸ *Ibid.*

¹⁴⁹ Espinola, *Education for Citizenship and Democracy in a Globalized World: A Comparative Perspective*. Inter-American Development Bank- Integration and Regional Programs Department, 2005.

¹⁵⁰ *Ibid.*

¹⁵¹ *Ibid.*

¹⁵² *Ibid.*

¹⁵³ *Ibid.*

¹⁵⁴ Jones, *Democracy in Latin America, Challenges, and Solutions: Political Party and Party System Institutionalization and Women's Legislative Representation*, 2007.

¹⁵⁵ *Ibid.*

¹⁵⁶ *Ibid.*

¹⁵⁷ *Ibid.*

sector, media, human rights groups, student groups, and teachers unions, who evaluate the curriculum and, if needed, make recommendations on possible changes to the curriculum.¹⁵⁸ In the past, the NCCE has made recommendations on citizenship-related curriculum.¹⁵⁹ For example, the NCCE has recommended that the curriculum include an agreed upon definition of democratic citizenship that emphasizes the concepts of a liberal political tradition, including state respect for individual rights, democratic processes, community self-government, and republicanism.¹⁶⁰ Moreover, the NCEE has recommended teaching democratic institutionalization during secondary school to increase understanding of the risks of democracy and the basics of the criminal legal system.¹⁶¹ The NCEE has also recommended combining traditional and newer teaching methods to enhance learning and increase student participation in student government and community service activities.¹⁶² The Chilean education system serves as a model for increasing youth participation in the democratic process and embracing democratic values.

Additional Civic Education Programs

The Chilean experience of integrating civic education in the regular educational curriculum has been copied and implemented in Colombia and Mexico.¹⁶³ In Colombia, efforts were undertaken to implement citizenship education and make it a regular part of the educational curriculum known as the Citizenship Competencies Program.¹⁶⁴ The goal of the Citizenship Competencies Program was to integrate citizenship education and put it on par in terms of importance with traditional subjects like those of math, natural and social sciences, and language in order to start teaching Colombian school children to live and interact with one another despite their differences.¹⁶⁵ The main avenue for implementing citizenship education in the Colombian educational system was to encourage teachers to develop lesson plans that encourage projects, increased teaching of social sciences and ethics, as well as working with families and the community as part of citizenship education.¹⁶⁶ Apart from encouraging teachers to develop projects that encourage citizenship education, the Citizenship Competencies Program has addressed six points to implement citizenship education in Colombia.¹⁶⁷ The Citizens Competencies Program has sought to encourage the formulation of standards and evaluations, monitoring the curriculum of the program, workshops on the socialization of the program, a mechanism to be used to gauge how to implement the program, development of local and departmental forums for successful enterprises to gauge teachers' prior work on citizenship education, and development of a National Education Forum to discuss how to implement the Citizens Competencies Program.¹⁶⁸ Furthermore, a university colloquium was developed to coordinate the Citizenship Competencies Programs at the university level with those in primary and secondary schools.¹⁶⁹ The last issue addressed by the Citizens Competencies Program was the identification and promotion of structured national programs that could be of use in citizenship education.¹⁷⁰ The main obstacle in the full realization of Colombia's Citizens Competencies Program has been the inability to create a national policy on citizenship education that is compatible and promotes local involvement in the process.¹⁷¹

Like Chile, Mexico has traditionally reserved citizenship education to secondary school curriculum, known as Civic and Ethics Education.¹⁷² Recently, the Mexican educational system underwent a reform in the Civic and Ethics Education curriculum, which extended citizenship education to primary school.¹⁷³ Planning for this reform involved

¹⁵⁸ Espinola, *Education for Citizenship and Democracy in a Globalized World: A Comparative Perspective*. Inter-American Development Bank- Integration and Regional Programs Department, 2005.

¹⁵⁹ *Ibid.*

¹⁶⁰ *Ibid.*

¹⁶¹ *Ibid.*

¹⁶² *Ibid.*

¹⁶³ *Ibid.*

¹⁶⁴ Recondo, *Local Participatory Democracy in Latin America. Lessons from Mexico and Colombia*, 2005.

¹⁶⁵ *Ibid.*

¹⁶⁶ *Ibid.*

¹⁶⁷ *Ibid.*

¹⁶⁸ *Ibid.*

¹⁶⁹ Gibbs, *Democracy's Crisis of Legitimacy in Latin America*, 2004.

¹⁷⁰ Madrid, *Indigenous Parties and Democracy in Latin America*, 2005.

¹⁷¹ Recondo, *Local Participatory Democracy in Latin America. Lessons from Mexico and Colombia*, 2005.

¹⁷² Espinola, *Education for Citizenship and Democracy in a Globalized World: A Comparative Perspective*. Inter-American Development Bank- Integration and Regional Programs Department, 2005.

¹⁷³ *Ibid.*

different government institutions and academic bodies in Mexico.¹⁷⁴ The major issue that the reform faced was delineating the curriculum areas of the different agencies in charge.¹⁷⁵ The Federal Electoral Institute (IFE) is in charge of citizenship education; the Ministry of the Interior is in charge of education of citizenship conscience and democracy education; and the Public Education Ministry is in charge of study plans and programs, teacher training, and other aspects of the education curriculum.¹⁷⁶ The reformation of the curriculum for Civic and Ethics Education requires the agreement of other involved agencies.¹⁷⁷

Conclusion

The Declaration of Medellin addresses one of the biggest issues regarding young people in Latin America: lack of participation in the democratic process.¹⁷⁸ The apathy or mistrust many youth have of the democratic process stems from their beliefs that political parties and politicians are not serious about addressing the issues facing many young people.¹⁷⁹ This, in turn, leads many of them to believe that political parties and politicians are equally disinterested in involving them in the democratic process.¹⁸⁰ Other than the educational system, what other programs can be developed to encourage young people to be active in the democratic process? Is it best for Member States to create special agencies to address only the issues troubling young people in the state? Or are national organizations with local chapters the best method to get young people, especially working class young people, involved in democracy and instill in them democratic values? What can the OAS and its Member States do to increase the trust of young people in democratic institutions? What type of policies can be created to increase the confidence and develop trust among young people and their national governments? Should OAS consider special measures to increase the involvement of female youth in democracy? Should similar special measures be implemented for other minority groups within the youth population?

III. Expanding Educational and Professional Opportunities for Indigenous and Minority Populations

“Indigenous people are modern people living in the contemporary world. Forget the indigenous people who live in your imaginations. Work with real indigenous people and their realities.”¹⁸¹

Introduction

Since the time of Spanish and Portuguese colonial rule, indigenous and minority peoples in Latin America have faced an uphill battle in their search for equality with those of non-indigenous origin. The struggles facing indigenous and minority populations are numerous, from a lack of access to schools to a lack of teachers teaching in indigenous or minority languages, the educational opportunities available to indigenous and minority populations have been a major factor in their inability to progress socially and economically.¹⁸² Without the opportunity to become fully educated indigenous and minority populations are unable to fully contribute to their States economy.¹⁸³

As is common in the majority of countries in the Americas, professional opportunities are concentrated in the countries' capitals.¹⁸⁴ Yet, many of the indigenous and minority populations live in rural regions, which leaves them isolated from the main markets and professional opportunities that exist.¹⁸⁵ The isolation of indigenous and minority

¹⁷⁴ *Ibid.*

¹⁷⁵ *Ibid.*

¹⁷⁶ *Ibid.*

¹⁷⁷ *Ibid.*

¹⁷⁸ Organization of American States, *General Assembly Approves by Acclamation the Declaration of Medellin on Youth and Democratic Values*, 2008.

¹⁷⁹ Booth, *Inequality and Democracy in Latin America: Individual and Contextual Effects of Wealth on Political Participation*, 2006.

¹⁸⁰ Kara, *Beyond Tokenism: Participatory Evaluation Process and Meaningful Youth Involvement in Decision-Making*, 2007.

¹⁸¹ McRae, *Indigenous Education: International Perspectives*, 2007.

¹⁸² *Ibid.*

¹⁸³ Behrman, *Social Exclusion in Latin America: Introduction and Overview*, 2002.

¹⁸⁴ *Ibid.*

¹⁸⁵ *Ibid.*

populations in terms of geography, access to education and professional opportunities, lack of political rights, and cultural and linguistic acceptance have left them without many opportunities to improve their lives.¹⁸⁶ Not only have individual states taken action to improve the educational and professional opportunities of their indigenous and minority populations, the Organization of American States (OAS) has also begun to work on improving educational and professional opportunities for indigenous and minority populations.¹⁸⁷

Efforts to address the issue of opportunity

Although the OAS General Assembly (AG) has adopted a number of different documents, such as the *Poverty, Equity, and Social Inclusion: Declaration of Margarita (2008)* and the *Declaration of Mar de Plata: Creating Jobs to Fight Poverty and Strengthen Democratic Governance (2005)*, a comprehensive declaration addressing the multifaceted concerns of indigenous populations has yet to be passed.¹⁸⁸ In the 2008 *Draft Declaration on the Rights of Indigenous Peoples (Draft Declaration)*, Member States made a commitment to fighting poverty, inequality, hunger, and social inclusion in order to raise the living standards and strengthen democratic governance in the Americas.¹⁸⁹ Additionally, the *Draft Declaration* also recalls the *Declaration of Quebec City: Free Trade Area of the Americas (2001)* and *Declaration of Nuevo Leon: Economic Growth with Equity to Reduce Poverty (2005)*, which address the need to free citizens of the dehumanizing conditions of extreme poverty and overcoming poverty, hunger, and social inequality in the 21st Century.¹⁹⁰ Although the *Draft Declaration* is an important step it is still not a formalized declaration of the OAS, thus hindering efforts to achieve rights for indigenous populations. The *Declaration of Mar de Plata (2005)* focuses on poverty among indigenous and minority populations by highlighting job creation and strengthening democratic governance.¹⁹¹ It encourages the implementation of sound macroeconomic policies that would maintain high growth rates, full employment, sound fiscal and monetary policies, productivity, workers' rights, and diverse economic activity and competitiveness to promote economic growth and better income distribution.¹⁹² Furthermore, the strengthening of democratic governance comes in the form of the protection of human rights, including civil, political, economic, social, and cultural rights.¹⁹³ This commitment to democratic governance is based on respect for the rule of law, transparency, effectiveness, inclusiveness, accountability, and creating an environment that can foster investment, prosperity, employment opportunities, and social justice.¹⁹⁴

The *Draft Declaration* is different from previous attempts to expand educational and professional opportunities for indigenous and minority populations as it addresses those issues as well as others faced by these groups into one comprehensive document that clearly presents the OAS' commitment to their resolution. Formulated as an OAS attempt to address the lack of educational and professional opportunities for indigenous and minority populations, the *Draft Declaration* is the most comprehensive consideration of the issues facing regional indigenous and minority populations.¹⁹⁵ At the Tenth Meeting of Negotiations in the Quest for Points of Consensus held in April, 2007, the OAS Permanent Council noted ten areas it wanted to address in the *Draft Declaration*.¹⁹⁶ Two of the most important areas highlighted were education and social, economic, and property rights.¹⁹⁷ These key areas were included in several articles of the *Draft Declaration*. Article XIV calls upon Member States to recognize that indigenous peoples have the right to their own educational systems, to allow them to administer all aspects of those systems, and to provide indigenous individuals, in particular children living outside their communities, with access

¹⁸⁶ Organization for Economic Cooperation and Development, *Indigenous Education: International Perspectives*, 2007.

¹⁸⁷ Permanent Council of the Organization of American States, Working Group to Prepare the Draft American Declaration on the Rights of Indigenous Peoples, *Tenth Meeting of Negotiations In The Quest For Points of Consensus*, 2007.

¹⁸⁸ Organization of American States General Assembly, *Draft Declaration on the Rights of Indigenous Peoples*, AG/RES, 2368 (XXXVIII-O/08), 2008.

¹⁸⁹ *Ibid.*

¹⁹⁰ *Ibid.*

¹⁹¹ Fourth Summit of the Americas, *Declaration of Mar de Plata, Creating Jobs to Fight Poverty and Strengthen Democratic Governance*, 2005.

¹⁹² *Ibid.*

¹⁹³ *Ibid.*

¹⁹⁴ *Ibid.*

¹⁹⁵ Organization of American States General Assembly, *Draft Declaration on the Rights of Indigenous Peoples*, AG/RES, 2368 (XXXVIII-O/08), 2008.

¹⁹⁶ Permanent Council of the Organization of American States, Working Group to Prepare the Draft American Declaration on the Rights of Indigenous Peoples, *Tenth Meeting of Negotiations In The Quest For Points of Consensus*, 2007.

¹⁹⁷ *Ibid.*

to education in their own languages and cultures.¹⁹⁸ Article XXIV requests that Member States protect the legal rights of indigenous peoples to use, claim, and transfer property within their communities.¹⁹⁹ Article XXIV gives indigenous populations the right to legal recognition of the various and particular modalities and forms of property, possession, and ownership of their lands and territories in accordance with the legal principles of each state.²⁰⁰

The *Draft Declaration* is not OAS' only current attempt to improve educational and professional opportunities of indigenous and minority populations.²⁰¹ In 1940 the Inter-American Indian Institute (III) was established with the signing of the *First International Convention of Patzcuaro*; however, the III did not become an inter-American specialized agency of OAS until 1953.²⁰² The III is an OAS body that works to improve the educational and professional opportunities of indigenous and minority populations by fostering coordination of Member States' indigenous policies.²⁰³ Yet, the III faces financial difficulty prohibiting it from carry out its plans and achieve its objectives.²⁰⁴ With this financial difficulty, OAS has had a diminished role in policies on indigenous and minority populations as they concern expanding educational and professional opportunities.²⁰⁵

Case Study: Educating Afro-Colombians

Colombia is home to a sizeable Afro-descendant population, constituting approximately 25% of the population.²⁰⁶ Yet, Afro-Colombians are also the most illiterate group in Colombia at a rate of 31.3% of the Afro-Colombian population, a percentage that is three times higher than the rest of the population.²⁰⁷ Moreover, only 13% of Afro-Colombians aged 18 and over have completed primary education.²⁰⁸ In higher education, the numbers are even smaller, with only 7% of Afro-Colombians enrolled in post-graduate levels.²⁰⁹ The factors leading to such limited access to educational opportunities are numerous.²¹⁰ Like many indigenous or minority groups, Afro-Colombians suffer from a lack of available educational structures and quality teachers, as well as economic and physical barriers to education, such as high school fees, proximity of schools, and geographical barriers that make commuting difficult.²¹¹ In addition, there is a lack of funding for rural schools, which the majority of Afro-Colombian school children attend.²¹² Government accountability mechanisms that measure the progress being made in closing the gap between Afro-Colombians and the rest of the population have not been successful in bringing about wider policy changes that could benefit Afro-Colombian schools.²¹³ For instance, a judicial system accountability mechanism known as *tutela* evaluates if Afro-Colombians are able to access schools, looking at opportunities for education and ability of students to physically attend.²¹⁴

Apart from a lack of sound structural policies, Afro-Colombians' educational opportunities have been limited by decades of fighting.²¹⁵ The violence between the Colombian government and the Revolutionary Armed Forces of Colombia (FARC) and National Liberation Army (ELN) has internally displaced 750,000 Afro-Colombians, forcing

¹⁹⁸ *Ibid.*

¹⁹⁹ *Ibid.*

²⁰⁰ *Ibid.*

²⁰¹ *Ibid.*

²⁰² Organization of American States General Assembly, *Future of the Inter-American Indian Institute*, AG/RES, 2370 (XXXVIII-0/08), 2007.

²⁰³ *Ibid.*

²⁰⁴ *Ibid.*

²⁰⁵ *Ibid.*

²⁰⁶ Robert F. Kennedy Memorial Center for Human Rights, *Right to Education of Afro-descendant and Indigenous Communities in the Americas*, 2008.

²⁰⁷ *Ibid.*

²⁰⁸ *Ibid.*

²⁰⁹ *Ibid.*

²¹⁰ Barbary, *Measurement and Practices of Social and Racial Segregation in Cali: A Survey of African Colombian Households, Population*, 2002.

²¹¹ *Ibid.*

²¹² Behrman, *Social Exclusion in Latin America: Introduction and Overview*, 2002.

²¹³ Robert F. Kennedy Memorial Center for Human Rights, *Right to Education of Afro-descendant and Indigenous Communities in the Americas*, 2008.

²¹⁴ Barbary, *Measurement and Practices of Social and Racial Segregation in Cali: A Survey of African Colombian Households, Population*, 2002.

²¹⁵ Robert F. Kennedy Memorial Center for Human Rights, *Right to Education of Afro-descendant and Indigenous Communities in the Americas*, 2008.

them to leave their traditional homeland in and around the Colombian jungles, where the majority of the fighting has taken place.²¹⁶ This displacement has cut off many Afro-Colombians from their sources of income and pushed them into extreme poverty.²¹⁷ Without access to proper educational facilities, displaced Afro-Colombian schoolchildren and their parents have had to evaluate if continuing school is worth the daily sacrifices and monetary commitment required to do so; in most instances, families have opted not to take those extra steps to enable their children to continue school beyond primary school.²¹⁸

Afro-Colombian children have also had their educational opportunities limited as a result of Colombian laws or interpretation of them by Colombian authorities.²¹⁹ Article 67 of the *Colombian Constitution* of 1991 permits the government to charge parents for education, including primary school education.²²⁰ Although certain low-income families are exempt from matriculation fees, the additional costs of books, uniforms, and transportation make it difficult for many Afro-Colombian families to afford to send their children to secondary, or even primary, school.²²¹ Those Afro-Colombian students who do attend secondary schooling must wake-up extraordinarily early to travel the far distances to schools, they do not eat or eat very little, and must walk through areas with no roads that sometimes have bodies of water that they must cross in order to attend school.²²² These barriers have contributed to Afro-Colombians constituting only 11% of secondary school enrollment.²²³

Although there have been many factors preventing Afro-Colombians from utilizing the educational opportunities available to them as a group, the Colombian government has recently taken steps to enable them to utilize opportunities available.²²⁴ In 1994, the General Education Law (Law 115) established a National Educational Development Plan in order to improve schooling in the state.²²⁵ The National Educational Development Plan charged the Ministry of Education to prepare every decade a Ten-Year Educational Development Plan that will implement educational services.²²⁶ The first ten-year plan, covering 1996-2005, had five main objectives: 1) make education reform an important national issue; 2) recognize that education is the axis of human, social, political, economic, and cultural development; 3) develop skills, science, knowledge, and technology; 4) integrate the institutional education system with other educational activities of regional governments, national government ministries, and civil society; and 5) guarantee the right to education.²²⁷

The main accomplishment of the first Ten-Year Educational Development Plan was a Colombian Constitutional Court ruling.²²⁸ Article 67 of the Colombian Constitution of 1991 ensures that education is economically accessible to all children; the Constitutional Court found that, in practice, Colombian school-age children had limited accessibility to quality education.²²⁹ As a result, Law 70 was passed in 1993 to guarantee the right of Afro-Colombians to accessible education without discrimination in accordance with their needs and ethno-cultural aspirations.²³⁰ Furthermore, Article 33 of Law 70 illegalizes all forms of intimidation, segregation, and discrimination against Afro-Colombians in the educational system and Article 40 requires the Colombian

²¹⁶ *Ibid.*

²¹⁷ Barbary, *Measurement and Practices of Social and Racial Segregation in Cali: A Survey of African Colombian Households, Population*, 2002.

²¹⁸ Benveniste, *Constraints to Implementing Educational Innovations: The Case of Multigrade Schools*, 2000.

²¹⁹ Robert F. Kennedy Memorial Center for Human Rights, *Right to Education of Afro-descendant and Indigenous Communities in the Americas*, 2008.

²²⁰ Senado de la Republica de Colombia, *Constitución Política de Colombia*, 2005.

²²¹ Robert F. Kennedy Memorial Center for Human Rights, *Right to Education of Afro-descendant and Indigenous Communities in the Americas*, 2008.

²²² Behrman, *Social Exclusion in Latin America: Introduction and Overview*, 2002.

²²³ Robert F. Kennedy Memorial Center for Human Rights, *Right to Education of Afro-descendant and Indigenous Communities in the Americas*, 2008.

²²⁴ *Ibid.*

²²⁵ Benveniste, *Constraints to Implementing Educational Innovations: The Case of Multigrade Schools*, 2000.

²²⁶ *Ibid.*

²²⁷ *Ibid.*

²²⁸ *Ibid.*

²²⁹ Senado de la Republica de Colombia, *Constitución Política de Colombia*, 2005.

²³⁰ Barbary, *Measurement and Practices of Social and Racial Segregation in Cali: A Survey of African Colombian Households, Population*, 2002.

government to allocate funds to create opportunities for Afro-Colombians to attend universities.²³¹ The establishment of the Ten-Year Educational Plan also coincided with government and Constitutional Court's development of affirmative action policies for Afro-Colombians.²³² Despite these successes, the amount of the budget marked for education has declined from 14.3% of the overall budget in 1991 to 11.1% of the budget in 2005.²³³ The second Ten-Year Educational Plan, which will run until 2015, continues this effort to guarantee the right to education through eleven themes with the most important for Afro-Colombians being a right to equal educational conditions at all levels of education and a right to quality, free, inclusive, and public education.²³⁴

Case Study: Caja Rurales Program in Honduras

The neglect of various indigenous and minority populations in Honduras stems from the decline in the retention of indigenous language and identity.²³⁵ Indigenous groups like the Lenca and the Garifuna have had between 25-50% of their populations immigrate to the United States.²³⁶ As a result, Honduras has had difficulty defining indigenous and minority populations and determining which groups qualify for assistance.²³⁷ This changed as a number of movements aimed at helping individuals, especially those in rural outskirts of the Honduran capitol Tegucigalpa, rediscover their indigenous identities.²³⁸ In turn, that fostered efforts on behalf of these groups to demand that the Honduran government address various indigenous and minority issues.²³⁹ One method Honduras adopted to address the issues of indigenous and minority groups is the Caja Rurales Program, a program of the Honduran Social Investment Fund (FHIS) in which social investment funds target specific focus areas ranging from loans on home repair to small business loans.²⁴⁰ The aim of Caja Rurales and the FHIS is to address the historical and social demands of indigenous and minority populations who have demanded rapid and effective rectification of decades of neglect.²⁴¹ Honduran law established the FHIS in 1990 to temporarily alleviate the impact of economic stabilization measures implemented by the Honduran government from 1990-1992, which were meant to improve the economic well-being of indigenous and minority populations in the state.²⁴² Initially, some of the projects under the FHIS, such as the Caja Rurales Program, were funded by private development organizations and non-governmental organizations (NGOs).²⁴³ Gradually, more programs under the FHIS banner have been transferred to the mandate of municipal governments where the individual funds can be administered at the local municipal level and give each municipality more control their administration.²⁴⁴

The Caja Rurales Program is an informal savings and loans fund open for use by individuals from indigenous and minority populations that can be used to help them pay for business needs like roof repair or to establish small businesses.²⁴⁵ Generally 25-40 people in a community contribute to the fund, but the number of contributors can be much greater in larger communities.²⁴⁶ Each member of the fund contributes between 200-250 Honduran Lempiras, divided in shares of around 50 Lempiras each, and, in turn, each contributor to the fund gains access to it when they need a loan.²⁴⁷ In a similar manner to a corporation the fund is administered through an Assembly of members of the fund, with a Board of Directors consisting of a President, Vice-President, Secretary, Treasurer, and Supervisor.²⁴⁸ Apart from the administrative wing of each fund, there is also a monitoring committee of three or more people, and a credit commission.²⁴⁹ The uses of a fund vary from fund to fund.²⁵⁰ For example, some of the

²³¹ *Ibid.*

²³² *Ibid.*

²³³ Robert F. Kennedy Memorial Center for Human Rights, *Right to Education of Afro-descendant and Indigenous Communities in the Americas*, 2008.

²³⁴ *Ibid.*

²³⁵ Mc Sweeney, *A Demographic Profile of the Tawhka Amerindians of Honduras*, 2002.

²³⁶ *Ibid.*

²³⁷ *Ibid.*

²³⁸ Behrman, *Social Exclusion in Latin America: Introduction and Overview*, 2002.

²³⁹ Mc Sweeney, *A Demographic Profile of the Tawhka Amerindians of Honduras*, 2002.

²⁴⁰ Renshaw, *Social Investment Funds and Indigenous Peoples*, 2001.

²⁴¹ *Ibid.*

²⁴² Inter-American Development Bank, *Creating Economic Opportunities*, 2008.

²⁴³ *Ibid.*

²⁴⁴ *Ibid.*

²⁴⁵ Renshaw, *Social Investment Funds and Indigenous Peoples*, 2001.

²⁴⁶ *Ibid.*

²⁴⁷ *Ibid.*

²⁴⁸ *Ibid.*

²⁴⁹ *Ibid.*

funds have been used to open bank accounts under the administration of a treasurer and/or legal administrator of the fund.²⁵¹ Although the funds are most often used to make loans for individual contributors for such necessities as home repair, funds have also been used to assist a community business like a corner store or a butcher's shop.²⁵² The Caja Rurales Program has helped several indigenous and minority individuals and groups open businesses, bettering their lives and their communities.²⁵³

Additional Programs

The Ten-Year Educational Development Plan in Colombia and the Caja Rurales Program in Honduras are not the only educational and professional opportunities that aim to expand the educational and professional opportunities for indigenous and minority populations. The OAS, along with other intergovernmental organizations (IGOs) and non-governmental organizations (NGOs), has been heavily involved in funding programs to expand such opportunities.²⁵⁴ Their involvement consists of planning, financing, and logistical support of policies that aim to improve the educational and professional opportunities for indigenous and minority populations.²⁵⁵ OAS and other organizations have worked to develop national poverty reduction policies, create economic opportunities, promote human development, enhance social protection, improve quality of life, and make state institutions more responsive and accountable.²⁵⁶ For example, the OAS and the Inter-American Development Bank (IDB) are cooperating with one another on the Multilateral Investment Fund, which is aimed at promoting economic growth through the development of the private sector, especially in the development of microenterprises and small businesses.²⁵⁷ The Inter-American Development Bank (IDB) also works to promote micro-enterprises and social investment funds as ways to improve the professional opportunities available to indigenous and minority populations.²⁵⁸ Through Project Gateway IDB funds various projects, such as a transport system in the Bahamas and an Urban Development and Social Inclusion Program in Brazil.²⁵⁹ IDB has also used its Indigenous Peoples Policy (IPP) to promote the inclusion of the development of indigenous identities in national development agendas.²⁶⁰ IPP provides a guideline for new or current IDB-funded projects that would better the professional opportunities available to indigenous peoples.²⁶¹ Although IDB is heavily involved in projects that are aimed at improving the indigenous and minority populations, OAS also works alongside IDB and other IGOs and NGOs on seminars and working groups to help OAS Member States with projects aimed at assisting indigenous and minority populations.²⁶²

Additionally, individual States have made efforts to expand the educational and professional opportunities for indigenous and minority populations. In Guatemala, the Guatemalan Peace Accords of 1996, which formally ended the long running civil war, also included priorities aimed at decentralizing the national educational system to meet local indigenous needs better, acknowledge and teach indigenous knowledge, and improve bilingual education by increasing the quality of bilingual instructors.²⁶³ Additionally, the Accords outlined plans to introduce technology to assist in the socioeconomic development of communities, create a Mayan University, increase scholarships and stipends for indigenous students, and create a commission with governmental and indigenous representatives to meet educational goals.²⁶⁴ In Mexico, the National Adult Education Institute (INEA) works to implement policy programs that are bilingual or in indigenous languages to attend to the learning needs of indigenous adults.²⁶⁵ One final example is the Proyecto Experimental de Educacion Bilingue—Puno (PEEB) that was launched by the

²⁵⁰ Inter-American Development Bank, *Creating Economic Opportunities*, 2008.

²⁵¹ Inter-American Development Bank, *Policies to Reduce Poverty and Inequality Page Description*, 2008.

²⁵² *Ibid.*

²⁵³ Renshaw, *Social Investment Funds and Indigenous Peoples*, 2001.

²⁵⁴ Duruyttere, *Operational Guidelines: Indigenous Peoples Policy*, 2006.

²⁵⁵ Inter-American Development Bank, *Policies to Reduce Poverty and Inequality*, 2008.

²⁵⁶ Inter-American Development Bank, *Creating Economic Opportunities*, 2008.

²⁵⁷ *Ibid.*

²⁵⁸ *Ibid.*

²⁵⁹ Inter-American Development Bank, *Projects: Project Gateway*, 2008.

²⁶⁰ Duruyttere, *Operational Guidelines: Indigenous Peoples Policy*, 2006.

²⁶¹ *Ibid.*

²⁶² Inter-American Development Bank, *Operational Policy on Indigenous Peoples and Strategy for Indigenous Development*, 2006.

²⁶³ Dutcher, *Expanding Educational Opportunity In Linguistically Diverse Societies*, 2004.

²⁶⁴ *Ibid.*

²⁶⁵ López and Hanemann, *Adult Education for Indigenous Peoples and Minorities: A Thematic Review, Report on the Workshop Held at the CONFINTEA V Mid-Term Review Conference*, 2003.

Peruvian government and the Andean city of Puno as an experimental program to implement bilingual education.²⁶⁶

Conclusion

The approximately 50 million indigenous people who live in the Americas have not always been taken into account when it comes to educational and professional opportunities.²⁶⁷ Even in countries where they make-up a majority of the population, like in Bolivia and Guatemala, equal educational and professional opportunities have been slim.²⁶⁸ Gradually individual states and the OAS have expanded educational and professional opportunities for indigenous peoples through the passage of legislation, recognition of political rights, and development of national programs.²⁶⁹ Yet, there remain barriers hindering the educational and professional opportunities available to indigenous and minority people.²⁷⁰

What can be done about ensuring that expanding educational opportunities are readily accessible by indigenous and minority populations? How can organizations representing indigenous and minority populations help to increase professional opportunities available to people in those groups? What type of programs can be developed to link advanced educational achievements with professional opportunities? How can changes be fostered in public attitudes towards females, especially, young girls attending school in indigenous and minority communities? What programs can be introduced to encourage young girls to attend secondary schools and university? Additionally, what type of programs can be created to increase professional opportunities available to indigenous and minority women as a group? What can be done to ensure that programs meant to benefit indigenous and minority populations are actually reaching those communities? What measures can be taken to ensure that governments are complying with their commitments to expand educational and professional opportunities for minority and indigenous populations? What programs can OAS Member States implement to increase to expand the educational and professional opportunities available to indigenous and minority populations?

Annotated Bibliography

Free Trade Area of the Americas. (n.d). *Antecedents of the FTAA Process*. Retrieved August 23, 2008 from http://www.ftaa-alca.org/View_e.asp

The effort to unite the economies of the Americas into a single free trade area began at the Summit of the Americas which makes this a significant document. The Heads of State and Government of the 34 democracies in the region agreed to construct a Free Trade Area of the Americas, or FTAA, in which barriers to trade and investment strive to be eliminated. Their decisions regarding these steps are explained throughout this site.

Organization of American States. (2007, July). *Evaluating Progress Against Drugs*. Retrieved August 18, 2008 from http://www.oas.org/key_issues/eng/KeyIssue_Detail.asp?kis_sec=8

Close looks at the various bodies that work towards combating crime are explored here. Brief summaries are given and quick snippets of their history is evaluated. There is also a rich source of information on how some crime-fighting organizations work. For example, the MEM (Multilateral Evaluation Mechanism) is an extensive resource, which measures drug-control progress in 34 countries and the hemisphere as a whole and is explained here.

Organization of American States. (n.d.). *Headquarters*. Retrieved August 19, 2008 from <http://www.oas.org/documents/eng/headquarters.asp>

This site is strictly informational and a good source for locations of the OAS headquarters. Within the site there are links that bring you to the "about the OAS" page and becomes a good look at broader information on other offices located through the hemisphere that support the OAS mission and goals.

²⁶⁶ Dutcher, *Expanding Educational Opportunity In Linguistically Diverse Societies*, 2004.

²⁶⁷ *Ibid.*

²⁶⁸ Organization for Economic Cooperation and Development, *Indigenous Education: International Perspectives*, 2007.

²⁶⁹ *Ibid.*

²⁷⁰ Robert F. Kennedy Memorial Center for Human Rights, *Right to Education of Afro-descendant and Indigenous Communities in the Americas*, 2008.

Organization of American States. (n.d). *Member States and Permanent Missions*. Retrieved August 14, 2008 from <http://www.oas.org/documents/eng/memberstates.asp>

This short and to-the-point site offers information, links, and a list of current OAS Members. By clicking on those in the list, information on each Member is given. This site would prove useful for those interested in contact information for the permanent mission of specific countries, including office hours, emails, and fax information. Updated by the Office of Protocol, there's a link to their site, which will give valuable information on their mission, and responsibilities to the OAS.

Organization of American States. (n.d.). *Multilateral Treaties*. Retrieved August 19, 2008 from <http://www.oas.org/juridico/English/charter.html>

The Charter of the Organization of the American States (otherwise known the Charter of the OAS) is a Pan-American treaty that sets out the creation of the Organization of American States. It was signed at the Ninth International Conference of American States of 30 April 1948, held in Bogotá, Colombia. This site is the full publication of the Charter of the OAS.

Organization of American States. (n.d.). *OAS at a Glance*. Retrieved August 19, 2008, from http://www.oas.org/key_issues/eng/KeyIssue_Detail.asp?kis_sec=20

Specific branches and aspects to the OAS are explored on this Web Site. There's an extensive list of bodies of the OAS and their responsibilities, and characteristics that define what the OAS represents. This brief, but detailed look at the OAS helps to understand the various goals and missions of the OAS to its Members.

Organization of American States. (2007, July). *OAS History at a Glance*. Retrieved August 14, 2008, from http://www.oas.org/key%5Fissues/eng/KeyIssue_Detail.asp?kis_sec=17

The website contains a wealth of information on significant contributions to the creation of the OAS and key dates. There's also a list of past Secretary Generals and Assistant Secretary Generals. Within the site, there's a break down of original, current, and suspended State(s) of the OAS. This site offers an insiders look and perspective of significant events of the OAS

Organization of American States. (n.d). *OAS News*. Retrieved September 20, 2008 from <http://www.oas.org/OASpage/eng/latestnews/latestnews.asp>

For up-to-date information and highlights on significant effects that effect OAS Members, this is a great source. Several links to important and influential conferences are available on this site. In addition, videos and photo galleries are available for an in-depth look at conferences, speeches, and press statements made by Heads of State or OAS officials.

Organization of American States. (2007, October). *Promoting Sustainable Development*. Retrieved August 25, 2008 from http://www.oas.org/key_issues/eng/KeyIssue_Detail.asp?kis_sec=16

This is an excellent source of information on the various projects the OAS is involved with regarding promoting sustainable development. For a good source on Summits that relate to this topic, this site is a good start. A good relationship between the OAS's goals of promoting sustainable development and the Millennium Development Goals is explored in this site, too.

Organization of American States. (2007, July). *The OAS and the Summit Process*. Retrieved August 29, 2008 from http://www.oas.org/key%5Fissues/eng/KeyIssue_Detail.asp?kis_sec=3

With each Summit of the Americas, the OAS has taken on a more central role in supporting the process and in carrying out the mandates established by the region's leaders. In fact, many of the most important OAS achievements in recent years have come about as a result of Summit mandates. This is an excellent site that will give you a good summary of the summit process and summaries of their activities.

United Nations. (2007, June 3). *The Secretary-General's Statement at the General Assembly of Organization of American States*. Retrieved August 19, 2008, from <http://www.un.org/apps/sg/sgstats.asp?nid=2597>

This statement is a good example of the summary of events that led up to the creation of the OAS. Included are specific examples and background information on the people and organizations the brought OAS Members together. There are highlights to how the OAS addresses issues of good governance and encourages OAS Members to work more collaboratively.

I. Developing Methods to Fully Institute the Hemispheric Plan of Action Against Transnational Organized Crime

- Einaudi, L. E. (2004, December). *At the Donation Ceremony*. Retrieved August 12, 2008, from <http://www.oas.org/speeches/speech.asp?sCodigo=04-0163>
A very brief statement at the donation ceremony of the Netherlands to the General Secretariat of the OAS and its mission to support the peace process in Columbia. This web pages gives a detailed summary of States that the acting Secretary General of the OAS wished to thank for progress to the peace process.
- Einaudi, L. R. (2004, December 7). *Opening Session of the Thirty-Sixth Regular Session of the Inter-American Drug Abuse Control Commission (CICAD)*. Retrieved August 4, 2008, from <http://www.oas.org/speeches/speech.asp?sCodigo=04-0165>
This speech, by the acting Secretary General of the Organization of American States, highlights the accomplishments of the Inter-American Drug Abuse Control Commission (CICAD). The Secretary General also takes note of the financial instability of CICAD and the OAS and how its lack of funding will affect the progress of their missions. Although this speech was meant for an opening ceremony, it was meant to give a greater purpose those working at the said conference and give a sense of urgency to ensure continued success in addressing new and increasingly complex mandates.
- Einaudi, L. R. (2005, February). *Opening the Third Drafting Session*. Retrieved September 7, 2008, from <http://www.oas.org/speeches/speech.asp?sCodigo=05-0032>
The year of 2005 is a significant year for the Multilateral Evaluation Mechanism (MEM) because the two bodies that gave it life were meeting. The Summit of the Americas, which in 1998 took the decision to create the MEM, will hold its fourth meeting in November in Argentina. And the Intergovernmental Working Group that developed the MEM process will meet to prepare the Fourth Evaluation Round. The focus of this site was to highlight the issues facing the committee such as poverty, economic growth and the need for employment generation.
- Einaudi, L. R. (2005, March 14). *Security in the age of Terror: Lessons from the Inter-American System*. Retrieved August 5, 2008, from <http://www.oas.org/speeches/speech.asp?sCodigo=05-0048>
This press release revisits key moments in OAS' history with respect to security and to extract from them a few lessons that might strengthen cooperation. Issues addressed are the Rio Treaty, the numerous ties to terrorism and drug smuggling, the threat of proliferation of arms in the possession of unauthorized parties. The Secretary General concludes with lessons that we draw from these experiences. This document is a good read to gather in-depth historical information on security within States of the OAS.
- Libertad Latina. (n.d.). *Indigenous & Latina Women & Children's Human Rights News from the Americas*. Retrieved October 12, 2008, from http://www.libertadlatina.org/LatAm_Sex_Slavery_Index.htm
This very factual Web Site draws together several resources and links to provide a very detailed look at human trafficking throughout the world. There's several links to news articles on high-politicized victims of human trafficking. Although factual, this site is provocative in detailing the situations victims have experienced and reporting them publicly.
- Lagos, E. (2003). *Meeting to Improve Mutual Legal Assistance in the Hemisphere*. Retrieved September 2, 2008, from http://www.oas.org/legal/english/osla/mla_ottawa_2003.doc
This opening speech set the tone for the Meeting to Improve Mutual Legal Assistance in the Hemisphere in Ottawa, Canada. The speech emphasizes that collaboration is key and that mutual legal assistance will benefit everyone. This document also updates current projects or programs that encourage mutual legal assistance, but may need more attention.
- Lagos, E. (2003). *Opening Speech at the Meeting to Improve Mutual Legal Assistance in the Hemisphere*. Retrieved September 6, 2008, from http://www.oas.org/legal/english/osla/mla_ottawa_2003.doc
This document summarizes a meeting to discuss the issue of mutual legal assistance in criminal matters represents and emphasized as an opportunity for the countries of the Hemisphere to come together to discuss, share and implement ideas to make mutual legal assistance a more effective and efficient tool in combating crime, and, in

particular, organized transnational crime, including terrorism. This meeting was held during a particularly difficult and challenging time for the hemispheric community of nations that recently became victims of terrorist attacks.

- Levitsky, M. (2003, October). *Transnational Criminal Networks and International Security*. Retrieved September 5, 2008, from http://www.spa.msu.ru/e-journal/2/26_1.php
This rich source of statistics and historical background on transnational crime and how it reveals a rich, powerful and complex network of illegal enterprise is explained thoroughly. Several aspects of transnational organized crime are available with some varying points of view on origins of their causes and some troubles with combating the problem. Each section gives a concluding summary on what the crime means to society and how it may affect each Member State.
- Organization of American States. (n.d.). *Anti-Trafficking in Persons Section*. Retrieved October 12, 2008, from http://www.oas.org/atip/atip_aboutus.asp
This site is very informational on anti-trafficking efforts throughout the world and specifically how the Organization of American States play a factor in reducing human trafficking. There explanations on the focus of anti-trafficking efforts and four key areas of action.
- Organization of American States. (1998). *Second Meeting of Ministers of Justice or of Ministers or Attorneys General of the Americas*. Retrieved August 9, 2008, from <http://www.oas.org/consejo/general%20assembly/decs%20-%20res%20ag/ga-res98/eres1562.htm>
This resolution, requests the General Secretariat to conduct a study on obstacles to the effective application of treaties on legal and judicial cooperation, urge states to assist the General Secretariat in conducting the study entrusted to it by providing observations or reports on such obstacles, and to present a report on the implementation of this resolution to the General Assembly at its twenty-ninth regular session.
- Organization of American States. (2001, February). *Live On-Line Chat with OAS Secretary General*. In *Washington Post* Retrieved August 3, 2008, from <http://www.oas.org/oaspage/press2002/en/press2001/february01/gaviria.htm>
The Secretary General of the Organization of America States (OAS), César Gaviria, was available for a live virtual Q&A session on Thursday, March 1, hosted by the Washington Post. Gaviria, answered questions on-line in both English and Spanish from his office at OAS headquarters in Washington DC. The Secretary General offers responses regarding arms conflicts, hemispheric security cooperation, and the situation in Haiti.
- Organization of American States. (2004, December). *To the Staff of the General Secretariat*. Retrieved October 12, 2008, from <http://www.oas.org/speeches/speech.asp?sCodigo=04-0167>
This speech was very significant at a time when rumors were surrounding that the OAS was going to collapse because of a lack of funding. This speech was the first to take a bold and frank approach to the financial status of the OAS. In addition to the honesty and openness about the organization, this speech goes further to talk about the internal struggles of the OAS regarding communication and how management is addressing those concerns.
- Organization of American States. (2006, October 25). *Hemispheric Plan of Action Against Transnational Organized Crime*. Retrieved August 12, 2008, from <http://www.state.gov/p/wha/rls/89808.htm>
This is the full text document of the Hemispheric Plan of Action Against Transnational Organized Crime. The principal objective of this Hemispheric Plan of Action is to promote the application by the OAS member states of the United Nations Convention against Transnational Organized Crime (Palermo Convention) and the Protocols thereto: the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children; the Protocol Against the Smuggling of Migrants by Land, Air and Sea; and the Protocol Against the Illicit Manufacturing of and Trafficking in Firearms, Their Parts and Components and Ammunition.
- Organization of American States. (2007, January 5). *Crime Among Hemisphere's Top Challenges*. Retrieved September 10, 2008, from http://www.oas.org/OASpage/press_releases/press_release.asp?sCodigo=E-004/07
This press release from the Organization of American States (OAS) Secretary General José Miguel Insulza, addressing officials and students of the Inter-American Defense College, called for more attention from governments to the issue of crime, which he said was among the major challenges for security and democratic stability in the hemisphere. This, like many other press releases from Insulza, demonstrates his consistent efforts to highlight crime as an important issue.

- Organization of American States. (2007, March 21). *OAS Helping to Address Transnational Organized Crime in the Caribbean*. Retrieved August 27, 2008, from http://www.oas.org/OASpage/press_releases/press_release.asp?sCodigo=E-083/07
The press release on a seminar, held March 20-22 in Montego Bay, includes the participation of law enforcement and justice officials from all the English-speaking Caribbean countries, as well as Haiti and Suriname. Along with experts from the OAS Department of Public Security and the Inter-American Drug Abuse Control Commission (CICAD), the Caribbean participants addressed four specific aspects of organized crime: drug trafficking, trafficking in persons, arms trafficking and gangs.
- Organization of American States. (2007, July). *United Against Terrorism*. Retrieved August 13, 2008, from http://www.oas.org/key_issues/eng/KeyIssue_Detail.asp?kis_sec=10
This Web Site is a great source of information regarding issues of terrorism within the OAS. The document provides a good summary of organizations that are addressing the issue of terrorism such as the Inter-American Convention against Terrorism, Inter-American Committee against Terrorism, Special Conference on Security, International Civil Aviation Organization and others. This site would be a great read to gather a brief summary of the OAS' role in terrorism. Lastly, this site touches on the difficulties OAS members have with regard to legal council and training to develop effective national legislation against terrorism.
- Organization of American States. (2008, April 29). *Hemisphere's Justice Ministers Open Seventh Inter-American Meeting, Calling for Strong Cooperation to Combat Organized Crime* [Press Release]. Retrieved August 6, 2008, from http://www.oas.org/OASpage/press_releases/press_release.asp?sCodigo=E-152/08
This press release calls for stronger hemispheric cooperation mechanisms to combat transnational organized crime by the Organization of American States Secretary General José Miguel Insulza and United States Attorney General Michael B. Mukasey. Meetings of Ministers of Justice of the Americas have become the premier hemispheric forum for discussing issues related to justice as well as legal and judicial cooperation. It is also the forum where support is provided for processes related to justice reform, cooperation and other mechanisms for information exchange, training, and technical assistance.
- Organization of American States. (2008, April 30). *Anti-Drug Commission Examines New Trends*. Retrieved August 14, 2008, from http://www.oas.org/OASpage/press_releases/press_release.asp?sCodigo=E-157/08
Delegates to the Inter-American Drug Abuse Control Commission (known by its Spanish acronym, CICAD) came together to hear reports on hemispheric trends in drug trafficking and abuse during its forty-third regular session in Washington, D.C., from April 30 to May 2. This significant session discussed heavily how States have been developing methods to decrease trafficking.
- Organization of American States. (2008, June). *Secretary General Urges States to Become Parties to International Criminal Court*. Retrieved August 23, 2008, from http://www.oas.org/OASpage/press_releases/press_release.asp?sCodigo=E-225/08
With the Organization of American States (OAS) concerned over "persistent" violations of international humanitarian law and international human rights law, Assistant Secretary General Albert R. Ramdin has urged cooperation by states, international and regional organizations and civil society help the International Criminal Court function effectively in this press release. This press release also summarizes that countries, that have not done so, be urged to consider acceding to the Rome Statute.
- Rosenthal, Elisabeth. (2007, March 26). UN fund to combat human trafficking. *International Herald Tribune*. Retrieved October 15, 2008, from <http://www.iht.com/articles/2007/03/26/news/human.php>
International human trafficking and forced labor are a growing problem but national governments are often not able or willing to prosecute those crimes effectively. About 2.5 million people are trafficked and enslaved every year and there are 12.3 million people in forced work. Thus, the UN proposed a new global fund to tackle the problem at the international level.
- United Nations Crime and Justice Information Network. (2000). p. 2. In *United Nations Convention Against Transnational Organized Crime*. Retrieved August 19, 2008, from www.uncjin.org/Documents/Conventions/dcatoc/final_documents_2/convention_eng.pdf
This document is a good source of definitions of terms used commonly within the topic of transnational organized crime. This document sets the tone for what transnational organized crime is and specific measures to combat crime

from money laundering, criminalization of corruption, and prosecution, confiscation, jurisdiction, extradition, transfer of sentenced persons, etc. This document is essentially a handbook for OAS members to work with each other and a guidebook on how to combat transnational organized crime.

- United Nations Information Service. (2000, October). *Links between Terrorism, Drug Trafficking Illegal Arms Trade Stressed in Continuing Third Committee Debate on Crime*. Retrieved August 8, 2008, from <http://www.unis.unvienna.org/unis/pressrels/2000/shc302.html>
This site summarizes statements made from Heads of State regarding the links between terrorism, drug trafficking, and illegal arms trade. Representative summaries from Libya, Nepal, Lao People's Democratic Republic, Lebanon, Brazil, Myanmar, Bahrain, Cameroon, Brunei Darussalam, India and Venezuela were available.
- United Nations Office on Drug and Crime. (n.d.). *UNODC - Human Trafficking*. Retrieved August 11, 2008, from <http://www.unodc.org/unodc/en/human-trafficking/index.html>
For an overview of UNODC's work in the human trafficking field and the real-life complexities faced by people globally every day, this site is an excellent source. There are links for protection, prevention, and prosecution of human trafficking. In addition, there's information on UN.GIFT, which aims to bring together all actors responding to human trafficking to make a lasting impact on this global issue.
- United Nations Office on Drugs and Crime. (n.d.). *Introduction to Money Laundering*. Retrieved September 25, 2008, from <http://www.unodc.org/unodc/en/money-laundering/introduction.html>
This section of the United Nations Office on Drugs and Crime's web site is a great way to get a foundation of the causes and issues of money-laundering. This introduction focuses on explaining why money laundering is such a large issue and the recent problems the crime causes.
- United Nations Office on Drugs and Crime. (n.d.). *Publications, Tools, and Research*. Retrieved September 29, 2008, from <http://www.unodc.org/unodc/en/human-trafficking/publications.html>
UNODC's Toolkit to Combat Trafficking in Persons provides practical help to Governments, policy-makers, police, NGOs and others to enable them to tackle human trafficking more effectively. The Toolkit details a range of practices and methods currently in use throughout the world such as checklists to help identify trafficking victims as well as guidance on interviewing victims and victim protection. Other publications are available on this site such as the Trafficking in Persons: Global Patterns report.
- United Nations Office on Drugs and Crime. (n.d.). *United Nations Instruments and International Standards*. Retrieved August 5, 2008, from <http://www.unodc.org/unodc/en/money-laundering/Instruments-Standards.html>
International efforts to curb money-laundering and the financing of terrorism are explained on this web site. The organizations involved and related conventions are mentioned here to summarize how the UN and Organization of American States confront this type of organized crime. There's also a good summary on Financial Action Task Force on Money-Laundering (FATF) which issued a set of 40 Recommendations for improving national legal systems, enhancing the role of the financial sector and intensifying cooperation in the fight against money-laundering.
- United Nations Office on Drugs and Crime. (2006). *Toolkit to Combat*. Retrieved September 12, 2008, from <http://www.unodc.org/documents/human-trafficking/HT-toolkit-en.pdf>
UNODC's Toolkit to Combat Trafficking in Persons provides practical help to Governments, policy-makers, police, NGOs and others to enable them to tackle human trafficking more effectively. The Toolkit details a range of practices and methods currently in use throughout the world such as checklists to help identify trafficking victims as well as guidance on interviewing victims and victim protection. Other tools help police to undertake cross-border investigations and advise government officials on how to ensure the safe repatriation of victims. These and many other current "best practices" are available for immediate use and adaptation worldwide.
- United Nations Office on Drugs and Crime. (2006, June 26). *Statement by Ms. Catherine Voltz*. Retrieved August 12, 2008, from <http://www.un.org/events/smallarms2006/pdf/arms060629unodc-eng.pdf>
This statement made at the United Nations Review Conference is an excellent source of history and explanation of the Firearms Protocol. This statement, although informative, was critical of the progress of states cooperating with the review process and submitting information to surveys.

- United Nations Office on Drugs and Crime. (2007). World Drug Report. In *World Drug Report*. Retrieved August 5, 2008, from <http://www.unodc.org/unodc/en/data-and-analysis/WDR-2007.html>
The World Drug Report presents the most comprehensive statistical view of today's illicit drug situation. This year's edition reports signs of long-term containment of the global problem. The World Drug Report 2007 discusses a possible method to better assess and monitor the role played by organized crime in transnational drug trafficking. In addition there's several audio and press release information that clarifies and highlights the main points of the report.
- Velez, A. (2003, September). *Statement by H.E. Alvaro Velez*. Retrieved October 12, 2008, from <http://www.un.org/webcast/ga/58/statements/coloeng030930.htm>
This statement is a poignant look at the situation in Columbia, which is victim to several types of transnational organized crime. Velez takes a hard look at the situation that Columbia faces and is thorough in his research at the issues facing Columbians. In addition, he emphasizes the lack of methods to decrease these crimes and the potential causes that keep States from combating crimes.

II. Implementing the Declaration of Medellin

- Barczak, Monica. (2002, Autumn). Representation by Consultation? The Rise of Direct Democracy in Latin America. Latin America Politics and Society. Retrieved September 16, 2008 from <http://www.jstor.org/stable/3177143>**
The mechanisms for participation in direct democracy are available and accessible to the majority of young people in Latin America countries. Yet, the main obstacle in convincing them to become engaged in the democratic process is the widespread perception among them that political institutions are not responsive to their needs and concerns as a group. Additionally, in some cases this has stalled the development of an environment where young people can become involved in the democratic process.
- Booth, John A et al. (2006, January 31). *Inequality and Democracy in Latin America: Individual and Contextual Effects of Wealth on Political Participation*. Retrieved September 16, 2008 from http://www.duke.edu/~elb13/Papers/Booth%20and%20Seligson_Panel%201.pdf
The belief that only those in the upper-class in Latin America can actively participate in the democratic process is a commonly held belief in the region. Although the political structures of many Latin American states are democratic, this perception is still viewed as reality, especially by those in the middle and lower classes. In order to change that perception better education and public and social services must be created to encourage working class youths to participate actively in the democratic process.
- Castañeada, Tarsicio & Aldaz-Carroll, Enrique. (1999, March 14). The Inter-generational Transmission of Poverty: Some Causes and Policy Implications. Retrieved August 12, 2008 from http://www.iadb.org/sds/SOC/publication/publication_1258_e.htm**
Poverty and unemployment in many Latin American states is a hard-to-break cycle that follows many working class families and especially affects working class youth. Factors such as family size and the presence of domestic violence within a family can prevent working class youth from completing secondary school and, thus, developing the skills that will permit them to get out of poverty.
- Darremblum, Jaime. (2008). *How to Strengthen Democracy in Latin America*. Retrieved September 17, 2008 from http://www.hudson.org/files/documents/promoting_democracy_latin_america_darremblum.pdf
Strengthening existing government institutions can foster increased participation in the democratic process among young people in Latin America. Additionally, study abroad programs for young people who want to attend university have the possibility of exposing potential leaders in Latin America to democratic institutions and how youth in other democracies engage in the democratic process; they can then bring these lessons and experiences back home and use them to cultivate an environment where youth participation can flourish.
- De Moura Castro, Claudio et al. (2000 February). *Secondary Schools and the Transition to Work in Latin America and the Caribbean*. Retrieved August 12, 2008 from http://www.iadb.org/sds/SOC/publication/publication_1329_e.htm

Secondary schools have the ability to adequately prepare young people for the continuation of their education at universities or for entering the workforce. The goals and operations of secondary schools in Latin America can be successfully restructured to encourage working class youth to maintain their enrollment in school and lower the high drop out rate that currently exists in Latin American states.

Espinola, Viola, ED. (2005 July). *Education for Citizenship and Democracy in a Globalized World: A Comparative Perspective*. Retrieved August 13, 2008 from <http://www.iadb.org/int/drp>

There are numerous factors that have led to low levels of youth participation in and antipathy towards the democratic process. The case studies of Chile and Colombia provide insight into two countries in the region that have undertaken efforts to develop interest in democratic values and democratic processes among young people by incorporating the teaching of citizenship in the education system.

Fawcett, Caroline. (n.d.). *Latin America Youth in Transition: A Policy Paper on Youth Unemployment in Latin America and the Caribbean*. Retrieved October 4, 2008, from

http://www.iadb.org/sds/SOC/publication/publication_63_2999_e.htm

Young people face a difficult transition as they go from secondary school to university or secondary school to the workplace. The transition phase is a major issue regarding youth unemployment and lack of success in higher education. There are a variety of factors that play a role in this transition phase. Young people of Latin American must gain a greater understanding of how their future paths are by their actions and non-actions during this phrase.

Gibbs, Terry. (2004, July). *Democracy's Crisis of Legitimacy in Latin America*. Retrieved September 16, 2008 from <http://www.globalpolicy.org/soecon/develop/democracy/2004/0704lademocracy.htm>

Although the region of Latin America has made significant process in terms of democratic governance in the past 25 years, the democratic institutions that are in place to give citizens faith in the democratic process are shaky. The main reasons for a lack of faith in the democratic process, especially among youth, is a lack of confidence in democratic institutions like legislatures and judiciaries; many people in the region do not trust, or in many cases respect, such institutions. This is partially due to the inability of those institutions to address issues of adequate health services, sound educational systems, and routes out of poverty.

Herran, Carlos and Van Uythem, Bart. (2001, July). *Why do Youngsters Dropout of School in Argentina and what can be done against it?*. Retrieved October 4, 2008, from

<http://www.iadb.org/IDBDocs.cfm?docnum=775795>

The dropout rate among poor youth in Argentina is higher than the rest of the population at large. The report explores several of the popularly held beliefs as to why young people are dropping out of secondary school, especially poor young people. The perception among those who drop out that schooling, and in particular secondary schools, are irrelevant is alarming and provides insight into understanding one of the main reasons behind the inability of many young people to move out of extreme poverty.

Institute for Conflict Research. (n.d.). *Youth Participation in the Democratic Process*. Retrieved September 17, 2008 from

<http://www.conflictresearch.org.uk/documents/Youth%20participation%20in%20the%20democratic%20process.pdf>

The view that young people have a negative attitude towards politics is reaffirmed through a study conducted by Pricewaterhouse Coopers, which was conducted in association with the Institute for Conflict Research. The paper highlights family and community pressures as a source for non-involvement in the democratic process. Many of the surveyed participants revealed that family, friend, and community pressures reinforced traditional non-involvement in, and even disdain for the democratic process.

Jones, Mark P. (2007, September 15). *Democracy in Latin America, Challenges, and Solutions: Political Party and Party System Institutionalization and Women's Legislative Representation*. Retrieved October 4, 2008, from http://www.iadb.org/res/consultasanjose/files/summary_sp/democracy_summary.pdf

In many Latin American populations there exists a general lack of trust for political parties in the region. The prevailing opinion is that the major political parties in the region have little or no concern for addressing issues that affect young people. This helps to explain why there is a general lack of mistrust in

the political process and why it manifests, especially among youth, in general apathy about exercising democratic values and participating in the democratic process.

- Kara, Nadim. (2007). *Beyond Tokenism: Participatory Evaluation Process and Meaningful Youth Involvement in Decision-Making*. *Children, Youth and Environments*, Vol. 17, No. 2, pp.563-580. Retrieved September 15, 2008 from http://www.colorado.edu/journals/cye/17_2/17_2_36_BeyondTokenism.pdf
The need to involve youth in the democratic process beyond token gestures has been addressed with calls for increased support for youth involvement in the democratic process. Kara suggests supporting youth involvement by implementing policies to foster a positive environment of critical thinking and reflection on the ways to address the needs youth in the decision-making process and in government institutions. By giving youth the chance to be able to feel as though they are part of the democratic process by more openly discussing it, youth participation in the democratic process may be increased.
- Llisterri, Juan J. et al. (2006, June). *Is Youth Entrepreneurship A Necessity or Opportunity?* Retrieved October 4, 2008, from <http://www1.worldbank.org/devoutreach/june07/article.asp?id=413>
Implementing the Declaration of Medellin is a difficult task with many possible paths to help achieve the same goal of increasing democratic values and participation among youth. Llisterri argues that youth entrepreneurship is necessary to better the overall situation of regional youth and, thus, allow for their greater democratic participation. Increasing avenues of employment will stimulate greater interest among regional youth in the democratic process and help implement the Declaration of Medellin.
- Madrid, Raul L. (2005). *Indigenous Parties and Democracy in Latin America*. Retrieved September 16, 2008 from http://sitemason.vanderbilt.edu/files/eu4PeM/LAPS_indigenous_parties_2005_article.pdf
Political parties with indigenous origins have played an important and increasing role in increasing the involvement of indigenous individuals, especially youth, in the democratic process. With the involvement of parties that give a voice to those who have in the past felt like they have been ignored from the political process, the potential exists to make more individuals want to actively participate in the democratic. Increased participation of indigenous groups will help increase the overall involvement of youth in the democratic process.
- Moran, Ricardo and de Moura Castro, Claudio. (1997, March 13). *Street-children and the Inter-American Development Bank: Lessons from Brazil*. Retrieved October 4, 2008, from <http://www.iadb.org/IDBDocs.cfm?docnum=353141>
Several programs exist in Brazil that aim to take 'street children' off the streets and put them into programs that encourage them to attend school. The paper examines the reasons behind why so many youth in Brazil end up becoming 'street children' and contributing to the circle of poverty. An example of the effort being undertaken to break the cycle of poverty is the work being carried out by organizations like S.O.S Village, which places children in boarding-school environments to help them become productive members of society as adults.
- Organization of American States. (2001, September 11). *Inter-American Democratic Charter*. Retrieved September 17, 2007 from http://www.oas.org/OASpage/eng/Documents/Democratic_Charter.htm
The Inter-American Charter was adopted by the OAS General Assembly on September 11, 2001. The Charter is a reaffirmation of the Organization's commitment to democracy as a means to promote peace, stability, and economic and democratic development in the region. From Article I of the Charter, which states that the people of the region have the right to democracy and that their respective governments have a right to promote and defend democracy, it is clear that the main goal of the Charter is the promotion and protection of democratic governance and institutions.
- Organization of American States. (2008, June 3). *Declaration of Medellin: Youth and Democratic Values*. Retrieved July 15, 2008 from amro.who.int/English/AD/SDE/DeclarMedellinEng.doc
The Declaration of Medellin was passed by acclamation by the General Assembly of the OAS in 2008. The Declaration is the starting point for ideas on how to foster an overall better environment for young people in the Americas, beginning with the bolstering of democracy in their lives. Among other things, the Declaration emphasizes education as tool through which youth participation in the democratic process

may be increased.

Organization of American States. (2008, June 3). *General Assembly Approves by Acclamation the Declaration of Medellin on Youth and Democratic Values*. Retrieved July 15, 2008 from

http://www.oas.org/OASpage/press_releases/press_release.asp?sCodigo=E-220/08

The adoption of the Declaration of Medellin on Youth and Democratic is a high point in recent OAS activity. Following its adoption, foreign ministers attending the meeting called for the convening of an Inter-American meeting of Ministers and Highest Authorities responsible for Youth before the next OAS General Assembly meeting.

Permanent Council of the Organization of American States. (2008, April 1). *Proposals for Draft Declaration of Medellin: Youth and Democratic Values*. Retrieved July 15, 2008 from

http://www.oas.org/draft_declara.htm

The Declaration of Medellin endured many drafts before it was eventually adopted by acclamation in the General Assembly of the OAS. The process of writing a declaration is important to know for those delegates participating in the NMUN OAS. The main articles that address the concept of youth and democratic values are Articles 17 and 18.

Permanent Council of the Organization of American States. (2008, February 20). *Draft Declaration of Medellin: Youth and Democratic Values*. Retrieved July 15, 2008 from

http://www.oas.org/dil/general_assembly_resolutions_38_regular_session_colombia_june_2008.htm

Many of the points in the Draft Declaration were included in the final version of the document; however, some were not. While this made the Declaration able to be adopted by acclamation, it removed some key points than many states favored. Some of the elements removed are useful as they point to other methods to implement the provisions of the declaration.

Perfetti, Mauricio et al. (2001 August). *Successful Alternatives for Rural Education: Tutorial Learning System (TLS) and New School Methodology Rural Post-Primary*. Retrieved October 4, 2008, from

<http://www.iadb.org/publications/search.cfm?language=English&searchLang=E&keywords=successful+alternatives&title=&author=perfetti&topics=&countries=&resCategory=&fromYear=&toYear=&x=0&y=0>

There are many possible solutions to reduce the level of unemployment and promote entrepreneurship among young people in rural areas. The Tutorial Learning System is one method to facilitate young people in rural areas to stay in school beyond the primary level. Programs like this can help break the cycle of unemployment and poverty that exist in many rural communities.

Pinheiro, Paulo S. (2006, May 26). *Youth Violence and Democracy in Latin America*. Retrieved September 15, 2008, from

http://www.violencestudy.org/IMG/pdf/5_1_Alistair_Berkley_Memorial_Lecture.pdf

Youth violence is sometimes considered to be a form of political expression among young people in Latin America. The occasionally fitful move towards democratization and the strengthening of democratic institutions has produced instances where governments have not been swift in addressing the needs of their citizens and violence has been used by some youth to express their displeasure.

Recondo, David. (2005, December). *Local Participatory Democracy in Latin America. Lessons from Mexico and Colombia*. Retrieved September 16, 2008, from

<http://siteresources.worldbank.org/INTRANETSOCIALDEVELOPMENT/Resources/Recondo.rev.pdf>

The effort to involve indigenous communities and groups in the democratic process has been thoroughly explored in Mexico and Colombia, where indigenous groups have recently exerted much political influence. The increased involvement of indigenous groups and communities in Mexico and Colombia first began in the late 1980's and accelerated in the 1990's when the national governments de-centralized powers and authority to local agencies, which worked closely with indigenous communities.

Roberts, Kenneth. (n.d.). *Populism and Democracy in Latin America*. Retrieved September 16, 2008, from

<http://www.cartercenter.org/documents/nondatabase/Roberts.pdf>

Populist politics can play a significant role in bringing individuals from the working class into the political realm. In many states in Latin America populism was implemented in the 1980's as a solution to the

myriad problems that those states faced. Populism appealed to many disenfranchised people in Latin America as a solution to solving the many inequalities that faced the working class and proved to be an effective tool in introducing the disenfranchised into the democratic process.

- Smith, Peter H. (2005). *The Rise of Illiberal Democracy in Latin America*. Oxford University Press: New York: 2005. Retrieved September 16, 2008, from http://socrates.berkeley.edu:7001/Events/fall2004/10-18-04-smith/Smith_Illiberal_Democracy_d2.pdf
Progress on and adherence to democratic ideals in Latin America, specifically ideals like freedom of press, speech, and assembly varies from state to state. The article concluded that, in general, elections in Latin America are becoming freer and fairer, with voters experiencing less undue harassment than in the past. Yet, many individuals in Latin America still are considered to live in illiberal democracies in which civil liberties within the electoral regime are restricted.
- United States State Department. (2008, June 9). *Western Hemisphere Meeting Showcases Progress in Colombia, Declaration of Medellin promotes more opportunities for Young People*. Retrieved July 15, 2008, from <http://www.america.gov/st/democracy-english/2008/June/200806091645151xeneerg0.76318.html>
The last meeting of the OAS General Assembly occurred in Medellin, Colombia, on June 1-3, 2008. At that meeting, the OAS adopted by acclamation the Declaration of Medellin. OAS Secretary General, Jose Maria Insulza, described the declaration as a means to reduce the high levels of poverty, unemployment, and violence among young people in the region.
- Van Cott, Donna L. (1994). *Indigenous Peoples and Democracy in Latin America*. New York: St. Martin Press.
The perception of indigenous people and youth and how they can contribute to the growth of democratic process has been overlooked often in Latin American discourse. The process of encouraging active participation of indigenous youth has become more accepted and welcomed and coincided with the development of policies giving indigenous communities the opportunity to participate in the democratic process more. This has resulted, at least partially, in the diversification of political institutions and their ability to more thoroughly address the needs of young indigenous people.

Additional Sources

- Block, Clifford. (2001, July). *Distance Teaching Strategies to Reduce the Dropout Rate and Improve Learning in Learning Education*. Retrieved August 13, 2008, from <http://www.iadb.org/IDBDocs.cfm?docnum=775788>
Improving rural secondary schools and teaching in those schools can prevent a high number of poor, rural youth from dropping out of secondary school. One way to improve teaching in rural schools is by using distance teaching. There are numerous strategies to help states and communities utilize distance teaching. Teachers must be trained specifically on how to use this technology; schools must offer remedial instruction in literacy and numeracy; other courses offered should be tailored to individual community needs; and alternative rural school systems must be set up to best utilize the technology.
- Calderon, Cesar and Chong, Alberto. (2005 June). *Do Democracies Breed Rent-Seeking Behavior?* Retrieved August 13, 2008, from http://www.iadb.org/sds/SOC/publication/publication_534_e.htm
The relationship of citizens to their governments and government institutions is extremely important within the context of encouraging democratic values among youth. Calderon and Chong argue that citizens of a state will be more inclined to respect a transparent government and, thus, more likely to become active in the democratic process of the state.
- Dougherty, Ilona. (2004). *The Youth Friendly Guide To Intergenerational Decision Making Partnerships*. Retrieved September 17, 2008, from <http://www.youthfriendly.com/french/pdf/yfg.pdf>
The need to encourage intergenerational partnerships between youth and adult mentors is one of the best ways to encourage youth participation in the democratic process in Latin America. Intergenerational partnerships are meant to develop future political leaders and encourage youth to become active in the democratic process to ensure their concerns can be adequately addressed.
- Inter-American Development Bank. (n.d.). *Evaluation of the National Youth Service (Jamaica), Plan of Operations*.

Retrieved August 13, 2008, from http://www.iadb.org/sds/SOC/publication/gen_58_2404_e.htm

There are several existing programs working to both reduce unemployment and lower the rate of secondary school dropouts among young people, including in Jamaica. The Corps Program is an entry-level job program in Jamaica that finds employment for young people. The program operates under the umbrella National Youth Service and has seen significant, positive results.

Moore, Robyn. *Youth Participation: Grow it or Kill it- the Formula for Both*. Retrieved September 17, 2008, from <http://christchurchcitylibraries.com/Bibliofile/2000/LIANZA2000papers/RobynMoore.pdf>

There is a distinct lack of youth involvement in many conferences and forums that deal specifically with youth issues. By nurturing and developing youth participation in the democratic process can secure the future of the democratic process in individual countries and help successive generations feel that their concerns and issues can be addressed adequately.

Sherrod, Lonnie R. (2003). *Promoting the Development of Citizenship in Diverse Youth*. PS: Political Science and Politics. Vol. 36, No. 2, pp.287-292. Retrieved September 16, 2008, from <http://www.jstor.org/stable/3649324>

The promotion of political participation as a citizen does not, in many states, begin until the age of 18, the age when most regional youth are able to begin to enjoy the benefits of citizenship. The need to engage youth in civic education at an earlier age is critical to encouraging continued, active political involvement in young people when they become adults.

Young Americas Business Trust. (n.d.). *Talent and Innovation Competition of the Americas*.

Retrieved July 17, 2008, from <http://www.ticamericas.net/index.php?w2p=n3no78v7cd>

The Young Americas Business Trust is a private sector affiliate of the General Secretariat of the OAS. The Young Americas Business Trust hosts the Talent and Innovation Competition of the Americas (TIC Americas), which provides an opportunity for young people to explore their entrepreneurial skills to better their situations. The Young Americas Business Trust demonstrates a method to improve professional opportunities for young people in the Americas to meet the goals of the Declaration of Medellin.

YouthNet. (n.d.). *Youth Participation Guide: Assessment, Planning, and Implementation*. Retrieved September 17, 2008, from

<http://www.fhi.org/NR/rdonlyres/ee5ao45npdcfw7aibxxy4hpha4fne3gj5kezna515vjh35c3amgt7cipjonq2oj4hltidxk4p4kuvl/SectionI1enyt.pdf>

The Convention on the Rights of the Child (1989) is a cornerstone for anything involving youth participation in the democratic process, as it calls for the recognition of the importance of youth in the decision-making process and their ability to be effective actors in the democratic process. Youth participation cannot only be viewed as a means to an end but also as a basic right to be encouraged as a positive development.

III. Expanding Educational and Professional Opportunities for Indigenous and Minority Populations

Barbary, Olivier, et al. (2002, July-October). Measurement and Practices of Social and Racial Segregation in Cali: A Survey of African Colombian Households. *Population*, Vol.57, No. 4/5, pp. 765-792. Retrieved August 12, 2008 from <http://www.jstor.org/stable/3246665>

Barbary et al examine the policies that have been implemented in Colombia to improve the socioeconomic conditions of Afro-Colombians. The article examines at the "historic invisibility" of Colombia's African descendant population and how that has played a role in the formulation of current policies which are aimed at improving the educational and professional opportunities for Afro-Colombians.

Behrman, Jere R et al. (2002, March). *Social Exclusion in Latin America: Introduction and Overview*. Retrieved July 15, 2008 from <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=773155>

Analyzed in the report is the social exclusion in Latin America, especially as it pertains to indigenous and minority populations. Delegates can read about regional attitudes toward social exclusion, as well as regional perceptions about which group is the most discriminated against and disadvantaged in the region

and in each country depending on what groups are viewed as being minority populations.

- Benveniste, Luis A. et al. (2000, May). Constraints to Implementing Educational Innovations: The Case of Multigrade Schools. *International Review of Education*, Vol.46, No.1/2, pp. 31-48. Retrieved August 13, 2008 from <http://www.jstor.org/stable/3445426>
An examination on the feasibility of implementing multigrade schooling which are classes that are mixed in age and ability as a means to raising educational quality and coverage in rural Colombia. Of specific interest was the examination of the Escuela Nuela Programme which follows the model of multigrade schooling as the test case to gauge the effectiveness of multigrade schooling in Colombia and using that as a test case for the rest of the region.
- Block, Clifford. (2001 July). *Distance Teaching Strategies to Reduce the Dropout Rate and Improve Learning in Learning Education*. Retrieved August 13, 2008 from http://www.iadb.org/sds/soc/publication/gen_912_1361_e.htm
The report takes a look at how to best improve secondary schools and teaching in rural secondary schools in order prevent a high number of poor, rural youth from dropping out of secondary school. Proposed are six different strategies that could improve the quality of secondary schools in rural communities. Of interest is the examination of the recommendations made on how to best improve secondary schools in rural areas as a blueprint for possible solutions.
- Damon, Amy. (2007, July). *Three Proposals to Improve Education in Latin America and the Caribbean: Estimates of the Costs and Benefits of Each Strategy*. Retrieved August 14, 2008 from http://www.iadb.org/sds/POV/site_3215_e.htm
An examination and evaluation on the progress and problems related to education in the Latin America and Caribbean region. With that in mind, the report proposes three different policies which are meant to increase the overall quality of education in the region. Three policies which the report proposes in order to make education in the region more effective are nutrition programs for infants and young children, conditional cash transfer programs, and vouchers which can be used for private schools.
- Duruyttere, Anne et al. (2006, October 6). *Operational Guidelines: Indigenous Peoples Policy*. Retrieved July 15, 2008 from <http://iadb.org/sds/doc/IND-GN2438GuidelinesE.pdf>
Duruyttere et al show how Inter-governmental Organizations like the Inter-American Development Bank have developed policies designed to increase professional opportunities for indigenous people. The document demonstrates how different groups are developing solutions to increase professional opportunities for indigenous and minority populations.
- Duruyttere, Anne et al. (2006, July). *Operational Policy on Indigenous Peoples and Strategy for Indigenous Development*. Retrieved July 17, 2008 from <http://www.iadb.org/sds/doc/ind-111StrategyE.pdf>
Examined in the report is the impact that the Inter-American Development Bank (IDB) focus on indigenous policies has had on polices that the IDB has been involved with since focus on indigenous people was made a priority of the organization back in 1994. The report is meant to serve as a renewal of the IDB's commitment to ensuring that it helps indigenous communities to be able to determine their own political, economic, social, and cultural future of their communities.
- Dutcher, Nadine. (2004). *Expanding Educational Opportunity In Linguistically Diverse Societies*, 2nd Edition. Retrieved July 16, 2008 from http://www.cal.org/resources/pubs/fordreport_040501.pdf
Dutcher evaluates the use of bilingual education in the educational development of indigenous and minority children and adults. Delegates will gain information about several programs created to implement bilingual education in the educational system. The report examines the development, planning, teacher training, research, and evaluation of bilingual programs like Mexico's National Adult Education Institute (INEA) and Peru's Proyecto Experimental de Educacion Bilingue—Puno (PEEB).
- Hanson, Mark E. (1995, February). Democratization and Decentralization in Colombia Education. *Comparative Education Review*, Vol.39, No.1, pp.101-119. Retrieved August 13, 2008 from <http://www.jstor.org/stable/1188984>
Hanson examines the efforts undertaken in the 1980's to decentralize the Colombian educational system.

The goal behind the decentralization of the Colombian educational system was to decentralize the organization and management structures of the educational system. The main obstacle that faced the decentralization of the educational system was the corruption at the regional level that forced centralization of the Colombian educational system previously.

Inter-American Development Bank. (2006 July). *Operational Policy on Indigenous Peoples and Strategy for Indigenous Development*. Retrieved July 16, 2008 from <http://www.iadb.org/sds/doc/IND-111PolicyE.pdf>
Outlined are the policies and projects adopted by the IDB since 1994 that required a systematic inclusion of indigenous issues. It discusses the goals of IDB administered projects that specifically deal with indigenous issues. Furthermore, the source presents various charts and statistical data relating to such projects and their intended benefits.

Inter-American Development Bank. (n.d). *Projects: Project Gateway*. Retrieved July 16, 2008 from <http://www.iadb.org/projects/index.cfm?language=English>
The Project Gateway database is good source for delegates as it provides a detailed list of the various projects that the IDB is currently funding. The project of particular interest for delegates is the Vitoria Urban Development and Social Exclusion Program in Brazil, a program that seeks to increase professional opportunities for indigenous and minority populations. Delegates should familiarize themselves with this and other programs to gain a full understanding of what the IDB does and how it works.

Inter-American Development Bank. (n.d.). *Creating Economic Opportunities*. Retrieved July 16, 2008 from http://www.iadb.org/sds/pov/publication/gen_21_2330_e.htm
Provided are links to different micro-credit enterprises and social investment funds with which the Inter-American Development Bank is currently involved in some capacity. Delegates will be able to understand the various micro-credit and social investment funds and how these policies are trying to expand the professional opportunities for indigenous and minority populations.

Inter-American Development Bank. (n.d.). *Policies to Reduce Poverty and Inequality Page Description*. Retrieved July 16, 2008 from http://www.iadb.org/sds/pov/index_pov_e.htm
This page provides links to national poverty reduction strategies meant to improve the educational and professional opportunities for indigenous and minority populations. It provides access to the poverty reduction policies of several Member States that have participated with the IDB. This participation has been used to formulate policies for reducing poverty and expanding professional opportunities for indigenous and minority populations.

López, Luís Enrique and Hanemann, Ulrike. (2003 November). *Adult Education for Indigenous Peoples and Minorities: A Thematic Review. Report on the Workshop Held at the CONFITEA V Mid-Term Review Conference*. Retrieved July 16, 2008 from <http://www.unesco.org/ui/en/UIPDF/pubs/repubs/IndigenousPeople.pdf>
Discussed are the programs and policies that have been developed to help adult indigenous and minority peoples become literate and, as a result, expand their job prospects. The document outlines a number of programs and policies delegates will find helpful in developing their own solutions to expand the educational opportunities for indigenous and minority populations.

McRae, David. (2007, May 15). *Indigenous Education: International Perspectives*. Retrieved July 14, 2008 from http://www.whatworks.edu.au/docs/7_international_web_only.pdf
Addressed in the document and reviewed are the developments made in educating indigenous people, in particular indigenous children. It discusses several constitutional reforms taken by states in the Americas regarding indigenous education and in particular addressing access to education for indigenous children. Additionally, the document discusses the importance of preserving languages, particularly indigenous ones, in Latin America.

Mc Sweeney, Kendra. (2002, July). *A Demographic Profile of the Tawhka Amerindians of Honduras. Geographical Review*, Vol. 92, No. 3, pp. 398-414. Retrieved August 12, 2008 from <http://www.jstor.org/4140917>
The McSweeney article takes a look at the Tawhka Amerindians, an indigenous group that lost its identity as individual members began to mix with other groups, but then experienced a revival as individuals with

Tawhka heritage rediscovered their roots and adopted the language and customs. Although the article examines the Tawhka Amerindians in particular, the experiences of the Tawhka mirror those of several other indigenous Honduran groups that had members shed the language and customs of their indigenous groups only to later rediscover and embrace their indigenous roots. The article provides an excellent overview on how recent efforts to expand educational and professional opportunities to indigenous and minority groups in Honduras coincide with a resurgence in indigenous identity among many Hondurans.

Organization of American States General Assembly. (2008, 3 June). *Draft American Declaration on the Rights of Indigenous Peoples* (AG/RES. 2368 (XXXVIII-O/08)). Retrieved on July 15, 2008 from http://www.oas.org/dil/general_assembly_resolutions_38_regular_session_colombia_june_2008.htm
The Draft American Declaration on the Rights of Indigenous Peoples, downloadable through this page, serves as a blueprint for continuing work related to the Draft American Declaration on the Rights of Indigenous Peoples. It demonstrates the attempts being taken to move the American Declaration on the Rights of Indigenous Peoples from a draft declaration to a declaration.

Organization of American States General Assembly. (2008, 3 June). *Future of the Inter-American Indian Institute* (AG/RES. 2370 (XXXVIII-O/08)). Retrieved July 14, 2008 from http://www.oas.org/dil/general_assembly_resolutions_38_regular_session_colombia_june_2008.htm
This document, accessible through this page, provides delegates with an understanding of the work that the III does to expand educational and professional opportunities for indigenous people. The document outlines the founding of the Inter-American Indian Institute and how it became a body of the OAS. Delegates should note the section outlining the current state of III and its anticipated future.

Organization of American States General Assembly. (2008, 3 June). *Poverty, Equity, and Social Inclusion: Follow-Up to the Declaration of Margarita* (AG/RES. 2392 (XXXVIII-O/08)). Retrieved July 15, 2008 from http://www.oas.org/dil/general_assembly_resolutions_38_regular_session_colombia_june_2008.htm
The source outlines other declarations and working groups used by the OAS to address the issue of expanding educational and professional opportunities for indigenous and minority Populations. The declaration urged that the Permanent Council of the OAS advance economic, social, and cultural rights of people in the region. Additionally, the declaration requested that the OAS, through the Executive Secretariat for Integral Development, create a compilation of the best practices that would help achieve the goals of the United Nations Millennium Declaration.

Organization of American States General Assembly. (2008, June 3). *Inter-American Program for Universal Civil Registry and the "Right to Identify"* (AG/RES 2362 (XXXVIII-O/08)). Retrieved July 15, 2008 from http://www.oas.org/dil/general_assembly_resolutions_38_regular_session_colombia_june_2008.htm
The OAS General Assembly Resolution calls on OAS Member States to recognize and continue adopting measures which ensure full recognition of the right to identify. The reason that the right to identify is crucial is to be able to allow individuals the right to be able to fully exercise their civil, political, economic, social, and cultural rights which are entitled to individuals as citizens of a particular country.

Organization of American States. Fourth Summit of the Americas. (2005, November 5). *Declaration of Mar de Plata: Creating Jobs to Fight Poverty and Strengthen Democratic Governance*. Retrieved July 14, 2008 from http://www.oas.org/key%5Fissues/eng/KeyIssue_Detail.asp?kis_sec=13
The Declaration of Mar de Plata, downloadable through this page, addresses methods to expand the educational and professional opportunities of indigenous and minority peoples. The document discusses the need to address the economic betterment of indigenous and minority peoples by developing policies that promote fair and equal creation of jobs. It has been incorporated into the Draft American Declaration on the Rights of Indigenous Peoples.

Organization of American States. (n.d.). *Key OAS Issues: The Rights of Indigenous Peoples*. Retrieved July 14, 2008 from http://www.oas.org/key%5Fissues/eng/KeyIssue_Detail.asp?kis_sec=13
Outlined in the article is the current work of OAS and its different bodies as it relates to rights of indigenous peoples. It notes the previous and current work that OAS and its bodies have done regarding the rights of indigenous people. Links are provided to the Declaration of Mar de Plata and the Draft American Declaration on the Rights of Indigenous Peoples.

- Perafan, Carlos et al. (2001, February). *Indigenous Peoples and Health: Issues for Discussion and Debate*. Retrieved July 15, 2008 from <http://enet.iadb.org/idbdocswebservices/idbdocsInternet/IADBPUBLICDOC.aspx?docnum=363146>
Examined in the document are the efforts undertaken by the Inter-American Development Bank (IDB) activities and policies as it relates to the indigenous peoples health. The main policies which the IDB have followed as it relates to indigenous peoples and its health policies of indigenous peoples have been potable water and basic sanitation projects. The latest goal is to bring “Western” medicines to indigenous communities as part of an updated indigenous peoples health policy by the organization but also as part of a greater policy dealing with indigenous people.
- Permanent Council of the Organization of American States, Working Group to Prepare the Draft American Declaration on the Rights of Indigenous Peoples. (2007, April 27). *Tenth Meeting of Negotiations In The Quest For Points of Consensus*. Retrieved July 15, 2008 from http://www.oas.org/key%5Fissues/eng/KeyIssue_Detail.asp?kis_sec=13
This document, accessible through this site, outlines the main points that the Draft American Declaration intends to address. Of special interest for delegates is Section Five of the document that outlines social, economic, and property rights for Indigenous Peoples. The section outlines demonstrates how delegates can address the agenda issues, while developing and expanding upon the points made.
- Renshaw, Jonathan. (2001, June). *Social Investment Funds and Indigenous Peoples*. Retrieved July 16, 2008 from <http://www.iadb.org/sds/doc/IND-108E.pdf>
Renshaw’s article looks at numerous programs intended to broaden professional opportunities for indigenous peoples. The article examines the different funds and programs that have been created to help indigenous peoples in the Americas. Delegates will be particularly interested in looking at the case study, which discusses three programs in different countries in the Americas designed to expand the professional opportunities for indigenous populations.
- Robert F. Kennedy Memorial Center for Human Rights. (2008, March 12). *Right to Education of Afro-descendant and Indigenous Communities in the Americas: Report prepared for a thematic hearing before the Inter-American Commission on Human Rights*. Retrieved July 15, 2008 from http://www.rfkmemorial.org/human_rights/CompleteReport031108FINAL.pdf
The Right to Education report discusses efforts taken by state governments in the Americas to improve the right and access to education for Afro-descendant and Indigenous communities. The report examines several States’ legal frameworks for access to education by Afro-descendant and Indigenous communities, as well as what it calls the “5-A Right to Education.” Delegates will want to look at the case studies and follow-up recommendations on the examination of three states and their educational systems.
- Senado de la Republica de Colombia. (2005, April 1). *Constitución Política de Colombia*. Retrieved August 21, 2008 from http://abc.senado.gov.co/prontus_senado/site/artic/20050708/asocfile/reformas_constitucion_politica_de_colombia_1.pdf
This version of the Colombian Constitution includes the 1991 revisions, as well as those done in 2005. The document is important as the revised version of the Colombian Constitution has several articles that emphasize the importance of education being economically accessible to all individuals in Colombia. This served as the basis for the National Educational Development Plan, which is meant to improve access to education and make education affordable for Afro-Colombians.

Additional Sources

- Organization of American States. (2005). *Declaration of Nuevo Leon: Economic Growth with Equity to Reduce Poverty*. Retrieved August 12, 2008 from http://www.oas.org/documents/special/SummitMexico/DeclaracionLeon_eng.pdf
The Declaration of Nuevo Leon, which is downloadable through this page, addresses the need to stimulate economic prosperity, promote social inclusion, and a more equitable distribution of economic growth. The declaration discusses the need to encourage involvement on the part of the private sector to help achieve

economic growth with equity. The goals of the declaration were incorporated into the Draft Declaration.

Organization of American States. (2001). *Declaration of Quebec City: Free Trade Area of the Americas*. Retrieved August 12, 2008 from http://www.flaa-alca.org/summits/quebec/declara_e.asp
The Declaration of Quebec City, which is downloadable through this page, addresses the need to have free and open economies and markets as mechanisms to help improve the living standards and economic equity of those in the region. The declaration emphasizes the importance of the opening of the economy to allow for improved market access, sustained flows of investments, capital formation, and financial stability in order to improve the economic equity in the region. The goals of the declaration were incorporated into the Draft Declaration.

Organization for Economic Cooperation and Development. (2006). *Starting Strong II: Early Childhood Education and Care. Executive Summary*. Retrieved August 5, 2008 from <http://www.oecd.org/dataoecd/38/2/37417240.pdf>
The Executive Summary of Starting Strong provides an overview of early childhood education and care (ECEC). It details the poor quality ECEC given to children in low-income, second language, and indigenous groups. It discusses how poor ECEC can affect educational and professional opportunities available for indigenous and minority populations well after childhood.

Organization for Economic Cooperation and Development. (2007). *Understanding the Social Outcomes of Learning. Executive Summary*. Retrieved August 5, 2008 from <http://www.oecd.org/dataoecd/55/11/39097376.pdf>
Understanding the Social Outcomes of Learning discusses the affect education has on individuals. The report examines what it terms the social outcomes of learning (SOL). The SOL looks at such factors as the effect of an individuals' health on education, education level, and other factors that have an affect on the future earning potential of an individual in the market.

Organization for Economic Cooperation and Development. (2007). *Higher Education and Regions: Globally Competitive, Locally Engaged. Executive Summary*. Retrieved August 5, 2008 from <http://www.oecd.org/dataoecd/51/27/39378517.pdf>
Higher Education and Regions examines the role that higher education can play in the immediate community and surrounding communities of an educational institution. The report discusses how involvement in cultural and community development can help educational institutions prosper. Additionally, increased involvement could help foster a desire to acquire a higher education among individuals from indigenous and minority populations.

Organization for Economic Cooperation and Development. (2008). *Teaching, Learning and Assessment for Adults: Improving Foundation Skills. Executive Summary*. Retrieved August 5, 2008 from <http://www.oecd.org/dataoecd/61/22/40026459.pdf>
The Adult Literacy report examines the effects that adult literacy has on the economic, health, and social well-being of individuals, families, and communities. The report also focuses on States' efforts in the past decade to develop new criteria, define key components, and shape classroom teaching and learning as it relates to increasing adult literacy. In addition, it discusses the effects adult illiteracy has on indigenous and minority populations.

Wolff, Laurence et al. (2002, May). *Primary Education in Latin America: The Unfinished Agenda*. Retrieved August 5, 2008 from <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=364797>
Wolff et al explain the efforts several Latin American states' investment in primary education. The report looks at the increased numbers of completion of primary education and the decreased numbers of repetition in primary school. Although certain advances have been made, the article examines the areas that still need to be improved in primary education, especially as it affects indigenous and minority populations.

Rules of Procedure Organization of American States

Introduction

1. These rules shall be the only rules which apply to the Organization of American States (hereinafter referred to as “the Organization”) and shall be considered adopted by the Organization prior to its first meeting.
2. For purposes of these rules, the Plenary Director, the Assistant Director(s), the Under-Secretaries-General, and the Assistant Secretaries-General, are designates and agents of the Secretary-General and Director-General, and are collectively referred to as the “Secretariat.”
3. Interpretation of the rules shall be reserved exclusively to the Director-General or her or his designate. Such interpretation shall be in accordance with the philosophy and principles of the National Model United Nations and in furtherance of the educational mission of that organization.
4. For the purposes of these rules, “President” shall refer to the chairperson or acting chairperson of the Organization.

I. SESSIONS

Rule 1 - Dates of convening and adjournment

The Organization shall meet every year in regular session, commencing and closing on the dates designated by the Secretary-General.

Rule 2 - Place of sessions

The Organization shall meet at a location designated by the Secretary-General.

II. AGENDA

Rule 3 - Provisional agenda

The provisional agenda shall be drawn up by the Secretary-General and communicated to the Members of the United Nations at least sixty days before the opening of the session.

Rule 4 - Adoption of the agenda

The agenda provided by the Secretary-General shall be considered adopted as of the beginning of the session. The order of the agenda items shall be determined by a majority vote of those present and voting. Items on the agenda may be amended or deleted by the Organization by a two-thirds majority of the members present and voting.

The vote described in this rule is a procedural vote and, as such, observers are permitted to cast a vote. For purposes of this rule, “those present and voting” means those delegates, including observers, in attendance at the meeting during which this motion comes to a vote.

Rule 5 - Revision of the agenda

During a session, the Organization may revise the agenda by adding, deleting, deferring or amending items. Only important and urgent items shall be added to the agenda during a session. Permission to speak on a motion to revise the agenda shall be accorded only to three representatives in favor of, and three opposed to, the revision. Additional items of an important and urgent character, proposed for inclusion in the agenda less than thirty days before the opening of a session, may be placed on the agenda if the Organization so decides by a two-thirds majority of the members present and voting. No additional item may, unless the Organization decides otherwise by a two-thirds majority of the members present and voting, be considered until a committee has reported on the question concerned.

For purposes of this rule, the determination of an item of an “important and urgent character” is subject to the discretion of the Secretariat, and any such determination is final. If an item is determined to be of such a character, then it requires a two-thirds vote of the Organization to be placed on the agenda. It will, however, not be considered by the Organization until a committee has reported on the question. The votes described in this rule are substantive vote, and, as such, observers are not permitted to cast a vote. For purposes of this rule, “the members present and voting” means

those members (not including observers) in attendance at the session during which this motion comes to vote.

Rule 6 - Explanatory memorandum

Any item proposed for inclusion in the agenda shall be accompanied by an explanatory memorandum and, if possible, by basic documents.

III. SECRETARIAT

Rule 7 - Duties of the Secretary-General

1. The Secretary-General or her/his designate shall act in this capacity in all meetings of the Organization.
2. The Secretary-General shall provide and direct the staff required by the Organization and be responsible for all the arrangements that may be necessary for its meetings.

Rule 8 - Duties of the Secretariat

The Secretariat shall receive, print, and distribute documents, reports, and resolutions of the Organization, and shall distribute documents of the Organization to the Members of the United Nations, and generally perform all other work which the Organization may require.

Rule 9 - Statements by the Secretariat

The Secretary-General, or her/his representative, may make oral as well as written statements to the Organization concerning any question under consideration.

Rule 10 - Selection of the President

The Secretary-General or her/his designate shall appoint, from applications received by the Secretariat, a President who shall hold office and, *inter alia*, chair the Organization for the duration of the session, unless otherwise decided by the Secretary-General. The Organization shall have twenty-one Vice-Presidents, based on the same apportionment as the Vice-Presidents recognized in the Organization.

Rule 11 - Replacement of the President

If the President is unable to perform her/his functions, a new President shall be appointed for the unexpired term at the discretion of the Secretary-General.

IV. LANGUAGE

Rule 12 - Official and working language

English shall be the official and working language of the Organization.

Rule 13 - Interpretation (oral) or translation (written)

Any representative wishing to address any United Nations organ or submit a document in a language other than English shall provide interpretation or translation into English.

This rule does not affect the total speaking time allotted to those representatives wishing to address the body in a language other than English. As such, both the speech and the interpretation must be within the set time limit.

V. CONDUCT OF BUSINESS

Rule 14 - Quorum

The President may declare a meeting open and permit debate to proceed when representatives of at least one third of the members of the Organization are present. The presence of representatives of a majority of the members of the Organization shall be required for any decision to be taken.

For purposes of this rule, "members of the Organization" means the total number of members (not including observers) in attendance at the first night's meeting.

Rule 15 - General powers of the President

In addition to exercising the powers conferred upon him or her elsewhere by these rules, the President shall declare the opening and closing of each meeting of the Organization, direct the discussions, ensure observance of these rules, accord the right to speak, put questions to the vote and announce decisions. The President, subject to these rules, shall have complete control of the proceedings of the Organization and over the maintenance of order at its meetings. He or she shall rule on points of order. He or she may propose to the Organization the closure of the list of speakers, a limitation on the time to be allowed to speakers and on the number of times the representative of each member may speak on an item, the adjournment or closure of the debate, and the suspension or adjournment of a meeting.

Included in these enumerated powers is the President's power to assign speaking times for all speeches incidental to motions and amendment. Further, the President is to use her/his discretion, upon the advice and at the consent of the Secretariat, to determine whether to entertain a particular motion based on the philosophy and principles of the NMUN. Such discretion should be used on a limited basis and only under circumstances where it is necessary to advance the educational mission of the Conference. For purposes of this rule, the President's power to "propose to the Organization" entails her/his power to "entertain" motions, and not to move the body on his or her own motion.

Rule 16

The President, in the exercise of her or his functions, remains under the authority of the Organization.

Rule 17 - Points of order

During the discussion of any matter, a representative may rise to a point of order, which shall be decided immediately by the President. Any appeal of the decision of the President shall be immediately put to a vote, and the ruling of the President shall stand unless overruled by a majority of the members present and voting.

Such points of order should not under any circumstances interrupt the speech of a fellow representative. Any questions on order arising during a speech made by a representative should be raised at the conclusion of the speech, or can be addressed by the President, sua sponte, during the speech. For purposes of this rule, "the members present and voting" mean those members (not including observers) in attendance at the meeting during which this motion comes to vote.

Rule 18

A representative may not, in rising to a point of order, speak on the substance of the matter under discussion.

Rule 19 - Speeches

1. No one may address the Organization without having previously obtained the permission of the President. The President shall call upon speakers in the order in which they signify their desire to speak.
2. Debate shall be confined to the question before the Organization, and the President may call a speaker to order if her/his remarks are not relevant to the subject under discussion.
3. The Organization may limit the time allowed to speakers and all representatives may speak on any question. Permission to speak on a motion to set such limits shall be accorded only to two representatives favoring and two opposing such limits, after which the motion shall be put to the vote immediately. When debate is limited and a speaker exceeds the allotted time, the President shall call her or him to order without delay.

In line with the philosophy and principles of the NMUN, in furtherance of its educational mission, and for the purpose of facilitating debate, if the President determines that the Organization in large part does not want to deviate from the limits to the speaker's time as it is then set, and that any additional motions will not be well received by the body, the President, in her/his discretion, and on the advice and consent of the Secretariat, may rule as dilatory any additional motions to change the limits of the speaker's time.

Rule 20 - Closing of list of speakers

Members may only be on the list of speakers once but may be added again after having spoken. During the course of a debate the President may announce the list of speakers and, with the consent of the Organization, declare the list closed. When there are no more speakers, the President shall declare the debate closed. Such closure shall have the same effect as closure by decision of the Organization.

The decision to announce the list of speakers is within the discretion of the President and should not be the subject of a motion by the Organization. A motion to close the speakers list is within the purview of the Organization and the President should not act on her/his own motion.

Rule 21 - Right of reply

If a remark impugns the integrity of a representative's State, the President may permit that representative to exercise her/his right of reply following the conclusion of the controversial speech, and shall determine an appropriate time limit for the reply. No ruling on this question shall be subject to appeal.

For purposes of this rule, a remark that "impugns the integrity of a representative's State" is one directed at the governing authority of that State and/or one that puts into question that State's sovereignty or a portion thereof. All interventions in the exercise of the right of reply shall be addressed in writing to the Secretariat and shall not be raised as a point of order or motion. The reply shall be read to the Organization by the representative only upon approval of the Secretariat, and in no case after voting has concluded on all matters relating to the agenda topic, during the discussion of which, the right arose.

Rule 22 - Suspension of the meeting

During the discussion of any matter, a representative may move the suspension of the meeting, specifying a time for reconvening. Such motions shall not be debated but shall be put to a vote immediately, requiring the support of a majority of the members present and voting to pass.

Rule 23 - Adjournment of the meeting

During the discussion of any matter, a representative may move the adjournment of the meeting. Such motions shall not be debated but shall be put to the vote immediately, requiring the support of a majority of the members present and voting to pass. After adjournment, the Organization shall reconvene at its next regularly scheduled meeting time.

As this motion, if successful, would end the meeting until the Organization's next regularly scheduled session the following year, and in accordance with the philosophy and principles of the NMUN and in furtherance of its educational mission, the President will not entertain such a motion until the end of the last meeting of the Organization.

Rule 24 - Adjournment of debate

A representative may at any time move the adjournment of debate on the topic under discussion. Permission to speak on the motion shall be accorded to two representatives favoring and two opposing adjournment, after which the motion shall be put to a vote immediately, requiring the support of a majority of the members present and voting to pass. If a motion for adjournment passes, the topic is considered dismissed and no action will be taken on it.

Rule 25 - Closure of debate

A representative may at any time move the closure of debate on the item under discussion, whether or not any other representative has signified her/his wish to speak. Permission to speak on the motion shall be accorded only to two representatives opposing the closure, after which the motion shall be put to the vote immediately. Closure of debate shall require a two-thirds majority of the members present and voting. If the Organization favors the closure of debate, the Organization shall immediately move to vote on all proposals introduced under that agenda item.

Rule 26 - Order of motions

Subject to rule 23, the motions indicated below shall have precedence in the following order over all proposals or other motions before the meeting:

- a) To suspend the meeting;
- b) To adjourn the meeting;
- c) To adjourn the debate on the item under discussion;
- d) To close the debate on the item under discussion.

Rule 27 - Proposals and amendments

Proposals and substantive amendments shall normally be submitted in writing to the Secretariat, with the names of twenty percent of the members of the Organization would like the Organization to consider the proposal or amendment. The Secretariat may, at its discretion, approve the proposal or amendment for circulation among the delegations. As a general rule, no proposal shall be put to the vote at any meeting of the Organization unless copies of it have been circulated to all delegations. The President may, however, permit the discussion and consideration of amendments or of motions as to procedure, even though such amendments and motions have not been circulated. If the sponsors agree to the adoption of a proposed amendment, the proposal shall be modified accordingly and no vote shall be taken on the proposed amendment. A document modified in this manner shall be considered as the proposal pending before the Organization for all purposes, including subsequent amendments.

For purposes of this rule, all “proposals” shall be in the form of working papers prior to their approval by the Secretariat. Working papers will not be copied, or in any other way distributed, to the Organization by the Secretariat. The distribution of such working papers is solely the responsibility of the sponsors of the working papers. Along these lines, and in furtherance of the philosophy and principles of the NMUN and for the purpose of advancing its educational mission, representatives should not directly refer to the substance of a working paper that has not yet been accepted as a draft resolution. After approval of a working paper, the proposal becomes a draft resolution and will be copied by the Secretariat for distribution to the Organization. These draft resolutions are the collective property of the Organization and, as such, the names of the original sponsors will be removed. The copying and distribution of amendments is at the discretion of the Secretariat, but the substance of all such amendments will be made available to all representatives in some form.

Rule 28 - Withdrawal of motions

A proposal or a motion may be withdrawn by its sponsor at any time before voting has commenced, provided that it has not been amended. A motion thus withdrawn may be reintroduced by any representative.

Rule 29 - Reconsideration of a topic

When a topic has been adjourned, it may not be reconsidered at the same session unless the Organization, by a two-thirds majority of those present and voting, so decides. Reconsideration can only be moved by a representative who voted on the prevailing side of the original motion to adjourn. Permission to speak on a motion to reconsider shall be accorded only to two speakers opposing the motion, after which it shall be put to the vote immediately.

For purposes of this rule, “those present and voting” means those representatives, including observers, in attendance at the meeting during which this motion is voted upon by the body.

VI. VOTING

Rule 30 - Voting rights

Each member of the Organization shall have one vote.

This rule applies to substantive voting on amendments, draft resolutions, and portions of draft resolutions divided out by motion. As such, all references to “member(s)” do not include observers, who are not permitted to cast votes on substantive matters.

Rule 31 - Request for a vote

A proposal or motion before the Organization for decision shall be voted upon if any member so requests. Where no member requests a vote, the Organization may adopt proposals or motions without a vote.

For purposes of this rule, “proposal” means any draft resolution, an amendment thereto, or a portion of a draft resolution divided out by motion. Just prior to a vote on a particular proposal or motion, the

President may ask if there are any objections to passing the proposal or motion by acclamation, or a member may move to accept the proposal or motion by acclamation. If there are no objections to the proposal or motion, then it is adopted without a vote.

Rule 32 - Majority required

1. Unless specified otherwise in these rules, decisions of the Organization shall be made by a majority of the members present and voting.
2. For the purpose of tabulation, the phrase “members present and voting” means members casting an affirmative or negative vote. Members which abstain from voting are considered as not voting.

All members declaring their representative States as “present and voting” during the attendance roll call for the meeting during which the substantive voting occurs, must cast an affirmative or negative vote, and cannot abstain.

Rule 33 – Omitted

Rule 34 - Method of voting

1. The Organization shall normally vote by a show of placards, except that a representative may request a roll call, which shall be taken in the English alphabetical order of the names of the members, beginning with the member whose name is randomly selected by the President. The name of each present member shall be called in any roll call, and one of its representatives shall reply “yes,” “no,” “abstention,” or “pass.”

Only those members who designate themselves as “present” or “present and voting” during the attendance roll call, or in some other manner communicate their attendance to the President and/or Secretariat, are permitted to vote and, as such, no others will be called during a roll-call vote. Any representatives replying “pass,” must, on the second time through, respond with either “yes” or “no.” A “pass” cannot be followed by a second “pass” for the same proposal or amendment, nor can it be followed by an abstention on that same proposal or amendment.

2. When the Organization votes by mechanical means, a non-recorded vote shall replace a vote by show of placards and a recorded vote shall replace a roll-call vote. A representative may request a recorded vote. In the case of a recorded vote, the Organization shall dispense with the procedure of calling out the names of the members.
3. The vote of each member participating in a roll call or a recorded vote shall be inserted in the record.

Rule 35 - Explanations of vote

Representatives may make brief statements consisting solely of explanation of their votes after the voting has been completed. The representatives of a member sponsoring a proposal or motion shall not speak in explanation of vote thereon, except if it has been amended, and the member has voted against the proposal or motion.

All explanations of vote must be submitted to the President in writing before debate on the topic is closed, except where the representative is of a member sponsoring the proposal, as described in the second clause, in which case the explanation of vote must be submitted to the President in writing immediately after voting on the topic ends.

Rule 36 - Conduct during voting

After the President has announced the commencement of voting, no representatives shall interrupt the voting except on a point of order in connection with the actual process of voting.

Rule 37 - Division of proposals and amendments

Immediately before a proposal or amendment comes to a vote, a representative may move that parts of a proposal or of an amendment should be voted on separately. If there are calls for multiple divisions, those shall be voted upon in an order to be set by the President where the most radical division will be voted upon first. If objection is made to the motion for division, the request for division shall be voted upon, requiring the support of a majority of those present and voting to pass. Permission to speak on the motion for division shall be given only to two speakers in

favor and two speakers against. If the motion for division is carried, those parts of the proposal or of the amendment which are involved shall then be put to a vote. If all operative parts of the proposal or of the amendment have been rejected, the proposal or the amendment shall be considered to have been rejected as a whole.

For purposes of this rule, “most radical division” means the division that will remove the greatest substance from the draft resolution, but not necessarily the one that will remove the most words or clauses. The determination of which division is “most radical” is subject to the discretion of the Secretariat, and any such determination is final.

Rule 38 - Amendments

An amendment is a proposal that does no more than add to, delete from, or revise part of another proposal.

An amendment can add, amend, or delete operative clauses, but cannot in any manner add, amend, delete, or otherwise affect perambulatory clauses.

Rule 39 - Order of voting on amendments

When an amendment is moved to a proposal, the amendment shall be voted on first. When two or more amendments are moved to a proposal, the amendment furthest removed in substance from the original proposal shall be voted on first and then the amendment next furthest removed there from, and so on until all the amendments have been put to the vote. Where, however, the adoption of one amendment necessarily implies the rejection of another amendment, the latter shall not be put to the vote. If one or more amendments are adopted, the amended proposal shall then be voted on.

For purposes of this rule, “furthest removed in substance” means the amendment that will have the most significant impact on the draft resolution. The determination of which amendment is “furthest removed in substance” is subject to the discretion of the Secretariat, and any such determination is final.

Rule 40 - Order of voting on proposals

If two or more proposals, other than amendments, relate to the same question, they shall, unless the Organization decides otherwise, be voted on in the order in which they were submitted.

Rule 41 - The President shall not vote

The President shall not vote but may designate another member of her/his delegation to vote in her/his place.

VII. PARTICIPATION OF NON-MEMBERS OF THE ORGANIZATION

Rule 42 - Participation of non-governmental organization and intergovernmental organizations

Representatives of non-governmental organizations/intergovernmental organizations accorded consultative observer status by the General Assembly and other non-governmental organizations/intergovernmental organizations designated on an ad hoc or a continuing basis by the Organization, may participate, with the procedural right to vote, but not the substantive right to vote, in the deliberations of the Organization on questions within the scope of the activities of the organizations.

VIII. MINUTE OF SILENT PRAYER OR MEDITATION

Rule 43 - Invitation to silent prayer or meditation

Immediately after the opening of the first plenary meeting of the Organization, representatives may request to observe one minute of silence dedicated to prayer or meditation. This is the only time this motion will be entertained and its approval is at the discretion of the Secretariat.