

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	re: Marta Murras [partial] (1 page)	12/06/1994	b(6)
002. report	re: U.S. Government Report (26 pages)	ca. 1994	P1/b(1)

COLLECTION:

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FOLDER TITLE:

BB [Briefing Book] Children of the Americas [Binder] [2]

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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

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P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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URUGUAY

Well, I join myself with what Mrs. XXXXX said about thanking Mrs. Clinton and this country for their hospitality for joining us, is what I would call, a parallel conversation, but that at some point, it will join; because in this world, sometimes, we have some geometric XXXXXX, where luckily, the parallels meet; and maybe the soul and reflexions that we are doing today here or in some other time, is going to find the perfect intersection, necessary and possible with which, surely enough, the presidents are taking and trying to build, a few feet away.

I would like to mention some reflexions, a little bit scattered around in Mrs. de Frey speech, that she has made minimum references to our country, considering, that sometimes our realities of how big is the country, of our different societies, economies and political differences; can after 5 years of experience, tell me that we have a lot to give and receive. So I'm going to start with the education, that maybe this is the root that can grow someday or get frustrated. In this case, I would like to mention the two types of education:

In first place: what a formal education is, through the inicial education, primary education, secondary, that in our country is free and mandatory, for many years now, for all our people, children and adolescents, but that nowadays is being xxxxxx, because unfortunately, we see that not only there is economic problems or numeric, of how many children get to complete formal education; but how and when to determine things. Our country has done a very interesting experiment, apart from what the formal education is. XXXXXXXX,

I would say, that apart from this XXXXX, the educational system adjusting it to the new XXXX that the children and adolescents are going to face in life; we have tried to educate the young people from specific parts of the country, with less access, less possibilities, in economic terms, in labour and in those whom we have named education for life.

During the summer months, vacations, we are trying, not only to replace the time that children are not being protected by an adequate family infrastructure, but teaching them what is a balance, what is to go to a bank, what is a check, the money taht should go in or out; in other words to educate them for their own life and their own family in a near future. This has been a very xxxxxx plan, that we have done with some difficulties, because sometimes in some sectors of society, society tends to be more conservative.

We had to break moldes, but I think that the results of this seeds are set, and hopefully we will be able to carry on with it, trying to convince people, that in life there are important things and things that are important.

Also, the education for life, includes the health education. Our infrastructure for health has been tripled during this administration, similar numbers can be shown by the last adiministration, and still this is not enough, because the important line in health, are not stright and go only through material things; and is in this, with the collaboration of many institutes, like the Panamerican Health Organization we have started a XXXX very important.

I want to show an example, i norder to be able to leave from here, with hope funded in the sense that educating for health, we can obtain xxxxxx; sometimes, not even the country expeoct it. In the case of Uruguay, a small country, in between those two big ones that are Argentina and Brazil, sharing with Paraguay a little bit of taht balance; we are surrounded, we even have terrestrial frontiers with countries that have the colera, that terrible desease that has

been very difficult to stop in Latin America.

Our country, tried using the XXXXXX system more important that has the country, which are schools being public and free that covers all our territory, mandatory to all our children, and we stopped XXXXX the coera from entering our country. Is not a simple task, because we are still surrounded, but through the schools, we reached the society, the families.

We want to take this example and share it with all of you, because I think that this is a new form of educating and reaching people; using schools, where generally, the families have the ones they love, which are their children, to transmit this messages of health, that are so importants.

I would like at this point, to make a reference of what the project CAIF is, which is XXXXX by UNICEF; we have doubled in this administration, sorry quadrupled the centers for infants and for families, with the same dinamic and strategy that we used for the colera; there we assist the children, again with some positive discrimination in different regions in Montevideo and the interior of the country; feeding them, attending children from 0 to 5 years old, trying also, that those mothers, those women be able to go back to work, but also using this institution, that we would like to spread as much as possible, because it has really produced very good effects in some sectors of our society and there we not only assist the health, the preventive health, we teach them how to brush their teeth, even how to give love, that sometimes is something so natural that the human being feels, but that sometimes they dont know how to express it.

The topic that we are covering today, are the adolescents, those adolescents have been children, that's why I thought of doing just a reference about the topic of children, because those adolescents, 5 years ago where children, and all of them, children and adolescents are our present; many times we hear of International Organizations, talk about the children and the adolescents like the futuro of our nation and maybe that has made us fall into this mortal tramp, believing that we have more time than we really do. They are our present, because if we dont teach them today, formally and informally, if we dont teach them today about health, in the next 5 or 6 years there would be other adolescents and children whom we will also be saying that they are our present.

I think, that as the technology has shown us to work in real time, we have to learn socially, to think in real time; it's going to be difficult, but I think it would enable us to work with our fingers inside the earth.

I think that to the adolescents we have get to them through two ways: the first one, without doubt, talking to them, trying to make them the actors of the scenes, also trying to find out what kind of world they want; like adults, which have been our frustrations and experiences, because I think that this is also and ethic obligation that we all have. Maybe telling them not to think too much in the future, but in what to do today, and maybe then, we'll have them as XXXXXX. And I would like to refer, for example, that is from the literature and not ours, but that in our personal and familiar life, it has taken us to good things and we have shared in other oportunities; there is a great novel, from a spanish writer called GIRONELLA, that he had dedicated himself to write about the spanish war, and the post-war; he concentrated in the life of one family inside that scenario.

A father, received from his wife, an indication that he should talk, or he has to talk to his eldest son, because he stopped being a kid, he started to grow and is turning into an adolescent, as since he is male, that's the father's duty to talk to him about life. And that father, that in his personal life had never been strict in his businessess, hadn't been faithfull in his relationships, and in hardly any other stage of his life; sats down with his son, and starts saying things to him, like dictating the 10 commandments, to say everything that you

4

should do and shouldn't do in life. In that attitude of the adolescents, the son listened to his father and after letting his father finish, he says "Father, what you do and did in life, doesn't let me understand what you are saying now"; it's a very small paragraph from that book, but I think that covers the most important philosophy, that all of us as adults should think about it every morning; because more than we can say here today, and be published, is what we do what the adolescents are going to take as a lecture of life, what we do, our attitudes, the things we say.

And here, for me, we have reached the most important topic, luckily I am in a stage of life, than instead of regretting what I said, I regret what I didn't say. I would say that everything that surrounds us, everything that we say or do, has to be done with love; and I think that God made us somehow different, compatible in many ways, but the advantage of women is being capable and having the capability to generate love and give love. And all this intentions that we are going to be exposing, giving, sharing and receiving today, if they are not surrounded by love, surely enough, is going to be very difficult to put them together. So many internationals, national documents, our own constitution proclames all the time our rights and privileges, right to have a home, educations, that we are all the same; all in paper, written down, but nevertheless not even in one documents says that all human being have the need to give and receive love. I think it would be dangerous to write this things in documents, because this might cause problems that maybe we are not prepared to confront; but maybe here, today, we could think a little bit more, and try to add this, always trying to give without remembering, but receiving without forgetting. THANK YOU VERY MUCH.

>Madame Japersen

TRINIDAD AND TOBAGO

Fellow delegates, its indeed a pleasure to participate in this workshop, on health and education challenges, facing this region. I am sure, im speaking to the converted when I say that adolescents comprise the most significant percentage of our human resources, it is vital therefore that we institute measures which enable adolescents to succesfully deal with the challenges that they face at this most critical time of their developments. Given this perspective therefore, in respect to health and education which adolescents facel; the purpose of my discussion is to start with education and follow with health. As we are all aware the importance of education in development of children and initial building, can never be overemphasized, indeed the propoundrance of evidence is clear, being fully apraise of this fact, being in Trinidad and Tobago have placed maximum emphasis on facilitating universal access to primary level education. Education at the primary level is therefore free and mandatory, for all children between the ages of 5 to 12 and at secondary level, free education is provided for 98% of the population. Technical vocational training is also provided, for some students at the secondary and terciary levels. One note of about a world wide trend, it is reflected in T & T. where by education system is still in crisis. The quality of education that students receive, very often negatively impact in students behaviour and fosters frustration and unrealistic expectations, and lose self esteem. In particular the fall out is often notisable in terms of the engagement of an increasing number of students in the acts of violence, violence in schools, failure to find employment, and leaving school, and therefore and involvement in youth crime. Being cognicent of this situation the Government of T&T, appointed a national task force in education, to examine all dimensions of education systems and make recommendations. The task force consulted widely,

individual groups and institutions for approximately 3 years and produced a basic education policy paper for the years 1993 to 2003. This was recently the subject of a national consultation chaired by the Prime Minister. Some of the measures we are planning to implement, in 1995, arising out of this task force are: one, curriculum reform to XXXXXX a classroom instructions more relevant to the need of students; the establishment of centers in each educational districts to facilitate early detection and provide intervention strategies to assist children at risk; introductory programs to provide unsuccessful students at examinations with skill trainings and life skills and the introduction of a school-wide self esteem program. This latter area, self esteem is one of which I am particularly interested, and I have been personally involved since 1992. Several results from random samplers of youth have suggested that individuals self esteem within this group is very low and young people suffer from a lack of self worth, loss of hope and mutual respect. More extensive survey data and feedback on youth requirements is expected from a national survey on youth, currently being conducted in the country. In the interim, however, my group has been engaged in a variety of activities to get boosting self esteem in youth, for example, we have held a number of workshops to train facilitators to promote self esteem, we've organized sensitization programs for teachers, we have arranged the airing of a television program involving students, and a psychologist engaged in discussions and issues put on to youth, and we have successfully promoted implementation of a pilot project, relating to the often mentioned self esteem program. The main objectives of this project which is XXXXXXXX for implementation in 1995, includes the training of educators in the skills required to enhance the principles of positive self esteem in the school system. The training of local staff to conduct a program to design literature and material, and the provision of support for strategies to ensure that we are motivated. Encouragement of parents to become involved in the child's development. Implementation of the project would be a collaborative effort, as not only government, but cooperative citizens, as well as other groups in the society, would be involved in funding the project and other support services.

It is ambitious that following the implementation and evaluation of the pilot project an adapted program will be developed and utilized in all interested schools in the country. I wish at this juncture to move from the area of education to that of health. The World Health Organization defines health in its broadest sense, as a complete state of physical, mental and social well being; and not merely the absence of disease or XXXXXXXX. Based on this definition, it is possible to highlight a number of health challenges for adolescents, however, I wish just to highlight just a few, which I think of a country thing is critical. While adolescence is normally the healthy spirit of a person's life, is also a time when the nature of the challenges change, and there is a blurring of lines between health problems and social problems. One of the key challenges which adolescents face is coping with their sexuality, particularly giving the impact of peer pressure and the fact that young people today, seem to mature physically and emotionally at an early age, than in the past. Failure to deal successfully with this challenge often manifests in early sexual activity and sometimes promiscuity. Adolescents then become at risk for sexually transmitted diseases and a particularly concerning task is the HIV Aids virus. The Aids virus has attracted great attention in recent times, because of its high mortality rate, an absence of XXXX none kill and social implications, associated with this spreadable disease. A recent WHO statistic indicates that female adolescents as one group are particularly at risk, because the cervix is still immature. All adolescents, however, are at risk, and again because of the delay nature of the disease the effects are made only visible in later life. In T & T for the year

6

1994, there were 8 diagnosed cases, in the age 10 to 19 age group, and another 43 in the 20 to 29 age group. Given the gestation period, many of those in the latter group will have contracted the disease in adolescence. If I include younger children, it is not worthy that at the end of 1992, 91 cases of AIDS had been diagnosed in children under 15 years of age, constituting 7.4% of all cases. The implication of this trend as regard health care another social support system is tremendous. The incidents of adolescents pregnancy is another outcome of failure to cope with the child in sexuality. The weight of evidence indicates quite clearly, that the age of which a woman begins having children is one of the vital determinants of a health status. So say economic status is also invariably affected, since the mother must, very often leave school, XXXXXX consequences for educational level and career perspectives. However, our region continues to be plagued with the serious problem of adolescent pregnancies, which threatens the health of both mother and child. And by evidence XXX effect on the mother, the male is also affected, as it struggles with fatherhood at a period where he is inequipped psychologically to deal with it. This situation not only has implications for the structure of all family planning programs, but also places an additional XXXX in our already burdened health and welfare services. Permit me to share with you at this juncture, brief details of the programs that we have implemented in T&T as a means of resolving the situation. These programs and compass, both preventative and rehabilitated development components. Great emphasis has been placed and has been reduced incidents of teenage pregnancy through the provision of family life education and schools, public education programs by the print and non-print media, are given documents and in all the documents you find some of the material that we use. Discussion of the population development is used and distribution of material conveying messages on topics, such as fatherhood and parenting. You may know from the latter topic that the targeting of the young males is also being given prominence. Our NGOs have also been involved, they have trained their counselors and teachers to access information and develop skills to help adolescents to face problems related to human sexuality. One endeavor has also been implementing of program called the Young Adult and Sexuality. However, given the high incidents of teens that already become pregnant, the need to also target this group and provide coping mechanism, has been recognized. One of the significant programs, which we are implementing is called Choices Adolescents Mothers, this program which targets adolescent mothers is a joint project of the Ministry of Health and an NGO with support from the government, the private sector and the community. It involves the provision of social support groups, for the pregnant adolescents, thereby reducing the risk of pre-natal problems and the imparting of parents' cares, oriented to a growth of competence in child care, self-esteem and social functions in adolescents mothers and their families of origin. This program also aims to assist teenagers to postpone subsequent pregnancies and facilitate the continuation of the education. On a regional basis I am aware that one result of the meeting of the wise of the heads of states and government of the Americas; a Forum of which many of you participated, it is an initiation of another project targeting adolescents entitled "Prevention Adolescent Pregnancies" which it would be financed by the United Nations. This project involves exchange of information and knowledge at the subregional and regional levels on adolescents reproductive health and other issues affecting adolescents. Another health challenge facing adolescents which has assumed critical significance in recent times is the society of white trend of involvement and consumption of dependency producing substances. Data on the use of illicit substances by adolescents is limited. However, the available services data suggest that in T&T new patterns and trends of substance abuse among school children maybe merging. Drugs has

been traditionally consume by adults and now being used by students. In a 1980 study, 84% admitted to the use of alcohol, 35% to tobacco, 8% marihuana and 2% to cocaine. This situation has two mayor implications, the first is susceptibility to entries that may kill them or disable them before adulthood. In T&T, deaths by accidents are the leading cause of fatality, of the percentage being highest of the 3% , in the 10 to 14 year age group. Further many of the death of the older and adolescents cycle, result from fatal automobile crashes, alcoholism and speed, that is also the issue of the susceptibility to mental illness and cronic diseases in later years. I believe that the situation in T&T is replicated in the rest of the region and the statistics maybe even more clearing. To help adolescents face this challenge, we need to implement a variety of programs targetting the specific group, in T&T our efforts have sent around in schools and community base programs. A key aspect of the former is the mountain of work shops for children and the disamination of drug awareness materials, such as information folders, bookmarks, buttons, videos, etc. Sample of these are available for your XXX in the documents. xxxX respect to the community base programs our NGOs activities we provide parcial funding in many cases have been using media, such as drama, awareness with drugs, sporting activities, to highlight the problems caused by substance abuse, and provide estimulating lessons time activities as a return engagement and healthy behaviour in the respective communities. We have also recent been involved in mounting seminars for religious leaders, to enhance their capacity to assist in drug demand reduction activities with the latest being held earlier this week. The most vital aspect of our demand reduction program has been a showing of musical video in television. The music video entitled a Future Belongs To me, utilices a services of a leading Calipsonians and young dancers, and the benefits of being drug free. It is intended to capture the attention of young people and feedback suggests that has been very effective, and the National Alcoholic Drug Abuse Prevention Program has receive several request for copies from all through out the Caribbean. I consider this an opportune moment to share the visual with you. THANK YOU

AFTER THE VIDEO

I think that we could start to resume what we have talked about, and I think that we all now have a vision of the reality of the young people, adolescents and their problems. I think that we have to start to give some positive actions, how can we help the adolescents in their self-asteem, how to save that self-esteem, and the image of the adolescents, to focus and center the education, what really means to invest in the adolescents, the importance of investing in them, in the strong will that the family has, women and men; all this is what Julita was talking about, love, the family love.

We have to participate listening to the adolescents, not to give them orders from faraway, but to find out what they really want and what they want from us; and the preventive action that has to do with being poor, the education, the rights, but also with the special attention for those who are at more risk. Give them information and help together with the church, the government, the media and the private sector. Welcome Mrs. Clinton to our meeting.

>I was quickly reading your statement and I could understand what had you've been discussing and I think the points that you make and that I heard Mrs. Manning

making, that we saw in the video, are so important because we focus a lot on children, particularly very young children, but it is our adolescents, our youth who are the ones who manifest all of the problems that we don't address earlier, and then we have to help where we can at an early age, and I am very pleased that you are particularly interested in the youth; and it is sometimes difficult to know, what's to be done, but it is not very complicated, I think, young people need the same love, attention and discipline today, that they had always needed; but we are not fully equipped right now, in modern societies as adults, to know how best to deliver that family environment, that supported environment, that transition environment between childhood and adulthood. So I hope that we will pay more attention to young people, because very often in international conferences we focus on children, but I think all of us feel a little bit of confusion about what to do when we get to adolescents and how best to deal with the problems of youth. So the danger of alcohol and drug abuse and early sexual relations and pregnancy and aids and violence and XXXXXXXXX problems with becoming fully productive adults are ones that are going to be increasingly problems in our societies, because we have the split between not only rich and poor, but between educated and uneducated; and it is going to be more and more difficult to find and create jobs for young people who are not well educated, and so we have to address all of these issues if we expect to do something positive for youth, and I would like a copy of that video Mrs. Manning, I thought there was a very important line in there, had many important lines where the singer acknowledge the need for youth to feel rebellious. If xxxx but not with drugs and I think that's the message somehow, we've got to let our children as they mature, break away and be rebellious, as I am sure, each of us did in our own ways as we were growing up, but not at the risk of becoming pregnant too soon, contracting aids, having a fatal accident because of drugs or alcohol, engaging in violence. Those are the challenges, it seems to me.

BAHAMAS

>Since we are now running a little behind, I am not going to go to my original text, I'll leave some out of it. What I would just like to say that, and listening to all the comments this morning and now that we have Marta XXXXXXXXXX today; one of the things we've done in Saint Lucia is to, this year, is to have a series of work shops in all the regions of St. Lucia, working with UNICEF, which you would know about and those work shops where, we'll get towards day care centers and the participants were teachers, nurses, police, parents and this was funded jointly by the XXXXXXXXXX government, by UNICEF and by our daycare centers. And the objectives of that were to assist parents on facing their responsibilities for the future and helping children to become more aware of who they are; and the subjects that they discussed were child abuse, the rights of the child and parents responsibilities, self awareness, bringing higher self-esteem level; and I don't know if any of you have this, I don't know xxxx anybody else is doing this, but it really has made quite a difference and when you read the, as our international XXXXXXXXXX the 50% of our birth in our hemisphere come from children, 15 to 19 years olds. What can they, without some help teach those babies, and is up to us really, to provide something that will help them. THANK YOU.

>I would like that the evolution of this meeting today, about the topic of the adolescents, maybe Mrs. Campthon and Mrs. LaCalle that have been working with the

first ladies, had 4 basic propositions, nutrition, nursing, 4 propositions to develop in the countries and we all brought as an evolution of those propositions the results that we have obtained.

As this is the first opportunity we have to present an hemispheric proposition for the youth, why don't with the help of UNICEF and the International Organizations, try to get a concrete proposition, to help the problems that the adolescents are facing, that as we all see, there are the same everywhere; an analysis of the recuperation of values or to see if the adolescents don't want to recuperate their values which we thought were the right ones, and don't want to be established new ones; that's why they are having early pregnancies, consuming drugs, because they are waiting for a dream that the society is not capable of giving them; a cultural dream that we haven't been able to fill, so that's why they fill it with other things; they leave their families in early stages, getting pregnant, start drinking or consuming drugs, because they want to look for something different and stable. Escape from a real world.

Then, why don't we propose, that through UNICEF, try to bring that dream to reality.

We are seeing the adolescents like problems, when we have to confront the problem in the adolescent, with the early pregnancy, with all the problems they have, then is when we analyze the adolescent and we see further; but we are going to the effect not to the cause.

END OF TAPE

SECOND TAPE

..... the topic of the family and its values, I think is something important and I think that with the woman going out to work, we are leaving aside, listening to our children to find out what they really want. I want to leave Marta Maurasqui, who wants to say something about UNICEF.

>Thank you, allow me to be informal. I would like to keep on trying to find actions a little more stable, of what we have said this morning. In first place, I think that the topic that all of you have said about the self-esteem and the image of the adolescent, has to live with a real cultural revolution, that we have to initiate, and I think, that probably the first step and the essential one, is that the adolescents, the children have rights, and are not objects of pity.

The International Convention for the children's rights, is the first instrument we have, cultural and formal to start to make that revolution. I think that the first concrete action, from the wives of the Presidents, would be of assuring the XXXXXX that has been done in nearly every country, excepting two, United States and Haiti, the ratification, is first to be sure that in Haiti and USA, we can give that big step; but in all the other countries where it has been ratified a XXXXXXXX, it doesn't go through just one legislature reform, but through a cultural revolution. And that we can get it in first place, through the media, and Mrs. Manning has shown it to us; in second place, through schools, is in schools, or through education, because in school either formal or informal, is through the education that we will achieve; and in third place Jackie or Mrs. Compton talked about the men, "WE HAVE LOST OUR MEN", and in the caribbean, you have been looking at the problem for a long time, and there is there a challenge, I believe, to get the men back into the families, into caring for children and to realizing their own roll.

I want to show this, why I think this is the direction in which we have to walk, and if in this meeting we can show that, from rights and consequences that this has, it seems to me very important.

In second place, I think it is very important, like you all said, obviously that the early pregnancy, the drug adictions and the violence are problems that affect a great number of our youths; but as long as we have the 46% of the families below the line of poverty, as much as we organize programs against drug adiction, or against violence, they won't get better.

The main focus is to eradicate poverty, but more than irradiating poverty, I would stress the integration into society, social integration, diminishing the differences between the richest and the poorest, and this can be accomplished by social inversion.

I would like to tie this in, with what is being discussed by the Head of States at this time.

What Mrs. Clinton said this morning: economic integration, commerce, and government and democracy are simply means by which we can improve the quality of life. I think that we have to respect the central focus of this theme, so that the Head of States take it as an absolute necessity for economic development and not simply as a future consequence of said economic development. This brings us back to our main focus on education; without education, there would be no increase in productivity and no greater competitiveness; therefore we will not achieve economic integration. This I believe is the second thing. The third theme, I would like to discuss, without taking advantage of the time allowed, is something extremely important and that you have also touched upon and which is the participation of youth. As Martita said, open our ears and listen to our youth. However, I think maybe the mechanisms we could try to spell out. You were just saying Janice, in St. Lucia, the idea maybe of having at the municipality or district level, thousand of adolescents and youth participating in issues that have to do with the life of every day, not only their own concerns; I don't see why youth has to be only worried about Bluejeans and about Rock concerts, of course that's very important for them, but there are also worried about whose going to be the next mayor, you know, and what is the educational reform all about, they do know things that sometimes we don't listen. What I would like to propose, as we think about community and municipal councils for the youth; the joint voice of youth under the age of 18, in almost all our countries, youth can vote at the age of 18, but don't youngsters between the age of 12 and 18 have something to say about the future of our countries?

They know and want to say a lot, but we don't have a way by which we can start listening to their views. We could start discussing this three different aspects and making proposals for concrete actions based on the experiences that you yourselves have demonstrated. THANK YOU

HONDURAS

I will be brief; Honduras has a large juvenile population. The country has 5.3 million inhabitants of which 28% are young people between the age of 13 and 25 years of age. We have the National Youth Program recently approved which is composed of 6 programs which I would just briefly mention:

First: Program for planning, research, supervision and evaluation of youth activities

Second: Promotion and development of youth organizations and training.

Third: Promotion and development of the volunteer service and the constructive use of the youths free time.

Fourth: Promotion of youth employment.

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Fifth: Improvement in the quality of life for the youth and overall human development.

Sixth: Program for XXXXXX and information for youth.

These are the 6 programs currently under way. We also have the states social policies towards youth, we although it covers not only youth, but childhood as well, we feel very proud that Honduras is the first country to sign the "TREATY FOR CHILDHOOD". This treaty decentralizes political power and the participation of communities, municipalities and the actual people-power of the country. We feel very proud of this, because as I stated before we were the first country to sign this treaty.

>I just liked to mention that, not until this social and economic condition, of origin improve, we still have our problems with our youth. In the caribbean we have house holds with one parent working, so how can we get time to listen to them and to find all your needs, because we are not there; we are out busy trying to make a living, so equals back ultimately to improving the welfare of our economic situation, so that then, keeping at least one parent in the home, so we can listen to them and find what their needs are.

BAHAMAS

>In St. Lucia, one of the other things we have is through our drug center, we have a program in our secondary schools of where the students form drug free groups in their school and they speak to the other students, and it has been quiet successfull in St. Lucia. They also do ads on the television similar to what Hazel showed through out drug program and in many of the secondary schools we have this. So children talk to children about drugs and xxxxx awareness.

>Thank you. We often think that is much more difficult to help people that are already adicted to drugs, because it a lot more expensive and the recuperation is very low. I believe that the children are great receptors, they are like sponges absorbing everything that has to do with the ecology and health, they are the ones againts smoking, against pollution and cutting down trees. I believe that we could propose to our countries, to the educational systems in our countries, to strongly introduce the basic education for children, that way we get through them in an early stage, and they don't have to be send to this rehabilitation programs when they grow up.

>I wanted to say that our children have grown, practically plugged in a TV. The massive campaigns through television programs are the most effective ones. If we could only propose, here, today, an institutional campaign like the video we saw from Trinidad and Tobago, if we could do something like that to prevent the use of drugs, done by famous, known people, so they can get through them; I see this in my own experience, as a mother, it is very difficult to unplugg the children from the television, it is very hard for me to do; therefore, if that is the modern way of communication, we should use it for our own benefit.

>I only wanted to say that I believe that in order to get something in return from the preventions of social risks, we should be able to contribute and strenghten our society, try to find out, which are the situations that our youth

12

is facing, and I think that not even one escapes from the drug addiction problem, and I believe that this is the most important one that we have to focus on; then comes the early pregnancies, the transmittable sexual diseases. THANK YOU.

>I want to make two or three references about these subjects, about the video that we have just seen. In the meeting, back in 1991, there was someone who said that when one adolescent from our hemisphere turns 16 years of age, he has seen more than 20,000 deaths through television programs. That means that the violence is incorporated, something that has been seen continuously 16,000 times, starts to change their minds, the way they think about all this, to see it in a different way, getting use to it. And I would also like to say, that we have to be honest, our country has seen that not necessarily by improving the economic conditions of life, our levels has generally improved in the other themes.

In general the adolescents, who have less money problems, less socio-economic and cultural problems, somehow they are telling us that something is missing; I go back, I think, to the theme of love and feeling understood by the people around them. The term ADOLESCENT, from latin origin, ADOLECEN, means that somehow they are suffering, they are hurting inside, because something is missing, that we have to help them. As Mrs. Samper was saying, what we have to find out, is what are they missing. Maybe it is not the same that was missing for us, when we were adolescents, maybe it is somehow alike, but not the same; I think it is important, always, when there has been revolutions, there has been counter revolutions, and maybe what we have to do, is to propitiate a counter revolution, stimulate a counter revolution, but done by the adolescents. I believe that if we try to focus a little bit more in the things that we all agree upon, we can stimulate adolescents to become leaders, having in mind that every society has the need for leaders. Therefore, to achieve this, we need to stimulate them so that they become the main characters in order to become leaders. THANK YOU.

> self esteem project, we started in the first instance with schools, to enter the teachers and we did the strategies with them. We are going on to the parents, and then to the communities, to the church leaders, and all leaders within the community, xxxx, the communities leaders,..... and all of them guiding the young people as to what to do and how to go about it. So we are both being reactive and proactive and thats all this is

>In terms of leaders probably what another term could use is positive roll models for use. We enlist the of the media to project those people in our society who have done well, achieve great things, legal side of the law, and ask them to help us to encourage young people.

>I am an editor for family matters, and I have work with young people in my country, and one thing that caught my attention, was constant arguments with their parents: "We are always arguing with our parents, constantly fighting, for example with the courfew, asking them for certain brands of clothing. But the truth is that none of this really matters for us, the only thing we want is to be heard, that's all. When we get back home, and we have something exciting that we want to share with them, chances are that my mom is going to say that she is

tired, or say that not now, that she is busy. If we try to talk to our father, he will probably say he is watching TV." So by postponing the conversation, this link of communication between them is lost, and they start feeling extremely lonely and start avoiding being home. I believe that it is up to the parents to realize that their children need to be heard. The day this occurs we'll have a different world.

>This is when we come back to what I was saying about the .xxxxx workshops, where you include parents and the communities leaders and so on. The other thing I went real near defining is to come back to this values, because Hazel said something very important this morning about the media, which we've been discussing a that is the invasion that comes merely from United States, of a different life, of this very grant life, which is very far away, from what we can hope for and this are the values that are being talked to our children. It is important if we teach them, even true world, true world is not how many dollars you have, is about education and health, you know, happy family, and all this other things.

>In addition, we would have to start thinking that this is a family. Usually, we see as a family, the father, mother, children, the ideal situation. And that the reality is, at least in our countries, that this is not the case; there are single mothers, mothers that are heads of households, absent fathers or mothers, children that don't have either parents, grandparents raising their grandchildren or brothers and sisters living on their own. Then I think that is also the definition of family.

>They have 16 types of families in Trinidad. At what we have done is define it as a support system, so it doesn't matter, whether you had a mother, father or grandmother or grandfather in charge, you have a support system and refer very often to the african proverb takes a village to raise up a child. And if the support exists within the community, that hopefully as it was long ago, that the family will survive..

>In Barbados we have family education, which is introduce from the primer school level and that level we teach the children health education and then for the adolescents we teach a little bit more, about FBS, drug abuse. The family, in Latin American terms are different from in the Caribbean is most the mothers who are there, and like I said before if the mothers are out working, so then you need the extended family, the grandmother, aunt and the village comes into place, that's important for us.

>I was telling that she is the right line. Because when studies have been conducted in our countries, on the reality faced by children and their subsequent behavior when even as children in their reading books the ideal family is portrayed that children cannot recognize this as they are in all likelihood the child of a single mother. This places them outside of the core system so its harder to understand not belonging to a pattern, not forming part of the ideal model. This is why I thought it was interesting that some people have detected 16 models which means that in all likelihood that the child will feel that he fits into one of these models and that he also has an ethical model in society

in which he can be included and not that when at the age of five or six when he starts reading that the family is composed of a mother, father, and children and as was said by Mrs. XXX a predetermined model of life with predetermined facilities that seem to say you have this much, you are this, and this is what you are worth. I think it is important to open up the spectrum in the means of communication considering support systems for the family; I think it's a concept that tends to equal from the bottom and would include in the system children that may have been excluded even from the initial stages when learning to read.

Well, I'm being told that we must stop and I offer my apologies as the summary is in the other building so it's going to take a while so it has to be typed over there. In the meantime, we might want to go the ladies room.

Thank you very much for participating in this session. I'm very happy to have been with you and I hope you have a good conclusion.

BELIZE

Good Morning. I do not have anything prepared, remarks, not at all, I would just say a few things since I'm here. I think that very often in our educational systems, we are dealing with 19th Centuries structures that came about through the history of the development of education, and that these structures are somehow we are trying to fit them in somehow to fit the needs of the 21st. Century. Its almost like we have a patchwork quilt, so we put a patch here and a patch there. I think there is probably a need for structure changes rethinking of the whole system, the kind of situation where there are no secret issues, where every single thing is open to question by everybody in society, because very often, people want to ask the schools to solve all the problems of society, but the schools are only a part of society, and in order to solve the problems, they need the tools to do so. And so although we need better teacher training, we need all kind of things, we also need to think about what education is about. And we need to be able to set aside some time for that to happen, and unfortunately time is always a thing we dont have.

In my country, we have found that unlike other countries our literacy rate in recent years has actually been falling, and the reason is that Belize has the highest percentage population of refugees and immigrants of any country in the world. Because our country is only two hundred thousand, 20% of our population is made up of refugees, many of them illegal, we havent yet had a California resolution, but it is placing a severe strain, specially on our health and education services, particularly since these refugees are mostly from Central American countries and the official language of Belize is english, the official language of education is english and most of these people do not speak english. And it has placed severe strain and we would like to ask funding agencies, even though we are a very tiny country to take in consideration the things that we are doing and to help us to be able to educate this young people who will become the citizens of Belize. Hopefully, since the situation in Central America is improving; there will be a slow down, because, however, much we would like to welcome you neighbours we have really been swamped by the number that have come in.

GUATEMALA

Educate the girl. We think that this program is very important in Guatemala because we have 60% indigenous people, the armed conflict for 30 to 34 years has left us with many orphan children. Therefore, we believe that education and health is necessary for the human development of a country and Guatemala is in the process of developing. This program is a very nice experience for Guatemala as it involves various sectors. There's the private sector, business community, non-governmental organizations, public sector institutions, international aide agencies, and community organizations. If I may be allowed, I will tell you more or less what it consists of although we will give you each a copy.

Among the most relevant points, the following are worth mentioning: Guatemala has the highest rate of illiteracy among women in America. One out of every two Guatemalan woman does not know how to read or write. This program is especially focused towards girls, not because we are feminist but because we believe that by educating the girls you are educating the family. This is something very basic for us. Illiteracy is three times more, 71.9%, among the Myan woman than for other women, which is 24.6%. In the rural area schools, for each 100 children there are only 66 girls. 500,000 school-aged girls do not attend school. For every seven children that reach grade six of primary education there are only three girls. 45.6% of Guatemalan woman (1.4 million) have not completed one year of formal education.

The purpose: The plans primary focus was to increase the awareness of the population regarding the education of girls with purpose of involving all sectors in an effort to increase the school enrollment of the female population over six years of age and to increase the proportion of girls in rural areas, predominantly Myan to complete between four and six years of primary education before reaching the age of 14. At the same time, 37 project profiles were elaborated in order to face the principle factors opposing that girls complete at least primary education.

Achievements: The first of the projects considered the pilot project which will last three years supports the education of girls in school until they reach at least the sixth grade of primary education utilizing community and support actions contributing to the reduction of obstacles that block the attendance of girls and does not allow them to complete the sixth grade. In the four years lapsed, since the design of the program and the action plan for educating girls diverse and important achievements have been accomplished: increased sensitivity by the leaders of the private and public sectors regarding this issue. This task lead to strategic policies for the education of girls issued by the ministry of education for the 1993-1998 period; the creation of a scholarship program in the ministry of education for girls. Initiation of various projects, among them EDUCATE THE GIRL, in 36 municipalities and six states in the country. Up to 4,000 girls have directly benefitted from this program. Indirectly, it has also benefitted a similar amount of boys as it has contributed to increase the relationship between parents and the school.

As I said before this project is very important in Guatemala mainly because due to the ongoing armed conflict we have many orphaned boys and girls. Thank you very much.

MEXICO

I don't know if Mrs. Clinton could accompany us for five more minutes as my presentation lasts three to four minutes. In Mexico, like in other countries, education has been very important in order to increase the possibilities of individual and community achievements and the promotion of social equity. In the last seven decades, during which time the population increased from 14 to 90 million illiteracy decreased from about 70% to 10%; coverage of primary education was extended for school-aged children from 1/5 to almost 90%. Years of school attendance went from one to almost seven during which time intermediate and higher level of education increased in the national territory. The Mexican school system went from less than one million to more than 26 million students and the number of educational institutions went from 12,000 to more than 155,000. However, we cannot be satisfied for there is still a lot more to be done. There still exists educational problems and limitations which slow down the integral development of the regions and frustrate the capacity of men and women. We must fight illiteracy, ensure that basic education reaches everyone especially the poorest; increased intermediate education, technology and training; promote higher education and scientific, technological and humanistic research. The most formidable goal is to substantially increase the quality of the whole education system. This is why Mexico has recently undergone a major change in the education system; among other things this has meant a fast and radical process of decentralization of basic education which up until recently was totally controlled by the federal government; new rules were established for social participation in support of education. For the first time in decades, the curriculum for basic education was substantially improved, textbooks and teaching materials for basic education were renewed and of which one hundred million free copies are distributed by the government each year. A system was developed for the promotion of teachers based on performance and continued education and not solely on seniority. The transformation of education continues to accelerate with the new government and ambitious goals have been set to be accomplished by the year 2000. To achieve them, the society and government must join in a crusade for educating all. We hope to be able to bring the rate of illiteracy to percentages similar to those in developed countries and we hope that every Mexican child will have preschool, primary and secondary education; we hope to increase the opportunities for higher education as well as research based on criteria determined by the scientific community; we hope to promote technological education and job training. We see this as a key aspect of the new development of Mexico and to reach our new educational goals the special support to the far removed and poorest groups and regions will be critical. It is clear to us that to promote education in this wide segment of the population it is not enough just to establish schools but we also have to improve the extra curricular factors that critically influence the performance in education such as nutrition, health, basic services and employment. In other words, what has been proposed by the President of Mexico is to carry out an ambitious, social development policy which will interrupt the vicious circle of ignorance, sickness and lack of productivity.

My distinguished ladies, the Mexicans have inherited a civilization older than 20 centuries that has brought admiration from the world. The first print shop and hospital in America were established in Mexico. The first school for indigenous people was opened in our capital along with one of the first universities and the first school of arts in the continent. We have sound reasons for hoping that are the Mexican children and youth grow up healthier and

17

better educated, more self secure, with a better knowledge of their country and better prepared to face the demanding world in which they live, and with an increased awareness of their rights and responsibilities. We want the Mexicans of the future to grow up being happier with their daily lives, prouder of being Mexicans and more supportive of the men and women of whom they share this hemisphere.

This is very satisfying and should be a reason for hope in this meeting of the Heads of State in placing priority on education which as women and mothers we must encourage that this interest be constantly present. Thank you.

>Perhaps I could suggest, a few themes, which will help us pull together the points that you've made in describing your own experience and your own objectives. So I've put down 3 or 4 ideas, I think maybe some of you, will have other ideas, but it might be a wait to think toward what you would want to report to the group as a whole at the lunch. The first thought I had was to try to translate the objective you've mention in your own countries, to relate them to the goal in the draft plan of action of the Summit. There is one very especific, which is to achieve a universal completion rates in primary school, and 75% enrollment in secondary school by the year 2010. And now what I was thinking is that, it would be a possibility for the first ladies to humanize this skull, which is now, its a goal about numbers, but the real issue is in terms of children, that the quality of education, specially in primary school is very poor in many countries and therefore many children never complete primary school. So the way I often think of it, is that in much of Latin America, one out of every 3 children, is told after one or 2 years of school, "you have failed", "you must repeat the grade", which is very dehumanizing, and it sends a message to the children that they have failed when sometimes is the system that has failed. So to take this goal of completion, 100% completion of primary school and try to shape it as an effort to make schools better for the children, and to make sure that the children succeed, would be, perhaps one theme; many of you have mentioned the efforts in your countries, to improve essentially we are talking about improving the quality of the schools, and examples like in Nicaragua, focusing on the individual, in Bolivia, ensuring that children when they start school, are learning in their own language; this all have to do with improving quality. So that one suggestion, is to think about other ways and other approaches to improving quality.

The second theme that I heard is about a whole new approach for governments to schools. This is the ideas of incorporating civil society, and making sure that parents play a roll, "PARTICIPACION POPULAR". is the expression in Bolivia, I think there are probably other examples from other countries of new efforts to ensure that the central government does not try to manage and do everything, but it passes more responsibility to communities and to parents. So this could be a second theme, that is related to the idea of real, not instead of addressing in a patchwork way as one of you said, thinking about the system as a whole, it could be seen as a kind of revolution, in thinking which as the first ladies, I believe you could push forward, a little faster, this idea of putting the schools back into the hands of the parents and the children and making sure that is not a top down approach to education.

A third theme, which none of you mentioned specifically, is about which Dr. Alene mentioned, is about indicators, and I think Mrs. Clinton also echoed his point, that is important to know whats happening, and for example, even the indicator

of completion of primary school, which you might want to focus on, doesn't exist in most countries, the typical indicator is enrollment and Brazil as an example, has 88% enrollment in primary school, and 25% completion. So it goes back to the theme of humanizing the system, there are million of children, who believe they have failed. So if the first ladies where to call for more attention to completion rates and thus to quality, as an addition to the conventional attention to enrollment, I think this would be a very good step.

And a fourth theme which is less well formed for me is, because this is a symposium on children, is to call attention to the needs to pre-school, and the needs for a special programs for adolescents. Now there another group, which is talking about adolescents, that means that you might have the opportunity from this group to focus on pre-school and to suggest if you think its appropriate that in many countries, with more women working, and with more female at the house holds it becomes more important for society and communities to invest in children, before they are 6 or 7 years old, through childcare and pre-school programs, and this could also be tied to the idea of quality of primary education.

So those where 4 ideas, the focus on quality, and on humanizing the goal of the summit, so that it speaks to children and making children successful, the focus on a new roll for parents "PARTICIPACION POPULAR", sort of idea, well I've lost now my four, I mixed them up a bit; a focus on pre-school, and the indicators exactly, the third is indicators a new approach to data and indicators, which could be taken up by statistical agencies; for example in your countries with support from International Organizations and finally, at least some discussion of pre-school.

>You are suggesting that for the conclusions we should start working on right now so that what we present at lunch could be along the lines of what you suggested.

The procedures we followed was to ask the participation of each one of the ladies; however, time is too short so I will take turns with Mr. Verruga and you as we have requested the participation to prepare something in writing which will be presented at the time of the lunch. For those who read Spanish, they can read it at that moment and give us their opinion. We don't have any copies, do we? Would it be also to get some? We have not received all the input, we have the majority of them. I thought that what the lady from Belize said was very interesting and we can somehow insert it here. Could you help us with this aspect? Thank you.

In Mexico, like in other countries...

>It would be a different experience; I believe that all countries are trying to get the parents involved and particularly in Bolivia where they are getting parents involved in the education and with the schools.

>I'm not sure if I was clear, but my idea was simply to ensure that everyone here would be discussing some of these topics. Not exactly to program something for the afternoon, but simply to have everyone's reactions. Regarding statistics the idea would be not to include them at this time, but to emphasize the knowledge

19

in all countries of the hemisphere not only enrollment . .

>I think that maybe while we are reading the final document, the lady has very kindly provided a possibility to enrich our knowledge and experience by establishing four specific goals that encompass what is contained in education and development. For example, now that we are all talking I felt that we had some common goals which I felt could be achieved even though there may be great differences between our countries and our idiosyncracies. For example, when we were talking about reducing the rate of school dropouts the only indicator that we have in each country at this moment is enrollment. However, we know that there are children in Costa Rica where 100% of children enrolled, but after two or three months they drop out. Therefore, what mechanisms throughout the education system can be used so that these children continue in school and so that school is made attractive so that they can be rescued from the streets. We believe that there are various elements that could be used; for example, in the poorest schools where there is the greatest number of dropouts include a school meal program because this program will make the school attractive to families as it is a mechanism by which the children will receive at least once a day good nutrition. A second point is to change the formal curriculum making it more active so that the children will not get bored and so that at least they will finish their grade. Another aspect that is very important is that in schools that have the greatest drop out rate which are the poorest contact with the children is maintained during the school year but no contact exists during the three months of vacation. These are the children that during this vacation will be exposed to drugs, loitering, malnutrition. Once again we have to make our schools attractive; we are proposing a program for summer camps in these schools so that the children will not lose contact with the schools over this three month period. When the school year is finished and the children go on a three month vacation that the school, particularly in the poorest communities, stay open with two objectives: first, to continue having control over these children which we know will be exposed to drugs, loitering and will not receive proper nutrition. By the schools in the poorest and rural areas staying open during the vacation we will continue to provide for the children of these communities the proper nutrition so that they will not break the cycle established during the school year. Second, through these camps they are given the possibility of participating in sports, training and keeping them entertained while at the same time providing a safer environment for the girls and boys during this three month period. This also contributes to a lesser amount of dropouts. This is what we are proposing.

BELIZE

>Thank you. Listening to just now, comes back to what I was saying about thinking about the total structures, and the concerned about the and by the way, I've been a teacher for 25 years, and I am still a teacher, that's why I'm returning tomorrow, because I think teaching is the probably more important than being here. I think I can do more by actually teaching, than maybe being here. It's very concerning to me, because what happens is that by the time the children come back after their long holiday, they have forgotten everything you taught them, they forgot how to learn, they have been involved with drugs, they have become pregnant, they have done things that we don't want, and the response

20

has been, let's have summer programs, lets have this. I think, we should think the whole idea of a 3 months vacation, comes historical from a time when children were taken into hobbies, this is no longer true. Why should we develop summer programs when instead we could change the whole basis of the school year. Instead of having a 3 months vacations we can split the year differently, many of us have problems with over crowding in our schools and stack of classes we could also have school years. So I would like to think of a basic rethinking of what we are doing with education, we don't need a 3 month vacation. Of course the problem is the teachers are going to want to, but the parents don't know what to do, they summer vacations, they said... OH GOD WHAT AM I GOING TO DO, I HAVE TO GO TO WORK, MY CHILDREN WILL BE ON THE STREETS, so we have to think about that, and that's one of the basic structures I think we have to address.

BOLIVIA

>In my country, Bolivia, there was an education based on the production of books which did not take in local and regional interests and therefore needed to be changed. I wanted to tell you that there are very good ideas, but sometimes the economy and economic development are what really are going to influence improvement. However, based on our educational reform I would like to state what we do; education designs a curriculum, a teaching program based on the needs of the students, the community, and the development of the country. It is an education on living for living which allows a student to develop with creativity and to learn how to think, be, take care of himself and achieving leaving behind those tests which had to be memorized. This contributes to less repetition of grades and teaches them to depend on what they have learned not on simply completing a program that had been carried out by the teachers. Our school year finishes in November and classes begin in February; by September many teachers say they have completed the program, but we don't know if the children have learned. This causes them to repeat the year or drop out because they do not see the progress on what they have learned. Education based on daily life is also very important; by giving it an intercultural community an interdisciplinary focus it will form students capable of efficiently handling life as regards national, human and cultural values and equality between men and women. If we don't invest in giving them an attractive education in which they can participate, providing opportunities for sports, libraries, appropriate books tailored to the needs of the country. In my country, we have been using books from Spain or Argentina which although good are not tailored to the culture and needs. This will prevent the use of drugs and other activities. For example, I would like to let you know, and at the same time request support from the international community and institutions, that the children in the street, in my country, work as a means for survival, and we want to establish a program that would provide scholarships for these children that have to work so that they will be able to go to school; they prefer to work and not go to school. This is why they get into other sorts of activities; they have no family, their parents have no work. The economic part is also very important because if the parents had more work they would not have to force their children out on the streets to look for work. It is a reality that many children in many countries work. But we have to develop a project which I would like to present to the international community and which we have discussed here; a project by which we can help the street children so that they will be able to get an education and also nutrition;

21

however, this cannot be done in my country yet. We provide breakfast; but lunch and other things would be a totally different plan, a long-term goal. Thank you.

NICARAGUA

I would like to briefly refer to Mrs. Sanchez' comments, and what Nancy said, regarding as to what we can do in our countries to maintain children in primary education. In Nicaragua, based on the experience of these 4 years in government, we have increased enrollment by 21%; in addition to general policies, we have been able to accomplish this by other means, such as, a program in the schools which offers a glass of milk and a nutritional snack. This makes the children come and stay at school. It has also been necessary to develop means by which to attract more teachers and to provide further training to those existing ones, which allows them to relate to the students more closely. There are other concrete examples, such as the support we have received from the IDB and other organizations for the donations of books and desks, as before the majority of the children were sitting on the floor. Another important aspect that contributes to children remaining in school, is the improvement of the infrastructure itself; the better the infrastructure, the more attractive it will be for them to attend, in addition to the teaching methods used and the length of classes. As the case referred to by Mrs. Sanchez regarding the children that are loitering in the streets, we also have the same problem. That is why we are undertaking a program to establish these "dining rooms" for children in which classes are also taught. This is a common problem throughout Latin America, and like the mothers say, even if these dining halls are available, they still send the children out to work, as this is the way to earn a living. I think that the four issues raised by Nancy are very important and should be included in any conclusions which may arise and which lead to any plan of action for the future.

I have a question for those at the table; are we going to arrive at some concrete solution as a result of these discussions? Some kind of agreement or defined actions for our countries?

What I gather from this session is that there is a lot of work that needs to be done; there are very general issues when talking about education; education is a problem world wide, but there are specific issues which we will work very hard on when we return to our countries; we each will deal with our own problems and join together on the more general issues of education. The one thing that is clear to me is that this is like to first step on a very high ladder. I do believe that there will be something coming out of this summit which will be presented to all countries. But this is up to Nancy and maybe she could inform us about this. Thank you.

What I understand is that everything will be joined into one product: the reports from the three groups, along with the statements made this morning during the Plenary Session, and the statements made during lunch. Like a final report covering all countries. Thank you.

>The idea would be for this group to arrive at some conclusions. However, basically this is what we have just given you. Time was just too short, so we requested copies of everyone's statements, and between last night and this morning, we used what we had been able to obtain and put this report together.

22

>BELIZE

>Excuse me, I would like to ask, that somebody at least reads this in english translation.

>Distinguished First Ladies, Ladies and Gentlemen. It is a privilege for Mexico and for me personally to address you during this Plenary session, gathered here with all of you. I congratulate Mrs. Clinton on her initiative of gathering us to exchange our experiences and concerns surrounding the problems faced by children in our countries. To increase awareness of their requirements, their rights and ambitions, creates a responsibility which I know all of us take on eagerly and with interest. This morning I had the pleasure of coordinating the group working on the reality and prospects of education in our countries. This working group benefitted from the inputs of the First Ladies from The Bahamas, Belize, Bolivia, Costa Rica, Guatemala, and the representatives from Nicaragua and Peru. I acknowledged each of their contributions which allowed for a very fruitful debate. I would like to share with you some of the conclusion of this group. Education can be seen as the greatest pulling-force for development, for the genuine improvement of our countries, for peace and democracy. The future is based on the children, built on a solid civilized foundation and a life worth living for society and families. We agreed that whatever is invested in education will yield high returns, and will prove effective in achieving social equity, productivity and employment. It was agreed that education should respect the diversity of ideas and forms of looking at life, within our countries and among the other nations of the continent. This respect towards diversity increase tolerance, prevents discrimination and encourage a freedom of expression and the continued development of various cultures, which are enrich the diversity of Latin America and the Caribbean. While recognition the inter-dependence of this era, we believe that we must maintain our own identity, which is valuable and irreplaceable, given to us by our past history and this is of primary importance for the unity of our nations. Agreement exists on the need to totally eradicate illiteracy as soon as possible; this is a great obstacle for development and blocks the possibilities for achieving a dignified and fulfilling life for every human being. We recognize the need of ensuring the each child completes his/her basic education; in this sense, The Bahamas has placed great emphasis on promoting initial and pre-school education. The new education law in Bolivia encourages the participation ...

... The obligation of obtaining an education until the secondary level, trying to access to schools, particularly in the poorest zones, and the improve the quality of the contents of the education curricula. Costa Rica has come up with a program for a substantiable development in which the conversation of the environment starts with the attitudes and patterns of conduct which are taught in the first years of school. Guatemala has stressed the importance of educating girls because later on as mothers, they will pass on their values and knowledge to their children. We must be aware that the training of teachers is fundamental for a high-quality education; as teachers increase their training they can implement better teaching methods and make use of new technologies; they would, decisively, transmit improved knowledge and increased abilities to our children and youth. Because of this our societies and governments must continue to look after social values and continue the strong support to the teaching profession. It is with pleasure that we have seen during our stay here in Miami, the United Nations has initiated for our

23

indigenous; our continent is a mosaic of cultures which are enriched by the values, customs and wisdom from the different eras. During our working meeting, this topic was stressed, underlining that indigenous education demands the respect for diversity, idiosyncracies and languages which form the basis for their culture. In order to face the atmosphere of competitiveness in which our children and youth will have to live we agree that there is a need to encourage creative work-related training programs frequently updating their knowledge in order to enable them to obtain dignified employment and expanding the options that must accompany technological development. We agree that education cannot be limited to developing efficient men and women, but must also promote the values of democracy, the respect for human rights, social equality, the importance of family, increasing the awareness and consciousness about peace and environmental protection. Efficiencies and ethics cannot be separated, productivity cannot be treated separately from human factor and the responsibilities toward family and society. Ladies and gentlemen, I would like to add that education should be looked at as one of the most precious and respected human right. Like a personal universal guarantee for each individual irrelevant of their ethnic background, social and geographical location; it is important to recognize equally in riches the person who is receiving it and the society that is providing it. I'm sure that the discussions we have participated in with Mrs. Clinton will strengthen our conviction to push for educational developments in our countries and will renew the commitment of our governments to continue developing our citizens with values of freedom, tolerance and respect towards diversity. I greatly appreciate the spirit of friendship and cooperation that has surrounded these discussions and I feel there will be a strong understanding among all the nations in this hemisphere. Thank you.

COMMENTS

>Although all countries did not provide us with their documents in time for the production of this initial document, I think that the contributions of the countries up until now have been very valuable. I would suggest that instead of putting the page where we talk about the specific countries (page 3 and 4 from the last paragraph of page 4) that we summarize each of them because the reality is that what has been discussed at this table is not necessarily the position of each one of our countries.

>I don't know if it might be possible, I think the state that captures much of what we've been talking about, and perhaps one way to proceed with me to add a page, which could address some of the points and concerns, in the discussions, to have an example from each country for example.

>What I don't think is fair is that we only mention four countries when the reality is that there were various countries represented at this table. We should try to integrate the comments of those countries that were present. Although we don't have to eliminate the names of those countries, maybe we could say in the case of The Bahamas, in the case of Mexico, Costa Rica, Bolivia... this way emphasizing the importance of promoting basic and preschool education. Legislation exists in each of our countries which promotes social

24

participation. One way or another as countries we have the commitment to protect the environment and, constitutionally, we have made education an obligation. By adjusting this paragraph we could integrate the various components presented at our table.

>If we give you our vote of confidence and we trust you with the drafting of the document...

>The reason I don't have the statements made by the other ladies is because I did not receive them during the course of the night. If I knew that oral presentations were going to be made we could have provided a more adequate conclusion to what has been said. Finally, a lot was improvised which substantially enriched participation at the table. This is the reason why these were left out and we are trying to include them at this moment as these interventions were very interesting.

>Well the session is over. Thank you.

BANCO INTERAMERICANO DE DESARROLLO
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DEVELOPPEMENT

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To:

Nicole Rabner

(Name)

Office of the First Lady

(City & Country)

Attention:

Katie Button

From:

Nan Burroughs
Government Affairs Officer
Office of External Relations (EXR)

Phone: (202) 623-1396

Fax: (202) 623-1402

Subject:

**Conclusions of 1st Ladies
Symposium/Summit
Unofficial translation as requested.**

NOTE:

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TRANSMISSION AUTHORIZED BY:

Nan B. Burroughs

(Name)

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(Unit & Stop No.)

(202) 623 - 1396

(Telephone No.)

Summit of the Americas
Miami, December 10, 1994

SYMPOSIUM ON CHILDREN OF THE AMERICAS

Non official version of the conclusions of the First Ladies working group on Youth issues.

1. We acknowledge that the adolescents have rights in our society and that they are not just objects of charity. This leads to a change of image different than the actual one, and to a re-evaluation of their self-esteem. We must support a true cultural revolution on this subject in our countries.

2. Acknowledging the problems that affect the youth of our countries, such as drug addiction, violence and early pregnancies, it is necessary to develop prevention actions in terms of health and education, which will ultimately help us fight poverty and reduce the severe economic and social gaps currently affecting the whole hemisphere.

3. We should support our government and make sure that sufficient investments are targeted to the social sectors, especially health and education without which, economic integration, sustainable development and democracy would be nothing but a dream.

4. Recover the importance of education, both primary and secondary, in order to increase living conditions and prevent the problems that affect the youth in the region.

5. It's imperative to make room for real participation of the young population and integrate them in the decision-making process, hearing their points of view, REIGNITE musical and recreational juvenile movements and increasing information concerning the young population.

6. It is important to emphasize the crucial role of the family and the media, which permanently transmit to the younger generations, styles and rules, which influence directly their personal development.

7. As a last point, it is required the combined action from governments, society, churches, and the private sector to put in place prevention and protection actions for the young generation against the problems that affect them and which were covered during this summit.

LIC. XIMENA ITURRALDE DE SANCHEZ DE LOZADA SPEECH**FIRST LADY FROM THE REPUBLIC OF BOLIVIA****SYMPOSIUM ON CHILDREN OF THE AMERICAS
MIAMI, DECEMBER 1994**

Exce. Mrs. Hillary Clinton, First Lady of the United States of America:

Distinguished First Ladies

Ladies & Gentlemen:

First of all, I would like to thank the First Lady of the United States, Mrs. Hillary Clinton, for the invitation to participate in these discussions on education for the Children of the Americas.

I would try to transmit to you the bolivian experience.

Recently, we have passed three laws which makes Bolivia a country of social reforms, unique among development countries: The educational reform, the popular participation law and the capitalization law. These reforms will immensely contribute for the education of our children.

We realized that we couldn't have fast economic growth with 20% of the country's adults being illiterate, and with only 65% of the children attending primary school. This is way aducational reform became one of the three key points in the reforms put forth by the President Gonzalo Sanchez de Lozada.

Thanks to this law, for the first time in history we will have our teachers teaching the children in their native languages, such as Aymara, Quechua and Guarani.

Our urban and rural schools will be subject to the same standards of quality and will have up-to-date school texts, computers and libraries. Each school will be a place where all cultures, ideas and vision will be represented.

The children will be involved in themes, such as ccology, equality between sexes, technology revolution and respect for the human diversity.

The educational reform will produce better teachers and will allow graduate students to share their knowledge.

The reform also intends to increase teachers' wages according to their merit.

Priority will be given to primary education, due to the favorable impact it has on economic and social development.

Primary school attendance will be targeted at a 100%, so that illiteracy can be eliminated in the next decade.

Finally, investments and educational infrastructure will be increased substantially to make up for the extremely low levels of investments in education in the past 30 years.

The popular participation law is another key point of change. This law divided the country into 300 rural and urban municipalities, with their authorities democratically elected.

Since July of this year 20% of the national budget has been distributed among these municipalities, according to their population.

For the first time in our history, the poor areas, the provinces, and the indigenous communities have received substantial funding, and now decide how to invest it.

This law decentralize power and provides a better income distribution, thus benefiting specially the most affected children, in the rural areas.

The same popular participation principal apply to education.

The communities of the 300 municipalities will directly intervene in the administration and control of their schools.

They will look after their children's education and will participate in the hiring of new teachers.

The third key point of change in Bolivia is the capitalization law. This law, creates societies between the people of Bolivia and the national and international private investors on enterprises, such as gas, oil, electric power, railroads, air transportation, mineral extraction and telecommunications.

For the next 12 months the administration of these enterprises, which are responsible for almost half of the national wealth, will be transferred to whoever wishes to invest in them.

The investors will pay nothing to the state; all the capital invested will be used to modernize our enterprises.

The people of Bolivia will keep 50% of the shares which will be divided among the citizens older than 18 years old.

The dividends will financed a private pension fund which will assure the retirement of the elderly.

The capitalization will have a direct impact in our children; at least 500,000 new jobs for their parents and dignity for their grand parents.

This reform will provide long-term financing for the educational reform, since we expect a wave of investments which will boost our economic growth to more than 8% a year. And on November 5th, in Paris, during a meeting organized by the World Bank, the International Finance Community showed it's confidence in President Gonzalo Sanchez de Lozada's reforms.

Bolivia will receive in the next 3 years approximately US\$1.05 millions of dollars in financing for the execution of the reforms.

The children of Bolivia received their best Christmas present:

Investments in change, that represent almost 20% of the growth national product and which will guarantee the educational reform.

Many thought that our dreams where impossible. Many also thought that it was impossible to cut inflation from 25,000 to 7% a year, to have a Aymara Vice-President, to achieve more than 4% annual economic growth, and to reduce in half the fiscal deficit. Nevertheless, Bolivia did it.

Like the poet said, "For the children we work, because the children know how to love, because the children are the hope of the world".

Thank you.

AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523



FACSIMILE COVER SHEET

DATE: February 10, 1995

TO: Mr. Richard Feinberg
Ms. Melanne Verveer

FAX:

SUBJECT: Follow-up to First Ladies' Summit Symposium

FROM: AA/LAC - Mark L. Schneider

OFFICE: AA/LAC

FAX: 202-647-9671

PHONE: 202-647-8246

NUMBER OF PAGES INCLUDING THIS COVER SHEET: 6

MESSAGE:

Sorry it took so long. Here is a summary following our meeting.
Let me know how you want to proceed.

SUMMIT OF THE AMERICAS
FOLLOW UP TO THE SYMPOSIUM ON CHILDREN
HELD IN MIAMI - DECEMBER 10, 1994

Purpose: On January 20, 1995, the Office of the First Lady invited representatives from the IDB, UNICEF, PAHO, USAID and the NSC to a meeting to discuss the follow-up to the "Symposium on Children of the Americas" hosted by the First Lady. What follows is a summary of the discussion and the recommended next steps.

Participants:

Richard Feinberg (NSC), chair
Mark Schneider (AID)
Liliana Ayalde (AID)
Melanne Verveer (OFL)
Nicole Radner (OFL)
Irene Klinger (PAHO)
Per Engebak (UNICEF)
Ann Burroughs (IDB)

Background: On December 10, 1994, Hillary Rodham Clinton hosted a "Symposium on Children of the Americas" for the spouses of the Heads of State attending the Summit of the Americas (SOA) in Miami. The First Lady saw this as an opportunity to discuss progress made in the region on health and education issues and to discuss ways to contribute to the summit health and education initiatives.

The Summit brought together the leaders of the 34 countries of the Western Hemisphere. It covered a wide range of themes which were distilled into a Declaration of Principles and a Plan of Action, including health and education with goals and specific actions for each country. The Summit Declaration provided the framework for the Symposium, including targets on universal access to education and equitable access to basic health services.

The Symposium included remarks by Mrs. Clinton and the First Ladies of Trinidad and Tobago, Bolivia and Costa Rica on activities and policies that were being implemented to address the major health and education problems confronting the children of the Americas. Dr. George Alleyne, Director-elect of the Pan American Health Organization (PAHO) gave an overview of health and education conditions, describing achievements to date and highlighting future challenges.

After presenting a summary of the discussion, Mrs. Maria Teresa Wasmosy of Paraguay invited the First Ladies to attend the Fifth First Ladies' Hemispheric Conference which she will host in October 1995, indicating that children's health and education issues will be a priority topic at the meeting.

Mrs. Clinton expressed an interest in building upon the success of the Symposium on Children by developing a concrete strategy leading up to the next meeting of the First Ladies planned for October 1995 in Paraguay.

Proposed Strategy/Action Agenda:

The action agenda leading up the Paraguay meeting also will complement the Summit implementation by advancing the health and education commitments in the Summit Declaration and Plan of Action:

(1) Rapporteur's Report

A "Rapporteur's Report" of the Symposium proceedings will be assembled within the next month and will be distributed to the participants. The cover letter from Mrs. Clinton will build on the Miami commitment to continue helping their countries meet the needs of children. She will motivate the First Ladies to actively participate in a common initiative that will lead up to the Paraguay Conference. The report's distribution will be used as a way of communicating the follow-up activities to the Symposium.

(2) Equitable Access to Basic Health Services:

The overall Summit goal is to reduce child mortality by one-third and maternal mortality by one-half by the year 2000. Two specific objectives for the First Ladies to advance are to:

- o Eliminate measles in the Americas.
- o Reduce maternal mortality rates with specific targets including reductions in high-risk, unplanned teenage pregnancies.

Measles Strategy:

- o Mrs. Clinton would participate in the launching of the Measles Eradication campaign at the Pan American Health Organization headquarters in Washington in the next two months. As in the case of the successful polio eradication campaign, the regional commitment would be backed by an Inter-American, UN and private partnership.
- o In each country, the First Ladies would participate in a replica announcement event launching the campaign. Initial actions would be announced at the Paraguay summit.

Maternal Mortality Strategy:

- o Hemisphere-wide Conference would be held to define targets and mechanisms for moving toward the goal with specific targets in each country based on national conditions. One common link would be an attack on teenage pregnancy.
- o Follow-on conferences perhaps in mid-year in one country with high maternal mortality in each of the subregions: Caribbean-Haiti; Central America-Guatemala or Honduras; Andean-Peru or Bolivia; Southern Cone-Paraguay. Agreements and progress to be reported at the Paraguay meeting.

Mechanism:

- o A specific health task force, led by PAHO with participation by UNICEF, the World Bank, IDB, USAID, and HHS, would be organized to manage the follow-on activities for the First Ladies.
- o The task force would establish realistic national targets consistent with regional commitments and lay out a detailed strategy on how to achieve and measure progress. It will develop a detailed timeline as well as designate responsible agency(ies).

(3) Universal Access to Education:

The overall summit goal is a primary completion rate of 100 percent and a secondary enrollment rate of at least 75 percent by the year 2010. Two specific objectives for the First Ladies to advance:

- o A girls' education initiative to increase the number of girls who complete primary school.
- o Galvanize educational reform movement in the region.

Girls' Education Strategy:

The First Ladies could chair the initiation of national strategies to advance toward this goal. Mrs. Clinton might join a fellow First Lady in inaugurating a school built with US financing and then participate in round table on strategy.

Educational Reform Strategy:

- o Working with countries who are committed to increase the quality of primary education and the staying power of children in elementary schools. In most countries, the number of those who begin school and then complete sixth grade, barely reaches 50% of the school age population.

Mechanism:

- o A specific education task force, led by the IDB with participation of, UNICEF, the World Bank, USAID, and other experts in the field such as Jeff Puryear from IAD, would be organized to manage the follow-on activities for the First Ladies.
- o USAID-sponsored Partnership in Educational Reform (PERA) project plans to use policy dialogue to encourage selected governments in the region to make policy changes to improve the quality of primary education.
- o The project would be launched formally at the Ascuncion meeting. This project will support a hemispheric partnership to provide a consultative forum for governments, NGOs, the business community, donors and international organizations to review education policies and focus resources for reform more effectively.

(4) Alliance for Sustainable Development

- o On October 12, 1994, the seven Central American Presidents signed the Alliance for Sustainable Development (ASD). The Alliance is a strategy to promote a regional development model which is sustainable in political, economic, social, cultural and environmental terms. The Central American Alliance invited the U.S. to become its first partner, leading to the signing of the CONCAUSA Declaration at the SOA on December 12, 1994 which includes a corresponding Action Plan on the environment.
- o Mrs. Clinton could launch the selected initiative(s) of the follow-up strategy relating to health and education within the framework of the ASD. The social components of the ASD could be highlighted and the First Ladies motivated to continue to contribute towards the set targets. This could be linked to the next Presidential Summit of the Central American Presidents which is scheduled to be held in El Salvador on March 29, 1995 (proposed). The details of how and what would be done need to be thought out further.

Significant resources are already programmed for these sectors by other donors. To get a better sense of the magnitude of these resources donors (IDB, World Bank, USAID) will be asked to provide an inventory of existing and planned programs in health and education in the Americas. This matrix will serve as a resource.

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THE WHITE HOUSE

WASHINGTON

January 20, 1995

Mrs. Lucia Flecha de Lima
3000 Massachusetts Avenue, N.W.
Washington, D.C. 20008

Dear Mrs. Flecha de Lima:

Thank you for the lovely silver pitcher and beautiful earrings. They are wonderful and cherished gifts.

I am pleased you were able to join us in Miami for the Summit of the Americas, and I appreciate your participation in the Symposium on Children of the Americas. The President joins me in wishing you a happy and healthy New Year.

With kind regards, I remain

Sincerely yours,

Hillary Rodham Clinton
Hillary Rodham Clinton

THE WHITE HOUSE

WASHINGTON

January 20, 1995

Mrs. Janice Compton
Prime Minister's Residence
Castries
St. Lucia
WEST INDIES

Dear Mrs. Compton:

Thank you so much for your kind letter and the wonderfully fragrant perfume from your country. I was very glad to learn that all of the Caribbean participants were as pleased with the outcome of the Summit of the Americas as we were.

I am warmed by your words of encouragement and generous offer of hospitality. The President joins me in wishing you a prosperous and healthy 1995.

Sincerely yours,

Hillary Rodham Clinton
Hillary Rodham Clinton

THE WHITE HOUSE

WASHINGTON

January 24, 1995

The Honorable Stephen P. Clark
Mayor of Miami
3500 Pan American Drive
Miami, Florida 33133

Dear Mayor Clark:

Thank you for the lovely silver candlestick. It is a treasured memento of the time we spent in your beautiful city for the Summit of the Americas.

The Summit was a tremendous success and I am deeply grateful for all of your efforts. Please convey my thanks to your staff for their hard work.

With warm personal regards, I remain

Sincerely yours,

Hillary Rodham Clinton
Hillary Rodham Clinton

THE WHITE HOUSE

WASHINGTON

January 18, 1995

Dear Mrs. Frei:

Thank you so much for chairing the adolescent health and education working group session in Miami at the Symposium on Children of the Americas. I was impressed by the work of your group and the issues it raised and reported to the larger gathering.

The necklaces are beautiful. Chelsea and I are grateful that you remembered us with such lovely gifts, and we look forward to wearing them.

With kind regards, I am

Sincerely yours,


Hillary Rodham Clinton

Senora Marta Larraechea de Frei
Esposa Del Presidente de la
Republica de Chile
Palacio de la Moneda
Santiago
CHILE

January 18, 1995

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Hillary Rodham Clinton

Senora Marta Larraechea de Frei
Esposa Del Presidente de la
Republica de Chile
Palacio de la Moneda
Santiago
CHILE

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THE WHITE HOUSE
WASHINGTON

January 12, 1995

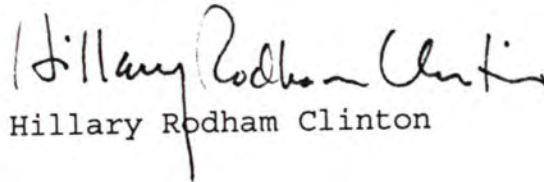
Dear Mrs. Lacalle:

Thank you for the beautiful wool shawl which you presented to me at the Summit of the Americas. It is a lovely reminder of the warmth and friendship we enjoyed in Miami.

I was impressed by your group's discussion of adolescent health and education issues in our hemisphere, and I value your participation. The schooling and health of our children is so critical to the long-term success of the plans laid at the Summit of the Americas.

With kind regards, I remain

Sincerely yours,


Hillary Rodham Clinton

Mrs. Maria Julia Pou de Lacalle
Government House
Montevideo
URUGUAY

January 12, 1995

Dear Mrs. Duran Ballen:

Thank you for the lovely model house facade. It wonderfully captures part of the culture of your beautiful country.

It was a pleasure to work with you at the Symposium on Children of the Americas. The report from the working group on children's health was especially informative, and I appreciate your participation. Ensuring the health of our children is an important component of our common goal of a stable and prosperous hemisphere.

With warm regards, I remain

Sincerely yours,

Hillary Rodham Clinton

Mrs. Josefina Duran Ballen
Primera Dama de la Nacion
Palacio de Gobierno
Garcia Moreno 1043
Quito
ECUADOR

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THE WHITE HOUSE
WASHINGTON

January 18, 1995

Dear Mrs. Wasmosy:

Thank you for the beautiful silver harp.
It is a wonderful gift.

I was fascinated by the report of the children's health working group at the Symposium on Children of the Americas in Miami, and I appreciate your participation. Thank you also for the kind invitation for me to attend the next convening of the Wives of Heads of State and Governments of the Americas which you will host in Paraguay. I look forward to working together on behalf of our hemisphere's children.

With kind regards, I am

Sincerely yours,


Hillary Rodham Clinton

Mrs. Maria Teresa Carrasco de Wasmosy
First Lady of Paraguay
Asuncion
PARAGUAY

January 18, 1995

Dear Mrs. Wasmosy:

Thank you for the beautiful silver harp.
It is a wonderful gift.

I was fascinated by the report of the children's health working group at the Symposium on Children of the Americas in Miami, and I appreciate your participation. Thank you also for the kind invitation for me to attend the next convening of the Wives of Heads of State and Governments of the Americas which you will host in Paraguay. I look forward to working together on behalf of our hemisphere's children.

With kind regards, I am

Sincerely yours,

Hillary Rodham Clinton

Mrs. Maria Teresa Carrasco de Wasmosy
First Lady of Paraguay
Asuncion
PARAGUAY

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THE WHITE HOUSE
WASHINGTON

January 18, 1995

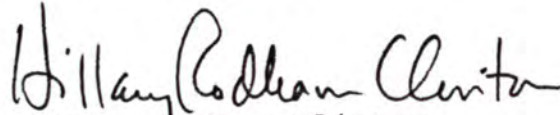
Dear Mrs. Ingraham:

Thank you for the lovely gold coin.
It is an exquisite reminder of our important
work at the Summit of the Americas.

It was a pleasure to meet with you at
the Symposium on Children of the Americas,
and I was moved by your group's conclusions
regarding the educational challenges facing
the children of our hemisphere. I appreciate
your contribution to that report.

With kind regards, I remain

Sincerely yours,


Hillary Rodham Clinton

Mrs. Dolores Ingraham
Post Office Box N-7147
Nassau
BAHAMAS

January 18, 1995

Dear Mrs. Ingraham:

Thank you for the lovely gold coin.
It is an exquisite reminder of our important
work at the Summit of the Americas.

It was a pleasure to meet with you at
the Symposium on Children of the Americas,
and I was moved by your group's conclusions
regarding the educational challenges facing
the children of our hemisphere. I appreciate
your contribution to that report.

With kind regards, I remain

Sincerely yours,

Hillary Rodham Clinton

Mrs. Dolores Ingraham
Post Office Box N-7147
Nassau
BAHAMAS

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THE WHITE HOUSE

WASHINGTON

January 18, 1995

Dear Mrs. Figueres:

I was deeply impressed by the observations you made in Miami at the Symposium on Children of the Americas regarding successful children's programs in your country. Costa Rica's accomplishments are instructive for other countries in our hemisphere.

Thank you so much for the beautiful necklace and matching earrings. They are wonderful gifts, and I will look forward to wearing them.

With appreciation and kind regards,
I remain

Sincerely yours,


Hillary Rodham Clinton

Mrs. Josette Altman de Figueres
First Lady of the Republic
Presidency of the Republic of Costa Rica
Zapote
COSTA RICA

January 18, 1995

Dear Mrs. Figueres:

I was deeply impressed by the observations you made in Miami at the Symposium on Children of the Americas regarding successful children's programs in your country. Costa Rica's accomplishments are instructive for other countries in our hemisphere.

Thank you so much for the beautiful necklace and matching earrings. They are wonderful gifts, and I will look forward to wearing them.

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I remain

Sincerely yours,

Hillary Rodham Clinton

Mrs. Josette Altman de Figueres
First Lady of the Republic
Presidency of the Republic of Costa Rica
Zapote
COSTA RICA

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THE WHITE HOUSE
WASHINGTON

January 18, 1995

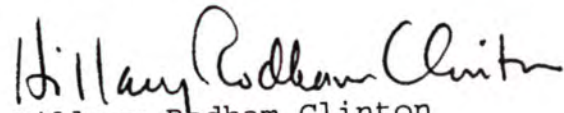
Dear Mrs. Chrétien:

Thank you for the lovely earrings and matching pin, which I will wear with pleasure as a reminder of our friendship in Miami.

I enjoyed working with you during the group session on children's health. As you know, the actions taken at the Summit will best succeed if they incorporate plans for the long-term welfare of our hemisphere's children. I am grateful for your efforts at the Symposium to highlight those needs.

With kind regards, I am

Sincerely yours,


Hillary Rodham Clinton

Mrs. Aline Chrétien
24 Sussex Drive
Ottawa K1A 0A2
CANADA

January 18, 1995

Dear Mrs. Chrétien:

Thank you for the lovely earrings and matching pin, which I will wear with pleasure as a reminder of our friendship in Miami.

I enjoyed working with you during the group session on children's health. As you know, the actions taken at the Summit will best succeed if they incorporate plans for the long-term welfare of our hemisphere's children. I am grateful for your efforts at the Symposium to highlight those needs.

With kind regards, I am

Sincerely yours,

Hillary Rodham Clinton

Mrs. Aline Chrétien
24 Sussex Drive
Ottawa K1A 0AZ
CANADA

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THE WHITE HOUSE

WASHINGTON

January 18, 1995

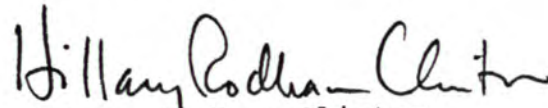
Dear Mrs. Calderon Sol:

Thank you for the beautiful ceramic statue. It is a beautiful representation of the bond between a mother and her child and is a lovely reminder of the crucial role our children hold in any plan for our hemisphere.

It was a pleasure to work with you in Miami at the Symposium working group session on children's health. I value your participation and was impressed by your group's conclusions.

With kind regards, I remain

Sincerely yours,


Hillary Rodham Clinton

Mrs. Elizabeth Aguirre de Calderon Sol
Casa Presidencial
San Salvador
EL SALVADOR

January 18, 1995

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Mrs. Elizabeth Aguirre de Calderon Sol
Casa Presidencial
San Salvador
EL SALVADOR

HC/JJR/DWB/jfc (Corres. #1967872)

cc: WH Gifts

CLEAR WITH NSC

THE WHITE HOUSE
WASHINGTON

January 12, 1995

Dear Mrs. Duran Ballen:

Thank you for the lovely model house facade. It wonderfully captures part of the culture of your beautiful country.

It was a pleasure to work with you at the Symposium on Children of the Americas. The report from the working group on children's health was especially informative, and I appreciate your participation. Ensuring the health of our children is an important component of our common goal of a stable and prosperous hemisphere.

With warm regards, I remain

Sincerely yours,


Hillary Rodham Clinton

Mrs. Josefina Duran Ballen
Primera Dama de la Nacion
Palacio de Gobierno
Garcia Moreno 1043
Quito
ECUADOR

January 12, 1995

Dear Mrs. Lacalle:

Thank you for the beautiful wool shawl which you presented to me at the Summit of the Americas. It is a lovely reminder of the warmth and friendship we enjoyed in Miami.

I was impressed by your group's discussion of adolescent health and education issues in our hemisphere, and I value your participation. The schooling and health of our children is so critical to the long-term success of the plans laid at the Summit of the Americas.

With kind regards, I remain

Sincerely yours,

Hillary Rodham Clinton

Mrs. Maria Julia Pou de Lacalle
Government House
Montevideo
URUGUAY

HC/DWB/JJR/ws (Corres. #1967871)

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CLEAR THRU NSC

THE WHITE HOUSE

WASHINGTON

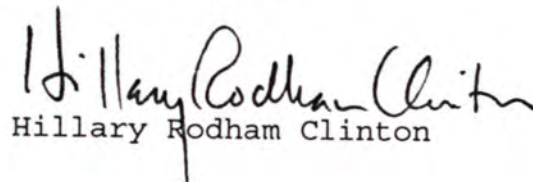
January 18, 1995

Dear Mrs. de Leoro:

Thank you for the beautiful silver bird. It is an exquisite gift that I will treasure.

I am pleased you were able to attend the Summit of the Americas and valued your participation. Cooperation throughout our hemisphere is critical to the prosperity of our economies and well-being of our people, especially our children. I appreciate your thoughtfulness.

Sincerely yours,


Hillary Rodham Clinton

Mrs. Aglae de Leoro
Ministry of Foreign Affairs
Government of Ecuador
Quito
ECUADOR

January 18, 1995

Dear Mrs. de Leoro:

Thank you for the beautiful silver bird. It is an exquisite gift that I will treasure.

I am pleased you were able to attend the Summit of the Americas and valued your participation. Cooperation throughout our hemisphere is critical to the prosperity of our economies and well-being of our people, especially our children. I appreciate your thoughtfulness.

Sincerely yours,

Hillary Rodham Clinton

Mrs. Aglae de Leoro
Ministry of Foreign Affairs
Government of Ecuador
Quito
ECUADOR

HC/DWB/JJR/ws (Corres. #1972934)

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THE WHITE HOUSE

WASHINGTON

January 18, 1995

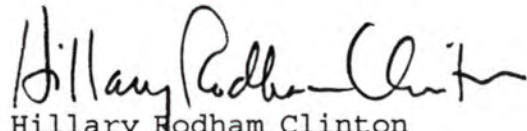
Dear Mrs. Reina:

Thank you for the lovely painting.
It is a wonderful portrayal of village
life in beautiful Honduras.

It was a pleasure to work with you
in Miami at the Summit on Children of the
Americas, particularly during the group
session on adolescent health and education.
I was fascinated by your group's conclusions,
and I deeply appreciate your contribution to
the discussion.

With warm regards, I remain

Sincerely yours,



Hillary Rodham Clinton

Mrs. Bessie Watson de Reina
Primero Dama de la Republica
Casa Presidencial
Tegucigalpa
HONDURAS

January 18, 1995

Dear Mrs. Reina:

Thank you for the lovely painting.
It is a wonderful portrayal of village
life in beautiful Honduras.

It was a pleasure to work with you
in Miami at the Summit on Children of the
Americas, particularly during the group
session on adolescent health and education.
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Mrs. Bessie Watson de Reina
Primero Dama de la Republica
Casa Presidencial
Tegucigalpa
HONDURAS

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**STATEMENT OF FIRST LADY HILLARY RODHAM CLINTON
SUMMARIZING HIGHLIGHTS OF THE
FIRST LADIES SYMPOSIUM ON CHILDREN**

Today, December 10, 1994, the First Ladies or their designees from throughout the hemisphere participated in a symposium on "Children of the Americas."

The Children of the Americas Symposium paralleled the proposed Summit of the Americas goals in the areas of improving access to health care and education for children and adolescents.

The First Ladies shared information on successful programs from their nations on a wide range of issues, including: ensuring universal access to primary education, improving primary and secondary school completion rates, reducing maternal and infant mortality rates, endorsing a basic package of health and services, increasing immunization and programs that combat communicable diseases, and treatment and prevention of narcotics use.

The major gains that have been achieved in bringing adequate, affordable and quality health care and education to the millions of children of the hemisphere were highlighted. In particular, the First Ladies and others praised the success of immunization programs in preventing new cases of polio in the Western Hemisphere. However, there was also a recognition that many challenges remain -- challenges that the leaders of the hemisphere have made part of their agenda at the Summit and for the future.

The First Ladies committed themselves to continuing to play a role -- whether as individuals, prominent persons, or the spouse of the nation's leader -- in helping their nations meet the needs of children.

Mrs. Wasmosy of Paraguay graciously invited the other first ladies of the hemisphere to attend the Fifth Conference of Wives of Heads of State and Governments of the Americas, scheduled to be held in October 1995. Mrs. Wasmosy stated that children's health and education issues would be a fundamental topic at the meeting, noting that, "We must not forget that they (children) are our tomorrow and the future of humanity will depend on them."

SUMMIT OF THE AMERICAS

Symposium on Children of the Americas

Introduction

- The Hemisphere's leaders and their spouses are coming together not only as the heads of their governments and people, but also as parents and members of families who recognize that one driving force behind the Summit is to ensure children's well-being now and in the future.
- Virtually every element of the Summit Plan of Action will have a direct or indirect impact on the economic, social, or physical well-being of the children of the hemisphere.
- The implementation of the Summit Plan of Action will bring about a better standard of living for the children of the hemisphere, through increased trade and jobs, improved access to health and education, and the protection of their rights.

The Summit Initiatives: Impact on Children

I. Preserving and Strengthening the Community of Democracies of the Americas

Strengthening Democracy

- * Helps prevent political violence, which has a profound effect on the well-being of our children.

Promoting and Protecting Human Rights

- * Includes guarantees for the rights of children and calls for ratifying the United Nations Convention of the Rights of the Child

Invigorating Society/Community Participation

- * Encourages the growth of civic-minded non-governmental organizations, including those which support children's issues, and notes the need to improve participation of young people.
- * Helps ensure that groups such as disabled, indigenous, and female children receive fair and equitable treatment.

Combating the Problem of Illegal Drugs and Related Crimes

- * In order to safeguard children's health and their futures, we must educate our children on the dangers of drug abuse and prevent them from using narcotics.
- * We must continue our efforts to protect children from this threat and prevent them from becoming involved in drug-related criminal activities.

II. Promoting Prosperity Through Economic Integration and Free Trade

Free Trade in the Americas/Capital Markets Development and Liberalization

- * Creates more jobs, allowing families to enjoy a higher standard of living.
- * Lessens need to depend on children to help augment the family's income, thus reducing child labor.
- * Provides more commodity variety at more competitive prices, helping to decrease malnutrition.

Hemispheric Infrastructure

- * Increases access of all sectors of society to better transportation, electricity, and clean water.

III. Eradicating Poverty and Discrimination in Our Hemisphere

Universal Access to Education

- * All children, regardless of economic or social situation, will receive the basic tools necessary to become full, participatory members of society, especially girls, minorities, and indigenous groups.
- * Requiring children to attend primary school will help eradicate child labor.
- * Ensures that all children have the foundation necessary to compete in a modern economy and/or to go on to higher levels of education; secondary school will train students for more complex jobs, allowing them to be more competitive in the modern world economy.

Equitable Access to Basic Health Services

- * Reducing child, infant, and maternal mortality rates will clearly benefit children, who are particularly vulnerable to illness and unhealthy living conditions.
- * The success of immunization programs in eradicating the childhood disease of polio demonstrate the importance of universal access to such prevention programs.

Strengthening the Role of Women in Society

- * Since many of the households in the hemisphere are headed by women, increasing their opportunities to participate in all spheres of political, social, and economic life will improve the well-being of the members of those households.

IV. Guaranteeing Sustainable Development and Conserving Our Natural Environment for Future Generations

Partnership for Sustainable Energy Use/Partnership for Pollution Prevention

- * Developing cleaner sources of energy will improve the health of our children.
- * We need to ensure that our children are left with options for renewable sources of energy.

Partnership for Biodiversity

- * Ensures that we do not destroy the living resources or environment of our planet, but rather preserve them for the sake of future generations.

Children: the Foundation for the Americas of the 21st Century

- The broad range of Summit objectives are aimed not only at helping children now, but also at giving children the tools they need to provide for themselves and their children in the future.
- Future generations will be called upon to continue the work initiated at the Miami Summit--we must prepare today's children to be the leaders of tomorrow's integrated and democratic Western Hemisphere.

SYMPOSIUM ON CHILDREN OF THE AMERICAS

Themes for Working Group Session On

Children's Education Issues

Summit Goals: A primary completion rate of 100 percent and a secondary enrollment rate of at least 75 percent by the year 2010.

(See Summit Plan of Action Initiative 16, "Universal Access to Education," for the full text.)

Universal literacy and access to education at all levels, without distinction of race, national origin or gender, is an indispensable basis for sustainable social and cultural development, economic growth and democratic stability.

Although almost every country in the hemisphere has adult literacy rates of over 80 percent, there are still too many people who do not have a basic level of reading and writing skills. Eradicating illiteracy is best approached by ensuring that children are enrolled in and complete at least primary school. A number of factors impact on both enrollment and completion rates, including pre-school environment, the quality of the school's curriculum and the training received by the educators.

The nurturing and nutrition children receive early in their lives dramatically impact on their ability to thrive when they reach school age, and can improve future performance and reduce costly repetition and drop-out rates. Approximately 8.9 million children in this hemisphere participate in early childhood programs.

Primary school enrollment of children age 6-11 increased over the last 20 years in all countries in the region, especially in population centers. However, enrollment levels remain relatively low in certain regions and sub-groupings (girls, indigenous, urban minority and rural populations).

The World Bank estimates that every year \$2.5 billion are spent on grade repetition for 20 million children in Latin America. Countries are addressing drop-out and repetition rates by setting national goals in educational efficiency as well as relevance of what is taught.

The Summit initiative on education calls for governments to work with the private sector and multilateral institutions to guarantee universal access to quality primary education; support strategies to overcome nutritional deficiencies of primary school children in order to enhance their learning ability; and create a

hemispheric partnership to reform educational policies and focus resources more efficiently.

FIRST LADY HILLARY RODHAM CLINTON
REMARKS FOR THE FIRST LADIES' SYMPOSIUM ON
CHILDREN OF THE AMERICAS
MIAMI, FLORIDA
DECEMBER 10, 1994

Welcome to all of my colleagues and friends from across the Americas, and to all of our distinguished guests.

It is an honor and privilege for me to host this wonderful symposium here in Miami. Let me begin by expressing my gratitude to the First Ladies of Latin America, the Caribbean, and Canada for your help and guidance in preparing for this session. Your extraordinary efforts in previous First Ladies' meetings in Colombia, Costa Rica, and most recently in St. Lucia, have provided a foundation for all of our work -- today and into the future.

I hope that in the course of our gathering here, and in the weeks and months ahead, we will learn much from each other and find new inspiration to address the needs of children, families, and women across our hemisphere.

Today, we live in an age of great promise -- and great peril -- for the 130 million children of the Americas. Great promise because our children are our lifeline to prosperity and democracy in the decades ahead. And we all take pleasure in knowing that there are millions of happy, healthy children across the Americas whose futures are filled with hope.

But there are perils too, because from the Queen Elizabeth Islands to Tierra del Fuego, our children are shouldering burdens rarely encountered by older generations.

Children suffering from hunger, poverty, homelessness, inadequate health care, disease, illiteracy, violence, and abuse are not confined to a single nation or a single continent. The cries of desperate children are sadly heard in every nation represented here. And it is the plight of those children that brings us together today, not just as the spouses of heads of state or as representatives of our governments, but as mothers, sisters, daughters, grandmothers, aunts, neighbors and friends who believe that every child in every country deserves a fair chance in life.

The political leaders convening at this historic summit have set forth an agenda to promote prosperity and democracy throughout the hemisphere through trade initiatives, sustainable development, and more effective government.

* This Summit builds on the groundwork laid at the 1990 World Summit for Children & the 1994 Today, summit leaders are outlining goals to ensure the economic, social and physical well-being of children, which Dr. Nareño Alleyne will outline later in greater detail: Accord.

The proposed Summit Plan of Action calls for universal access to education so that all children, regardless of economic or social status, racial or ethnic origin, or gender, will receive the basic tools necessary to become full members of society. The goal of requiring children to attend and complete primary school is also under discussion. If this goal is achieved, it will help eradicate child labor and give children a greater hope of acquiring the skills and knowledge needed in a modern global economy.

Beyond the important issue of school attendance, the Summit initiative on education also addresses the nutritional needs of children so they can learn more effectively.

The proposed Summit Plan of Action calls for equitable access to basic health services, which will be particularly beneficial to children, who are most vulnerable to illnesses and unhealthy living conditions.

Specific programs being recommended will address child, infant, and maternal mortality rates, as well as increasing immunization efforts to eradicate childhood diseases, such as measles, that still afflict too many children. We need only look to the disappearance of new polio cases in the Western hemisphere to know the success of these immunization programs.

We all know that the role of caregiver is crucial to the development of healthy and secure children. And we all know that the primary caregivers in society most often are women. The Summit proposal to strengthen the role of women will increase opportunities for women to participate in all spheres of life -- political, social, and economic.

Empowering women with economic self-reliance, access to quality health care and education is not only a valuable step forward in itself. It's an important step forward for children.

While we recognize that our political leaders are responsible for devising policies and programs to meet these important goals, we also know that, as First Ladies, we have a significant role to play.

Just as advocacy organizations, social institutions, and dedicated individuals are critical to progress, we, too, can help push the agenda forward in our respective countries.

When it comes to children's issues, women have a special calling. And that's why we have a duty to raise our voices for

the voiceless -- our children, the youngest and most vulnerable among us.

This week I've had particular reason to think about the difference one woman alone can make on behalf of children, even against extraordinary odds. My friend, Elizabeth Glaeser, died last weekend after losing a long battle with AIDS.

Elizabeth contracted HIV through a blood transfusion while hemorrhaging during the delivery of her first child, Ariel. Unbeknownst to her, her daughter, and then a son born later, also contracted the virus.

When Elizabeth learned that she and her children had been infected with HIV, she dedicated herself to raising awareness about AIDS. From a small office in Los Angeles, she created the Pediatric AIDS Foundation, which has raised over \$30 million since its founding in 1988.

Elizabeth often said she was motivated and strengthened by the memory of her daughter, who died four years ago at the age of seven. Her son, now 10, lives with HIV every day.

If Elizabeth could continue to contribute so much on behalf of children throughout her own illness, I know we can make our own contributions too. Of course, we will not all be involved in the same ways, or even on precisely the same issues. I know, for example, that AIDS is not as prevalent in many of your countries as it is in mine. That's why each of us must find a venue appropriate to our own situation as First Lady or government representative. But whatever role we choose represents a rare opportunity to make a difference in the lives of tens of millions of children -- and in the future of all of the Americas.

There is an urgency to our mission. More than half of our population in this hemisphere is under age 23. Ushering children into the world is, of course, the province of families. But building safe and nurturing communities for them to grow up in . . . making sure they have access to schools that teach them to read and write . . . protecting them from avoidable diseases . . . training them for productive adulthoods. . . and honoring their rights in the face of violence and abuse -- these are our collective responsibilities.

This concept was eloquently expressed in a pastoral letter issued in the United States several years ago by the National Conference of Catholic Bishops. In that letter, entitled *Putting Children and Families First*, the bishops said:

"No government can love a child, and no policy can substitute for a family's care. But, government can either support or undermine families. There has been an unfortunate,

unnecessary and unreal polarization in [the] discussion [of] how best to help families. The undeniable fact is that our children's future is shaped both by the values of their parents and the policies of our nation."

As adults, we must take responsibility for our children so that they can learn to take responsibility for themselves. And we must insist that society's most vital institutions -- family, school, and church -- create the conditions necessary for our children to fulfill all their God-given potential.

To be sure, our challenges differ from country to country, and our recipes for progress may require different ingredients. The purpose of this gathering is not to prescribe one solution, but to share ideas and opinions and learn from each other's experiences.

Here in the United States, for example, we are not doing enough to ensure that women receive adequate pre- and post-natal health care, particularly poor women and teenagers. In 1992, 22 percent of pregnant women in this country received no pre-natal care.

As the rest of the world knows all too well, my nation faces significant challenges in stopping an epidemic of gun violence that daily claims the lives of children in our cities and towns. Today, homicide is the leading cause of death for African American youth in the United States and violence is the second leading cause of death for youngsters between the ages of 10 and 14.

Combined with violence is an equally disturbing scourge of narcotics use among our young people. Illegal drugs are readily available in too many communities in the United States, and even in some of our schools. Studies show that as many as seven million children abuse alcohol and drugs to some extent

At the same time, we are making progress on behalf of some of our children -- progress that is visible right here in Miami. Just yesterday I had the opportunity to visit Jackson Memorial Hospital and Drew Elementary School -- two institutions that have achieved remarkable successes in disadvantaged communities.

Jackson Memorial Medical Center, which is affiliated with the University of Miami, has the difficult task of caring for some of the poorest and neediest residents of this city. The newborn intensive care unit that I visited yesterday serves the highest risk population in Dade County -- but the hospital has achieved the lowest infant mortality rates in the state.

The hospital also has devised innovative ways of serving its community. A mobile van brings doctors and nurses to those who

might otherwise go without necessary treatment and care.

Drew Elementary School is located in a predominantly African-American neighborhood. Community leaders devised a cultural exchange program in which students from Drew and a predominantly Hispanic school called Seminole Elementary come together for a variety of activities that promote tolerance and understanding. To enhance communication across cultures, students at Drew take Spanish from the second grade on.

The positive educational climate at Drew is reflected in the student attendance rate: 95 percent of the school's students come to class every day.

Drew has succeeded because parents, teachers, the school principal and community leaders have worked hard to create an environment where children feel safe, secure, and confident that they will thrive. The adults have taken responsibility; and the children are learning to take responsibility as well.

In every one of our nations, dedicated, energetic, and caring people are battling on the front lines to solve some of society's most vexing problems. The purpose of this gathering is to educate each other about our challenges and our successes -- and to make our efforts more cooperative by sharing the knowledge and experience each of us holds within us.

When we return to our capitals, I hope we will not be guided solely by documents, policy papers, and official pronouncements, but also by the desire in our hearts to see that all children have the gift of hope in their lives.

In the words of Gabriela Mistral [Mee-strall], the visionary Chilean educator, poet, and Nobel prize winner for literature: "Let me be more maternal than a mother; able to love and defend with all of a mother's fervor the child that is not flesh of my flesh."

As she once said: "Many things we need can wait. The child cannot . . . To him, we cannot say tomorrow. His name is today."

Thank you for coming to Miami, and for joining together in this important cause.

And now, let us go from words to deeds.

[Introduce UNICEF video]

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PLENARY SESSION

Mrs. Zedillo Mexico	Mrs. Jagan Guyana	Mrs. Wasmosy Paraguay	Mrs. Clinton United States	Mrs. Compton St. Lucia	Mrs. Frei Chile
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Mrs. Sánchez de Lozada
Bolivia

Mrs. Figueres
Costa Rica

Mrs. Manning
Trinidad & Tobago

Mrs. Samper
Colombia

Mrs. Chrétien
Canada

Mrs. Arthur
Barbados

Mrs. De León
Guatemala

Mrs. Calderón Sol
El Salvador

Canada

Mrs. De León
Guatemala

Mrs. Durán Ballén
Ecuador

Mrs. Esquivel
Belize

Mrs. Pérez Balladares
Panama

Mrs. Morales
Dominican Republic

Ms. Chamorro
Nicaragua

Mrs. Gore
United States

Barbados

Mrs. Calderón Sol
El Salvador

Mrs. Lacalle
Uruguay

Mrs. Reina
Honduras

Mrs. Ingraham
The Bahamas

Ms. Fujimori
Peru

Mrs. Flecha de Lima
Brazil

~~Ms. Menem~~ **MRS. DRIZAN**
~~Argentina~~ **GUANADA**

December 5, 1994

SYMPOSIUM ON CHILDREN OF THE AMERICAS

DATE: Saturday, December 10, 1994
TIME: 9:00 am - 2:00 pm
LOCATION: Biltmore Hotel, Miami, FL
FROM: Melanne Verveer, Nicole Rabner

I. PURPOSE

To convene the First Ladies of the hemisphere to address the Summit of the Americas initiatives as they relate to the health and education needs of children.

II. BACKGROUND

This Symposium is an opportunity to highlight the significance of the goals of the Summit of the Americas for the children of the hemisphere, specifically in the areas of health and education. Several of the goals specifically address these issues and commit the governments of the hemisphere to making improvements in these areas.

NOTE: Under BACKGROUND information in your briefing book are the specific Summit of the Americas goals as they relate to children's health and education.

The Symposium will consist of a Plenary Session, Working Group Session, and working luncheon.

Plenary Session

The Plenary Session will include a large audience of observers, composed of the spouses of foreign ministers, Ambassadors and others. The Press will cover this segment of the Symposium. This session provides an opportunity to, in a very public way, salute the Summit of the Americas for the commitment that it makes, through the overall goals and plan of action, to the needs of children throughout the hemisphere. Also, it is an opportunity to discuss strategies and means to achieving the goals for children that the Summit outlines.

The speaking program of the plenary session will include remarks from you addressing the overall Summit goals as they relate to the needs of children; remarks from Dr. George Alleyne, the director-designate of the Pan American Health Organization, who will outline the challenges facing the hemisphere's children in the health and education arena; and three First Ladies, who will speak about model programs in their nations. Following that program, there will be 20-30 minutes of open discussion for other participants to offer ideas and suggestions. A few First Ladies have specifically asked for this time to be allotted.

Working Groups Session

Following the plenary session, the participating First Ladies break into three working group sessions on -- Children's Health Issues, Children's Education Issues, and Challenges in Health and Education Facing Today's Adolescents. Attached is a list of participants by working group. Each working session will be chaired by a First Lady and will include an expert facilitator, who will be available as a reference. The chairs of the working groups will report back to the full group of participants assembled at the working luncheon. Many of the participants specifically requested their working group. You will spend approximately 20 minutes in each group.

Working Luncheon

During the dessert portion of the working luncheon, the three chairs of the working groups will report briefly about their discussions. Also, Mrs. Wasmosy of Paraguay, who is hosting the next convening of the Wives of Heads of State and Governments of the Americas in 1995, will invite the assembled First Ladies -- and specifically you -- to that gathering. You will close the convening with a summary of your discussions -- that will constitute the talking points for all the First Ladies.

III. SEQUENCE OF EVENTS

Please see attached scenario and script.

IV. PARTICIPANTS

Plenary Session

23 First Ladies or designees of the countries (for example, two daughters are attending in the role of First Lady)

Approximately 200 observers, composed of spouses of the foreign dignitaries in Miami: Foreign Ministers, Ambassadors, etc.

V. PRESS PLAN

Plenary session: Open press

Breakout sessions: Closed press

Luncheon: Tight pool press during remarks only

VI. REMARKS

Provided by Lissa Muscatine.

VISIT OF THE FIRST LADY

TO

MIAMI, FLORIDA

EVENT: Greeting of The First Ladies

DATE: Saturday, December 10, 1994

TIME: 8:15 a.m. - 8:45 a.m.

LOCATION: The Biltmore Hotel, Front Portico

PARTICIPANTS: First Ladies

PRESS: Pool Press

SCENARIO: Mrs. Clinton arrives and proceeds to hold in the Metropolitan Board Room. When the First Ladies arrive, Mrs. Clinton takes a position at the top of the stairs (pool press will be to her left). Mrs. Clinton will greet each First Lady as they ascend the stairs (the First Ladies then proceed to hold in Salon A).

When the last First Lady has arrived, Mrs. Clinton joins them in Salon A for a final briefing and the joint movement to the Country Club Ballroom for the Symposium on Children of the Americas. **NOTE:** Mrs. Gore will meet up at this point.

VISIT OF THE FIRST LADY

TO

MIAMI, FLORIDA

EVENT: Symposium on Children of the Americas

DATE: Saturday, December 10, 1994

TIME: 9:00 a.m. - 2:00 p.m.

LOCATION: The Biltmore Hotel:
Plenary Session: Country Club Ballroom
Break-Out Sessions: Majorca, Marbella, Anastasia Rooms
Lunch: Danielson Gallery

PARTICIPANTS: First Ladies
200 guests: Spouses of Cabinet Wives, Senior Staff, Foreign Ministers & Ambassadors

PRESS: Symposium: Open Press
Break-Out Sessions: Closed Press
Lunch: Closed Press

SCENARIO: Mrs. Clinton, Mrs. Gore and each of the First Ladies are announced into the Country Club Ballroom [offstage announce]. **NOTE:** The Plenary Session is simultaneous interpretation. A podium will be available for remarks.

Mrs. Clinton delivers 15-20 minute welcoming remarks. Mrs. Clinton then introduces the UNICEF video to be shown on two screens and three video monitors (8 minutes run time).

At the conclusion of the video, Mrs. Clinton introduces Dr. George Alleyne, Director-designate of the Pan American Health Organization, who delivers remarks from the witness table.

Mrs. Clinton then introduces the three other First Ladies, who will deliver remarks in the following order:

1. Mrs. Hazel Manning of Trinidad & Tobago
2. Mrs. Iturralde Sanchez de Lozada of Bolivia
3. Mrs. Josette Altmann de Figueres of Costa Rica

At the conclusion of Mrs. de Figueres' remarks, Mrs. Clinton will thank the three First Ladies and open up and moderate a 20-30 minute discussion. Mrs. Clinton will then deliver closing remarks at the conclusion of the discussion.

When the symposium concludes, the audience and press are held in the ballroom until the First Ladies and Mrs. Clinton have exited (The audience will then proceed to lunch in the Alhambra Ballroom hosted by Mrs. Gore). There are no more press events. The press will leave the building.

The First Ladies proceed into three working groups in separate rooms:

Education: Anastasia Room

Chair: Nilda Velasco de Zedillo [Mexico]

Youth Issues: Marbella Room

Chair: Mara Larraechea de Frei [Chile]

Health: Majorca Room

Chair: Janet Jagan [Guyana]

Mrs. Clinton proceeds to hold in the Segovia Room. When the working groups are in progress, Mrs. Clinton will visit each room for 15 minutes in the following order: Anastasia Room, Marbella Room, Majorca Room (simultaneous interpretation).

At the conclusion of the sessions, Mrs. Clinton proceeds to hold as the other First Ladies proceed to the Danielson Gallery for lunch. Mrs. Clinton will join them in the Danielson Gallery when everyone is seated.

The program for the First Ladies Lunch is as follows (simultaneous translation):

- Mrs. Clinton delivers opening remarks
- Nilda Velasco de Zedillo [Mexico], Janet Jagan [Guyana] & Mara Larraechea de Frei [Chile] will deliver reports from working group sessions
- Maria Teresa Carrasco Wasmosy, First Lady of Paraguay delivers an invitation to 1995 Hemispheric Conference in Paraguay
- Mrs. Clinton delivers closing remarks

The First Ladies depart.

Mrs. Clinton proceeds to Salon B for interviews.

THE DEVELOPMENT OF OUR CHILDREN The Health and Education Dimension¹

Sir George Alleyne²

Madam Chairperson, Mrs. Clinton, First Ladies of the Americas, ladies and gentlemen. First let me congratulate Mrs. Clinton, First Lady of the United States for having selected this critical issue as the topic of this special symposium and express thanks on behalf of the Pan American Health Organization for having been given the opportunity to participate in this unique event.

The expectations of this summit have been very high and the world is watching as the heads of state establish the basic principles that should forge a new future for the people of the Americas. The essence of this new future is that the social conditions should so change that our people can look forward to that security which is at the heart of human development. One of the best indicators of the brightness of that future is the well-being of our children - a well-being that allows them to exercise fully their life options. For many of our children the social conditions that surround them are issues of life or death, or even worse, they may be condemned to a something akin to a living death as they eke out an existence in circumstances that do not kill but will not support life as it should be lived.

The increasing number of high level meetings and agreements that fix the attention of our leaders on the well-being of children is a testimony to the general concern that exists. A very recent accord that invokes the name of the great Colombian patriot Antonio Nariño is a stirring call for the commitment of governments to address the health, education and civic rights of our children and provide a healthy environment - not tomorrow, but now. As a result of action on many fronts and concern by many persons, governments and agencies we have advanced, but even as we advance, the magnitude of the remaining task becomes even clearer.

I will attempt in this brief presentation to show where we are, some of the impediments to more rapid progress and what in my judgement a group like this might do to advance the cause of children.

It is one of the peculiar deficiencies of our systems that the health of our children is measured most often by the rate at which they die. In Latin America and the Caribbean 600,000 infants die each year, there are 47 infant deaths for every 1,000 live births, and for the 34 countries attending this Summit the infant-mortality rate is 33 per 1,000 live births. We often dissemble and congratulate ourselves because these rates are falling steadily - 30 years ago the rate was three times as high. But any complacency should be wiped away by the knowledge that most of these deaths are preventable. Latin American and Caribbean countries have infant death

¹ Remarks to be given at the Summit of the Americas, Miami, Florida, 10 December 1994.

² Assistant Director, Director Elect of the Pan American Health Organization, Pan American Sanitary Bureau, Regional Office of the World Health Organization

rates that compare favorably with those of other developing countries, but perhaps this is not a good comparison. A recent publication from my Organization shows that if the current downward trends are maintained, the infant mortality rate in Latin America and the Caribbean 30 years from now will be what it was in North America in the 1950s. This is a lag time of over half a century, and the tragedy is that most of these deaths are due to lack of simple technologies that are available now but are inaccessible because of social conditions, lack of basic services and infections that can be prevented or treated.

The commonest of these infections are pneumonia and diarrhoea. In some countries as many as one quarter of the deaths of children are due to pneumonia. We estimate that last year there were some 200 million episodes of diarrhea in children and 200,000 of these children died. Acute respiratory infections and diarrhea are not peculiar to children of developing countries but they are more likely to die than their brothers and sisters in the developed world.

One of the reasons why they die is that their infections are often complicated by malnutrition. The data, imperfect as they are, show that in some countries up to one third of children below the age of 5 years are malnourished. In the majority of 14 countries surveyed recently over 20% of children were stunted and the figure was as high as 55% in one case. At least one in every five children had not reached his or her growth potential. Again we may point out improvements, and in almost every country surveyed the nutritional status of children has got better over the years. But the poorest countries have rates of childhood malnutrition that are more than ten times those for the USA and countries like Chile and Costa Rica.

Immunizations are among the most cost effective health technologies available and this hemisphere has shown some remarkable achievements in vaccinating its children. At least 80% of children are immunized against the common infections and BCG, or the vaccine against tuberculosis, is given to 93% of the children under 1 year of age. As evidence of the success of immunization, this hemisphere was the first in the world to certify that transmission of the polio virus has been interrupted, and it is a source of pride to all health workers that in the last three years no child has been afflicted with paralytic poliomyelitis. The incidence of measles is declining dramatically, and diphtheria and whooping cough are receding.

The successes against the vaccine preventable diseases lead us to ask why so many children still die. Part of the answer lies in the inadequacy of health services. A recent survey of just over 1,600 maternal and child health services in Latin America and the Caribbean showed that 80% were unsatisfactory and close to 14% were in a critically poor condition.

Inadequate services do not contribute only to the deaths of children; their mothers also die. It is nothing short of a scandal that in some of the poorest countries of our region, for every 100,000 babies born, over 300 women die of complications related to that birth. They die from the complications of abortion, from hemorrhage or from infections - all of which are eminently preventable or treatable if only the services existed. The differences between the rich and the poor are dramatized here as the maternal mortality reported for Haiti for example is some 80 times higher than that for Canada.

There has been progress in education, but many deficiencies still exist. In Latin America as a whole 86% of children age 6-11 years have access to formal education. The major problems do not lie in the access, but in the use made of the facilities, the repeat and drop out rates and the lower school attainments in rural areas. It is estimated that 20% of children enter school late, 42% repeat their first grade and there is an overall primary school repetition rate of 29%. It is estimated that over US\$4 billion is spent each year to teach these primary school repeaters. What a waste! The repetition rates are falling - albeit slowly, and the high current rates in some countries do not indicate a lack of schools but a lack of quality in the programs offered.

Some of the difficulties encountered at the primary school level are due to the culture shock experienced by children leaving home and entering an educational environment to deal with a foreign language of instruction. There is often lack of basic educational materials as well as poor preparation and remuneration of teachers.

The data I have cited for health and education are mostly given as national averages and while they show the differences among countries, they hide the real differences that exist within all countries of the Americas - differences between the sexes, between urban and rural dwellers, between indigenous and non-indigenous peoples and more starkly between the rich and the poor. These differences, translated into inequity in terms of access to and use of services, are the root causes of the health problems of our children that may impair their ability to learn even when the educational services are available.

This is a most propitious time to address these social inequalities that result in unnecessary deaths of our children and poor educational attainment. A decade ago when most of the countries of the Americas were in the grip of a severe economic crisis, a call for equity fell on less than sympathetic ears. But now, with the region as a whole showing signs of good financial health, it is opportune to advocate vigorously for the social equity that will result in better health for our children. As Ms. Nancy Birdsall points out, countries are more likely to achieve equity in health if they experience moderate to high economic growth rates.

But there is another reason why our voices should be louder now. During the dark economic days of the 1980s, there were large armies of health and education workers who labored to maintain the modest improvements that occurred during those times. We owe it to them to see that there is an even greater rate of change now that the situation has improved.

There is almost universal agreement on the broad measures to be taken to improve the situation, including reform of the health system to embrace the fundamental principles of primary health care. There must be universal literacy and access to education for all.

But I wish to suggest some things that the talented and motivated participants in this symposium might do to accelerate the rate of change in the status of our children.

The first and perhaps the most important commitment for any influential group is to be advocates for a systemic approach to tackling the social inequity that results in poor health and educational

potential. Health and education are two of the essential contributors to, and indicators of, genuine human development. We must appreciate that these interact between themselves and power economic growth which is but another component of that human development; and the three, when linked together contribute to one of the basic principles of this summit - that of preserving and strengthening the community of democracies of the Americas.

You might usefully insist that all countries dedicate more attention to monitoring the human condition. Problems not brought to light never get addressed. Unless our countries establish systems for adequate collection and analysis of some of the basic social indicators such as those relating to health and nutrition and educational attainment, we will not make the correct diagnoses or suggest the appropriate therapies. These data must be collected and analyzed with the same zeal and enthusiasm that is dedicated to measuring the status of our nations' financial health.

You might arm yourselves to make the proper arguments both in the corridors and at the tables of power. There are very strong moral and ethical reasons for investing in health and education. Healthy well educated youth have better opportunities to exercise their life options and this is the essence of human development. Health in and of itself is a resource for our living. But be not afraid to buttress your reasoning with the arguments that show how investment in health and education can spur economic growth and equally importantly, yields social benefits by contributing to the correction of the unequal distribution of wealth in a nation. Investing in education raises the productivity and enhances the flexibility of our people in the face of changing labor market conditions, and you should also note that the returns of education investment are higher for females than for males.

You might wish to make a firm commitment to mobilize actively the key social partners in your efforts to redress the situation of children. These partners include the public sector, the private sector, the nongovernmental organizations, organized labor and the media. All can be induced to see that sheer self-interest dictates that they should join in the efforts to ensure the health and education of our children.

Finally, you must keep insisting that we must not be complacent with our rate of improvement. Edward Jenner first vaccinated a little boy against small pox in 1796 and it took nearly 200 years before this Region's children were free of that scourge. Thomas Francis first undertook massive vaccination of children against poliomyelitis in this country in 1954; 40 years later this hemisphere is free of that disease. Let us continue shortening the time between the discovery and application of the simple measures that can make our children healthy, wise and wealthy in the true sense of the word. Let us for example decide that no child should be infected with measles, and undertake to make measles vaccine available in every corner of our hemisphere. This can be a concrete contribution to the goals of this summit for reducing child mortality.

I hope your discussions go well and I know that I speak for numerous agencies and organizations that are ready willing and able to help you to make a real difference to the quality of life of the children of this hemisphere and of those who bear them.



Text of the Video prepared for
The Summit of the Americas

THE PROMISE

The Western Hemisphere is rich in its diversity, and young people are its greatest treasure. Half the population is less than 25 years old.

The Hemisphere's leaders are gathered today in Miami to forge agreements intended to make the entire region more prosperous and more democratic.

Democracy and prosperity require healthy, educated children.

So today the Hemisphere's leaders will commit their countries to action that will guarantee quality education for every child, and basic health services that will save the lives of millions of children and mothers.

This commitment reinforces a promise made at the 1990 World Summit for Children, a promise enshrined in the Convention on the Rights of the Child, a promise repeated in the 1994 Nariño Accord, when a set of goals to be reached by the middle of the decade were agreed upon.

One of those goals has already been achieved: the elimination of Polio from this hemisphere.

With sustained effort, several other goals will be reached by the end of 1995.

Most countries now regularly immunize eighty per cent or more of their children.

And measles, one of the worst child killers, is on the run. The elimination of measles from this hemisphere is now a real possibility, thanks to earlier promises that have been kept.

The Andean countries are also close to the goal of iodizing salt -- thus eliminating the greatest preventable cause of mental retardation.

Deaths from diarrhoea are plummeting. In Mexico, for example, they have been reduced by half in just four years.

Hospitals all over the hemisphere are encouraging mothers to breast feed.

Today's promises are genuine because the hemisphere is now reaching the goals it agreed upon.

Much has been done, but democracy and prosperity require more.

Too many children in the Americas go to sleep hungry, grow up in poverty, lack adequate nutrition, live on the street, homeless, and are victims of violence. Too many still die or are disabled from entirely preventable diseases. Too many still lack access to life-saving health services.

Although the Americas have high rates of school enrollment, they still lead the world in school dropouts.

Countries need to invest more in basic education, make schools more challenging, more appealing and more affordable, eliminate child labor and train young people for employment in a modern economy.

The 130 million young people of the Western Hemisphere are its future; but they are confronted with problems: the erosion of family life, child abuse and exploitation, teen pregnancy -- children having children --, sexually transmitted diseases, illegal and legal drugs, including alcohol and tobacco, and guns and violence -- now the second leading cause of death among children aged 10 to 14 in the United States.

Children throughout the hemisphere face remarkably similar problems; and every country has something to teach about how to deal with them.

Most countries of the Caribbean, just as those of the 'Southern Cone,' are showing the way to basic education for all, with equal access for girls. The Andean countries can teach a great deal about bilingual education. From Canada to Chile there are rich experience to share in child care and early education.

.Using the simple remedy of oral rehydration therapy, Peru and Nicaragua have shown how communities can prevent cholera from killing children.

Colombia has developed the 'kangaroo mother method', an effective, low cost way of caring for low birth weight babies.

By training seven thousand community health workers, the State of Ceará in Brazil has reduced infant mortality and malnutrition by one third in just four years.

Other countries have much to learn from Uruguay and El Salvador about child rights legislation; from the Caribbean about teen-age pregnancy; from the United States and Haiti about dealing with the AIDS epidemic; from Ecuador and Costa Rica about how young people can design programs to protect their rights.

As closer links are forged, learning and sharing -- Government to Government and people to people -- must intensify.

This Summit of the Americas shares a collective commitment which requires shared solutions.

But it also requires a personal commitment by everyone who cares for this hemisphere's children to ensure that the promise to children given today in Miami is fulfilled.



PLANNING OFFICE

3 U.N. Plaza, New York, NY, 10017

(212) 326-7783/7466

Fax: (212) 303-7959 UNICEF Fax # (212) 888-7465/7454

FAX TRANSMISSION COVER SHEET

Date: December 7, 1994

To: Melanne Verveer

Fax: (202) 456-6244

Subject: Positive experiences cited in UNICEF Video

Sender: Robert J. Ledogar, Senior Planning Officer

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As requested, the following is a list of the achievements and positive experiences cited in the video. I would stress however, that this is a selection of experiences on which we had good video footage accessible on short notice. Every country has something to share.

- The Andean countries (Bolivia, Colombia, Ecuador, Peru and Venezuela) are close to achieving the mid-decade goal of iodizing all salt for human consumption. This is a key step toward the year 2000 goal of virtually eliminating iodine deficiency disorders.
- Mexico has reduced deaths from diarrhoea by half in just four years. An estimated 30,000 lives have been saved since 1990. An independent evaluation involving PAHO, CDC-Atlanta, Harvard, WHO and UNICEF verified this recently.
- Access to education for girls and young women is not a problem in the Caribbean or the Southern Cone (Argentina, Chile, Uruguay) or Costa Rica. In fact, in the Caribbean they are more worried about boys completing school and achieving a good education than they are about girls.
- Among bilingual education experiences in the Andean countries, the most famous one is the "escuela nueva" (literally means new school) in Colombia, but we didn't want to mention Colombia too often.
- Early child care and preschool experiences are really everywhere.

Venezuela and Colombia have interesting experiences of low-cost day care in private homes. One larger-scale community-based experience is called "Wawa Wasi" in Bolivia.

The death toll from recent outbreaks of cholera in countries of the West coast of South and Central America would have been much higher were it not for the use of Oral Rehydration Therapy. In Peru and Nicaragua this was administered by special oral rehydration posts set up at community level.

The "Kangaroo Mother Method" was recently written up in the British medical journal "The Lancet". (Vol 344, Sept 17, 1994). "The stabilized low birth weight infant is placed in a upright position in skin-to-skin contact with the mother's breast, which acts as a source of warmth and food." The method originated in Colombia but the article reports on a randomized control trial done in Ecuador which found that the Kangaroo Mother group had a significantly lower rate than the control group of serious illness.

The State of Ceará (accent on the last syllable) in Brazil was awarded UNICEF's Maurice Pate award in 1992 for its achievement in reducing infant mortality and malnutrition by one third in just four years.

After ratifying the Convention on the Rights of the Child, many countries have been systematically reviewing and revising their legislation to bring it into conformity with the Convention. Uruguay has a tradition of good legislation which pre-dates the Convention while El Salvador has made many interesting changes more recently.

Caribbean countries have been concerned with teen-age pregnancy for some time. I know that Jamaica has some innovative programs but don't have the details.

In Ecuador, children and young people participated in the preparation of the National Program of Action that followed the World Summit for Children and had an influence on its content. In Costa Rica, at the time of the recent elections, school children were systematically educated on the Convention on the Rights of the Child and participated in the choice of Articles of the Convention for priority in implementation.

Finally, Melanne, we would hope that the First Lady could make specific mention of the World Summit for Children and the Naríño Accord in her speech. When she met with the steering committee last month, she herself cited the case of former President Salinas of Mexico who held seven public meetings at six-month intervals to evaluate his country's progress on achieving the World Summit goals. President Zedillo has pledged to continue this practice. First Ladies can be their spouses' conscience to hold them to commitments they make in forums such as the Summit of the Americas.

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**Background for
Symposium**

Divider Title: _____

SUMMIT OF THE AMERICAS

Symposium on Children of the Americas

Introduction

- The Hemisphere's leaders and their spouses are coming together not only as the heads of their governments and people, but also as parents and members of families who recognize that one driving force behind the Summit is to ensure children's well-being now and in the future.
- Virtually every element of the Summit Plan of Action will have a direct or indirect impact on the economic, social, or physical well-being of the children of the hemisphere.
- The implementation of the Summit Plan of Action will bring about a better standard of living for the children of the hemisphere, through increased trade and jobs, improved access to health and education, and the protection of their rights.

The Summit Initiatives: Impact on Children

I. Preserving and Strengthening the Community of Democracies of the Americas

Strengthening Democracy

- * Helps prevent political violence, which has a profound effect on the well-being of our children.

Promoting and Protecting Human Rights

- * Includes guarantees for the rights of children and calls for ratifying the United Nations Convention of the Rights of the Child

Invigorating Society/Community Participation

- * Encourages the growth of civic-minded non-governmental organizations, including those which support children's issues, and notes the need to improve participation of young people.
- * Helps ensure that groups such as disabled, indigenous, and female children receive fair and equitable treatment.

Combating the Problem of Illegal Drugs and Related Crimes

- * In order to safeguard children's health and their futures, we must educate our children on the dangers of drug abuse and prevent them from using narcotics.
- * We must continue our efforts to protect children from this threat and prevent them from becoming involved in drug-related criminal activities.

II. Promoting Prosperity Through Economic Integration and Free Trade

Free Trade in the Americas/Capital Markets Development and Liberalization

- * Creates more jobs, allowing families to enjoy a higher standard of living.
- * Lessens need to depend on children to help augment the family's income, thus reducing child labor.
- * Provides more commodity variety at more competitive prices, helping to decrease malnutrition.

Hemispheric Infrastructure

- * Increases access of all sectors of society to better transportation, electricity, and clean water.

III. Eradicating Poverty and Discrimination in Our Hemisphere

Universal Access to Education

- * All children, regardless of economic or social situation, will receive the basic tools necessary to become full, participatory members of society, especially girls, minorities, and indigenous groups.
- * Requiring children to attend primary school will help eradicate child labor.
- * Ensures that all children have the foundation necessary to compete in a modern economy and/or to go on to higher levels of education; secondary school will train students for more complex jobs, allowing them to be more competitive in the modern world economy.

Equitable Access to Basic Health Services

- * Reducing child, infant, and maternal mortality rates will clearly benefit children, who are particularly vulnerable to illness and unhealthy living conditions.
- * The success of immunization programs in eradicating the childhood disease of polio demonstrate the importance of universal access to such prevention programs.

Strengthening the Role of Women in Society

- * Since many of the households in the hemisphere are headed by women, increasing their opportunities to participate in all spheres of political, social, and economic life will improve the well-being of the members of those households.

IV. Guaranteeing Sustainable Development and Conserving Our Natural Environment for Future Generations

Partnership for Sustainable Energy Use/Partnership for Pollution Prevention

- * Developing cleaner sources of energy will improve the health of our children.
- * We need to ensure that our children are left with options for renewable sources of energy.

Partnership for Biodiversity

- * Ensures that we do not destroy the living resources or environment of our planet, but rather preserve them for the sake of future generations.

Children: the Foundation for the Americas of the 21st Century

- The broad range of Summit objectives are aimed not only at helping children now, but also at giving children the tools they need to provide for themselves and their children in the future.
- Future generations will be called upon to continue the work initiated at the Miami Summit--we must prepare today's children to be the leaders of tomorrow's integrated and democratic Western Hemisphere.

SUMMIT OF THE AMERICAS

Equitable Access to Basic Health Services

(Draft Initiative)

Despite impressive gains in the Hemisphere, limitations on health services access and quality have resulted in persistently high child and maternal mortality, particularly among the rural poor and indigenous groups.

Governments will:

- Endorse the maternal and child health objectives of the 1990 World Summit for children, the 1994 Narino Accord and the 1994 International Conference on Population and Development, and reaffirm their commitment to reduce child mortality by one-third and maternal mortality by one-half from 1990 levels by the year 2000.
- Endorse a basic package of clinical, preventive and public health services consistent with World Health Organization, Pan-American Health Organization and World Bank recommendations and with the Plan of Action agreed to at the 1994 International Conference on Population and Development. The package will address child, maternal and reproductive health interventions, including prenatal, delivery and postnatal care, family planning information and services, and HIV/AIDS prevention, as well as immunizations and programs combatting the other major causes of infant mortality. The plans and programs will be developed according to a mechanism to be decided upon by each country.
- Develop or update country action plans or programs for reforms to achieve child, maternal and reproductive health goals and ensure universal, non-discriminatory access to basic services, including health education and preventive health care programs. The plans and programs will be developed according to a mechanism to be decided upon by each country. Reforms would encompass essential community-based services for the poor, the disabled, and indigenous groups; stronger public health infrastructure; alternative means of financing, managing and providing services; quality assurance, and greater use of non-governmental actors and organizations.
- Strengthen the existing inter-American health economic and financing network, which serves as an international forum for sharing technical expertise, information and experience to focus on health reform efforts. The network

gathers government officials, representatives of the private sector, non-governmental institutions and actors, donors and scholars for policy discussions, analysis, training and other activities to advance reform; strengthens national capabilities in this critical area; and fosters Hemisphere-wide cooperation.

- Convene a special meeting of hemispheric governments with interested donors and international technical agencies to be hosted by the Inter-American Development Bank, the World Bank and the Pan American Health Organization to establish the framework for health reform mechanisms, to define PAHO's role in monitoring the regional implementation of country plans and programs, and to plan strengthening of the network, including the cosponsors' contributions to it.
- Take the opportunity of the annual PAHO Directing Council Meeting of Western Hemisphere Ministers of Health, with participation of the IDB and donors, to develop a program to combat endemic and communicable diseases as a program to prevent the spread of HIV/AIDS, and to identify sources of funding.
- Urge the March 1995 World Summit for Social Development and the September 1995 Fourth World Conference on Women to address the issue of access to health services.

SUMMIT OF THE AMERICAS

Universal Access to Education

(draft initiative)

Universal literacy and access to education at all levels, without distinction of race, national origin or gender, is an indispensable basis for sustainable social and cultural development, economic growth and democratic stability.

Governments will:

- Guarantee universal access to quality primary education, working with public and private sectors and non-governmental actors, and with the support of multinational institutions. In particular, governments will seek to attain by the year 2010 a primary completion rate of 100 percent and a secondary enrollment rate of at least 75 per cent, and to prepare programs to eradicate illiteracy, prevent truancy and improve human resources training.
- Promote, with the support of international financial institutions and of the private sector, worker professional training as well as adult education, incorporating efforts to make such education more relevant to the needs of the market and employers.
- Improve human resources training, and technical, professional and teacher training, which are vital for the enhancement of quality and equity of education within the Hemisphere.
- Increase access to and strengthen the quality of higher education and promote cooperation among such institutions in producing the scientific and technological knowledge that is necessary for sustainable development.
- Support strategies to overcome nutritional deficiencies of primary school children in order to enhance their learning ability.
- Support decentralization including assurance of adequate financing and broad participation by parents, educators, community leaders and government officials in education decision-making.
- Review existing regional and hemispheric training programs and make them more responsive to current needs.

- • Create a hemispheric partnership, working through existing organizations, to provide a consultative forum for governments, non-governmental actors, the business community, donors, and international organizations to reform educational policies and focus resources more efficiently.
- Urge the March 1995 World Summit for Social Development and the September 1995 Fourth World Conference on women to address the issue of universal access to education.

SYMPOSIUM ON CHILDREN OF THE AMERICAS

Themes for Working Group Session On

Children's Education Issues

Summit Goals: A primary completion rate of 100 percent and a secondary enrollment rate of at least 75 percent by the year 2010.

(See Summit Plan of Action Initiative 16, "Universal Access to Education," for the full text.)

Universal literacy and access to education at all levels, without distinction of race, national origin or gender, is an indispensable basis for sustainable social and cultural development, economic growth and democratic stability.

Although almost every country in the hemisphere has adult literacy rates of over 80 percent, there are still too many people who do not have a basic level of reading and writing skills. Eradicating illiteracy is best approached by ensuring that children are enrolled in and complete at least primary school. A number of factors impact on both enrollment and completion rates, including pre-school environment, the quality of the school's curriculum and the training received by the educators.

The nurturing and nutrition children receive early in their lives dramatically impact on their ability to thrive when they reach school age, and can improve future performance and reduce costly repetition and drop-out rates. Approximately 8.9 million children in this hemisphere participate in early childhood programs.

Primary school enrollment of children age 6-11 increased over the last 20 years in all countries in the region, especially in population centers. However, enrollment levels remain relatively low in certain regions and sub-groupings (girls, indigenous, urban minority and rural populations).

The World Bank estimates that every year \$2.5 billion are spent on grade repetition for 20 million children in Latin America. Countries are addressing drop-out and repetition rates by setting national goals in educational efficiency as well as relevance of what is taught.

The Summit initiative on education calls for governments to work with the private sector and multilateral institutions to guarantee universal access to quality primary education; support strategies to overcome nutritional deficiencies of primary school children in order to enhance their learning ability; and create a

hemispheric partnership to reform educational policies and focus resources more efficiently.

SYMPOSIUM ON CHILDREN OF THE AMERICAS

Themes for Working Group Session On

Children's Health Issues

Summit Goals: To reduce child mortality by one-third and maternal mortality by one-half by the year 2000.

(See Summit Plan of Action Initiative 17, "Equitable Access to Basic Health Services," for the full text.)

The average infant mortality rate for the 34 countries attending the Summit is 33 deaths per 1,000 births. Major achievements in reducing that rate thus far have been in high-impact but simple technologies such as vaccinations and controlling diarrhea through oral rehydration. The challenge now is to move to more difficult and complex interventions such as managing pneumonia, improving nutritional status, and reducing neonatal mortality, while sustaining the gains already achieved. The region-wide effort to eradicate polio, which succeeded in interrupting transmission throughout the hemisphere, was a model of cooperation, partnership and participation. This model can be adapted to eliminating measles, or at least reducing incidences and deaths to the levels called for in the Narino Accord.

Maternal death rates remain a significant problem in the Americas, with national rates ranging from a low of 5 to a high of about 600 per 100,000 live births. To reduce maternal mortality, we need to improve and expand access to prenatal and postnatal care and to provide safer delivery care. Community-based approaches such as training and deployment of midwives and family planning have reduced maternal mortality in some countries.

In addition, inequities in access to health care contribute to the concentration of children's health problems in certain populations (e.g. rural areas, indigenous peoples). These inequities can be addressed through systemic reforms of health care delivery systems which can include essential community-based services for the poor, the disabled, and indigenous groups; stronger public health infrastructure; alternative means of financing, managing, and providing services; quality assurance; and greater use of non-governmental actors and organizations.

The Summit Plan of Action calls for a number of actions involving the hemispheric governments, the Inter-American Development Bank, the World Bank, and the Pan-American Health Organization, and representatives of the private sector in focusing on and establishing a framework for health reform mechanisms. These actions include: developing or updating country action plans or programs for

reform; strengthening international fora for sharing technical expertise, information and experience on health reform efforts; and convening a special meeting of hemispheric governments with interested donors and international technical agencies to establish a framework for health reform mechanisms.

SYMPOSIUM ON CHILDREN OF THE AMERICAS

Themes for Working Group Session On

Youth Health and Education Issues

Summit Goals: Address the needs of adolescents through prevention programs for narcotics use and abuse, the transmission of HIV/AIDS, and unintended pregnancies, and through enhanced vocational or college-preparatory programs.

(See Summit Plan of Action Initiative 6, "Combating the Problem of Illegal Drugs and Related Crimes;" Initiative 16, "Universal Access to Education;" and Initiative 17, "Equitable Access to Basic Health Services," for full texts.)

Youth in the hemisphere, who make up roughly a quarter of the population, must obtain the education and training needed to be productive adults and avoid often fatal health risks.

At current birth rates, half of the hemisphere's female population will have a child between the ages of 15 and 19. In addition to the maternal mortality issues covered under the symposium's health theme, these young women are exposed to sexually-transmitted diseases--including AIDS/HIV, and often leave school to have or raise their babies. The Summit initiative on health includes a proposal to have a basic package of health services which includes maternal and reproductive health care, planning information and services, and HIV/AIDS prevention.

Both female and male adolescents leave school early, for a number of reasons, resulting in an workforce unprepared for an increasingly high-technology world market. Educational programs aimed at keeping teenagers in school and curricula designed to prepare students for adulthood are needed. The Summit education initiative calls for promoting worker professional training, increasing access to and strengthening the quality of high education, and creating a hemispheric partnership to reform educational policies.

The problem of narcotics consumption, production, and trafficking is a huge drain on our youth. In addition to the health problems and deaths caused by drug use, narcotics-related violence also affects a large number of young people. In addition, young adults without the education or training to support themselves are too often drawn to the narcotics-related crimes of selling or trafficking narcotics. The proposed initiative on narcotics includes a broad agenda to reduce both the demand and supply of narcotics throughout the hemisphere.

SUMMIT OF THE AMERICAS

Strengthening the Role of Women in Society

Summit Goals: Strengthen policies and programs that improve and broaden the participation of women in all spheres of political, social, and economic life and improve their access to the basic resources needed for the full exercise of their fundamental rights.

(See Summit Plan of Action Initiative 18, "Strengthening the Role of Women in Society," for the full text.)

The Fourth Conference of Wives of Heads of State and of Governments of the Americas issued in October 1994 the Declaration of St. Lucia, which called for supporting actions which further the full exercise of women's human rights, expressed appreciation for efforts to reduce domestic violence; encouraged steps to educate women in preparation for decision-making in all spheres; and requested that the women's issues be addressed at a wide range of fora.

The proposed Summit Plan of Action calls for the nations of the hemisphere to commit to taking many of those steps, such as recognizing and giving full respect for all rights of women, promoting the participation of women in decision-making; enhancing women's productivity and economic self-reliance through education and skill development; reducing violence against women; and encouraging regional and international financial and technical organizations to intensify their programs in favor of women.

In addition, women remain the primary care-givers for children throughout the hemisphere. Therefore, the importance of the development and strengthening of the role of women in society should be recognized also in terms of the impact of women's development on their children and its positive contribution to society.



Las Naciones Unidas para la Infancia
Nations Children's Fund

FACSIMILE TRANSMISSION FORM

SD/PRO/59-94
21 OCTOBER, 1994

TO: ROBERT J. LEDOGAR
SENIOR PLANNING OFFICER

FROM: AIDA OLIVER *Aida Oliver*
OFFICER IN CHARGE
UNICEF-SANTO DOMINGO

SUBJECT: TRANSLATION FROM SPANISH TO ENGLISH
OF DECLARATION OF ST. LUCIA

Annexed please find a non-official translation of the abovementioned declaration, produced by this office. We contacted the Office of the First Lady of Paraguay to determine if there was an official translation, but were told that it was not readily available.

Also, Mr. Adorna will send to you on Monday, October 24, a copy of the corresponding trip report for the St. Lucia Conference.

Best regards.

AO/nm

15:26 UNICEF STO DGO

P.2

**IV CONFERENCE OF WIVES OF HEADS OF STATE
AND GOVERNMENTS OF THE AMERICAS
11-12 OCTOBER, 1994
CASTRIES, ST. LUCIA**

(Unofficial Translation)

DECLARATION OF ST. LUCIA

We, the Wives of Heads of State and Governments, Representatives of Governments and First Ladies of the Americas, meeting in St. Lucia, recognizing that there is a need to work together to actively support the initiatives and social policies directed at the most vulnerable sectors of our society, hereby declare that the strengthening of the integration and cooperation processes of our nations will be the results of actions directed at improving the quality of life of the population.

Our joint efforts in benefit of the social development of the nations of the Americas has as a main purpose the identification of problems, the introduction of solutions and the strengthening of national programmes which will allow for us to meet the goals of sustainable development.

Adopting as our own the preoccupations and analysis debated in meetings held previously in Venezuela, Colombia and Costa Rica, as well as the declarations and agreements to carry out pertinent actions, we come together to give a sound of alert on the rapid increase of poverty of the peoples of Latin America and the Caribbean.

In accordance with the role currently being carried out by women in society, our responsibilities in the past decade have evolved towards the promotion of actions, projects and programmes for social development focusing on the technical and professional aspects. We therefore,

REAFFIRM our commitment to support actions which will completely favour the human rights of women and promote the necessary changes in current legislation, according to the Convention on the Elimination of all Forms of Discrimination Against Women.

RECOMMEND the signing and ratification of the Inter-American Convention to Prevent, Sanction and Eradicate Violence Against Women ("Convención de Belém do Pará"), adopted on June 9, 1994, in the 24th Ordinary Session of the OAS General Assembly, held in Brazil, and support actions to guarantee the implementation of the Convention.

VALUE the efforts being carried out by those nations that have made concrete gains in legislation on women, especially in those issues related to intra-family violence, where the principle

victims are women, children and adolescents as well as other advances that benefit and recognize the rights of the woman as head of household.

PROPOSE supporting actions which will contribute to carry out the necessary changes for the incorporation of women under conditions of equal opportunities, identifying the cultural and socio-economic barriers which impact and discriminate against women, and also develop educational actions which will prepare her for decision-making in various forms.

AGREE that measures must be taken to initiate or consolidate the execution of the projects and regional initiatives which have been presented at this meeting, such as, "Training Modules to Prevent the Incorrect Use of Psychotropic Substances by Street Children (WHO), Project for Rural Women (IICA-IDB), Project on Child Labor in Latin America (ILO), Prevention of Pregnancies in Adolescents (UNFPA), and the Project "Latin America Against Cancer" (ALICC-European Commission).

We also agree to meet with the pertinent entities to develop projects in the following areas: Detection of Cervix-Uterine and Breast Cancer, Literacy Support Campaigns for Adult Women, Development Projects for Rural Women, Consciousness-Awareness Campaign to Combat Violence Against Woman, the Child and Family.

WE MAKE THE COMMITMENT to support actions so that the proposals presented in the preparatory meetings of the Fourth World Conference on Women, to be held in Beijing on September, 1995, will be included in our work agenda.

WE PROPOSE a Pro Tempore Secretariat conformed by the outgoing country, the current host country and the future host. The Secretariat's function will be to coordinate and organize the annual meeting in the future host's country.

WE AGREE to adopt, for future Conferences, a central theme for debate to be analyzed in-depth by the participants.

WE RECOGNIZE the importance of the efforts carried out by the Former First Ladies and their technical advisors in the constitution and organization of these meetings of Heads of State and Governments of the Americas.

WE ADOPT as the symbol of these Conferences the logo of the present Fourth Conference, in order for these meetings to be identified with a uniform logo.

WE CONGRATULATE and thank our host, Mrs. Janice Compton and the Government of St. Lucia for organizing and carrying out this Conference, recognizing their tremendous efforts to guarantee the success of the Conference, in spite of the havoc created by Tropical Storm Debbie.

WE THANK the international organizations, the public and private institutions of St. Lucia for their financial and technical support to carry out the Conference.

WE ACCEPT the proposal of the First Lady of the Republic of Paraguay to have her country host the Fifth Conference of Wives of Heads of State and Governments of the Americas, to be held in 1995, and we gracefully thank the First Lady of the Republic of Bolivia for proposing to have her country host the Six Conference, which will be held in 1996.

Castries, St. Lucia
13 October, 1994

OCT 21 '94 15:30 UNICEF STO DGO

P.2

LIST OF SIGNATORIES

1. Norma Y. Hughes
First Lady of Anguilla
2. Belmira Mireya Regazzoli
Country Representative from Argentina
3. Kathleen Esquivel
First Lady of Belize
4. Ruth Elaine Thomas
Country Representative from Bermuda
5. Ximena de Sánchez de Lozada
First Lady of Bolivia
6. Gilda Mari Ramos Guinaraes
Country Representative from Brazil
7. Marta Larraechea de Frei
First Lady of Chile
8. Jacquín Stross de Sanper
First Lady of Colombia
9. Jovette Altmann de Fiqueras
First Lady of Costa Rica
10. Vilma Espín Guillois
Country Representative from Cuba
11. Susan Jacinta Snure
Country Representative from Curacao
12. Josefina Villalobos de Durán-Ballén
First Lady of Ecuador
13. Elisabeth de Calderón Sol
First Lady of El Salvador
14. Gladys Annabella Morfin
Country Representative from Guatemala
15. Janet Jagan
First Lady of Guyana
16. Bessie Watson de Raina
First Lady of Honduras
17. Ivy Sylvia Cooke
First Lady of Jamaica

OCT 21 '94 15:31 UNICEF STO DGO

P.3

18. Maria Auxiliadora Matus
Country Representative from Nicaragua
19. Dora Boyd de Pérez Balladares
First Lady of Panamá
20. Maria Teresa Carrasco de Wasmosy
Country Representative from Paraguay
21. Elisabeth Astete Patiño
Country Representative from Perú
22. Jacqueline Malagón Luna
Country Representative from the Dominican Republic
23. Lady Evelyn Arrindell
First Lady of St. Kitts/Nevis
24. Lady Lucille James
First Lady of St. Lucia
25. Juliette A. Campbell
Country Representative
St. Vincent and the Grenadines
26. Liesbeth Venetiaan Vananbu
First Lady of Suriname
27. Zelaynar Hasanali
First Lady of Trinidad and Tobago
28. Lady Joan Harrigan Farrelly
First Lady of U.S. Virgin Islands
29. Diana de Veer de Caldera
Country Representative
Venezuela

END

October 10, 1994

IDEAS FOR THE SUMMIT IN RELATION WITH FIRST LADIES

I. FIRST LADIES' MEETINGS

Purpose

The first ladies' meetings were created as an alternate integration channel for the countries of Latin America and the Caribbean. Such a channel would allow for the flow of knowledge and of information about social policies and programs, the discussion of social issues of common interest, the diffusion of successful experiences, and the promotion of horizontal cooperation and of regional projects.

Background

The "1st Meeting of First Ladies from Latin America and the Caribbean" held in Caracas, Venezuela, was conceived on April 1991, at the "Andean Pact and Central America's First Ladies' Meeting" in Cartagena, Colombia. In the first meeting, which took place on August of 1991, projects and programs carried out by the first ladies in their own countries were presented. This presentation had the purpose of organizing an inventory of projects that would allow for the subsequent exchange of experiences and opinions and of cooperation among the countries.

The second first ladies' meeting was held on September 1992, in Cartagena. At the meeting, reports on the subjects of "Childhood, Youth, and Woman" were presented. These subjects had been previously identified as three topics of shared interest by a preparatory technical commission that had met in April. In addition,

the first ladies performed a follow-up of the agreements and of the actions carried out during the previous year. Finally, the first ladies made an overview of different regional projects that received support from their own governments and from multilateral cooperation agencies. These projects included: i) a "women foodstuffs producers policy" financed by the IDB and the IICA ; ii) a "teenage pregnancy prevention program" financed by UNFPA; and iii) a "maternal lactancy promotion program" and a "neo-natal tetanus elimination program," both financed by UNICEF and PAHO.

The different subjects and projects were formulated and described within their governments' social policy frameworks as well as within the different commitments acquired by their governments at forums such as the Children's Rights Convention, the Summit for Childrens, 1990 through the National Plans of Action, and the Summit of First Ladies for the Economic Advacement on rural women's in 1992 endorsed by ECOSOC.

As a complement to the first ladies gathering, a meeting of international NGOs interested in Latin America and Caribbean projects was organized.

The 1993 First Ladies Meeting was held in San Jose, Costa Rica. Its main focus was the family, following the United Nation's declaration of 1994 as the "International Year of the Family." In that meeting, work was centered around the interchange of experiences, the exposition of policies, and the discussion of such subjects as the "Family and Women Household Heads," the "Family and the Mass Media," and the "Family and the Working Minor." A follow-up of earlier commitments was also carried out.

The 1994 meeting will be held this month in the Caribbean island of St. Lucia. Its main focus will be the condition of women. Besides the presentation and discussion of previously implemented programs, new regional projects -such as one on cancer with the support of the European Union and PAHO, one on the working minor with the

support of the WWO, and action plan in favor of drug-consuming minors will be promoted.

II. SUMMIT PROPOSAL

Outcome

The First Ladies Meeting, concomitant with the Summit, could have three different outcomes:

- The simple discussion of experiences.
- A political declaration expressing the political will to mobilize, promote, and coordinate regional programs in which all the First Ladies have a common interest. Moreover, the First Ladies declaration or recommendation could be endorsed by the Presidents.
- The structuring of a regional project to be presented at the meeting.

Topics for the Meeting

The topics of the meeting should be confined to the subject area of the First Ladies, namely, social affairs. These could include:

Childhood. This subject would be approached within the context of the different Action Plans in favor of Children; the Nariño Agreements of Bogota; the different governmental agreements; health, education, and nutrition problems; and the condition of children in particularly difficult circumstances (working children, street children and children of the war). school drop outs
recreation

Youth. The topics could include: Reproductive health (early pregnancy); education; violence; school dropout; recreation; insertion into the productive system and training.

Women. Democratic participation; economic development; social development.

news
release



Inter-American Development Bank

1500 New York Avenue, N.W., Washington, D.C. 20577

(202) 623-1000

(Working group facilitator)

Nancy Birdsall
Executive vice-president
Inter-American Development Bank

Nancy Birdsall, a U.S. citizen, is the executive vice-president of the Inter-American Development Bank.

She is the IDB president's deputy in the management of the Bank's operations and administration. In the absence or incapacity of the president, she exercises the president's authority.

Birdsall previously held various policy and management positions at the World Bank, where most recently she served as director of the Policy Research Department. In that capacity, she was responsible for economic policy and research on developing countries in such areas as public finance, trade, macroeconomic policy, environment and human resources.

Between 1987 and 1991, Birdsall served as chief of the World Bank's Environment Division for the Latin American Region—where she negotiated the establishment of the multidonor Brazil Rainforest Trust Fund, currently administered by the World Bank—and as chief of the Population and Human Resources Operations Division for Brazil. From 1984 to 1987, she served as chief of the World Bank's Policy and Research Division for the Population, Health and Nutrition Department. In 1983 to 1984 she headed the team that prepared the World Bank's annual World Development Report, which in 1984 focused on population and development.

Birdsall has been a senior adviser to the Rockefeller Foundation, where she contributed her expertise on the state's role in social programs, and has served on several committees of the National Academy of Sciences, including the Committee on the Human Dimensions of Global Change. She currently chairs the board of directors of the International Center for Research on Women.

Birdsall was an adviser for *Finance and Development*, the World Bank and IMF magazine. She has authored numerous publications analyzing human resource issues in developing countries, including population growth, poverty, education and health, as well as labor market and environmental issues.

Birdsall holds a master of arts degree in international relations from the Johns Hopkins School of Advanced International Studies and a doctorate in economics from Yale University.

July 1993

(Working group facilitator)

CURRICULUM VITAE

Sir George Alleyne, M.D. F.R.C.P., F.A.C.P. (Hon), DSc (Hon)

Biodata

Born St. Philip, Barbados, 7 October 1932
Married Sylvan I. Chen, 1958: three children

Education

Attended primary and secondary schools in Barbados; won a Barbados scholarship (classics) and entered the University (College) of the West Indies in Jamaica in 1951 to read medicine. Graduated MB:BS in 1956 with the University's Gold Medal for the best student, completed internship and then worked in Barbados as a general medical officer before proceeding to Great Britain for postgraduate training in internal medicine.

Academic Development

Returned to the University Hospital, Jamaica, and then spent eight years in the Tropical Metabolism Research Unit conducting research on childhood nutrition, renal and electrolyte disorders in various clinical states and renal metabolism. During this time worked for varying periods in laboratories in Boston and Bristol.

Appointed Professor of Medicine in the University of the West Indies in 1972 and Chairman of the Department in 1976. Some of the more significant achievements of the Department during this period were its research output, the consolidation of its postgraduate training program and the construction, mainly with private funds of a new physical facility to provide additional space. Several young investigators from within and outside the Caribbean were attracted to work with his group which published over 100 articles in scientific journals. Acquired valuable administrative experience through tenure on important university, Caribbean and other international committees and boards. Standing in the international medical academic community was recognized in 1977 with the appointment to the prestigious Sir Arthur Sims Commonwealth Travelling Professorship that involved visits to England, Scotland, Ireland and Canada teaching and lecturing in Universities and Royal Colleges.

Qualifications

MB.BS. Bachelor of Medicine and Surgery University of London
M.D. Doctor of Medicine (Postgraduate) University of London
F.R.C.P. Fellow of the Royal College of Physicians (London)
F.A.C.P. Fellow of the American College of Physicians.

International Health Practice

Served as a member of various international bodies including being chairman of the PAHO Advisory Committee in Medical Research. Left the University of the West Indies in 1981 to become Chief of the Research Unit of the Pan American Health Organization (PAHO) and in 1983 was appointed Director of the Area of Health Programs Development in the same Organization. In this position had supervisory responsibility for the PAHO Programs of Adult Health, Environmental Health, Maternal and Child Health, Food and Nutrition, Communicable Diseases, Veterinary Public Health and seven Pan American Centers.

In 1990 was appointed Assistant Director of PAHO with primary responsibility for supervising its 28 Field Offices and the technical cooperation with the member countries. Participates also in the formulation and direction of the Organization's policies and advises the Director as appropriate. Special interest in the area of program development and evaluation. Has responsibility for supervision of the technical programs of Emergency Preparedness and Women, Health and Development.

In September 1994 was elected unanimously by Member Governments as the Director of the Organization for the period 1995-1998.

Awards

Has received numerous awards such as the Pelican Award of the University Guild of Graduates, the Jamaica Centenary Medal, the Jamaica Association of Scientists "Award for Excellence", the Award of the Medical Association of Jamaica and a Special University of the West Indies Medical Alumni Award, the Pelican Award of the Washington Chapter of the University of the West Indies Alumni. Award of the Barbados National Association, Achievement Award of the Caribbean Associations of Organizations.

In 1989 the University of the West Indies conferred the degree of Doctor of Science - Honoris Causa.

In 1990 was made Knight Bachelor by her Majesty Queen Elizabeth in her New Year's Honours "for services to medicine".

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	re: Marta Murras [partial] (1 page)	12/06/1994	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 15617

FOLDER TITLE:

BB [Briefing Book] Children of the Americas [Binder] [2]

2013-0534-S

rc1573

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

(Working group facilitator)

PERSONAL HISTORY

Name: MARTA MAURAS
Citizenship: Chilean
Born: [REDACTED]
Marital Status: Single

(b)(6)

[001]

Education:

1965-69 Sociology - Catholic University of Chile - Santiago
1979 Post-graduated course on Public Health and Child Development - Boston School of Public Health - Cambridge, Massachusetts
1980 Post-graduated studies on Public Management - School of Public Administration, University of Connecticut - Hartford, Connecticut

Professional Experience:

From 1 Sept.

1992: Regional Director for Latin America and the Caribbean. UNICEF - Bogota, Colombia
1988 - 1992 Chief, Africa Section, Division of Programmes - UNICEF - New York, N. Y.
1984 - 1988 UNICEF Representative for Mozambique and Swaziland. From 1986 on, UNICEF Focal Point for Southern Africa.
1980 - 1984 UNICEF Senior Planning Officer - Pakistan
1977 - 1980 Co-ordinator, Regional Project on Women and Development - UNICEF Regional Office for Latin America and the Caribbean (at that time located in Santiago)
End 1974 to 1977 Consultant on Population Issues - UNICEF Regional Office for Latin America and the Caribbean - Santiago, Chile

1974 Professor of Social Investigation Methodology;
Post-graduate course on Social Sciences -
Pontifical Catholic University - Rio de Janeiro,
Brazil.

1972 Lecturer and Researcher Assistant - Faculty of
Sociology Catholic University - Santiago, Chile

Publications:

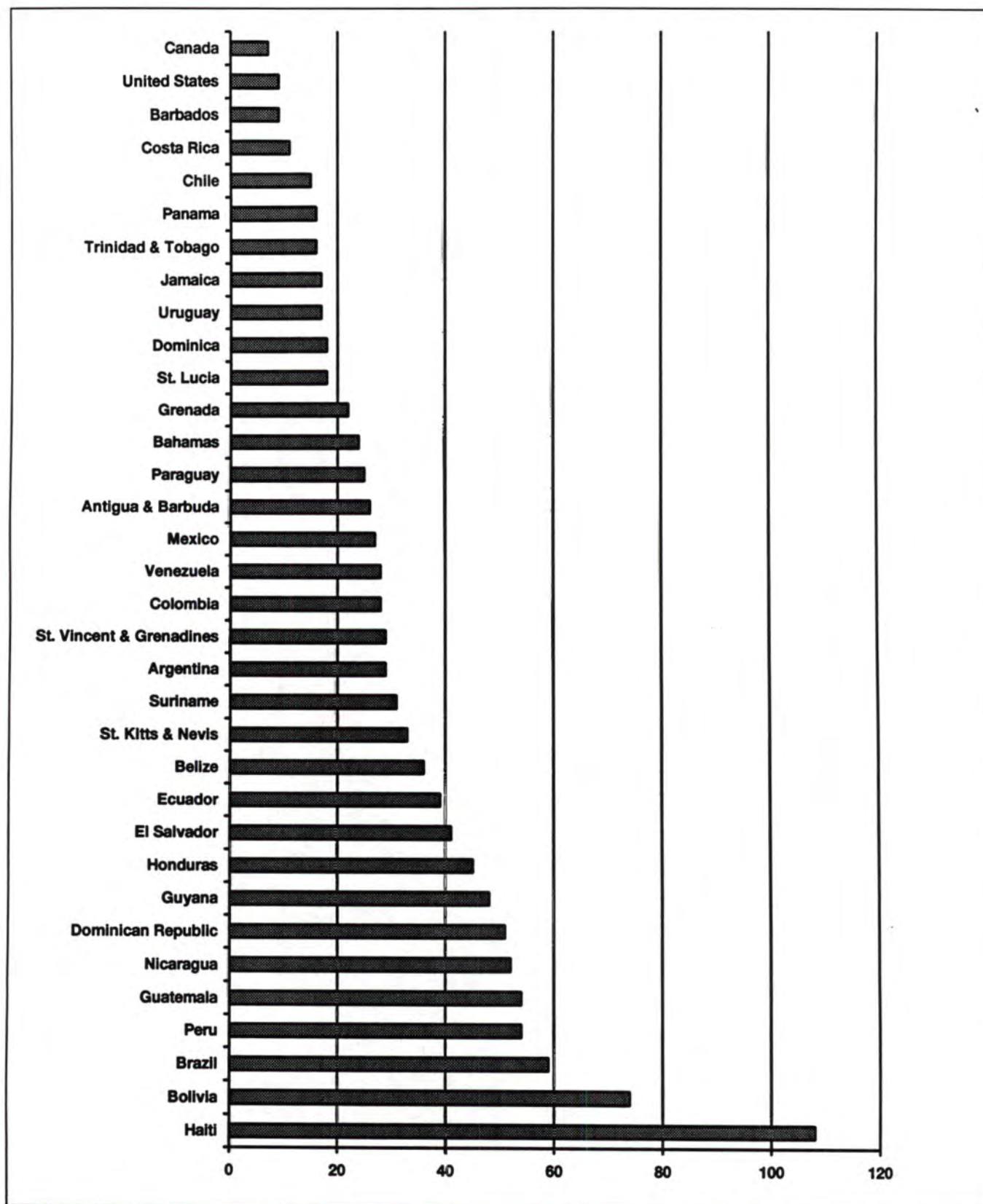
Contribution to a number of publications, among them:

- Women and Development in Latin America.
- Programming for Women's Integration to Development in Latin America and the Caribbean.
- Policies and Programmes on Pre-School Children Care in Latin America and the Caribbean
- Planning at Local Level in Pakistan.
- Children on the Front Line: The Consequences of War: Apartheid and Destabilization of Children in Southern Africa.

Languages:

Spanish, English, French, Portuguese

INFANT MORTALITY IN THE HEMISPHERE (per 1000)



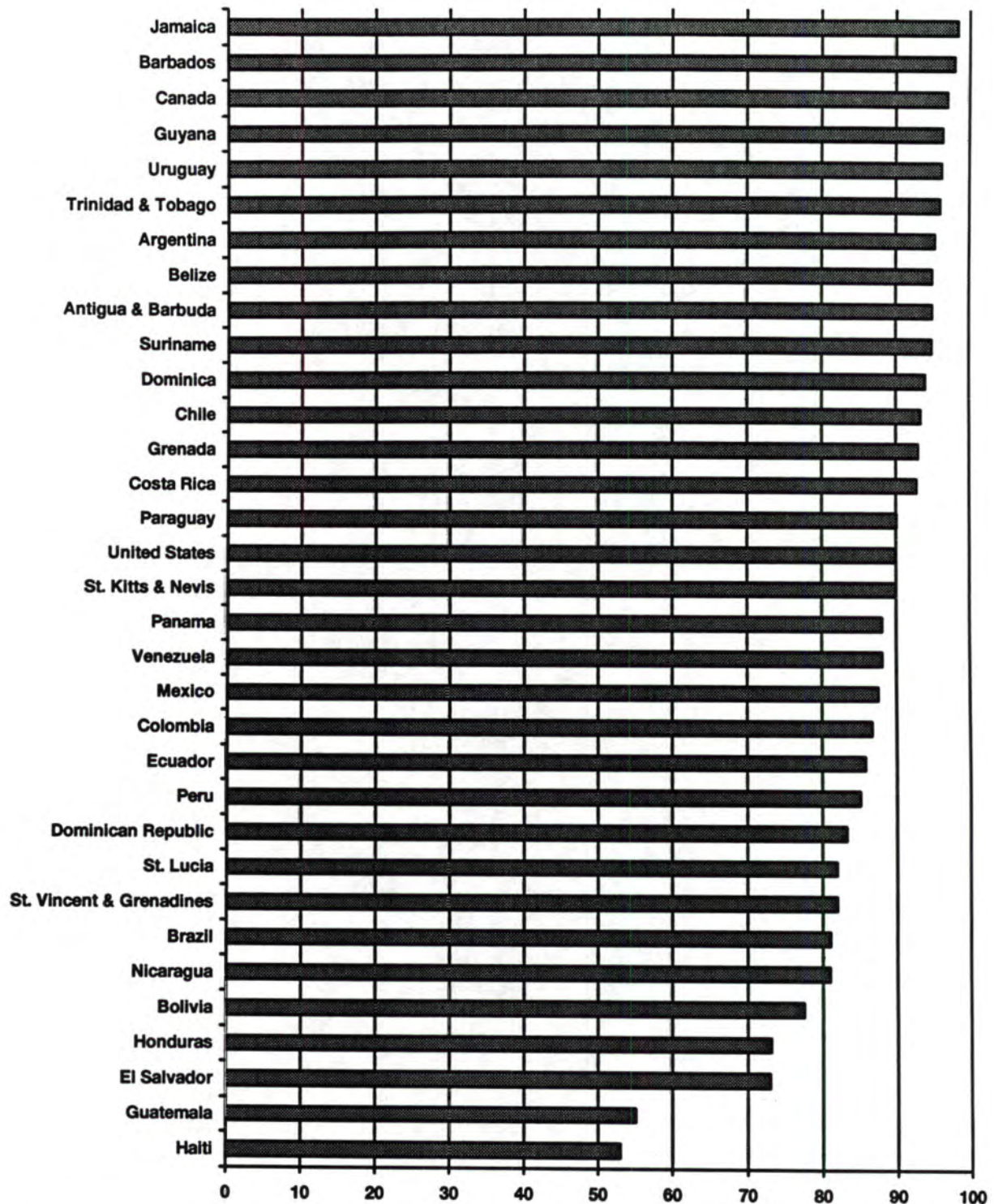
-
-
Infant Mortality in the Hemisphere
(per 1000)

Canada*	7
United States*	9
Barbados*	9
Costa Rica	11
Chile	15
Panama	16
Trinidad & Tobago	16
Jamaica	17
Uruguay	17
Dominica*	18
St. Lucia*	18
Grenada*	22
Bahamas*	24
Paraguay	25
Antigua & Barbuda*	26
Mexico	27
Venezuela	28
Colombia	28
St. Vincent & Grenadines*	29
Argentina	29
Suriname	31
St. Kitts & Nevis*	33
Belize	36
Ecuador	39
El Salvador	41
Honduras	45
Guyana	48
Dominican Republic	51
Nicaragua	52
Guatemala	54
Peru	54
Brazil	59
Bolivia	74
Haiti	108

All figures from U.S. Bureau of the Census 1994 unless otherwise indicated.

* Figures from UNICEF 1993.

LITERACY RATES (as a %)



(No figures were available for the Bahamas)

Literacy Rate
(as a %)

Jamaica	98.4
Barbados*	98
Canada*	97
Guyana	96.4
Uruguay	96.2
Trinidad	96.0
Argentina	95.3
Belize	95.0
Antigua & Barbuda*	95
Suriname	94.9
Dominica*	94
Chile	93.4
Grenada*	93
Costa Rica	92.8
Paraguay	90.1
United States*	90
St. Kitts & Nevis*	90
Panama	88.1
Venezuela	88.1
Mexico	87.6
Colombia	86.7
Ecuador	85.8
Peru	85.1
Dominican Republic	83.3
St. Lucia*	82
St. Vincent & Grenadines*	82
Brazil	81.1
Nicaragua	81.0
Bolivia	77.5
Honduras	73.1
El Salvador	73.0
Guatemala	55.1
Haiti	53.0

Bahamas No figures available

All figures UNDP 1990 unless otherwise noted.

* Figures from UNICEF 1986-90.

STATUS IN THE UNITED STATES

Children's Education Issues

Access to Schooling/Enrollment

- In all states, schooling through the age of 16 is compulsory. Enrollment rates among children 6 to 15 years of age are essentially 100%.
- Pre-school enrollment rates are up substantially since 1970: over 50% of 4-year-olds now attend pre-school (up from 29% in 1970) and virtually all children now attend kindergarten.
- *Head Start* aims to improve quality in early childhood programs. In recent years, funding has been increased, and an "Early Head Start" program for children from ages 0 to 3 launched.
- The percentage of high school graduates who enrolled in college following graduation was 62% in 1992, up from 49% in 1980.

Dropout Rates

- High school dropout rates have gradually decreased in the United States.
- Dropout rates for younger students are troubling. Nearly 7 percent of the members of the 8th grade class of 1988 had dropped out by the end of their sophomore year. They left because they "did not like school" or they were failing. Almost one third of females dropped out because they were pregnant.
- The *Baltimore Academy of Finance* in Baltimore, Maryland, prepares students in grades 9-12 for careers in financial services. The 165 students currently enrolled, of which 98% are minorities, were recruited on a competitive basis. During the first two years, students take core courses, as well as electives in finance, economics, or business. Their last two years are spent gaining experience for a career in financial services through the classroom, field trips, on-the-job training, internships, lectures, personal development seminars, computer training, and college-level credit. Since 1989, a total of 95 students have graduated, of which every student either went on to higher education, joined the military, or accepted a job in the finance field.

Differences among Racial/Ethnic Groups

- Students from most minority groups lag behind white students in both completion rates and achievement.
- The gap between dropout rates of blacks and whites has narrowed, but is still too high. Of students enrolled in 8th grade in 1988, 9% of whites had not completed high school/were no longer enrolled in school compared to 14% of blacks, 18% of Hispanics, and 25% of American Indians.
- Minority children are at an educational disadvantage because of: lower average levels of parental education, greater likelihood of living with only one parent, different community characteristics deriving from relatively segregated living patterns, and the fact that black children are more likely to experience poverty than white children.
- At the *Ezequiel A. Balderas Elementary School* in Fresno, California, innovative programs were established to meet the needs of their 1,100 students, 98% of which belong to ethnic minorities and 70% of which have limited English proficiency. With technical assistance provided by private companies, the Balderas teachers provide students with activities that promote language development in English and other primary languages. In addition, parents are encouraged to be actively involved, and communications from the school to homes are routinely translated into 5 languages. As a result, more than 99% of the students arrive at school on time regularly, and math and reading scores exceeded district norms.

Returns to Education

- In 1990, in the U.S., average monthly earnings for those with a bachelor's degree were *twice* those of people with only a high school diploma, and *four* times more than those that did not graduate from high school. A high school graduate can expect to earn \$200,000 more over his or her lifetime than someone without this degree; with a bachelor's degree, the difference is almost \$1 million.
- According to the 1993 National Survey of Adult Literacy, persons at a low level of literacy are 10 times more likely to be in poverty than persons with high literacy.

The Clinton Administration Education Agenda

- *Goals 2000*, signed into law in May 1994, aims at helping state and local school systems undertake broad, standards-based educational reform by providing a vision, framework, information and seed money. *Goals 2000* is significant because it aims at systemic reform, rather than programs of the past that only fixed pieces of the system.
- The *Improving America's Schools Act* provides funds to support state reforms in teaching and learning, in accordance with *Goals 2000* or other comprehensive state plans. Its programs prepare teachers to help students achieve standards; provides resources for new technology, making schools safe and drug-free, and engaging parents as partners in learning. It also authorizes demonstration projects that integrate educational, health, and social services designed to address risk factors such as poor nutrition, violence, inadequate health care, and substance abuse.
- Under the auspices of the *Improving America's Schools Act*, teachers, parents, and administrator's revamped the entire curriculum for *Snively Elementary School* in Winter Haven, Florida. Their new program included an extended school year, reduced class sizes, visits by teachers to the home of every child they teach, and incentives for parent participation. In addition, the school offers a number of pre-kindergarten programs, as well as a state-funded community clinic that provides immunizations, physical exams, and other services by state health department workers.
- The *School Work Opportunities Act*, signed into law by President Clinton on May 4, 1994, provides federal funds to state and local partnerships to help prepare young people for first jobs in high-skill, high-wage careers and for further education and training. In addition, federal student loan programs were changed so that a growing proportion are provided directly by the federal government to students, eliminating the "middle men."
- Through the *National Service Initiative*, a cadre of volunteers has begun serving their communities as teachers, social workers, and in other service positions. In return, participants will receive a stipend and an education award of \$4,725 for each year of service they performed, to pay back money they have borrowed for postsecondary education.

STATUS IN THE UNITED STATES

Children's Health Issues

Morbidity and Infant Mortality

- Today's children are much more at risk than previously for developmental problems, unintentional injury, violence, abuse or neglect, educational failure, and immoderate risk-taking including substance abuse.
- A new vision of child health supervision emphasizes enhancing the competence of children and families in context through an integration of health, mental health, and other human services.
- In 1992, the provisional U.S. infant mortality rate was 8.5 deaths per 1,000 live births.
- Unintentional injury is the primary cause of death after the age of 1.
- Some 22 percent of American women did not receive prenatal care in the first trimester of pregnancy.
- "Healthy Start," funded by HHS, helps communities develop or maintain a quality perinatal delivery system. It fills gaps in the system, increases provider participation for inadequately served women, and ensures that necessary services are provided to enable women to enter and remain in care.

Pre- and Postnatal Care

- Promoting the health and safety of infants and young children in child care settings is a standing priority of the HHS Maternal and Child Health Bureau (MCHB).
- In 1987, the MCHB awarded grants to develop *National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs* and to assist states in developing and strengthening health and safety standards for child care settings.
- The National Resource Center for Health and Safety in Child Care maintains a registry of child care health consultants and resource organizations, provides technical assistance in upgrading existing child care standards, develops resource material, and provides a forum for sharing experiences and knowledge.

HIV/AIDS in Infants, Children, Adolescents, and Women

- As of June 1994 a total of 5,734 children have been reported to have AIDS, of which 3,100 (54%) have died.
- Racial and ethnic minority children are disproportionately affected, with 56% of the cases affecting African Americans, and 24% affecting Hispanics.
- HIV infects 1,300-2,000 newborns each year in the United States. Perinatal transmission accounts for 93% of the AIDS cases reported in 1993.
- Zidovudine therapy for HIV-infected pregnant women reduces the risk of HIV perinatal transmission by two-thirds; Ryan White Title IV has been funded to provide primary care for HIV-infected children, youth, women, and families.
- The Center for Disease Control and Prevention has a Youth Prevention Marketing Campaign targeting youth with media prevention messages.

Childhood Immunization

- Although 96 percent of children are adequately vaccinated by kindergarten, almost one-third of American children under age two are inadequately protected against childhood diseases.
- The Clinton Administration designed a comprehensive Childhood Immunization Initiative to improving immunization services for needy families; reducing vaccine costs; building community networks to ensure vaccination of young children; and improving vaccines and vaccine use.
- Vaccines for Children Program: provides free vaccines to children at participating private and public health-care provider sites of their choice.

Childhood Diseases

- Diarrheal diseases cause the deaths of 400 children in the United States yearly, comprising 10% of the preventable deaths in children. In addition to serious bouts of illness, diarrheal diseases can cause life-threatening kidney failure.
- Pneumococcal disease can cause middle ear infections leading to permanent hearing loss and learning disabilities. Almost all children have at least one ear infection each year.

- Bacterial meningitis is a life-threatening infection of the central nervous system. There are approximately 12,000 cases of *Hemophilus influenzae* Type B (Hib) per year, which has a substantial death rate. Of the children who survive, 30% have permanent neurologic damage. Hib vaccines have been developed that sharply reduce the incidence of Hib disease in the United States.
- Respiratory syncytial virus (RSV) disease infects nearly all children by the time they are 2 years of age, causing 4,500 deaths annually.

STATUS IN THE UNITED STATES

Youth Health And Education Issues

General Statistics

- The death rate for adolescents has increased over the past several years, and was 100.1 per 100,000 in 1991.
- The three leading causes of death for 15 to 24-year-olds are unintentional injuries, suicide, and homicide.
- For 15 to 24-year-old black males, the 1991 homicide rate was 90 per 100,000, nearly double that of the previous decade. Rates among young black men exceed rates for young white men by as much as eight times.

Substance Abuse

- Although substance abuse by young people declined between 1988 and 1992, it has been increasing since 1992.
- The National Household Survey (NIDA) estimates that up to 7 million children abuse alcohol and drugs to some extent.
- The Substance Abuse and Mental Health Services Administration has awarded 361 grants to community-based organizations to develop innovative strategies to prevent alcohol and drug use in their high risk population.

Teen Pregnancy

- In the U.S., one million adolescent girls--nearly 12%--become pregnant each year, of which more than 80% are unintended.
- Approximately 50% of the pregnancies result in a live birth, about 33% end in abortion.
- Most adolescent childbearing occurs outside of marriage--70% of births were out-of-wedlock in 1992 compared to 30% in 1970.
- Programs that include abstinence education, sexuality education, social skills training and practice in applying skills, as well as information about

contraceptives have demonstrated positive effects in both delaying sexual initiation and increasing the use of contraceptives among the sexually active.

- Federal programs include abstinence-based education, the provision of medical and social services for pregnant and parenting adolescents, prevention and outreach for adolescents, and family planning services.

Violence

- Young people are disproportionately represented among the victims and perpetrators of violence.
- Most alarming, between 1988 and 1992, juvenile arrests for murder increased by 51%, compared to 9% for adults. The estimated 129,600 Violent Crime Index arrests of juveniles in 1992 was the highest in history, with 3,300 arrests for murder and 74,400 for aggravated assault.
- The Public Health Service focuses on primary prevention and “what works” to prevent youth violence before it begins. “What works” include home visitation program, having nurses visit families at risk for violence in the home, and early childhood education programs like Head Start. Problem-solving, skills-building, and job training programs are also effective.

Proverty & Violence
Threats to Our Children's Health

University of Miami/Jackson Memorial Medical Center

**Briefing for the
Symposium on Children of the Americas
December 10, 1994**

THE IMPACT OF POVERTY AND VIOLENCE
ON THE HEALTH AND SAFETY OF CHILDREN

The fact that children are our future is a compelling truth that is universally recognized across all cultures and national boundaries. The social pathologies that infect large and visible sectors of major metropolitan areas throughout the Americas, including the United States, are literally bursting with morally unacceptable, dangerous and costly implications for every strata of all societies throughout our Hemisphere.

No segment or sub-group of any of our populations are at greater risk than our children. The consequences of poverty and violence as they directly impinge upon the lives of children are as apparent in south center Los Angeles, East Harlem or the Mississippi Delta as they are in Mexico City, Bogota or Rio De Janeiro.

The often tragic and always costly manifestation of these circumstances in children is seen most frequently and most vividly in the emergency rooms, trauma centers and neonatal intensive care units of large urban teaching hospitals in virtually every major city in each of our countries.

Poverty and violence are unfortunate and intractable realities in the lives of too many children in all western societies. The resultant consequences of such deprivation and related violence present themselves in forms and conditions as diverse as the children affected by them. Many of the contributing factors and detrimental behaviors begin before and during pregnancy. Many physical and emotional anomalies are not identified nor accurately diagnosed nor treated on a timely basis. The combined effect of all of these acts of commission -- and omission -- often results in a continuing cycle of anger, despair and violent behavior, particularly in adolescents, that simply perpetuates the problem across generations. The critical and shared future challenge and goal is how this cycle might be broken as quickly and as efficiently as possible.

Both the contributing factors and resulting trauma(s) of violence and disease have been identified and described in each of the presentations summarized in this document. In the aggregate they chronicle the efforts of a particular urban-based academic

medical center (i.e. School of Medicine and affiliated teaching hospital) to make a difference in the community and region where it is located.

The University of Miami/Jackson Memorial Medical Center is grateful to the distinguished First Lady of the United States of Aamerica for the opportunity afforded to share with her its experiences and efforts to make a difference in the lives of the children of Metropolitan Dade County.

The governing boards, faculty and staff of the medical center are pleased that its methods and approaches might be shared by Mrs. Clinton with other first ladies who will join her in Miami on the historic occasion of the Summit of the Americas.

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**Background on
First Ladies**

Divider Title: _____

SYMPOSIUM ON CHILDREN OF THE AMERICAS
SEATING FOR PLENARY SESSION
COUNTRY CLUB BALLROOM, BILTMORE HOTEL
SATURDAY, DECEMBER 10, 1994

Bolivia/Mexico/Guyana/Paraguay/HRC/St. Lucia/Chile/Costa Rica/Columbia

x Trinidad & Tobago

x Canada

x Guatemala

x Ecuador

x Belize

x Panama

~~x Argentina~~

Dominican Rep.

x Nicaragua

x Mrs. Gore

Barbados x

El Salvador x

Uruguay x

Honduras x

Bahamas x

Peru x

Brazil x

~~Dominican Rep x~~

Argentina

Symposium on Children of the Americas

Participants

ARGENTINA	Mrs. Zulemita Menem Daughter of the President
BAHAMAS	Mrs. Delores Ingraham (INGgrum) Wife of Prime Minister
BARBADOS	Mrs. Beverley Arthur Wife of Prime Minister
BELIZE	Mrs. Kathleen Levy Esquivel (esskeeVELL) Wife of Prime Minister
BOLIVIA	Mrs. Ximena Sánchez de Lozada (SAHNchez deh lohSAHdah) Wife of President
BRAZIL	Mrs. Lucia Flecha de Lima Wife of Foreign Ambassador
CANADA	Mrs. Aline Chrétien (crayteeyen) Wife of Prime Minister
CHILE	Mrs. Marta Larraechea de Frei (lahrahehCHAYah deh FRAY) Wife of President
COLOMBIA	Mrs. Jacquin Samper (sahmPEHR) Wife of President
COSTA RICA	Mrs. Josette Figueres (feeGEHrehS) Wife of President
DOMINICAN REBUBLIC	Mrs. Luisa Alba de Morales (mahRAHLehs) Wife of Foreign Minister
ECUADOR	Mrs. Josefina Villalobos de Durán Ballén (viYAHlowbohs deh doorHAN bahYEN) Wife of President
EL SALVADOR	Mrs. Elizabeth Calderón Sol (kahlderOHN SOHL) Wife of President
GUATEMELA	Mrs. María Eugenia De León (deh lehOHN) Wife of President

GUYANA	Mrs. Janet Jagan (JAYgehn) Wife of President
HONDURAS	Mrs. Bessie Reina (RAYnah) Wife of President
MEXICO	Mrs. Nilda Patricia Zedillo (sehDEEoh) Wife of President
NICARAGUA	Mrs. Cristiana Chamorro (chamOHroh) Daughter of President
PANAMA	Mrs. Dora Pérez Balladares (PEHrehhs bahyahDAHrehhs) Wife of President
PARAGUAY	Mrs. María Teresa de Wasmosy (wahsMOHsee) Wife of President
PERU	Ms. Keiko Sofia Fujimori Higuchi (fooheemoHree HEEguCHEE) Daughter of the President
ST. LUCIA	Mrs. Janice Compton Wife of the Prime Minister
TRINIDAD and TOBAGO	Mrs. Hazel Manning Wife of Prime Minister
UNITED STATES	Mrs. Hillary Rodham Clinton Wife of President
UNITED STATES	Mrs. Tipper Gore Wife of the Vice President
URUGUAY	Mrs. María Julia Pou Lacalle (laCAHjay) Wife of President

Symposium on Children of the Americas
Plenary Seating Chart

note: (the following seating chart follows the table around to HRC's right; i.e. the first and last person sit beside HRC)

UNITED STATES	Mrs. Hillary Rodham Clinton
PARAGUAY	Mrs. María Teresa de Wasmosy
GUYANA	Mrs. Janet Jagan
MEXICO	Mrs. Nilda Patricia Zedillo
BOLIVIA	Mrs. Ximena Sánchez de Lozada
TRINIDAD AND TOBAGO	Mrs. Hazel Manning
CANADA	Mrs. Aline Chrétien
GUATEMALA	Mrs. María Eugenia de León
ECUADOR	Mrs. Josefina Villalobos de Durán Ballén
BELIZE	Mrs. Kathleen Levy Esquivel
PANAMA	Mrs. Dora Pérez Balladares
NICARAGUA	Mrs. Cristiana Chamorro
UNITED STATES	Mrs. Tipper Gore

(U shaped table breaks -- begins around the end of the other side toward HRC)

DOMINICAN REPUBLIC	Mrs. Luisa Alba de Morales
BRAZIL	Mrs. Lucia Flecha de Lima
PERU	Mrs. Keiko Sofia Fujimori Higuchi
BAHAMAS	Mrs. Delores Ingraham
HONDURAS	Mrs. Bessie Reina
URUGUAY	Mrs. María Julia Pou Lacalle
EL SALVADOR	Mrs. Elizabeth Calderón Sol
BARBADOS	Mrs. Beverley Arthur
COLOMBIA	Mrs. Jacquin Samper
COSTA RICA	Mrs. Josette Figueres
CHILE	Mrs. Marta Larraechea de Frei
ST. LUCIA	Mrs. Janice Compton

SYMPOSIUM ON CHILDREN OF THE AMERICAS
Working Group Assignments as of 12/7/94

CHILDREN'S EDUCATION

Anastasia Room

Chair: Mrs. Zedillo of Mexico

Mrs. Ingraham of The Bahamas
Mrs. Esquivel of Belize
Mrs. Sánchez de Lozada of Bolivia
Mrs. Figueres of Costa Rica
Ms. Chamorro of Nicaragua
Ms. Fujimori of Peru

Red { Nancy Budsall
Patti

CHILDREN'S HEALTH

Majorca Room

Chair: Mrs. Jagan of Guyana

Mrs. Flecha de Lima of Brazil
Mrs. Chrétien of Canada
Mrs. Morales of Dominican Republic
Mrs. Durán Ballén of Ecuador
Mrs. Calderón Sol of El Salvador
Mrs. De León of Guatemala
Mrs. Wasmosy of Paraguay

Green Alleyne
Boub

ADOLESCENT HEALTH AND EDUCATION

Marbella Room

Chair: Mrs. Frei of Chile

Mrs. Arthur of Barbados
Mrs. Samper of Colombia
Mrs. Reina of Honduras
Mrs. Pérez Balladares of Panama
Mrs. Compton of St Lucia
Mrs. Manning of Trinidad and Tobago
Mrs. Lacalle of Uruguay

Blue

Marta
Lilliana

Mrs. Clinton will participate in each of the working groups.

Luncheon Seating Chart: Saturday, December 10, 1994

note: (the following seating chart follows the table around to HRC's right; i.e. the first and last person sit beside HRC)

UNITED STATES	Mrs. Hillary Rodham Clinton
BARBADOS	Mrs. Beverley Arthur
BELIZE	Mrs. Kathleen Levy Esquivel
NICARAGUA	Mrs. Cristiana Chamorro
BAHAMAS	Mrs. Delores Ingraham
ST. LUCIA	Mrs. Janice Compton
ECUADOR	Mrs. Josefina Villalobos de Durán Ballén
ARGENTINA	Mrs. Zulemita Menem
HONDURAS	Mrs. Bessie Reina
CHILE	Mrs. Marta Larraechea de Frei
EL SALVADOR	Mrs. Elizabeth Calderón Sol
TRINIDAD AND TOBAGO	Mrs. Hazel Manning
PERU	Mrs. Keiko Sofia Fujimori Higuchi
COLOMBIA	Mrs. Jacquín Samper
PARAGUAY	Mrs. María Teresa de Wasmosy
MEXICO	Mrs. Nilda Patricia Zedillo
CANADA	Mrs. Aline Chrétien
BOLIVIA	Mrs. Ximena Sánchez de Lozada
DOMINICAN REPUBLIC	Mrs. Luisa Alba de Morales
GUATEMALA	Mrs. María Eugenia de León
PANAMA	Mrs. Dora Pérez Balladares
BRAZIL	Mrs. Lucia Flecha de Lima
GUYANA	Mrs. Janet Jagan
COSTA RICA	Mrs. Josette Figueres
URUGUAY	Mrs. María Julia Pou Lacalle

12/8 12/1

OFFICE OF PROTOCOL
SUMMIT OF THE AMERICAS

Antigua and Barbuda

Leader: Prime Minister Lester BIRD
Spouse: No spouse attending/Confirmed by Ambassador

Argentina

Leader: President Carlos MENEM
Spouse: Zulema Menem Daughter of President

Bahamas

Leader: Prime Minister Sir Hubert A. INGRAHAM
Spouse: Mrs. Delores Ingraham Confirmed by letter/cable
Name for Sat. Plenary: Mrs. Ingraham Wife of Prime Minister
Tent Card Bahamas
Language of Country: English
English Capability: Fluent

Barbados

Leader: Prime Minister Sir Owen S. ARTHUR
Spouse: Mrs. Beverley Arthur/Confirmed by letter
Name for Sat. Plenary: Mrs. Arthur Wife of Prime Minister
Tent Card Barbados
Language of Country: English
English Capability: Fluent

Belize

Leader: Prime Minister Manuel ESQUIVEL
Spouse: Mrs. Kathleen Levy Esquivel Confirmed by Embassy
Name for Sat. Plenary: Mrs. Esquivel Wife of Prime Minister
Tent Card Belize
Language of Country: English
English Capability: Fluent

Bolivia

Leader:	President Gonzalo SANCHEZ de LOZADA	
Spouse:	Mrs. Ximena Sanchez de Lozada	Confirmed by Desk
Name for Sat. Plenary:	Mrs. Sanchez de Lozada	Wife of President
Tent Card	Bolivia	
Language of Country:	Spanish	
English Capability:	Fluent	

Brazil

Leader:	President Itamar FRANCO	
Designee:	Mrs. Lucia Flecha de Lima	Confirmed by Cable
Name for Sat. Plenary:	Mrs. Flecha de Lima	Wife of Foreign Ambassador
Tent Card	Brazil	
Language of Country:	Portuguese	
English Capability:	Fluent	

Brazil (President-elect)

Leader:	President-elect	
Spouse:	No spouse/Confirmed by	

Canada

Leader:	Prime Minister Jean CHRETIEN	
Spouse:	Mrs. Aline Chretien	Confirmed by Protocol Officer
Name for Sat. Plenary:	Mrs. Chretien	Wife of Prime Minister
Tent Card	Canada	
Language of Country:	English	
English Capability:	Fluent	

Chile

Leader:	President Eduardo FREI	
Spouse:	Mrs. Marta Larraechea de Frei	Confirmed by Cable
Name for Sat. Plenary:	Mrs. Frei	Wife of President
Tent Card	Chile	
Language of Country:	Spanish	
English Capability:	Understands but needs interpreter	

Colombia

Leader:	President Ernesto SAMPER Pizano	
Spouse:	Mrs. Jacquin Samper	Confirmed by HRC Office
Name for Sat. Plenary:	Mrs. Samper	Wife of President
Tent Card	Colombia	
Language of Country:	√√	
English Capability:	√√	

Costa Rica

Leader:	President Jose Maria FIGUERES	
Spouse:	Mrs. Josette Figueres	Confirmed by Cable
Name for Sat. Plenary:	Mrs. Figueres	Wife of President
Tent Card	Costa Rica	
Language of Country:	Spanish	
English Capability:	Understands, but prefers interpreter	

Dominica

Leader:	Prime Minister Dame Eugenia CHARLES	
Spouse:	No spouse attending	Confirmed by Protocol Officer

Dominican Republic:

Leader:	President Joaquin BALAGUER	
Host:	Mrs. Luisa Alba de Morales,	Confirmed by Protocol Officer
Name for Sat Plenary:	Mrs. Morales	Wife of Foreign Minister
Tent Card	Dominican Republic	
Language of Country:	Spanish	
English Capability:	English	

Ecuador

Leader:	President Sixto DURAN BALLEEN	
Designee:	Mrs. Josefina Villalobos de Duran Ballen	Confirmed by letter
Name for Sat Plenary:	Mrs. Duran Ballen	Wife of President
Tent Card	Ecuador	
Language of Country:	√√	
English Capability:	√√	

El Salvador

Leader:	President Armando CALDERON SOL	
Spouse:	Mrs. Elizabeth Calderon Sol	Confirmed by Cable
Name for Sat Plenary:	Mrs Calderon Sol	Wife of President
Tent Card	El Salvador	
Language of Country:	Spanish	
English Capability:	Interpreter	

Grenada

Leader:	Prime Minister Nicholas A. BRATHWAITE
Spouse:	√√

Guatemala

Leader:	President Ramiro DE LEON Carpio	
Spouse:	Mrs. Maria Eugenia De Leon	
Name for Sat Plenary:	Mrs. De Leon	Wife of President
Tent Card	Guatemala	
Language of Country:	√√	
English Capability:	√√	

Guyana

Leader:	President Cheddi JAGAN	
Spouse:	Mrs. Janet Jagan	Confirmed by Protocol Officer
Name for Sat Plenary:	Mrs. Jagan	Wife of President
Tent Card	Guyana	
Language of Country:	English	
English Capability:	Fluent	

Haiti

Leader:	President Jean-Bertrand ARISTIDE
Spouse:	No spouse attending

Honduras

Leader:	President Carlos Roberto REINA	
Spouse:	Mrs. Bessie Reina	Confirmed by letter
Name for Sat Plenary:	Mrs. Reina	Wife of President
Tent Card	Honduras	
Language of Country:	√√	
English Capability:	√√	

Jamaica

Leader: Prime Minister P.J. PATTERSON
Spouse: No spouse attending

Mexico

Leader: President Ernesto ZEDILLO
Spouse: Mrs. Nilda Patricia Zedillo Confirmed by letter
Name for Sat Plenary: Mrs. Zedillo Wife of President
Tent Card Mexico
Language of Country: Spanish
English Capability: Fluent

Nicaragua

Leader: President Violeta Barrios de CHAMORRO
Designee: Mrs. Cristiana Chamorro, Confirmed by Cable
Name for Sat Plenary: Mrs. Chamorro daughter of the President
Tent Card Nicaragua
Language of Country: Spanish
English Capability: Fluent

Panama

Leader: President Erenesto PEREZ BALLADARES
Spouse: Mrs. Dora Perez Balladares Confirmed by Cable
Name for Sat Plenary: Mrs. Perez Balladares Wife of President
Tent Card Panama
Language of Country: Spanish
English Capability: English

Paraguay

Leader: President Juan Carlos WASMOSY
Spouse: Mrs. Maria Teresa de Wasmosy Confirmed by letter
Name for Sat Plenary: Mrs. Wasmosy Wife of President
Tent Card Paraguay
Language of Country: ✓✓
English Capability: Fluent

Peru

Leader:	President Alberto FUJIMORI	
Designee:	Ms. Keiko Sofia Fujimori Higuchi,	Confirmed by Protocol
Name for Sat Plenary:	Ms. Fujimori	Daughter of the President
Tent Card	Peru	
Language of Country:	Spanish	
English Capability:	English	

St. Kitts and Nevis

Leader:	Prime Minister Kennedy Alphonse SIMMONDS
Spouse	No spouse attending Confirmed by Cable

St. Lucia

Leader:	Prime Minister John COMPTON
Spouse	Mrs. Janice Compton

**No further information - late addition.*

St. Vincent and the Grenadines

Leader:	Prime Minister James F. MITCHELL
Spouse	No spouse attending Confirmed by Cable

Suriname

Leader:	President Ronald VENETIAAN
Spouse	No spouse attending Confirmed by Cable

Trinidad and Tobago

Leader:	Prime Minister Patrick MANNING	
Spouse:	Mrs. Hazel Manning	Confirmed by cable
Name for Sat Plenary:	Mrs. Manning	Wife of Prime Minister
Tent Card	Trinidad and Tobago	
Language of Country:	√√	
English Capability:	√√	

Uruguay

Leader:	President Luis Alberto LACALLE	
Spouse:	Mrs. Maria Julia Pou Lacalle	Confirmed by Cable
Name for Sat Plenary:	Mrs. Lacalle	Wife of President
Tent Card	Uruguay	
Language of Country:	Spanish	
English Capability:	English	

Venezuela

Leader:	President Rafael CALDERA	
Spouse:	Mrs. Alicia Pietri de Caldera	Confirmed
Name for Sat Plenary:	Mrs. Caldera	Wife of President
Tent Card	Venezuela.	
Language of Country:	√√	
English Capability:	√√	

**VENEZUELA FIRST LADY ARRIVING SATURDAY AFTERNOON. NOT
ATTENDING FRIDAY/ SATURDAY EVENTS**

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002. report	re: U.S. Government Report (26 pages)	ca. 1994	P1/b(1)

COLLECTION:

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First Lady's Office
Melanne Verveer
OA/Box Number: 15617

FOLDER TITLE:

BB [Briefing Book] Children of the Americas [Binder] [2]

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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]