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Documentation of the Work for the
Economic Commission of Latin America & the
Caribbean

Economic Commission for Latin America and the Caribbean (ECLAC)

Commission Staff

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Agenda

- 1. Development of New Capacities in the Region Through a More Responsive Higher Education System*
- 2. Indigenous Peoples and Sustainable Development: the Role of Culture Towards the Preservation of Biodiversity*
- 3. Incentives for Maximizing the Contribution of Natural Resources to Regional Development*

Delegate Awards

- Guatemala*

Resolutions adopted by the commission

Document Code	Topic
ECLAC/1/1	<i>Development of New Capacities in the Region Through a More Responsive Higher Education System</i>
ECLAC/1/2	
ECLAC/1/3	
ECLAC/2/1	<i>Incentives for Maximizing the Contribution of Natural Resources to Regional Development</i>
ECLAC/2/2	
ECLAC/2/3	

Summary Report

The Economic Commission for Latin America and the Caribbean (ECLAC) held its annual session to consider the following agenda: Development of New Capacities in the Region Through a More Responsive Higher Education System, Indigenous Peoples and Sustainable Development: the Role of Culture Towards the Preservation of Biodiversity, and Incentives for Maximizing the Contribution of Natural Resources to Regional Development. This session was attended by representatives of 27 Member States.

At its first session the Commission heard several speeches on the topic of setting the agenda. Afterwards a suspension of the meeting was taken. After coming back into formal session and listening to a couple more speeches, it became clear which direction the Commission wished to go in, and a motion to set the agenda at 1, 3, 2 was entertained and passed, with a vote of 19-7. Several speeches were then entertained on Topic 1: Development of New Capacities in the Region Through a More Responsive Higher Education System. Afterwards, the Commission ended with a suspension of the meeting and a couple of speeches. No working papers were submitted.

At its second session the Commission continued working on the topic of Development of New Capacities in the Region Through a More Responsive Higher Education System. There were 26 Member States present. Over the session, working groups were formed and delegates began exchanging ideas. Approximately five working groups were arranged to work on several key themes, including regional integration and networking, the importance of access to public education with all citizens, research and statistics' role in developing new capacities for higher education in the region, accreditation systems, and information sharing. A deadline was established by the dais to submit the first draft of all working papers by 9:00 pm on that same day of sessions. No working papers were submitted.

During the following session, the delegations were very focused on finding common ideas and projects to develop in the working papers. The Commission was able to submit four working papers during the session. The discussion continued in the form of delegates' speeches, where they encouraged each other to exchange information and reading each other's working papers. They all also demonstrated interest in merging all of these working papers. The dais was able to return first round edits on Working Paper A and Working Paper B before the session ended. The recommendations presented by the delegates in the working papers included: creating high school equivalency standards, expanding existing UNESCO education programs to include rural and indigenous populations, the expansion of collaborative efforts toward reform with existing partners, and the inclusion of the IIEP in an oversight role for the implementation of regional educational policy.

On April 1, 2014, ECLAC held its fourth session. The working papers progressed quickly and were further detailed. The delegates continued to address the possibility of merging. At the end of this session, there were three working papers on the floor, as Working Paper A and Working Paper D had merged. Edits by the dais continued until the end of the session.

The fifth session of ECLAC, although short, continued in a very productive manner through until the end.

At its sixth session with 26 Member States present, the general feeling was becoming clear that the three working papers on the floor were incompatible and no further merging was possible. All working papers were edited at least twice during this session. Towards the end of the session, all three working papers became draft resolutions. After a quick review of the draft resolutions by the delegates during a suspension of the meeting, the Commission moved into voting bloc, and adopted ECLAC/1/1, ECLAC/1/2, and ECLAC/1/3, all by acclamation.

During ECLAC's seventh session on the morning of April 2, 2014, the Commission moved into discussing the next topic on the agenda, Topic 3: Incentives for Maximizing the Contribution of Natural Resources to Regional Development. The Commission utilized the speaker's list to demonstrate the general enthusiastic will to cooperate again in order to negotiate solutions for another topic. The speeches highlighted the need for exchange projects among nations, as well as the need to protect Member States' natural resources. Working papers began to be developed, and the dais set a deadline of 11:45am for the submission of first drafts of working papers. Three working groups worked incredibly diligently on penning first drafts by the deadline, and the dais began the editing process. Meanwhile, the working groups did not cease their discussions. They continued to negotiate to remove redundancies in their papers, since they were seriously striving to merge all three working papers into one by the end of the next session.

On the afternoon of April 2, held its final session of this conference. The Commission pragmatically decided that a merger was not a feasible goal anymore in the interest of time, but continued to collaborate with other working groups regardless. After two fairly quick rounds of edits, all three working papers on the floor were accepted as draft resolutions. After another quick review of these draft resolutions, the body went into voting bloc and adopted three draft resolutions, ECLAC/2/1, ECLAC/2/2, and ECLAC/2/3, all by acclamation. Overall, the body was jubilant in the large body of work they had accomplished during the conference. ECLAC's consensus building characteristic was on full display, and cooperation among nations was maintained throughout the entirety of the conference, resulting in unique and effective solutions to two very pressing topics in Latin America and the Caribbean.

Code: ECLAC 1/1

Committee: Economic Commission for Latin America and the Caribbean (ECLAC)

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

- 1 *The Economic Commission for Latin America and the Caribbean,*
 2
 3 *Keeping in mind the principles of the United Nations Educational, Scientific and Cultural Organization (UNESCO)*
 4 *Convention Against Discrimination in Education (1960),*
 5
 6 *Recognizing the Education for Rural People program (ERP), an initiative led by UNESCO and the Food and*
 7 *Agriculture Organization (FAO) to improve the quality of and access to education by rural populations,*
 8
 9 *Acknowledging Goal 2 of the Millennium Development Goals (2000) and reaffirming that, by 2015 all children will*
 10 *be able to complete a full course of primary schooling,*
 11
 12 *Affirming the UNESCO Declaration on Higher Education (1998), which promotes open higher education evaluation*
 13 *processes conducted by independent specialists with an international focus,*
 14
 15 *Concerned that marginalized groups do not have sufficient access to information and resources in regards to higher*
 16 *education,*
 17
 18 *Recalling the rights of all people to higher education as established in the International Covenant on Economic,*
 19 *Social, and Cultural Rights (ICESR) (1966),*
 20
 21 *Welcoming the International Institute for Educational Planning's (IIEP) role and continued support by being a center*
 22 *for training and research for specialized educational planning and management and emphasizing the need to promote*
 23 *a transparent regional educational system,*
 24
 25 *Bearing in mind the importance of continuous and relevant research as highlighted in Statistical Conference of the*
 26 *Americas (SCA) Resolution 8(VII) and the need for more research specifically exploring higher education,*
 27
 28 *Observing the Dakar Framework for Action (2000), the end result of the World Education Forum, which*
 29 *emphasizes a need for not just access to, but also quality of, education around the world,*
 30
 31 *Reaffirming the universal benchmarks set in the UNESCO Guidelines for Quality Provision in Cross-Border Higher*
 32 *Education (2005) as a framework for regional quality assurance,*
 33
 34 *Noting the intimate relationship between the Inter-American Development Bank (IDB) and the Latin American and*
 35 *Caribbean (LAC) region,*
 36
 37 *Highlighting the positive impact of local student community service on the progress of Member States in reaching*
 38 *their educational goals, such as the University Community Work (TCU) program in Costa Rica,*
 39
 40 *Recognizing the importance of innovative funding mechanisms, such as a regionally provided education fund, to*
 41 *support a sustainable and responsive higher education system,*
 42
 43 *Further recognizing the mission and work of International Culture University (ICU), a virtual university that focuses*
 44 *on mainstreaming important UNESCO conventions, traditions, and sustainable development into regional higher*
 45 *education curricula,*
 46
 47 *Firmly believing that indigenous populations ought to have access to higher education and that teachers must be*
 48 *responsive to the needs of these students,*
 49
 50 1. *Emphasizes the need to expand the higher education system in order to reach out to and recruit marginalized*
 51 *and rural populations through:*
 52

- 53 a. The expansion of the UNESCO Inclusive Schools & Community Support Programmes to include
54 tertiary education;
55
- 56 b. The incorporation of the FAO and other stakeholders into educational policymaking to promote
57 agriculture in higher education;
58
- 59 c. The distribution of Information Communication Technologies (ICT), to include long distance learning;
60
- 61 2. *Suggests* the establishment of High School Equivalency Courses and Exams, provided by institutions of higher
62 education, and based upon the model of the Social Work and Research Centre (SWRC) for the advancement of
63 the education for rural communities;
64
- 65 3. *Urges* adapting collegiate customs to include indigenous and minority culture through:
66
- 67 a. The correct use of ICTs such as in the case of ICU;
68
- 69 b. Specialized focus on the inclusion of the female population based on the model of the SWRC;
70
- 71 c. The sharing of documents and research in any official and indigenous languages applicable;
72
- 73 d. The use of the Population Division (CELADE);
74
- 75 4. Invites the SCA, the International Institute for Higher Education in Latin America and the Caribbean
76 (IESALC), the Union of Universities of Latin American and Caribbean (ULAU), and all other relevant
77 stakeholders to:
78
- 79 a. Host an annual Latin America and Caribbean Conference on Higher Education Quality, Access, and
80 Relevance (LACCHEQAR) in order to gather and disseminate top, independent research on higher
81 education trends such as emerging technologies, barriers to access, and new pedagogies;
82
- 83 b. Form a database to catalogue the research discussed in the annual LACCHEQAR and promote
84 additional information sharing between the SCA and Member States in regards to higher education;
85
- 86 c. Collaborate with organizations such as the World Bank, UNESCO, and the IDB to provide fiscal
87 support;
88
- 89 5. *Further recommends* the development of teacher training programs through the:
90
- 91 a. Decentralization educational funding in order to meet diverse local needs through improved teaching
92 training and curricula and formalized expanded intercultural bilingual education such as Bolivia's
93 Avelino Siñani Elizardo Perez (ASEP) Law;
94
- 95 b. Requiring of faculty members that instruct students from indigenous populations to be competent in
96 local indigenous languages and familiar with local culture;
97
- 98 c. Utilization of the International Task Force on Teachers for the EFA, which strives to provide a
99 sufficient amount of qualified teachers in vulnerable areas;
100
- 101 d. Development of collaborative teacher training programs involving teachers from universities across the
102 region for the facilitation of information sharing specific to curriculum and teaching methods;
103
- 104 e. Consideration of general state specified standards of teaching qualifications;
105
- 106 6. *Decides* to maintain and publish a cumulative list of accreditation and quality assurance agencies in the LAC
107 region that:
108

- 109 a. Meet the standards published in the UNESCO Guidelines for Quality Provisions in Cross-border
110 Higher Education;
111
- 112 b. Have earned the Professional Qualification on Quality Assurance (PQQA) from the International
113 Network of Quality Assurance Agencies in Higher Education (INQAAHE);
114
- 115 7. *Recommends* Member States with well-established accreditation frameworks to steadfastly pursue a more
116 regional approach to the accreditation process by:
117
- 118 a. Supporting agencies' efforts to become PQQA agencies;
119
- 120 b. Promoting the expansion of accreditation efforts beyond individual sovereign territories, particularly to
121 areas lacking a robust accreditation framework in one or more disciplines;
122
- 123 8. *Invites* the SCA, the IESALC, the Union of Universities of Latin American and Caribbean (UDUAL), and all
124 other relevant stakeholders to:
125
- 126 a. Host an annual Latin America and Caribbean Conference on Higher Education Quality, Access, and
127 Relevance (LACCHEQAR) in order to gather and disseminate top, independent research on higher
128 education trends such as emerging technologies, barriers to access, and new pedagogies;
129
- 130 b. Form a database to catalogue the research discussed in the annual LACCHEQAR and promote
131 additional information sharing between the SCA and Member States in regards to higher education;
132
- 133 9. *Reaffirms* the importance of strengthening the link between education and national development by encouraging
134 students to participate in community service programs through Higher Education Institutions to grant students
135 the opportunity to use their educational background on national issues;
136
- 137 10. *Further invites* the IDB to raise and allocate funds in order to establish the Latin American and Caribbean
138 Education Fund (LACEF) with the purpose of:
139
- 140 a. Combining contributions from regional governments, international organizations, and private investors
141 in order to maximize funding efficiency;
142
- 143 b. Developing funding and controlling projects that address the issues identified by the proposed annual
144 conference;
145
- 146 c. Ensuring the needs based and transparent allocation of funds;
147
- 148 11. *Further recommends* Member States to become shareholders in the IDB in order to promote inclusion within
149 the IDB infrastructure and collaboration in the formation of the Latin American and Caribbean Education Fund
150 (LACEF);
151
- 152 12. *Calls upon* international organizations such as UNICEF and other agencies that deal with developing education
153 in the region as well as regional organizations such as the Community of Latin American and Caribbean States
154 (CELAC), Bolivarian Alliance for the Peoples of Our America (ALBA) to establish an ad hoc common fund:
155
- 156 a. Scholarship programs for groups that would not be able to access higher education due to economic
157 barriers, particularly indigenous and rural peoples;
158
- 159 b. The establishment of a regional mobile teacher program, modeled after the Cuba Literacy Campaign,
160 in order to deploy teachers to areas where students are unable to attend school;
161
- 162 c. Incentives for entry into the teaching field, such as increased state determined salaries and living cost
163 subsidies;
164

165 13. *Decides* to actively remain involved in the matter of a responsive higher education system in the LAC region.
166

Code: ECLAC/1/2

Committee: Economic Commission for Latin America and the Caribbean (ECLAC)

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

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

2
3 *Fully aware* of the need for a more responsive higher education system in developing new capacities in the region
4 while taking into consideration the economic, social, and cultural distinctions within the region,

5
6 *Recognizing* that Institutions of Higher Education (IHEs) are paramount in promoting freedom through their ability
7 to grow human capacities,

8
9 *Acknowledging* the importance of expanded development and increased access to primary and secondary education
10 for the further promotion of social and economic mobility, as put forward by Millennium Development Goal 2,

11
12 *Expressing its hope* for the deepening of regional educational integration, aimed at the improvement of studying
13 opportunities for students of the Latin American and Caribbean (LAC) region and the inclusion of marginalized
14 groups,

15
16 *Respecting* the sovereignty of Member States and their different approaches concerning higher education,

17
18 *Realizing* the importance of acknowledging the educational supply and demand relationship between higher
19 education and job capacities within the LAC region, and that there are Member States who face barriers in rectifying
20 this discrepancy,

21
22 *Commending* the success of the European Union's *European Community Action Scheme for the Mobility of*
23 *University Students (ERASMUS) Programme* and *Cooperation Programme between the European Union and Latin*
24 *America on Higher Education (ALFA III)* in connecting students of different cultural and social backgrounds,

25
26 *Bearing in mind* the need for a transfer of scientific, educational, and cultural projects and knowledge between
27 Member States of Latin America and the Caribbean in order to contribute to the furthering of education at a regional
28 level,

29
30 *Recognizing* the potentially increased role of the Inter-American Development Bank (IDB) in the creation of new
31 capacities through its funding of the achievement of a more responsive higher education system,

32
33 1. *Recommends* the expansion of the United Nations Educational, Scientific, and Cultural Organization's
34 (UNESCO) partnership with the Union of Latin American and Caribbean Universities (UDUAL), which creates
35 alliances between universities of Latin America in order to:

36
37 a. Improve coordination and organization of finances and resources between schools, to also include
38 the exchange of students;

39
40 b. Create inclusive and easily transferable educational standards for all included parties;

41
42 2. *Calls* to establish a regional educational network with the formation of the *Andrés Bello Cooperation Program*,
43 modeled after the European-Latin American association, *ERASMUS*, and the added effort of the *ALFA III* to
44 help foster international exchange programs for qualified underrepresented or disenfranchised students and
45 professors, in order to reduce bureaucratic barriers and simplify the process, taking into consideration:

46
47 a. The needs of various academic fields within the region for the exchange of students of all levels of
48 higher education and visiting professors;

49
50 b. The economic capabilities and situations of the involved groups, specifically extending access to
51 study abroad to students belonging to marginalized groups who would otherwise not have the
52 opportunity due to financial or cultural restraints;

53

- 54 c. The design and establishment of requirements for specifying the standards of participating
55 groups;
56
- 57 d. The existing language barriers in terms of sending potential students to a foreign country;
58
- 59 3. *Calls upon* the inclusion of vocational training in developing communities in order to maximize the gain from
60 the usage of natural resources, contributing to the region's economy, increasing national production, and
61 expanding capabilities of specialized workers through:
62
- 63 a. The use of UNESCO's Technical Vocational and Education Training (TVET), which combines
64 international exchange with youth employment and vocational training;
65
- 66 b. The implementation of TVET at a regional level, in order to strengthen regional relations within
67 LAC Member States and corporations;
68
- 69 c. The inclusion of annual reports of the region's socio-economic needs through a collaboration with
70 the Economic and Social Council's (ECOSOC's) Commission for Social Division to assure
71 tailored training necessary for Member States' economic sustainability;
72
- 73 4. *Urges* the expansion of and collaboration within such institutions as the Union of South American Nations
74 (UNASUR), Bolivarian Alliance for the Peoples of Our America - Peoples' Trade Treaty (ALBA-TCP), and
75 Union of Latin American and Caribbean Universities (UDUAL), through:
76
- 77 a. Annual meetings to discuss exchange programs on the matter of education monitored by the
78 Productivity and Management Division of ECLAC;
79
- 80 b. Annual reports on improvements and concerns related to regional higher education and socio-
81 economic standards, to be compiled by ECLAC's Division of Statistics;
82
- 83 5. *Strongly encourages* countries that are not yet members of the IDB to join in order to ensure adequate access to
84 funding for education, and competencies in decisions of distribution of means;
85
- 86 6. *Suggests* a reform of the IDB that will establish a joint fund for educational equality in the region, utilizing:
87
- 88 a. A yearly GDP-based contribution system with ECLAC's Division of Financing for Development
89 to determine the amount each state will contribute toward the regional development of higher
90 education;
91
- 92 b. Funding that is made directly available to educational institutions through a grant application
93 process in which applicants indicate their financial needs, thus ensuring that funds are being
94 properly distributed;
95
- 96 c. The Program Planning and Operations division of ECLAC, which will oversee the distribution of
97 funds for the proposed projects to ensure effective usage;
98
7. *Requests* an annual follow up evaluation on the progress achieved by these initiatives.

Code: ECLAC/1/3

Committee: Economic Commission for Latin America and the Caribbean (ECLAC)

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

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

2
3 *Recognizing* the fundamental human right to education at the regional level, as enshrined in Article 26 of the
4 *Universal Declaration of Human Rights*, the *American Convention on Human Rights*, General Assembly
5 *A/RES/55/2*, and the *Millennium Declaration*,

6
7 *Taking into account* the *Convention against Discrimination in Education*, which was established for the purpose of
8 directing education to strengthen minorities and marginalized people,

9
10 *Acknowledging* Goal 2 of the Millennium Development Goals (MDGs): Achieving Universal Primary Education,
11 and that, by 2015, all children worldwide will be able to complete a full course of primary schooling,

12
13 *Deeply concerned* about unequal access to universal primary education and higher education due to discrimination
14 against indigenous people and other minorities in Latin America and the Caribbean,

15
16 *Supporting* the development of new capacities that focus on the improvement of social linkages by means of more
17 responsive education,

18
19 *Recognizing* primary education as a key cornerstone for the pursuit and exposure of education in Latin America and
20 the Caribbean,

21
22 *Taking into account* A/RES/55/489 of 2000 on the Commission's intergovernmental structure and functions, in
23 which it was recommended that the current institutional structure should be reformed and further developed,

24
25 *Welcoming* the International Institute for Educational Planning's (IIEP) role and continued support by being a center
26 for training and research for specialized educational planning and management, and bolstering nearly 5,000 experts
27 and education officers through training,

28
29 *Recalling* ECLAC resolution 620 (XXI) on South-South cooperation which reiterates cooperation between Latin
30 America and the Caribbean and permits the Executive Secretary to organize collaboration between member states,

31
32 *Deeply concerned* by the growing number of unemployed Latin Americans who have obtained a higher education
33 degree,

34
35 *Taking note* of the *Union of Universities of Latin America and the Caribbean's (ULAU)* role in providing workshops
36 for high school and university students, parent associations, teachers, armed forces, and other institutions through
37 macro and micro financing bodies such as ALBA and the IDB that allow for equal growth opportunity on all levels,

38
39 1. *Calls for* an inclusive and comprehensive effort to reform higher education policies and curricula in order to
40 build the capacities of communities and societies and to realize the goals of social and human development,
41 including, but not limited to:

42
43 a. The promotion of equity,

44
45 b. Human rights,

46
47 c. The improvement of living conditions,

48
49 d. The realization of economic development,

50
51 e. Decentralizing educational funding in order to meet the needs of urban and rural populations, and

52
53 f. Expanding intercultural and bilingual education;

- 54
55 2. *Suggests* that measures be taken to focus regional education resources, such as, but not limited to:
56
57 a. The increase of public funding and the offering of incentives to fund science and technology camps in
58 order to train and foster the interests of students while modernizing curricula;
59
60 b. In the same regard, higher education system providing programs of study that correspond to a
61 country's economical and social needs;
62
63 3. *Emphasizes* the need to incorporate emerging technologies and advanced research into higher education
64 curricula in order to build specific capacities to address regional, state, and community level issues, such that:
65
66 a. Information Communication Technologies (ICTs), such as massive online open courses (MOOCs) and
67 distance learning, be integrated into current systems of higher education;
68
69 b. These technologies be used to expand access to higher education for groups with limited educational
70 opportunities, such as rural or indigenous communities;
71
72 4. *Requests* the ECLAC Social Development Division to research and develop the potential formation of more
73 dynamic, multilateral, and cooperative regional networks of institutions, as well as partnerships that allow
74 collaboration between the tertiary education institutions and their supervision from governmental authorities,
75 with aims such as, but not limited to:
76
77 a. Formation of a more fluid and wider exchange program network between institutions of Member
78 States;
79
80 b. Highlight the cultural, skills, and academic exchanges across the region;
81
82 c. Recognizing the importance of giving greater focus to academic fields that are specific and unique to
83 Latin America and the Caribbean, such as Spanish literature and natural resource refining technology;
84
85 5. *Recommends* the International Institute for Educational Planning (IIEP) to be join alongside the Monitoring
86 Committee of the Caribbean Development and Cooperation Committee (CDCC) and the secretariat services of
87 the ECLAC to oversee the development and implementation of educational policies suggested by ECLAC, with
88 the following functions, such as, but not limited to:
89
90 a. Identifying Member States' needs in order to prioritize and accommodate the respective nations'
91 development;
92
93 b. Supporting institutions and improving administrative routines, organization, and leadership skills;
94
95 c. Fostering a conducive environment for regional cooperation and networking opportunities;
96
97 d. Writing an annual report containing recommendations for efficient operations, followed by an annual
98 conference of LAC Member States focusing on determining specific implementations contained
99 therein;
100
101 6. *Invites* IIEP to review the teaching methods of current educational facilities throughout Latin America and the
102 Caribbean and the most effective approaches such as effective retaining rates of schools and higher educational
103 facilities to maximize the effectiveness of individual countries, such that:
104
105 a. The IIEP train planners and managers in skills of analysis, planning, monitoring, evaluating, and
106 implementing new effective policies to each respective Member State;
107
108 b. Each of the nations that are party to this plan have the ultimate discretion over how this plan is
109 implemented and practiced;

- 110
111 7. *Recommends* the creation of a regional grant program that would promote equality concerning minorities,
112 including indigenous groups, by providing funding for projects such as, but not limited to:
113
114 a. Research on issues related to, or of concern to, minority groups;
115
116 b. Research conducted by minority or organizations or communities;
117
118 8. *Further invites* the Executive Secretary to engage in South-South cooperation through ECLAC Programe
119 Planning and Management Division with developing national authorities for cooperation matters and setting a
120 set of indicators for measuring social and economic impacts of the South-South cooperation:
121
122 a. Executive Secretary to submit to the relevant United Nations bodies such as the General Assembly,
123 Economic and Social Council and other UN bodies such proposals that may be necessary in order to
124 ensure implementation of the calendar of conferences as laid out in this resolution;
125
126 b. The collection of case stories from Latin America countries to be presented in various regions for the
127 purpose of knowledge transfer;
128
129 c. The implementation of a sufficient institutional South-South and Triangular cooperation that can strive
130 for a well coordinated and effective system;
131
132 9. *Calls upon* the expansion of the Bolivarian Alliance for the Peoples of Our America (ALBA), following
133 Bolivia's role and partnership which allows strengthening the financial feasibility of Latin America and the
134 Caribbean;
135
136 10. *Endorses* the involvement of the *Inter-American Development Bank* to provide available financial support
137 alongside national contributions of individual Member States at their discretion;
138
139 11. *Calls upon* Higher Education Institutions to establish public and private partnerships with local private
140 corporations and governmental organs to:
141
142 a. Allow students to have access to financial and educational support, as well as future job opportunities;
143
144 d. Improve the outcomes and productivity of student degrees through knowledge transfer, which would be
145 linked to the local economy's specific needs;
146
147 12. *Further resolves* that the ECLAC will continue to address higher education capacities of and further develop
148 cooperation and collaboration with Member States.

Code: ECLAC/2/1

Committee: Economic Commission for Latin America and the Caribbean (ECLAC)

Topic: Incentives for Maximizing the Contribution of Natural Resources to Regional Development

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

2
3 *Keeping in mind the 2012 Report on the Conference on Sustainable Development (A/CONF.216/16), which states*
4 *that the outcome of the Millennium Development Goals depends on sustainable natural resource management*
5 *through social and economic channels,*

6
7 *Emphasizing the importance of instilling the ideals of sustainable development throughout primary education,*

8
9 *Fully aware of the fact that, according to the United Nations Educational, Scientific, and Cultural Organization*
10 *(UNESCO), Member States' current knowledge bases do not contain the solutions to contemporary global*
11 *environmental, societal, and economic problems,*

12
13 *Noting with deep concern the non-sustainable loss of natural resources in the Latin American and Caribbean (LAC)*
14 *region, according to the CEPALSTAT 2010 Report,*

15
16 *Emphasizing the need to preemptively work against the growing need for and wastage of natural resources, as stated*
17 *in S/RES/1457 of 24 January 2003,*

18
19 *Emphasizing the role of culture in the management of natural resources, in programs such as Regional Program in*
20 *Support of Indigenous Peoples (PRIA), as noted in UNESCO's Universal Declaration on Cultural Diversity (2002),*

21
22 *Recognizing UNESCO's 1998 World Declaration on Higher Education for the 21st Century to develop highly-*
23 *qualified, trained experts to address the issues of sustainable development and resource extraction,*

24
25 *Highlighting the International Institution for Higher Education in Latin America and the Caribbean's call for*
26 *members of the LAC region to fill science and technology jobs within the region,*

27
28 *Deeply concerned by the risk of ecosystem degradation due to the high prices of agricultural and mining exports in*
29 *the region, as mentioned at the UN Conference on Environments and Developments 1992 (Rio Conference),*

30
31 *Fully aware of the growing issues concerning a deep lack of institutions and the need for a streamlining of a*
32 *regional approach to best utilize natural resources,*

- 33
34 1. *Supports assistance from institutions such as Bolivarian Alliance for the Peoples of our Americas (ALBA III),*
35 *Inter-American Development Bank, and UNESCO, amongst others, in the form of studies, resource*
36 *assessments, and monetary funding in order to address regional constraints and reemphasize the significance of*
37 *the green economy;*
38
39 2. *Encourages the use of educational programs within national parks and primary schools, modeled after Bolivia's*
40 *Carpa Verde (Green Tent) program, which uses age appropriate media to inform children about the importance*
41 *of sustainable development;*
42
43 3. *Calls upon Member States to encourage sustainable development education in learning institutions by*
44 *implementing principles of UNESCO's Education for Sustainable Development (ESD) initiative in order to:*
45
46 a. *Develop eco-political action competence to raise sustainable development awareness amongst*
47 *students across the LAC region;*
48
49 b. *Integrate know-how, reflection, and action in school-based learning and teaching processes;*
50
51 4. *Suggests that the next High-level Political Forum on Sustainable Development prioritizes the discussion of*
52 *education in sustainable development in order to:*
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- 54 a. Provide political leadership and guidance for best practices on the subject;
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56 b. Produce an agenda on the subject which would be established following dialogue with
57 governments, major groups, and stakeholders;
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- 59 5. *Further recommends* Member States to collaborate with the Sustainable Agriculture Education Association
60 (SAEA) to:
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62 a. Promote the teaching and learning of sustainable agriculture;
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64 b. Serve and connect educators, teachers, students, staff, and administrators who focus on the
65 teaching and learning of sustainable agriculture at the adult level;
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67 c. Host participatory conferences to spread sustainable agriculture knowledge on local and regional
68 scales;
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- 71 6. *Calls for* the establishment of an international program called “Green Week”, that will be financed in equal
72 parts from the ECLAC budget and from private donors, who can thereby become official patrons, to:
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74 a. Raise awareness for the economical usage of natural resources through:
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76 i. A comprehensive social media campaign
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78 ii. Free teaching material that can be created by and ordered from the United Nations
79 Children’s Fund (UNICEF);
80
81 b. Support projects which aid in regional development by using natural resources in a sustainable and
82 environmentally-friendly way by holding a contest for environmentally sustainable start-up
83 companies, from which the best 20 ideas will be awarded with cash prizes;
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- 85 7. *Encourages* Member States to develop incentive programs to foster the number of regionally-based sustainable
86 development and environmentally natural resource extraction specialists by:
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88 a. Sending gifted students to earn advanced degrees specializing in green science & technology
89 areas, such as Paraguay’s Fulbright Science and Technology Award;
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91 b. Having specialists attend global biocultural events or exchanges related to biocultural diversity
92 through programs such as the Indigenous Biocultural Exchange Fund;
93
94 c. Inviting Member States to establish sustainable development and natural resource extraction
95 internship programs like UNESCO’s Observatory on Academic and Scientific Mobility program,
96 which assists local members who hold science and technology degrees to recruit local students to
97 transition to jobs within local natural resource industries;
98
- 99 8. *Calls upon* Member States to apply gender pilot projects modeled after Peru’s Sierra Irrigation Project (PSI),
100 which promotes gender equality in the management of natural resources through:
101
102 a. Providing technical skills in the natural resource sector to women;
103
104 b. Increasing equal representation in relevant policymaking bodies;
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- 106 9. *Urges* regional institutions, such as the Community of Latin American and Caribbean States (CELAC) and the
107 Alliance for Peoples of Our America to increase competition, cooperation, and social development between
108 Member States and local companies to:
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- 110 a. Provide a network for technological information sharing and education;
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112 b. Develop an regional energy resource network at an operational level;
113
114 c. Encourage the use of sustainable practices in utilizing natural resources for the betterment of
115 regional economies;
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- 117 10. *Requests* the ECLAC Division of Economic Development, as well as the Division of Natural Resources and
118 Infrastructure, along with the Executive Secretary of ECLAC, to coordinate research and development
119 strategies to:
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- 121 a. Provide technical support through meetings of qualified environmental specialists of Member
122 States who would render annual recommendations and reports;
123
- 124 b. Help facilitate the discussion between specialized agencies of both the UN and other
125 intergovernmental organizations, such as a partnership between UNEP, UNIDO, and the UNDP,
126 in order to support local and regional resource related organizations;
127
- 128 11. *Encourages* the IDB to collaborate with Member States, international organizations, and other stakeholders,
129 such as *The World Resources Institute* (WRI), the UN Development Programme (UNDP), and the UN
130 Environmental Programme (UNEP) by:
131
- 132 a. Establishing focused incentives for companies which use green economy-oriented policies in place
133 of deforesting practices;
134
- 135 b. Creating and funding existing reforestation programs in order to practice sustainable natural
136 resources management;
137
- 138 c. Providing technical assistance to support the exchange of best practices and models of policies on
139 the green economy, including the practices of timber harvesting and timber processing within the
140 LAC region.
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Code: ECLAC/2/2

Committee: Economic Commission for Latin America and Caribbean (ECLAC)

Topic: Incentives for Maximizing the Contribution of Natural Resources to Regional Development

1 *The Economic Committee of Latin America and the Caribbean,*

2
3 *Highlighting the Rio +20 Conference on Sustainable Development (2012) focusing on global themes such as the*
4 *sustainable development framework and the implementation of a green economy,*

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6 *Promoting the human rights-based sustainable development principles within the Montevideo Consensus on*
7 *Population and Development (2013),*

8
9 *Acknowledging the importance of efficient usage of natural resources in Latin America and the Caribbean (LAC)*
10 *region to better sustainable development,*

11
12 *Believing that sustainable development approaches assist in the widening of the international framework within*
13 *which development is understood and implemented,*

14
15 *Reaffirming the important link between the utilization of traditional knowledge for sustainable development of*
16 *capacities and the extraction of natural resources for the contribution of regional development,*

17
18 *Emphasizing the need for institution building at the local level for the purpose of regulating extraction and*
19 *monitoring exploitation,*

20
21 *Guided by the objectives of the Decentralized Governance of Natural Resources (DGNR), specifically regarding the*
22 *ownership, control of, and access to natural resources for the promotion of sustainable management, efficiency,*
23 *participatory governance, equitable decision making, and sharing of the benefits derived from the exploitation of*
24 *natural resources at local levels,*

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26 *Stressing that the objective of natural resources is to aid economic development and keeping in mind that indigenous*
27 *people and tourism are considered to be a part of the definition of natural resources,*

28
29 *Acknowledging the sentiments of A/RES/1803 of 14 December 1962 regarding permanent sovereignty over natural*
30 *resources, which encourages developing countries to create state-owned companies and corporations that manage*
31 *extraction of natural resources and its revenue to fuel economic development,*

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33 *Expressing interest in developing renewable resources in particular, which takes advantage of the potential of solar*
34 *and wind power,*

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36 1. *Reminds* Member States of their Common But Differentiated Responsibilities (CBDR) in respect to different
37 technical and economic capacities developed nations and developing nations as defined by the United Nations
38 Convention on Climate Change (UNFCCC), in respect to environmental concerns;

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40 2. *Encourages* Member States to involve themselves in the United Nations Conference on Trade and
41 Development's (UNCTAD) Biotrade Initiative, focusing on the production and trade of goods and services
42 derived from natural resources, within the framework of the three pillars of sustainable development for the
43 purposes of:

44 a. Job creation, income, and the diversification of exports;

45 b. Rural development and the improvement in quality of life for rural and local communities;

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48 3. *Further encourages* institution building at the sub-state level for the purpose of:

49 a. The monitoring of natural resource extraction and regulation of subsequent exploitation;

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- b. The reallocation of financial and capital gains derived from natural resource industries into public sectors for the common good, faceted in the three pillars of sustainable development;
 - 4. *Urges* Member States to invest in renewable energy resource management programs similar to:
 - a. Uruguay's ALLURE wind energy company;
 - b. The international investments in Antigua and Barbuda's private solar energy sector, provided by the Inter-American Development Bank (IDB);
 - 5. *Emphasizes* the need of Member States to respect the right of indigenous populations to traditional lands, for the exercise of traditional knowledge in preserving natural resources;
 - 6. *Calls for* increased collaboration between the ECLAC Division on Sustainable Development and Human Settlements (SDHS) and the Division on Natural Resources and Infrastructure for the purpose of:
 - a. Providing information and recommendations concerning actions related to natural resource management, and to enhance economic development and progress within the LAC region;
 - b. Improving cooperation among Member States, such as technology and knowledge sharing networks;
 - c. Identifying each Member State's most efficient natural resource sector;
 - 7. *Suggests* the promotion of national and transnational projects such as the National Biodiversity Strategy Action Plans, with the aims of achieving capacity building through:
 - a. The implementation of domestic natural biodiversity conservation;
 - b. Sustainable use of each Member State's most effective natural resource for the preservation of cultural and traditional biodiversity;
 - c. Promotion of the development of a regional network for the purpose of information sharing regarding the importance and sustainable use of natural resources.

Code: ECLAC/2/3

Committee: Economic Commission for Latin America and the Caribbean (ECLAC)

Topic: Incentives for Maximizing the Contribution of Natural Resources to Regional Development

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

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3 *Bearing in mind* the main principles stated in the *World Charter for Nature (1982)*, which affirms that nature needs
4 to be safeguarded from exploitation due to human activity,

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6 *Further recalling* the ECLAC statement “Natural Resources within the Union of South American Nations: Status
7 and Trends for a Regional Development Agenda” (2013), which underlines the importance of efficient investments
8 in sustainable and inclusive development,

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10 *Taking into consideration A/RES/1803 “Permanent Sovereignty Over Natural Resources” of 12 January 1952,*
11 *which guarantees the right of every country to nationalize and fully exploit its natural resources pursuant to its own*
12 *environmental policy,*

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14 *Taking into account* the report presented by the Deputy Executive Secretary of the United Regional Commission at
15 the Conference of the Union of South American Nation on Natural Resources and Integral Development in the
16 Region, stating the need for Latin American countries to review and improve institutions and instruments in order to
17 maximize the contribution of natural resources to regional development,

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19 *Recognizing* the points and principles of ECLAC’s “Green Growth and Sustainable Development: Regional
20 Perspectives,” produced at the *2012 Rio+20 Conference,*

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22 *Noting* that natural resource management relies on the need for investment in infrastructure building, better
23 governance, and public policy on environmental conflict management, as well as the need to reverse reliance on
24 primary exports of natural resources,

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26 *Further noting* that the risk of ecosystem degradation has come as a result of higher prices for agricultural and
27 mining exports and has furthered the region’s dependence on the export of primary goods, as mentioned at the *1992*
28 *Rio Conference,*

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30 *Recognizing* the link between national sovereignty over resources and regional cooperation regarding these
31 resources,

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33 *Further recognizing* the need for expertise on this matter to come from within the region rather than outside,

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35 *Recalling* the importance of the Polluter Pays Principle adopted at the *Rio Summit*, which respects regional
36 sovereignty by having polluters take responsibility for environmental damage caused by their own natural resource
37 extraction processes,

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39 *Firmly reiterating* its commitment to the United Nations Millennium Development Goals (MDGs), specifically Goal
40 7: Environmental Sustainability,

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42 *Recognizing* the increasing environmental pollution in the LAC region and its impact on human welfare as a
43 consequence of the failure of policies concerning the promotion of environmentally sound transportation methods,

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45 *Noting with satisfaction* the results achieved by the Amazon Fund for Forest Conservation and Climate Protection in
46 Latin America,

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48 *Noting with deep concern* that still too many people live in extreme poverty and have deforestation as the only
49 source of sustenance,

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51 1. *Calls upon* the establishment and adoption of a cooperative regional action plan to maximize the contribution of
52 national resources to regional development, specifically centered around a T.R.I.M. (Technical Assistance,
53 Realistic Pricing, Institutional Development, Macroeconomic Policy) plan, including:

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- a. Using technology to gather information and assess resources to distinguish common regional development goals and redefine regional and local organizations' roles and objectives so that they support training and education for sustainable development and a green economy,
 - b. Working for a realistic pricing of undervalued commodities derived from land and water,
 - c. Building institutions and investing in human capital and infrastructure to diminish disparities between agricultural enterprises, farming systems, and human resources, and
 - d. Using public expenditure reviews and investment reviews to correct macroeconomic policies and introduce a better regulatory framework for adequate distribution of social and economic benefits;
2. *Calls on* the United Nations Industrial Development Organization (UNIDO)'s International Technology Centers to establish a specific division for the Latin America and the Caribbean (LAC) region, so that it can manage the aforementioned technology sharing and capacity building;
 3. *Encourages* the creation of a Regional Environmental Accountability System (REAS) that will create a new economic measure or "green GDP", the objective of which will be to calculate the economic impact of exhaustion of natural resources and the environmental degradation they cause, such that:
 - a. This system be based on Ecuador's PIB Verde (Sistema de Contabilidad Ambiental Nacional);
 - b. This system be placed under the cooperative administration of the United Nations Environment Programme (UNEP) and ECLAC;
 - c. Special attention be paid to pollution as a byproduct of the tourism industry such as the toxic emissions of cruise ships and the impact on marine life;
 4. *Strongly recommends* the technical training of local populations through the support of:
 - a. The exchange of graduate and doctoral level professors in fields related to natural resource management from within and outside the region, modeled on USAID's Higher Education for Development program;
 - b. Higher education institutions within the region that have programs relating to sustainable development and natural resource extraction;
 - c. Vocational schools emphasizing skilled labor in fields of natural resource extraction;
 5. *Encourages* Member States to provide positive incentives to prevent environmental destruction by providing incentives such as tax breaks to companies, or nationalizing lands that would be owned and protected by the national government;
 6. *Invites* the United Nations Environment Programme (UNEP) to provide additional institutional support in the implementation of environmental policies towards achieving regional sustainable development;
 7. *Recommends* that LAC Member States introduce reforms the transportation sector in urban and growing urban areas in order to increase energy sustainability and combat pollution, such that:
 - a. A regulatory framework governing vehicle emissions in urban areas be introduced based on Germany's pollution badge system;
 - b. Public and private corporations replace high-emission vehicles with more eco-friendly alternatives;
 8. *Invites* the Amazon Fund for Forest Conservation and Climate Protection to enlarge its potential by:

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- a. Including Caribbean states in funding projects to create a stronger networking basis in order to fight deforestation and its direct negative effects at the regional level;
 - b. Urging the IDB and the Caribbean Development Bank (CDB) to contribute financially in order to provide more efficient help through a broader financial basis;
9. *Encourages* Member States to formulate and adopt a common agenda regarding environmental matters directly affecting the Latin America and the Caribbean region, through bodies such as the Forum of Ministers of the Environment of Latin America and the Caribbean, suggesting that such a forum:
- a. Identify common concerns in the region in order to find areas of opportunity and cooperation;
 - b. Elaborate on an environmental governance framework for potential adoption as regional legislation that may support the decision-making and implementation processes, ultimately fulfilling the objectives of the region in this regard.