

## MODEL OF THE ORGANIZATION OF AMERICAN STATES GENERAL ASSEMBLY

### ASSIGNED COUNTRY PREPARATION (Draft document)

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#### A. INTRODUCTION

The Model of the Organization of American States (MOAS) General Assembly is a simulation of the sessions that the OAS General Assembly holds according to the functions derived from its Charter. In accordance with that, the student delegations of the participating universities represent a Member State upholding the position and foreign affair policies of each representative country about different topics of the hemispheric agenda.

As a diplomatic exercise, the MOAS includes the general debate held in the General Assembly, along with the negotiations and work in the corresponding committees. Likewise, the Model is the most effective means of the Inter-American System to spread the OAS activities and function among the students of the hemisphere, fostering a real cultural integration in the continent.

The main objective of this document is to create a framework of general information to be taken into consideration for the assigned country preparation, according to the rules of procedure and general standards of the WMOAS.

#### B. TOPICS

In reference to this, a general standard for the country preparation should follow the next points:

- Domestic policy and internal affairs. What is important in this part is that the student can learn about the country's political and administrative organization, as well as the hotspots issues of the domestic agenda, not only in politics, but also in the economic arena. The study of the country's constitution and the integration of the governmental frames should be essential to understand the implication of the country in the main issues of the regional and hemispheric agenda. To search information about this

topic it is important to use the Governments official web sites, which summarize it.

- Foreign Policy and external affairs. In this part, there should be a division of topics to study with.
  - First, the regional agenda, which describes the political and economic relations between the country and its neighbors. Besides, it is remarkable here the study of the economic agreements that it has signed with its neighbors, as well as any other regional integration process. The student should be able to recognize how the country negotiates and what are the main points of interests in its foreign policy to the region, according to its current domestic situation.
  - Second, the hemispheric agenda. What is important here is the position that the country will assume, in reference to the main points of the hemispheric agenda, but in accordance with a common position (if it's possible) with its partners or neighbors. The best example to see this has been the FTAA negotiation process, in which the MERCOSUR countries stated their opposition to the process led by the United States and other countries. Another example is the CARICOM position to a specific situation that might affect a particular country in that region.
  - Third, the participation of the country in the OAS activities and regional organizations. Once the student have studied the country's foreign relations, he/she would be ready to research about its participation in the OAS activities, the OAS main programs achievements affecting it (or not) and the alliances that the country could develop in order to reinforce its position in particular situations as well.

In foreign policy, we can define some areas which could be considered as a priority. These ones could be related, but not limited, to the following topics:

1. Political Relations.
2. Economic Relations. (Trade, investments, financial affairs)
3. Defense and national security aspects.
4. Educations, science and technology aspects.

5. Environmental issues.
6. Functional Cooperation in other areas, such as human rights, democracy, the fight against corruption, etc.

### C. METHODOLOGY AND MATERIALS

To research on foreign and regional policy of the Member State it is important to cover the analysis of different aspects of the country's domestic and international policy, economic and social situation, together with other aspects related to the country's real situation. In the same way, the hemispheric political and economic current situation should be discussed among the students. Theoretical classes are useful as well as on line sources such as the Lecture Series of the Americas, which are available on the OAS we site.

There is a list of a number of links to official and non-governmental organizations with up-dated and detailed information related to the hemispheric current situation. Likewise, the OAS official documents constitute a fundamental tool to understand the OAS structure and its main functions. Some sources are below:

*Official documents:*

- Charter of the OAS
- Inter-American Democratic Charter
- Additional protocol to the American convention on human rights in the area of economic rights
- American convention on human rights
- American declaration of the rights and duties of men.
- American treaty on pacific settlement
- Guidelines for civil society participation in OAS
- Inter-American Convention against corruption
- Inter-American Convention against terrorism
- Inter-American Convention on elimination discrimination disabilities
- Inter-American convention on external judgment
- Inter-American convention on returning children
- Inter-American convention on transparency weapons

- Inter-American Convention to eradicate violence against women
- Inter-American convention to prevent torture
- Inter-American convention on disappearance of persons.
- Organization chart of the OAS.
- Protocol To The American Convention on Human Rights To Abolish The Death
- Statute Of The Inter-American Commission on HR
- TIAR

*Web sites:*

- Organization of American States: [www.oas.org](http://www.oas.org)
- Inter-American Development Bank: [www.iadb.org](http://www.iadb.org)
- Economic Commission for Latin America and the Caribbean: [www.eclac.cl](http://www.eclac.cl)
- Inter-American Dialogue: [www.thedialogue.org](http://www.thedialogue.org)
- The Institute for the Integration of Latin America and the Caribbean: [www.iadb.org/intal](http://www.iadb.org/intal)
- Canadian Foundation for the Americas: [www.focal.ca](http://www.focal.ca)
- The Carter Center: [www.cartercenter.org](http://www.cartercenter.org)
- Centre for Latin American Monetary Studies: [www.cemla.org](http://www.cemla.org)
- Migration Policy Institute: [www.migrationpolicy.org](http://www.migrationpolicy.org)
- Transparency International: [www.transparency.org](http://www.transparency.org)
- The United Nations Conference on Trade and Development: [www.unctad.org](http://www.unctad.org)
- Amnesty International: [www.amnesty.org](http://www.amnesty.org)
- The United Nations Organization: [www.un.org](http://www.un.org)
- World Bank: [www.worldbank.org](http://www.worldbank.org)
- International Monetary Fund: [www.imf.org](http://www.imf.org)
- Council on Hemispheric Affairs: [www.coha.org](http://www.coha.org)
- The United Nations Environment Program: [www.pnuma.org](http://www.pnuma.org)
- American Enterprise Institute for Public Policy Research: [www.aei.org](http://www.aei.org)



- Center for Strategic and International Studies: [www.csis.org](http://www.csis.org)
- Institute for International Economics: [www.ije.org](http://www.ije.org)
- The Latin American and the Caribbean Economic System: [www.sela.org](http://www.sela.org)
- Initiative for the Integration of Regional Infrastructure in South America:  
[www.iirsa.org](http://www.iirsa.org)
- Council of the Americas: [www.counciloftheamericas.org](http://www.counciloftheamericas.org)