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**Folder Title:**

Summit of the Americas, April 1998: Students

**Staff Office-Individual:**

Special Envoy for the Americas-Farnsworth, Eric

**Original OA/ID Number:**

CF 1047

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# Withdrawal/Redaction Sheet

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. note	Summit of Americas Planning Thoughts (6 pages)	01/15/1998	P1/b(1)

### COLLECTION:

Clinton Presidential Records  
Special Envoy for the Americas  
Farnsworth, Eric  
OA/Box Number: CF 1047

### FOLDER TITLE:

Summit of the Americas, April 1998: Students

2009-1155-F  
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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]

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]

PRIORITY

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WHITE HOUSE SITUATION ROOM

PAGE 01 OF 02

PRT: MCLARTY

SIT: DELAURENTIS DESOUZA DOBBINS HOFMANN LAWSON ORFINI PICCONE

SIT: NSC

<PREC> PRIORITY <CLAS> UNCLASSIFIED <DTG> 121714Z MAR 98

FM AMEMBASSY SANTIAGO

TO RUEHC/SECSTATE WASHDC PRIORITY 5759  
INFO RHEHAAA/WHITE HOUSE WASHDC PRIORITY  
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UNCLAS SANTIAGO 000834

WHITE HOUSE FOR MCLARTY  
NSC FOR DOBBINS  
STATE FOR ARA/BSC, AND USAID/AA/LAC

E.O. 12958: N/A

TAGS: KSUM, ED, PGOV, PREL, CI

SUBJECT: MEETING WITH MINISTER JOSE JOAQUIN BRUNNER AND  
PABLO HALPERN ON SUMMIT/STATE CONVERSATIONS

1. (U) ON MARCH 11, I MET WITH MINISTER SECRETARY GENERAL OF THE GOVERNMENT JOSE JOAQUIN BRUNNER AND PABLO HALPERN, DIRECTOR OF COMMUNICATIONS AND CULTURE, FOR A READ-OUT ON HALPERN'S MARCH 9-10 VISIT TO WASHINGTON AND HIS MEETINGS WITH WHITE HOUSE, NSC AND IDB OFFICIALS TO DISCUSS SUMMIT AGENDA ISSUES AND THE PRESIDENT'S STATE VISIT TO CHILE. HALPERN CHARACTERIZED HIS TWO-DAY SCHEDULE OF MEETINGS AS "INTENSE" AND VERY USEFUL.
2. (SBU) WE FIRST DISCUSSED HIS CONVERSATIONS CONCERNING THE POSSIBILITY OF INSERTING A YOUTH COMPONENT INTO THE SUMMIT EDUCATION AGENDA. ALTHOUGH HALPERN ADMITTED TO SOME OPPOSITION TO THE IDEA FROM THE CHILEAN MINISTRY OF FOREIGN AFFAIRS (AND SPECIFICALLY FROM AMBASSADORS BIEHL AND ARRIAGADA), HE AGREED THAT AT THE END OF TWO DAYS OF EXTENDED DISCUSSIONS ON THE SUBJECT THE U.S. AND THE CHILEANS REACHED CONSENSUS ON A "BROAD AGREEMENT" THAT THERE SHOULD BE SOME KIND OF "SYMBOLIC" YOUTH COMPONENT TO THE SUMMIT EDUCATION AGENDA, AS WELL AS AN EDUCATION/SCHOOL-FOCUSED EVENT FOR PRESIDENTS FREI AND CLINTON DURING THE STATE VISIT.
3. (SBU) HALPERN SAID HE WOULD HAVE A PROPOSAL TO PRESENT TO US BY MONDAY, MARCH 16. HE ALSO SAID THAT IT HAD BEEN LEFT IN HIS HANDS TO SUGGEST A SCHOOL THAT THE TWO PRESIDENTS COULD VISIT TOGETHER. EMBASSY HAS ALREADY BEEN LOOKING INTO SOME SCHOOL EVENTS FOR THE POTUS VISIT. WE BRIEFED HALPERN ON WHAT MIGHT BE A VERY VIABLE SITE, A PUBLIC GIRLS HIGH SCHOOL (GRADES 7-12) THAT IS PRESENTING

*News*  
*John*  
*Em*  
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WHITE HOUSE SITUATION ROOM

PAGE 02 OF 02

A RESEARCH PROJECT TO NASA TO BE CARRIED ON A SPACE SHUTTLE, IN COLLABORATION WITH THE UNIVERSITY OF CHILE, THE UNIVERSITY OF MICHIGAN, THE UNIVERSITY COLORADO IN BOULDER, AND THE JOHNSON SPACE CENTER IN HOUSTON. BRUNNER AND HALPERN WERE FAVORABLY DISPOSED TO CONSIDERING THIS PARTICULAR SCHOOL FOR A JOINT PRESIDENTIAL EVENT.

4. (U) WE ALSO DISCUSSED THE IMPORTANCE OF THE GOC DESIGNATING A HIGH-LEVEL REPRESENTATIVE FROM THE FOREIGN MINISTRY TO ACTIVELY COORDINATE ALL PRESS AND TELEVISION ASPECTS OF THE PRESIDENT'S STATE VISIT WITH THE WHITE HOUSE AND THE EMBASSY. BRUNNER AND HALPERN AGREED ON THE PRIORITY OF ENSURING A COORDINATED APPROACH TO MEDIA COVERAGE OF THE STATE VISIT AND THE SUMMIT, AND AGREED TO PURSUE THE ISSUE WITH THE MFA.

5. (SBU) AT THE CONCLUSION OF OUR MEETING I REVIEWED THE NOTIONAL SCHEDULE FOR THE PRESIDENT'S FIVE-DAY VISIT TO CHILE. BRUNNER ASKED WHETHER PRESIDENT FREI WOULD ACCOMPANY PRESIDENT CLINTON ON HIS VISITS OUTSIDE SANTIAGO, AND I ADVISED HIM THAT THIS WAS A DECISION FOR PRESIDENT FREI TO MAKE.

GUERRA

<^SECT>SECTION: 01 OF 01

<^SSN>0834

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## HEMISPHERIC YOUTH FORUM ON THE OCCASION OF THE II SUMMIT OF THE AMERICAS

**Santiago de Chile, April 16-19, 1998**

### CONCEPT:

A three-day forum where 34 young leaders from throughout the Hemisphere dialogue on key issues that affect their own development and that of their societies. Through plenary and working sessions, the young leaders will come together to discuss the role of youth in the development process and agree on a joint declaration that will be presented to the Heads of State attending the II Summit of the Americas.

### **PRELIMINARY AGENDA**

as of 03.06.98

#### Thursday, April 16

All day - **Arrival of student leaders to Santiago de Chile**

6:00 p.m.- **Dinner and official introductions**

#### Friday, April 17

#### ROUND TABLE DISCUSSIONS

8:30 - **Breakfast**

9:30 a.m.

10:00 - **Overview of round table discussions**

10:30 a.m. -  
12:15 p.m. **Open Dialogue: "What is the Role of Young People in the Development Process of the Hemisphere?"**  
*Identify important areas for youth participation*

12:30 - **Working lunch - Breakout sessions by topic**  
3:30 p.m. *Students will discuss key areas of youth participation and agree on recommendations for a final proposal. Students will nominate a representative from each session to be part of a Drafting Committee to draft the final proposal*

3:30-  
3:45 p.m. **Break**

3:45-  
5:30 p.m. **Reporting plenary and comments/feedback**

5:30- **Drafting of final proposal by the Drafting Committee**  
7:30 p.m.

7:45 - **Dinner and presentation of proposal**  
9:00 p.m.

**Saturday, April 18:**

8:00 - Breakfast  
9:00 a.m.-

10:00 - **Presentation of youth declaration by youth leaders to Heads of**  
11:30 a.m. **State during the Education Panel at the Summit of the Americas**

11:30 a.m.- Lunch  
2:00 p.m.

2:00- **Key Note Presentations: "The Strategic Importance of Youth**  
3:00 p.m. **Development"**

Enrique V. Iglesias, President, Inter-American Development Bank  
Mark Gearon, Director, United States Peace Corps  
Other speakers

3:00- **"Building the Bridge Between Youth and Government"**  
3:30 p.m. *Interactive dialogue between Ministers of Education and youth*

5:00 - Social function  
7:00 p.m.

**Sunday, April 19**

8:00 - Breakfast  
9:00 a.m.

9:00 a.m.- Open period and lunch  
2:30 p.m.

3:00 p.m. **Closing Ceremony of the II Summit of the Americas.**  
*Youth leaders will participate in the closing ceremony as witnesses*

**Presidential Summit in Santiago**  
**The Strategic Importance of Youth Development and Participation**

**Rationale.** More than 350 million children and youth live in North America, Latin American and the Caribbean. In most countries throughout the Hemisphere, nearly half the population is under 25. This demographic trend has enormous implications for the region's economic growth, stability, and environmental sustainability.

Promising efforts have been made in forming stable egalitarian democracies, promoting free market economies, reducing morbidity and mortality, and conserving the environment in North America, Latin America and the Caribbean. But these advances can not be sustained with out the full participation of young people equipped with the necessary values and skills to be capable stakeholders and stewards.

Never has the future of the Western Hemisphere been so heavily dependent on a single generation. And never has a generation been beset with so many challenges: violence, organized and random crime, sexual and labor exploitation, limited access to educational opportunities, un- and underemployment, sexually-transmitted diseases, cultural intolerance, and escalating drug and alcohol abuse. The list goes on. Although they vary from country to country, all of these problems respect no national boundaries.

The complexity and magnitude of the challenges that young people face today are enormous. Yet the youth explosion offers an unprecedented opportunity to renew the region's human capital--knowledge, skills, and good health--the crucial building blocks to economic and social progress and environmental sustainability. Young people must not only learn the skills and knowledge to be effective in building strong economies, they must also learn the values and principles of character that build livable societies.

Despite the formidable challenges, youth today want to be taken into account by societies of which they are members. They represent an inexhaustible source of energy and ideas on how to effectively deal with challenges they face. Now is the time for all nations in the region to embrace a new development paradigm: rather than looking at young people as beneficiaries (or simply as problems), to see them as active protagonists for their own development and in solving societal concerns.

To truly bring youth into the development process however and to help them succeed, they must have access to five basic resources framed in the President's Summit on America's Future one year ago in Philadelphia, but appropriate for all nations of the Western Hemisphere: at least one caring adult who is committed to his or her success; a safe place in which to sleep, play, and learn; a healthy start in the formative years of life; a marketable skill linked to economic opportunity and hope; and an opportunity to give back through community service and volunteerism to serve and care for others.

In order to implement this new paradigm of development, there needs to be close cooperation among hemispheric bodies, civil society, public and private sectors, youth organizations, and young people themselves. Thus, addressing the needs and issues of the hemisphere's youth could be an excellent unifying point

to get heads of state from the region to work together on an area of common concern. To begin the dialogue, the Inter-American Development Bank and Inter-American Working Group on Youth Development,\* propose the following program outline for a Youth Summit during the Presidential Summit of the Americas in Santiago, Chile.

#### Program Outline.

1. A three-day summit where 34 young leaders from throughout the hemisphere dialogue on key issues (i.e., access to education, technology, employment, and community service) that affect their own development and that of their societies. Through plenary and working sessions, the young leaders will come together to discuss the role of youth in the development process and agree on a joint declaration that will be presented to the Heads of State. Two of these youth leaders will address the Heads of State regarding their perspectives on ways that young people could become protagonists in the process and key players in the dialogue leading to policy and action.

2. The youth participants will observe via broadcast the deliberations of the sessions of the Ministers of Education. A dialogue will follow between the young people and the Ministers on their recommendations and the inter-relationship between education, technology, employment, and service.

3. Several key leaders (i.g., Enrique V. Iglesias, President of the IDB; Rick Little, CEO of the International Youth Foundation and other relevant speakers) will frame the case for involving young people in the development process.

**Selection Process of Youth Leaders.** The youth participants will be selected on the basis of the following criteria by the Inter-American Working Group on Youth Development:

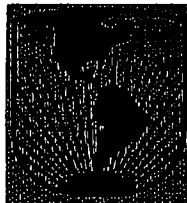
- \* Be between the ages of 16 to 25, representing the diversity of the hemisphere;
- \* Be personally committed to economic and social change;
- \* Has vision, creativity, and determination;
- \* Be in a leadership position in a youth-led or youth-serving organization.

#### Follow up.

The IDB and other international agencies propose as follow up to the Youth Summit a series of four subregional conferences to be held over the next two years. Using the Philadelphia model, representatives of the public and private sectors and civil society will come together with young people to join in the commitment to design initiatives and policies that will ensure that youth's basic needs are met and their full potential is realized.

\* The Inter-American Working Group on Youth Development (IAWGYD) is a consortium of international donor agencies committed to positive youth development. Its members include the Inter-American Development Bank, the Organization of American States, the United States Agency for International Development, the United States Peace Corps, the Pan American Health Organization, the Inter-American Foundation, the International Youth Foundation, Youth Service America and the United Nations.

BANCO INTERAMERICANO DE DESARROLLO  
BANCO INTERAMERICANO DE DESENVOLVIMENTO



INTER-AMERICAN DEVELOPMENT BANK  
BANQUE INTERAMÉRICAINNE DE DÉVELOPPEMENT

**CUBIERTA DE FAX/FACSIMILE COVER SHEET**


<b>A/To</b>  Mr. Eric Farnsworth Office of Mack McLarty The White House	<b>N° de fax</b> <b>Fax number</b> (202) 456-7586
	<b>Fecha/Date</b> March 7, 1998
	<b>Páginas (incluida esta)</b> <b>Pages (including this one)</b> 3

**CC:**

**Asunto/Subject**

Please find attached the Spanish agenda for the youth meeting at Santiago de Chile.

Best,

<b>De/From</b>  Alejandra Abella y de Aristegui <b>Oficina de Relaciones Externas</b> <b>Office of External Relations</b>	Si no recibió el mensaje, llame por favor/If this message was not complete, please call <b>Fax: (202) 623-1402</b> <b>Tel/Phone: (202) 623-1963</b>
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### Foreign Language Marker

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**Collection:** Clinton Presidential Records

**Subgroup:** Special Envoy for the Americas

**Series:** Farnsworth, Eric

**Subseries:**

**Document Title** Foro Hemisferico de Juventud con Ocasion de la II  
Cumbre de Las Americas

**Language:** Spanish

**Folder Title** Summit of the Americas, April 1998: Students

**OA/ID:** CF 1047

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## Foreign Language Marker

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**Collection:** Clinton Presidential Records

**Subgroup:** Special Envoy for the Americas

**Series:** Farnsworth, Eric

**Subseries:**

**Document Title** Reunion Cumbre de Presidentes de Santiago

**Language:** Spanish

**Folder Title** Summit of the Americas, April 1998: Students

**OA/ID:** CF 1047

THE WHITE HOUSE  
WASHINGTON

March 5, 1998

MEMORANDUM FOR TONY BLINKEN

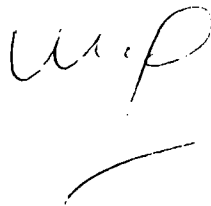
FROM: MACK McLARTY

Thanks for taking the time to come to our meeting today. We will need your fine hand to develop the kinds of messages that are important on the President's upcoming trip to Latin America.

I have attached the two pieces of information I noted to you during our discussion. The IDB material strikes me as relevant and meaningful information that could be crafted in a positive and meaningful way.

The Mark Gearan Peace Corps memorandum probably does not work as an event, but I thought some of the examples were both interesting and compelling. You might want to think about using one or two of these examples in the President's speech to the Chilean Congress and even having one of the Peace Corps members as part of the audience -- not necessarily to emphasize volunteerism, but just as an example of how cooperation and working together can make a real and positive difference in people's lives.

Enough said. I certainly don't need to give you any advice on how to craft meaningful speeches.



Attachments

Desk

Nelson

Eric



INTER-AMERICAN DEVELOPMENT BANK  
WASHINGTON, D.C. 20577

PRESIDENT

CABLE ADDRESS  
INTAMBANC

February 26, 1998

Mr. Thomas McLarty  
Counselor to the President  
and Special Envoy for the Americas  
The White House  
1600 Pennsylvania Avenue, N.W.  
Washington, D.C. 20502

Dear Mack:

IDB staff recently met with members of your staff and the White House to explore the possibility of including a youth component at the Presidential Summit of the Americas to be held in Santiago, Chile, on April 18-19, 1998.

We feel that addressing the needs and issues of the hemisphere's youth would be an excellent unifying point around which the heads of state from the region could work together in an area of common concern.

The Presidents' Summit for America's Future, held in Philadelphia, Pennsylvania, on April 28-29, 1997, was truly a historic effort on behalf of the young people of the United States of America. The five fundamental needs of young people emphasized at the Summit --a caring adult, a safe place, a healthy start, marketable skills and an opportunity to serve-- have the same relevance for the nearly 250 million children and youth (nearly one half of the region's population) expected to be living in Latin America and the Caribbean by the year 2000.

The above needs of young people and the concerns facing them --lack of education, alienation, joblessness, violence and drugs-- are cross-cutting on issues faced by all nations. Ideally, we could take the positive momentum created by the Philadelphia Summit and expand it to other countries throughout the region. Enclosed is a proposal that we are submitting for your consideration.

I look forward to your comments on this matter. In the meantime, please accept my warm regards.

  
Enrique G. Iglesias

Enclosure

**Presidential Summit in Santiago**  
**The Strategic Importance of Youth Development and Participation**

**Rationale.** More than 350 million children and youth live in North America, Latin America and the Caribbean. In most countries throughout the Hemisphere, nearly half the population is under 25. This demographic trend has enormous implications for the region's economic growth, stability, and environmental sustainability.

Promising efforts have been made throughout the hemisphere in forming stable egalitarian democracies, promoting free market economies, reducing morbidity and mortality, and conserving the environment. But these advances cannot be sustained without the full participation of young people equipped with the necessary values and skills to be capable stakeholders and stewards.

Never has the future of the Western Hemisphere been so heavily dependent on a single generation. It is a generation beset with many challenges: violence, organized and random crime, sexual and labor exploitation, limited access to educational opportunities, underemployment, sexually-transmitted diseases, cultural intolerance, and escalating drug and alcohol abuse. The list goes on. Although they vary from country to country, these problems respect no national boundaries.

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Despite the formidable challenges, youth today want to be taken into account by societies of which they are members. They represent an inexhaustible source of energy and ideas on how to effectively deal with the challenges they face. Now is the time for all nations in the region to embrace a new development paradigm: rather than looking at young people as beneficiaries (or simply as problems), to see them as active protagonists for their own development and in solving societal concerns.

To truly bring youth into the development process, however, and to help them succeed, they must have access to five basic resources framed in the President's Summit on America's Future one year ago in Philadelphia, Pennsylvania, but appropriate for all nations of the Western Hemisphere: at least one caring adult who is committed to his or her success; a safe place in which to sleep, play, and learn; a healthy start in the formative years of life; a marketable skill linked to economic opportunity and hope; and an opportunity to give back through community service and volunteerism to serve and care for others.

In order to implement this new paradigm for youth development, there needs to be close cooperation among hemispheric bodies, civil society, public and private sectors, youth organizations, and young people themselves. Thus, addressing the needs and issues of the hemisphere's youth could be an excellent

unifying point around which the heads of state of the region could work together on an area of common concern. To begin the dialogue, the Inter-American Development Bank and the Inter-American Working Group on Youth Development,\* propose the following program outline for a Youth Summit during the Presidential Summit of the Americas to be held in Santiago, Chile, on April 18-19, 1998.

#### **Program Outline.**

1. A two-day summit where 36 young leaders from throughout the hemisphere dialogue on key issues (i.e., access to education, technology, employment, and community service) that affect their own development and that of their societies. Through group discussions, the young leaders will share their own experiences, including lessons learned and best practices.

2. The youth participants will observe via broadcast the deliberations of the sessions of the Ministers of Education. A dialogue will follow between the youth and the Ministers on the young people's recommendations and the inter-relationship between education, technology, employment, and service.

3. Several key leaders (i.g., Mr. Enrique V. Iglesias, President of the IDB; Mr. Rick Little, CEO of the International Youth Foundation and other relevant speakers) will frame the case for involving young people in the development process. In addition, two young people will address the Heads of State regarding their perspectives on ways that young people could become protagonists in this process and key players in the dialogue leading to policy and action.

**Selection Process of Youth Leaders.** The youth participants will be selected on the basis of the following criteria by the Inter-American Working Group on Youth Development:

- \* Be between the ages of 16 to 25, representing the diversity of the hemisphere;
- \* Be personally committed to economic and social change;
- \* Have vision, creativity, and determination;
- \* Be a member of a youth-led or youth-serving organization; and
- \* Demonstrate potential for leadership.

#### **Follow up.**


The IDB and other international agencies propose as follow up to the Youth Summit a series of four subregional conferences to be held over the next two years. Using the Philadelphia model, representatives of public and private sector and civil society will come together with young people to join in the commitment to design initiatives and policies that will ensure that youth's basic needs are met and their full potential is realized.

\* The Inter-American Working Group on Youth Development (IAWGYD) is a consortium of international donor agencies committed to positive youth development. Its members include the Inter-American Development Bank, the Organization of American States, the United States Agency for International Development, the United States Peace Corps, the Pan American Health Organization, the Inter-American Foundation, the International Youth Foundation, Youth Service America and the United Nations.

THE DIRECTOR OF THE PEACE CORPS  
WASHINGTON, D.C.

MEMORANDUM

TO: Thomas F. Mack McLarty III  
Counselor to the President and Special Envoy to the Americas

FROM: Mark Gearan   
Peace Corps Director

DATE: February 19, 1998

RE: President's Trip to Chile

---

When President Clinton travels to Chile in April for the Summit of the Americas, I would like to propose that he keynote Peace Corps' closing ceremony as part of his trip. The event could be held at the 150 year-old national monument, Municipal Theater, in Santiago, Chile as part of the Peace Corps' graduation from the country and allow the President to celebrate our partnership with Chile and commend their initiative for volunteerism.

The purpose of the event would be to highlight the themes of both domestic and international volunteerism and the important roles they play in strengthening the roots of democracy. Also, to thank Chile for hosting 2,500 Peace Corps Volunteers since 1961, and to congratulate President Frei and the Council to Overcome Poverty for creating Servicio Pais (Chile's AmeriCorps).

The ceremony would include President Clinton giving the keynote address and President Frei highlighting Peace Corps achievements over the years, including the time when his father was President (1964-70). At the end of the event, President Clinton and President Frei could greet Peace Corps Volunteers, returned Peace Corps Volunteers who have traveled back to Chile for the event, and Servicio Pais.

In September 1998, Peace Corps will close its program in Chile because of the record number of successes. These successes include the country's return to a vibrant democracy, the enormous economic progress, the reduction in the number of people living in poverty, and the establishment of a national volunteer service (Servicio Pais), many of whom have been working side-by-side with Peace Corps Volunteers in the poorest areas of the country. Peace Corps is proud of the tremendous contributions the Volunteers have made and the progression that has occurred during our time there. We also look forward to a continued

relationship with Servicio Pais, which is helping the country improve their ability to address their own basic needs.

#### **PEACE CORPS BACKGROUND:**

Years in Chile:	1961-82; 1991-98
Number of Volunteers:	2,434
Volunteers Currently Serving:	51

#### **Examples of Peace Corps Work:**

- A Peace Corps Volunteer initiated a project that resulted in the planting of more than 10,000,000 trees. Today, these Monterey pines, which grow twice as fast in Chile as in California, are the mainstay of the Chilean export industry. He will be at the closing ceremony.
- A Peace Corps Volunteer, who was a marine biologist, started fisheries farms and taught other Volunteers how to take the technology across the country. This revolutionized the fishing industry in Chile, including making salmon farming one of the countries major exports.
- Peace Corps Volunteers have helped create and design trail systems in national parks, including training park rangers.
- A Peace Corps Volunteer created and trained the first forest firefighters in Chile.
- Peace Corps Volunteer Dan Peterson is almost single-handedly responsible for bringing basketball to Chile. He has gone on to an extraordinary career as a coach all over the world, presently coaching a professional team in the Italian premier league.

I hope this event will be given full consideration in the planning of the President's trip. I look forward to discussing this with you. Best wishes.

**ELENA M. SUAREZ**  
Section Chief  
Special Programs Section

INTER-AMERICAN DEVELOPMENT BANK  
1300 New York Avenue, N.W.  
Washington, D.C. 20577

Tel. (202) 623-1552  
Fax: (202) 623-1402  
E-mail: [elenas@iadb.org](mailto:elenas@iadb.org)

**BUDGET PROPOSAL FOR YOUTH FORUM AT THE SUMMIT OF THE AMERICAS**  
Santiago de Chile, April 17-19, 1998

BUDGET CATEGORY BY COMPONENT	COST
<u>I. Youth Forum</u>	
<b>1. Participants</b>	
1.1 Participant travel (34 at \$3,000)	\$102,000.00
1.2 Participant per diem (34 at \$224 per night, for 4 nights)	\$30,464.00
1.3 Transportation Two buses at \$100 per day x 4 days	\$800.00
<b>2. Interpretation</b>	
2.1 6 interpreters (English, French, Portuguese) at \$356 per hour x 5 hours a day x 2 days	\$21,360.00
<b>3. General support</b>	
3.1 Conference room rental	\$600.00
3.2 Roundtable banner	\$300.00
3.3 Coffee service	\$300.00
3.4 Rental of general supplies (fax, copier, pc's, telephone, etc.)	\$1,000.00
3.5 Audiovisual equipment and coverage	\$2,000.00
<b>Subtotal</b>	<b>\$158,824.00</b>
<u>III. Contingencies (%10)</u>	\$15,882.00
<b>TOTAL</b>	<b>\$174,706.00</b>

*- IDB as SING?  
- IDB refused paper  
- funding  
- make / figures / how good  
- call to Maritabit  
- meeting w/ Chilean  
- manage team*

SPE/EXR/IDB 03.02.98

*- IDB put together program  
- IDB conference coordinator w/ support of IDB field office  
- selection process. 3 candidates each country, one selected done by education ministers  
- marketing efforts across hemisphere.  
- 17-24 age. Already vetted, hemispheric coverage  
- Declaratory language  
- Electronic interaction w/ leaders, throughout hemisphere.  
- Selection process - are we comfortable?  
- funding  
- interaction with leaders, interaction with ministers  
- Themes - Role of Youth in Development process. Broader discussion.  
\* Not just education  
\* other development*

*Remains to be determined*



PRESIDENT

INTER-AMERICAN DEVELOPMENT  
WASHINGTON, D.C. 20577

ERICA PER  
DOROTHY - IDB  
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FAX THIS TO HOW  
MACK ?? P. NC  
P. 11

3LE ADDRESS  
JTAMBANC

February 26, 1998

Mr. Thomas McLarty  
Counselor to the President  
and Special Envoy for the Americas  
The White House  
1600 Pennsylvania Avenue, N.W.  
Washington, D.C. 20502

Dear Mack:

IDB staff recently met with members of your staff and the White House to explore the possibility of including a youth component at the Presidential Summit of the Americas to be held in Santiago, Chile, on April 18-19, 1998.

We feel that addressing the needs and issues of the hemisphere's youth would be an excellent unifying point around which the heads of state from the region could work together in an area of common concern.

The Presidents' Summit for America's Future, held in Philadelphia, Pennsylvania, on April 28-29, 1997, was truly a historic effort on behalf of the young people of the United States of America. The five fundamental needs of young people emphasized at the Summit --a caring adult, a safe place, a healthy start, marketable skills and an opportunity to serve-- have the same relevance for the nearly 250 million children and youth (nearly one half of the region's population) expected to be living in Latin America and the Caribbean by the year 2000.

The above needs of young people and the concerns facing them --lack of education, alienation, joblessness, violence and drugs-- are cross-cutting on issues faced by all nations. Ideally, we could take the positive momentum created by the Philadelphia Summit and expand it to other countries throughout the region. Enclosed is a proposal that we are submitting for your consideration.

I look forward to your comments on this matter. In the meantime, please accept my warm regards.

  
Enrique G. Iglesias

Enclosure

**Presidential Summit in Santiago**  
**The Strategic Importance of Youth Development and Participation**

**Rationale.** More than 350 million children and youth live in North America, Latin America and the Caribbean. In most countries throughout the Hemisphere, nearly half the population is under 25. This demographic trend has enormous implications for the region's economic growth, stability, and environmental sustainability.

Promising efforts have been made throughout the hemisphere in forming stable egalitarian democracies, promoting free market economies, reducing morbidity and mortality, and conserving the environment. But these advances cannot be sustained without the full participation of young people equipped with the necessary values and skills to be capable stakeholders and stewards.

Never has the future of the Western Hemisphere been so heavily dependent on a single generation. It is a generation beset with many challenges: violence, organized and random crime, sexual and labor exploitation, limited access to educational opportunities, underemployment, sexually-transmitted diseases, cultural intolerance, and escalating drug and alcohol abuse. The list goes on. Although they vary from country to country, these problems respect no national boundaries.

The complexity and magnitude of the challenges that young people face today are enormous. Yet the youth explosion offers an unprecedented opportunity to renew the region's human capital--knowledge, skills, and good health--the crucial building blocks to economic and social progress and environmental sustainability. Young people must not only learn the skills and knowledge to be effective in building strong economies, they must also learn the values and principles of character that build livable societies.

Despite the formidable challenges, youth today want to be taken into account by societies of which they are members. They represent an inexhaustible source of energy and ideas on how to effectively deal with the challenges they face. Now is the time for all nations in the region to embrace a new development paradigm: rather than looking at young people as beneficiaries (or simply as problems), to see them as active protagonists for their own development and in solving societal concerns.

To truly bring youth into the development process, however, and to help them succeed, they must have access to five basic resources framed in the President's Summit on America's Future one year ago in Philadelphia, Pennsylvania, but appropriate for all nations of the Western Hemisphere: at least one caring adult who is committed to his or her success; a safe place in which to sleep, play, and learn; a healthy start in the formative years of life; a marketable skill linked to economic opportunity and hope; and an opportunity to give back through community service and volunteerism to serve and care for others.

In order to implement this new paradigm for youth development, there needs to be close cooperation among hemispheric bodies, civil society, public and private sectors, youth organizations, and young people themselves. Thus, addressing the needs and issues of the hemisphere's youth could be an excellent

unifying point around which the heads of state of the region could work together on an area of common concern. To begin the dialogue, the Inter-American Development Bank and the Inter-American Working Group on Youth Development,\* propose the following program outline for a Youth Summit during the Presidential Summit of the Americas to be held in Santiago, Chile, on April 18-19, 1998.

#### **Program Outline.**

1. A two-day summit where 36 young leaders from throughout the hemisphere dialogue on key issues (i.e., access to education, technology, employment, and community service) that affect their own development and that of their societies. Through group discussions, the young leaders will share their own experiences, including lessons learned and best practices.

2. The youth participants will observe via broadcast the deliberations of the sessions of the Ministers of Education. A dialogue will follow between the youth and the Ministers on the young people's recommendations and the inter-relationship between education, technology, employment, and service.

3. Several key leaders (i.g., Mr. Enrique V. Iglesias, President of the IDB; Mr. Rick Little, CEO of the International Youth Foundation and other relevant speakers) will frame the case for involving young people in the development process. In addition, two young people will address the Heads of State regarding their perspectives on ways that young people could become protagonists in this process and key players in the dialogue leading to policy and action.

**Selection Process of Youth Leaders.** The youth participants will be selected on the basis of the following criteria by the Inter-American Working Group on Youth Development:

- \* Be between the ages of 16 to 25, representing the diversity of the hemisphere;
- \* Be personally committed to economic and social change;
- \* Have vision, creativity, and determination;
- \* Be a member of a youth-led or youth-serving organization; and
- \* Demonstrate potential for leadership.

#### **Follow up.**

The IDB and other international agencies propose as follow up to the Youth Summit a series of four subregional conferences to be held over the next two years. Using the Philadelphia model, representatives of public and private sector and civil society will come together with young people to join in the commitment to design initiatives and policies that will ensure that youth's basic needs are met and their full potential is realized.

\* The Inter-American Working Group on Youth Development (IAWGYD) is a consortium of international donor agencies committed to positive youth development. Its members include the Inter-American Development Bank, the Organization of American States, the United States Agency for International Development, the United States Peace Corps, the Pan American Health Organization, the Inter-American Foundation, the International Youth Foundation, Youth Service America and the United Nations.

Mark - response  
Nelson  
Eric

Clyde V. Prestowitz, Jr  
President

FEB. 19, 1998

Dear Mark:

I JUST RECEIVED WORD OF MY  
APPOINTMENT TO THE EX/IM BANK  
ADVISORY BOARD. I VERY MUCH  
WANT TO THANK YOU FOR YOUR HELP  
IN THIS REGARD, WITH SINCERE  
APPRECIATION,

Clyde

To EF  
 Date 2/27 Time 5:30

**WHILE YOU WERE OUT**

M. Rodrigo Gacto  
 of Chile

Phone 785 1746  
Area Code Number Extension

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Operator \_\_\_\_\_

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To EF  
 Date 3/2 Time 4:27

**WHILE YOU WERE OUT**

M. Karin Dowd  
 of IDB

Phone 202-623-1366  
Area Code Number Extension

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RETURNED YOUR CALL

Message Mtg IDB  
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400 in Mr. Steve Quirk  
Ken Scheman's Office  
Schemani  
(Area 623-1032)

Operator \_\_\_\_\_

AMPAD EFFICIENCY® 23-021 - 200 SETS 23-421 - 400 SETS CARBONLESS

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Banco Interamericano de Desarrollo  
Banco Interamericano de Desenvolvimento



Inter-American Development Bank  
Banque Interaméricaine de Développement

Washington, D.C. 20577  
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NCC - de Sampa  
State - RGH  
COC - Gaite  
AID -  
Schneider*

DATE: February 26, 1998		PAGES: 3	
TO: Mr. Eric Farnsworth The White House			
FAX NUMBER:	202-456-7586		
FROM: Elena Suarez, Chief Special Programs External Relations Office			
FAX NUMBER: 202 623-1402			
TELEPHONE NUMBER: 623-1552			
SUBJECT: YOUTH FORUM, Santiago, Chile			

Dear Mr. Farnsworth,

As discussed, enclosed is a proposal to host a Youth Forum during the Santiago Presidential Summit. Please note it will be officially forwarded to Mr. McLarty shortly.

Best regards,

Elena Suarez, Chief  
Special Programs  
External Relations Office

**Presidential Summit in Santiago**  
**The Strategic Importance of Youth Development and Participation**

**Rationale.** More than 350 million children and youth live in North America, Latin America and the Caribbean. In most countries throughout the Hemisphere, nearly half the population is under 25. This demographic trend has enormous implications for the region's economic growth, stability, and environmental sustainability.

Promising efforts have been made throughout the hemisphere in forming stable egalitarian democracies, promoting free market economies, reducing morbidity and mortality, and conserving the environment. But these advances cannot be sustained without the full participation of young people equipped with the necessary values and skills to be capable stakeholders and stewards.

Never has the future of the Western Hemisphere been so heavily dependent on a single generation. It is a generation beset with many challenges: violence, organized and random crime, sexual and labor exploitation, limited access to educational opportunities, underemployment, sexually-transmitted diseases, cultural intolerance, and escalating drug and alcohol abuse. The list goes on. Although they vary from country to country, these problems respect no national boundaries.

The complexity and magnitude of the challenges that young people face today are enormous. Yet the youth explosion offers an unprecedented opportunity to renew the region's human capital--knowledge, skills, and good health--the crucial building blocks to economic and social progress and environmental sustainability. Young people must not only learn the skills and knowledge to be effective in building strong economies, they must also learn the values and principles of character that build livable societies.

Despite the formidable challenges, youth today want to be taken into account by societies of which they are members. They represent an inexhaustible source of energy and ideas on how to effectively deal with the challenges they face. Now is the time for all nations in the region to embrace a new development paradigm: rather than looking at young people as beneficiaries (or simply as problems), to see them as active protagonists for their own development and in solving societal concerns.

To truly bring youth into the development process, however, and to help them succeed, they must have access to five basic resources framed in the President's Summit on America's Future one year ago in Philadelphia, Pennsylvania, but appropriate for all nations of the Western Hemisphere: at least one caring adult who is committed to his or her success; a safe place in which to sleep, play, and learn; a healthy start in the formative years of life; a marketable skill linked to economic opportunity and hope; and an opportunity to give back through community service and volunteerism to serve and care for others.

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unifying point around which the heads of state of the region could work together on an area of common concern. To begin the dialogue, the Inter-American Development Bank and the Inter-American Working Group on Youth Development,\* propose the following program outline for a Youth Summit during the Presidential Summit of the Americas to be held in Santiago, Chile, on April 18-19, 1998.

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- \* Have vision, creativity, and determination;
- \* Be a member of a youth-led or youth-serving organization; and
- \* Demonstrate potential for leadership.

#### **Follow up.**

The IDB and other international agencies propose as follow up to the Youth Summit a series of four subregional conferences to be held over the next two years. Using the Philadelphia model, representatives of public and private sector and civil society will come together with young people to join in the commitment to design initiatives and policies that will ensure that youth's basic needs are met and their full potential is realized.

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## The Santiago Meeting of Students of the Americas

Leaders from across the hemisphere agree that the 1998 Summit of the Americas in Santiago will highlight education reform as a fundamental building block for a true community of the Americas. To this point, we have focused our efforts on gaining government commitments to education reform and obtaining funding from multilateral lenders. We have not, however, found a means by which to put a human face on the education basket, or to incorporate representatives of those most directly affected--students--into deliberations by the leaders. Additionally, we are concerned the tentative Summit schedule lacks visuals, color, and a compelling storyline in the absence of fast track.

To address these concerns, we recommend a Meeting of Students of the Americas in Santiago, sponsored by the IDB in parallel to the Summit, as part of its "Informatics 2000" technology initiative which the Vice President addressed last summer. Through its Inter-American Working Group on Youth Development, the IDB is willing to identify one or two high school age students from each Summit country, working with respective Education Ministries and split equally between boys and girls, who would participate in discussions to develop the "classroom of the 21st century." A specific IDB proposal is under development now.

The Meeting of Students would directly highlight technology and distance learning issues, two of our priorities. It would provide a robust role for Education Ministers and flesh out our commitments to education as a hemisphere. It would provide a compelling storyline for the press in Santiago. And it would expose a cadre of student leaders to the onrushing world of 21st century education. From the US Department of Education, we would require the following:

- Strong support of the concept of a Santiago Meeting of Students of the Americas.
- Agreement to work with the IDB to identify specific student representatives from the United States to participate, and willingness to work with USAID and USIA to obtain funding for their participation for the two day meeting, including travel.
- Assistance to the IDB to develop the framework for discussions and the specific program for the students to discuss in Santiago.

Next steps include the following:

- Mack McLarty's visit February 28 will obtain GOC agreement to the concept.
- The Summit Implementation Review Group at the IDB in Washington March 9-10 will provide the opportunity to obtain hemispheric agreement to the proposal, after informal contacts with key contacts throughout the hemisphere during the first week of March.
- The meeting of Education Ministers in Merida February 26-27 will be an excellent opportunity to begin to discuss the opportunity for a Student Meeting in Santiago, laying the groundwork for a specific proposal during the SIRG.

THE DIRECTOR OF THE PEACE CORPS  
WASHINGTON, D.C.

**MEMORANDUM**

**TO:** Thomas F. Mack McLarty III  
Counselor to the President and Special Envoy to the  
Americas

**FROM:** Mark Gearan *MG*  
Peace Corps Director

**DATE:** February 19, 1998

**RE:** President's Trip to Chile

---

When President Clinton travels to Chile in April for the Summit of the Americas, I would like to propose that he keynote Peace Corps' closing ceremony as part of his trip. The event could be held at the 150 year-old national monument, Municipal Theater, in Santiago, Chile as part of the Peace Corps' graduation from the country and allow the President to celebrate our partnership with Chile and commend their initiative for volunteerism.

The purpose of the event would be to highlight the themes of both domestic and international volunteerism and the important roles they play in strengthening the roots of democracy. Also, to thank Chile for hosting 2,500 Peace Corps Volunteers since 1961, and to congratulate President Frei and the Council to Overcome Poverty for creating Servicio Pais (Chile's AmeriCorps).

The ceremony would include President Clinton giving the keynote address and President Frei highlighting Peace Corps achievements over the years, including the time when his father was President (1964-70). At the end of the event, President Clinton and President Frei could greet Peace Corps Volunteers, returned Peace Corps Volunteers who have traveled back to Chile for the event, and Servicio Pais.

In September 1998, Peace Corps will close its program in Chile because of the record number of successes. These successes include the country's return to a vibrant democracy, the enormous economic progress, the reduction in the number of people living in poverty, and the establishment of a national volunteer service (Servicio Pais), many of whom have been working side-by-side with Peace Corps Volunteers in the poorest areas of the country. Peace Corps is proud of the tremendous contributions the Volunteers have made and the progression that has occurred during our time there. We also look forward to a continued

relationship with Servicio Pais, which is helping the country improve their ability to address their own basic needs.

#### **PEACE CORPS BACKGROUND:**

Years in Chile: 1961-82; 1991-98  
Number of Volunteers: 2,434  
Volunteers Currently Serving: 51

#### **Examples of Peace Corps Work:**

- A Peace Corps Volunteer initiated a project that resulted in the planting of more than 10,000,000 trees. Today, these Monterey pines, which grow twice as fast in Chile as in California, are the mainstay of the Chilean export industry. He will be at the closing ceremony.
- A Peace Corps Volunteer, who was a marine biologist, started fisheries farms and taught other Volunteers how to take the technology across the country. This revolutionized the fishing industry in Chile, including making salmon farming one of the countries major exports.
- Peace Corps Volunteers have helped create and design trail systems in national parks, including training park rangers.
- A Peace Corps Volunteer created and trained the first forest firefighters in Chile.
- Peace Corps Volunteer Dan Peterson is almost single-handedly responsible for bringing basketball to Chile. He has gone on to an extraordinary career as a coach all over the world, presently coaching a professional team in the Italian premier league.

I hope this event will be given full consideration in the planning of the President's trip. I look forward to discussing this with you. Best wishes.

## TALKING POINTS

- During the Santiago Summit, our leaders will highlight education reform as a fundamental building block for a stronger and more democratic community of the Americas.
- To this point we have focused our pre-Summit efforts on gaining government commitments to education reform, and on identifying funding both domestically and from multilateral lenders.
- Our concern is that, although we have a good action plan regarding education, we need to put a “human face” on our efforts so the public can better understand the relevance and importance of the document signed by our leaders.
- We want to find a way to incorporate into the deliberations those most directly affected by the education basket: the students of the Americas. We are also interested in highlighting other concepts such as technology and education, demonstration projects on distance learning, etc.
- We have been exploring this matter at very senior levels of the USG in conjunction with the IDB and others. We are now in the process of discussing this with the Chileans and hope to have a specific proposal at the SIRG meeting in Washington March 9-10, 1998.
- What ideas do you have as to how we could strengthen the public message and reach our student population?

DOE

## Proposed Deliverables for the Summit of the Americas

### 1. A Child's Education Bill of Rights

This proclamation will list the basic educational conditions that governments pledge to make available to every child in the hemisphere. For example:

- Nutrition and health care to allow the child to arrive at school ready to learn
- Opportunities for early learning
- Access to basic education through grade 9
- A good teacher
- Appropriate learning materials
- A place to learn

### 2. SchoolNet of the Americas

**Link schools across the Americas** so that teachers and students can work together on classroom projects that foster higher education standards, the ability to use technology for creative and practical ends, and greater cross-cultural understanding. Build on experiences like Chile's *Enlaces*, Argentina's *Internet Olympics*, and Canada's *SchoolNet*. Build on IDB proposal to work with the private sector to build out the necessary infrastructure.

### 3. Regional Resource Center(s) for Excellence in Educational Leadership

Establish a regional center or a **network of centers** to facilitate **information exchange, training**, and possibly research/publication on **best practices in educational leadership**, including teaching, school administration, and the preparation of teachers and school managers. Existing or new center(s), perhaps one in each country, could be designated. Technology would be used to link centers and disseminate best practice. With adequate funding, this initiative could also fund fellowships for outstanding educators to "intern" at the Center or travel to other Centers to observe educational innovation first hand.

### 4. Indicators of the Americas

First step: Countries of the Americas work together to build, within every nation, **systems to gather, analyze, and report to the public on the progress of education**. **Education report cards** could be developed in each country -- at the national and/or subnational levels -- **to tell us how we're doing**. **Indicators of equity are top priority**.

Second step: The countries commit eventually to building common indicators of educational progress in the Hemisphere.

### 5. Public Campaign for Education

A **media-based campaign** to increase awareness among the general public of the **long-term economic benefits of completing basic and more advanced levels of education and training**. Build on existing efforts like *Acorda Brasil*.

# ***The Inter-American Working Group on Youth Development***

***Our Mission:***

***To promote youth as active participants in development and to increase opportunities for the development of youth.***

**Our Goals:**

- To share what the members are doing and what we have learned in youth development work.
- To foster a learning environment where good youth work being performed by others can be brought into the group for discussion, review and consideration.
- To actively pursue opportunities to work together as a whole and to form collaborative combinations among any of its members.

<u>Our Membership</u>	<u>Key Timeline Events</u>
<p>Inter American Development Bank (IDB)            Inter America Foundation (IAF)            International Youth Foundation (IYF)            Organization of American states (OAS)            Pan American Health Organization (PAHO)            Salesian Missions            United Nations (UN)            United States Agency for International Development (USAID)            United States Peace Corps (PC)            World Bank (WB)</p>	<p>First Meeting, October 1995            Mission and Goals Set, November 1995            Working Sub-Groups, December 1995            Combined Executive Summary, April 1996            Formal Recognition by IDB President and Sponsorship of Youth Conference in Washington, April, 1996            Meetings with: Organizacion Iberoamericana de Juventud (OIJ); Caribbean Community (CARICOM), Ministry of Youth, Dominican Republic            Representatives to OIJ Meeting, Buenos Aires, July, 1996            Field Surveys, May - October, 1996            Draft Project Proposal, December 1996</p>
<p style="text-align: center;">**</p> <p>Rotating Chair, any of the above organizations can provide further information about The Working Group</p>	

## INTER-AMERICAN WORKING GROUP ON YOUTH DEVELOPMENT

### RESULTS FOR 1996

- a) Hosted a series of inter-agency working group meetings as well as a number of open forums on issues related to best practices in supporting youth development;
- b) Hosted a conference on "Lessons without borders" which brought together 200 development practioners and youth to discuss issues on youth development in the Inter-america region;
- c) Published a conference report on lessons learned and opportunities identified at the "Lessons without Borders" conference;
- d) Carried out 50 focus group surveys/diagnostic needs assessments in 23 countries on needs and opportunities for youth development in the region; and,
- e) Developed a draft collaborative partnership project for youth development to be piloted in 3 countries in 1997.
- f) Developed a series of "institutional knowledge" reports for each member agency on their approach and experience in supporting youth development in the region. (Combined in a matrix model for comparison.)

### PROPOSED WORKPLAN FOR 1997

**GOAL 1: INFORMATION AND LEARNING EXCHANGE:** Increase the knowledge, coordination and effectiveness of major donors on issues and models of supporting youth development.

#### **ACTIVITIES:**

- a. 12 monthly meetings of IAWGYD with various focuses for information exchange and learning (ej. youth participation, youth employment, youth training, resource mobilization for youth).
- b. Preparation and publication of IAWGYD focus group surveys report.
- c. Establish General Secretariat with technical coordinator for IAWGYD.
- d. Host series of forums and a conference on aspects of international youth development.
- e. Publication of report on lessons and opportunities in youth enterprise development.
- f. Advance internet website on international youth development.

**GOAL 2: INTER-AGENCY FINANCIAL AND TECHNICAL COLLABORATION ON YOUTH DEVELOPMENT:** Increase the scale and quality of financial and technical support for innovative youth development initiatives in the Inter-America region.

#### **ACTIVITIES:**

- a. Implement Inter-American Youth Project in 3 pilot countries.
- b. Prepare evaluation and expansion phase of Inter-American Youth Fund project in 3 more countries.
- c. Advance internet website on international youth development.

## INTER-AMERICAN WORKING GROUP ON YOUTH DEVELOPMENT

### SUMMARY: PARTNERSHIPS FOR INTER-AMERICAN YOUTH PROJECT

#### GOAL:

\* To strengthen initiatives by and/or for young people in selected countries in Latin America and the Caribbean that help advance their development as individuals and as well as that of their communities.

#### STRATEGIES:

- \* Strengthen the leadership capacity and professionalism of emerging and practicing youth and youth workers.
- \* Fund effective youth-led and youth-serving programs to strengthen their capacity and expand their reach.
- \* Contribute to the body of knowledge about effective practices and model programs to which children and youth respond.

#### ACTIVITIES:

- \* Training workshops
- \* Project seed-capital fund
- \* Youth and youth worker exchanges and field visits
- \* Networking activities

#### CRITERIA:

- \* Focus on low-income and marginalized youth.
- \* Focus on positive youth participation and leadership in community development.
- \* Focus on youth as stakeholders in community development.
- \* Focus on building collaborative bonds between youth and adult community leaders.
- \* Focus on building local partnerships with the private and public sector to mobilize resources for sustainability.



OPTIONAL FORM 99 (7-90)

**FAX TRANSMITTAL**

# of pages ▶ 1

To <b>ERIC FARNDSUBERT</b>	From <b>PAT DeGouris</b>
Dept./Agency <b>White House</b>	Phone # <b>62560</b>
Fax # <b>62566</b>	Fax #

*Eric Youth Summit  
could be built into  
this  
Pat*

NSN 7540-01-317-7368 5099-101 GENERAL SERVICES ADMINISTRATION

**v the Exhibition Can Support  
the Presidential Summit**

The Exhibition stage\* would be a wonderful venue for the closing ceremony, with the signing of the Declaration, the announcement of the Digital Education Network, and a video-conference by the Presidents with a few selected schools throughout the Hemisphere. The theme could be what students believe education should be like in the Third Millennium. The Presidents would be on two of the screens, and the classrooms to whom they are talking would be on the other two screens.

The Exhibition will provide a number of photo opportunities for the Presidents and members of their delegations not only in the area of education, but also in other areas of interest to them, like healthcare and electronic commerce.

All Presidents will be given the opportunity to video-conference with a school or schools in their country.

During the Exhibition, we could have a classroom of students brought down by the Presidents for the Summit interact with classrooms throughout the Hemisphere. This would be very newsworthy in all the countries participating, and would cut the amount of time the Presidents would have to give to their video-conferencing with classrooms as presented in the first point above.

For the concluding ceremony we would have the Presidents talk with a student in a classroom in each of eight countries, taking forty minutes, and then have twenty minutes with the classroom of students brought down in the official delegations.

Please note that we have an offer to have Pele, the Brazilian soccer star, at the Exhibition. He has taken an active interest in education, and would be willing to come if he had a role. This Summit, of course, comes just two months before the Soccer World Cup Finals, which also happen every four years.

*Mangrove  
School*

\* The Exhibition stage is large and futuristic, and will be at one end of the main hall. This stage is the one used by Microsoft for their company meetings, and is being loaned to the Exhibition by them (with none of their logos showing). It features a large globe showing North and South America, and has four very large projection screens, two on each wing. We will have full satellite-based video conferencing from the hall, and will be able to display pictures from the satellite feeds onto the screens, as well as pictures of speakers.

## STUDENT MODEL SUMMIT OF THE AMERICAS

*Draft*

By general hemispheric consensus, the highlight deliverable of the Santiago Summit of the Americas in April will be education. To date, however, we have not developed any part of the Summit program which might include children, who represent a critical part of the education process and who will provide a significant boost to the visuals. For this reason, we should consider the possibility of a gathering of students from across the hemisphere, to be held in conjunction with the gathering of leaders in Santiago, to follow Summit proceedings, and participate interactively in one side session with the leaders.

Such a gathering could take the form of a Model Summit of the Americas, although it would not necessarily need to be so ambitious given the short time remaining before the Summit.

It would tie together several important Summit themes and give them tangible expression and added emphasis. Among these would be:

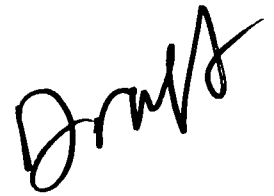
- education generally and education for democracy
- distance learning
- technology and global electronic commerce
- cooperation and the emerging hemispheric community of the Americas
- a focus on issues of critical importance for a region of the world where 50 percent of the population are under 17--climate change, labor issues including child labor, trade/FTAA.

A hemispheric organization or university might sponsor such a program, with USIA/IDB/World Bank/private sector funding. The highlight of the program would be a short, interactive session with the leaders, perhaps via satellite, to discuss relevant issues for the generation which will come of age in the 21st century.

For our part, we should ensure that education and building the Americas for the next generation become an overriding theme for selling the Summit domestically. This will provide an appropriate chapeau for the Summit, lift its message, and mutually-reinforce our collective efforts in the hemisphere.

As a next step, by February 6 we would need a more fully developed proposal, perhaps from USIA, fleshing out this idea and exploring its feasibility. We would then need to approach the Government of Chile as Summit host, obtain funding commitments, and obtain sign-off at the political level of the USG before moving forward with actual implementation.

## STUDENT MODEL SUMMIT OF THE AMERICAS



By general hemispheric consensus, the highlight deliverable of the Santiago Summit of the Americas in April will be education. To date, however, we have not developed any part of the Summit program which might include children, who represent a critical part of the education process and who will provide a significant boost to the visuals. For this reason, we should consider the possibility of a gathering of students from across the hemisphere, to be held in conjunction with the gathering of leaders in Santiago, to follow Summit proceedings, and participate interactively in one side session with the leaders.

Such a gathering could take the form of a Model Summit of the Americas, although it would not necessarily need to be so ambitious given the short time remaining before the Summit.

It would tie together several important Summit themes and give them tangible expression and added emphasis. Among these would be:

- education generally and education for democracy
- distance learning
- technology and global electronic commerce
- cooperation and the emerging hemispheric community of the Americas
- a focus on issues of critical importance for a region of the world where 50 percent of the population are under 17--climate change, labor issues including child labor, trade/FTAA.

A hemispheric organization or university might sponsor such a program, with USIA/IDB/World Bank/private sector funding. The highlight of the program would be a short, interactive session with the leaders, perhaps via satellite, to discuss relevant issues for the generation which will come of age in the 21st century.

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SANTIAGO SUMMIT / DIGITAL EDUCATION NETWORK INITIATIVE

AGENDA FOR MEETING: JAN. 30, 1998

3:30 - 4:30 PM Room 180 OEOB

Part I: Santiago Summit

- a. Schedule Prior to Santiago Summit Apr. 18-19<sup>th</sup>
- Education Ministerial - Feb 26-27 [Status/Agenda] *Merida*
  - SIRG at IDB - March 9<sup>th</sup> / 10/11
  - Santiago Meeting - April 1<sup>st</sup> / 2
  - *Summit April 10-19*
- b. Digital Education Network Initiative *\$100 million needed from gov'ts + private sector*
- c. Youth Summit Tie-in
- Ticket to USIA — Barbara Moore*
- Part II: Chile State Visit *IDB* *remote link up several schools on the hemisphere*
- a. Chile State Visit/Enlaces Program

Part III: Next Steps

*Barbara Moore*  
*619-6881*

# ENLACES: the Chilean Educational Network

## A component of the MECE Program

### I. SUMMARY

Enlaces is a Chilean project whose aim is to determine the benefits, contents, costs and replicability of initiatives involving educational computing and School networking. The project incorporates mechanisms for evaluating its impact and preferably seeks to determine the roles of computer technology on those schools with the fewest resources. Enlaces is a component of the MECE program of the Ministry of Education which is a comprehensive effort to improve the equity and quality of our public educational system. The curriculum, textbooks, teaching and learning aids and methodologies and the administrative procedures are all under major revision with funding from the World Bank and the Chilean State.

The Enlaces project started officially in March 1993 and at the end of May 1995, the interconnection of close to 110 educational establishments was achieved through the Internet, mainly in the southern Araucanía Region and in Santiago. Additionally, a solid base was established to allow for decentralized growth in 1995, at which time some 200 establishments will be added to the network.

The schools receive equipment, educational software, initial training and ongoing support by means of the network, in person (visits) and support materials (texts, multimedia based self training software and videos). The equipment (mostly Apple Macintosh) is incorporated gradually, with priority given to the teacher's work. The computers are connected to each other by telephone, occupying the lines mostly during the night when telephone rates are low. Some of the rural schools use radio links.

The Enlaces project has developed the "La Plaza" software, a C++ application which permits very easy access to the computers whether for using educational software (mostly multimedia based applications), to take advantage of communications (local, regional, national and international) through Internet or to participate in educational projects and deliver and receive information by means of the network.

### II. GOALS

1. To gradually install **an educational network** that includes at least 50% of primary schools by year 2000 and 100% of secondary schools. The network consists of computers capable of being connected by telephone or radio and educational software, mostly purchased but some home made. This is not an on-line network, rather, teachers and students read and write mails during the day. At night, computers take over the school's telephone and the network starts delivering the messages.

2. To install **Educational Computing Centers** at different regional universities with the people, equipment and supplies necessary to administer network traffic, design and implement strategies for network insertion, computer training and computer use in the schools, support projects proposed by the schools, develop and evaluate software and provide technical and pedagogical support to the schools connected to the network.

### III. LA PLAZA: A NON INTIMIDATING HUMAN-COMPUTER INTERFACE

With the goal of facilitating computer use on the part of students and teachers, a software called "**La Plaza**" has been developed which is very easy to use and incorporates four buildings which are a familiar sight at most Chilean cities and villages: a Post Office, a Kiosk, a Museum and a Cultural Center.

#### The Post Office

The post office is a simple e-mail system designed for students and teachers. The goal is to have an informal mechanism for them to first establish contact, and later go on to make up a work group in the Cultural Center or simply exchange ideas and opinions on subjects of personal interest.

The children use this post office, writing letters about diverse topics, such as how to make friends, hobbies, pets, etc. Content in the form of sound and graphics is presently being explored in prototype versions. For this purpose, the network's communication platform is based on the MIME standard. Teachers initially use the post office rather tentatively since it is generally perceived that the use of telecommunications requires patience and teachers take some time acquiring the habit of exchanging experiences and establishing contacts with colleagues on the network.

### **The Kiosk**

The Kiosk offers a window to a space for dynamic information. Electronic newspapers for students and teachers are found there. These documents are in constant, non-centralized production and distribution by the teachers and students themselves. The Kiosk also offers short multimedia based educational stories and vignettes as a stimulus to reading and writing. Through the Kiosk, the children can write stories and offer them to children at other schools, something that motivates and entertains them and reinforces their self-esteem.

### **The Museum**

The museum is an information center with greater permanence in time than the information contained in the Kiosk. Essentially it is a data base from which one can access information, experiences, demonstrations and uses of educational software along with the software itself. By now, some 30 educational software licenses were acquired and other 10 multimedia educational applications are being locally developed. Some of the preferred software packages are: KidPix (Broderbund), ClarisWorks (Claris), The Living Books (Broderbund), Grolier Encyclopedia, Decisiones (Tom Snyder), The Human Body (Enlaces) and Chilean Artists (Enlaces).

### **The Cultural Center**

The Cultural Center is a meeting place for developing collaborative projects among the students and teachers at different schools. It is also a place to establish communication among teachers with common concerns, and for them to exchange experiences, written work, opinions, etc. (e.g., groups with a common interest in physical education, mathematics, English, literary workshops, communication with other countries). It is basically a simple to use bulletin board system.

## **IV. TRAINING AND EVALUATION**

### **Training**

The training strategy currently consists of workshops given at each of the schools in which the teachers practice using the La Plaza software in groups to familiarize themselves with its options for using the educational software and the communications. The second phase of training consists of teachers in the different schools using the network to get to know the projects of other schools and letting other schools know about their projects, as a mean of establishing ties among teachers with similar interests. Finally, the teachers train their students in the use of La Plaza.

An initial evaluation confirmed that, before the training, 25 percent of the participating teachers believed that they would never be capable of handling a computer; 23.3 percent believed that owing to their high cost, the computers would never reach their schools; 18.5 percent feared that if they mishandled the computer it would break or explode; and 12 percent said they feared the computers could end up replacing the teacher. Only 0.2 percent of the teachers evaluated had had prior experience with computers.

Once the training was completed, 97 percent of the participating teachers stated that they had developed a significantly more positive attitude toward computers; despite their need for considerably more

practice in the use of the computers, 70 percent of the teachers felt that they could adequately utilize the computer to support their normal educational activities.

### **Preliminary Impressions**

The project has been clearly attractive for some of the schools. In general it was observed that an invitation to simply hear about the project for the first time, without any commitment of involvement, drew between 40 and 60 percent of the schools convoked. Of these, approximately half chose to participate in the competition to be included on the network.

Of the schools chosen to participate, an initial effect known as "technological shock" or "multimedia shock" was perceived which led some teachers to have unrealistically high expectations concerning the possible uses of the technology in the schools but which also allowed them to participate with a great deal of enthusiasm and sacrifice of their personal time. Gradually, the teachers began falling into the following behavioral categories:

- Enthusiasm prevails on the part of the teachers for using the equipment, developing activities for their students with the software, communicating proposals on the network and seeking to expand on the initial uses of the network.
- Teachers' enthusiasm wanes, principally credited to a lack of time, but interest continues in the use of technology, albeit in a more moderate manner.
- Enthusiasm ceases, with teachers citing time pressures, the lack of adequate software or the limited uses for the software available.

These preliminary observations led to modifications in the training strategies, in the way in which software was introduced, and to a more explicit presentation of the advantages of using the educational software and the network. At the same time, teachers are urged to observe how other schools have solved the problems of scheduling computer use between work time and the diverse ways in which computers are being used by both teachers and students.

Clearly the schools with the greatest flexibility and innovative capability have been able to resolve these problems in more creative ways. For example, to support students' work, some schools have integrated students from higher level classes into lower level classes, others have gotten parents involved and others have arranged to have a teacher on duty to monitor use of the equipment. Some schools have even obtained financial support to give some of their teachers extra paid hours for computer work.

An important conclusion that has matured through observations of the project in the schools is that innovation must arise out of current pedagogical practices. In other words, teachers are more inclined to use technology if they can relate it simply and directly to their classwork, materials and the teaching model they themselves use. To this end, the project seeks to show teachers more clearly the multiple ways in which the technology can be used, as much in the classroom as in extracurricular activities. The point is not to merely "do the same thing, only with computers," although in the beginning it may seem that way. The teacher invariably perceives changes in his or her class, at a minimum in the organization and motivation of the students. On the basis of these small initial changes and on clear evidence of the students' improved motivation, the teacher may try out more effective strategies or adapt those of other teachers in schools.

Apart from the evaluative instruments being applied to network users, the network itself is constantly monitored to analyze variations in the level of network traffic. It is assumed that once the schools reach greater maturity in terms of assimilating the technology, they will attain higher levels of network communication and more innovative uses of the technology inside the classroom.

January 27, 1998

## **Draft Announcement Digital Education Network**

The Leaders of the Hemisphere announce a commitment to develop by the Year 2000 a Digital Education Network that will make available to every school and community in every country of the region digital educational programs to enhance the learning opportunities of students, teachers, workers, and professionals. Local, national and regional groups will be able to provide content to the Network for use in their area, throughout the Hemisphere and around the world by means of the Internet. The Network will operate on international standards providing digital TV and Internet-based programs.

To develop the Network, the Leaders announce the formation of a Digital Education Network Consortium for the Hemisphere as a joint venture among their governments and leading information technology firms to define and put in place this Network. The Network will be open to the participation of all who wish to provide hardware, software and content.

Recognizing that access to education and training is critical to economic and social well-being in the Information Age, with its global economy and inter-connected societies, and in furtherance of our interests in expanding trade and deepening democratic participation, the Leaders commit to linking every high school to the Network by the Year 2002. Some countries are establishing additional goals to link schools, universities and work places to the Network.

The Leaders also announce the formation of a Joint Hemispheric Fund for Educational Technology to jump-start the establishment of the Network. The Fund will promote the development of the Network, encourage the creation of content to improve educational performance in the Hemisphere, undertake R&D to strengthen the outcomes of technology-enhanced educational programs and provide technical assistance to those wishing to link to and make use of the Network's resources. Initial capitalization of the Fund will be US\$100 million. Funds will be provided by the Governments of the Hemisphere, with additional support and collaboration from private companies, foundations and non-governmental organizations. The Fund will phase out its operations after five years, with its work continuing as part of the operating budgets of the Hemisphere's educational institutions and through various voluntary organizations.

## Fact Sheet

### Digital Education Network Initiative

Informatics 2000 Initiative  
Inter-American Development Bank

#### *Why do we need a Digital Education Network?*

The Informatics 2000 Conference hosted by the Inter-American Development Bank concluded that:

- **Informatics** is the motor of economic development on the eve of the Third Millennium
- **Education** is the cornerstone on which all countries must construct their efforts to enter the Information Age.

In the Information Age, economic activity is increasingly global, high speed, knowledge-driven, adaptive and competitive. Success in the workplace and the marketplace requires agility, networking, teaming, continuous productivity improvement, problem-solving skills and innovation. It requires uncompromising commitment to quality and results along with openness to new information and flexibility to adapt to fresh answers and alternative approaches. Education in the region must develop the skills necessary to take part in this new economy.

Some countries in the region are already far advanced in the technology and know-how required in the Information Age, while others are lagging behind. The Conference concluded that a concerted regional effort is required for the region as the world enters the Information Age, particularly to enable information technology to enhance education broadly throughout the region.

#### *What do digital education technologies have to offer?*

Education technologies have the potential to support improvement in five areas:

- **Extension of quality instruction.** Using technology, quality educational programming can be provided universally, significantly augmenting the learning opportunities available at schools with limited teacher resources and at home.
- **Improvement of learning and instruction.** Technology can be a powerful instructional tool for developing basic skills and knowledge; technology also is a powerful tool for exploring new information, collaborating with other learners and developing new learning skills.
- **Improvement of support for educators.** Technology can help teachers overcome the isolation they experience in their classrooms, form effective teams, access resources and receive professional support.
- **Improvement of policy planning and design.** Technology is an essential tool in for generating and using information about education indicators, student assessment, costs, finance and other aspects of education system improvement.
- **Improvement of school management.** Schools can become more efficient and cost-effective if they apply the tools of technology to streamline management and operations.

## *Partners*

The Digital Education Network Initiative has brought together the leading technology companies to design and develop an "open" architecture Digital Education Network, to encourage a maximum of vendor participation. The companies committed so far to bring the Digital Education Network to reality include: Sun Microsystems; the Cisneros Group; Microsoft; Oracle; Hewlett Packard; Cisco Systems; IBM; and, AmeriSpace. Other global and regional companies will be asked to participate as well.

This Initiative will work with the educational institutions and ministries in the countries of the region involved in development phase, so these institutions can contribute to the design of the network, develop their own capabilities to generate contents, and establish educational programming to facilitate the Network's use in the schools. Regional collaboration and mutual investment we believe offer the strongest chance of succeeding in enabling information technology to contribute successfully to education in the region.

## *What does the Digital Education Network consist of?*

The Digital Education Network will provide schools in Latin America and the Caribbean with:

- universal Internet access by satellite or wire/cable;
- universal access to digital TV by satellite or wire/cable;
- low-cost, multimedia educational content; and
- E-mail connectivity for students and teachers.

The Network will use industry standards and an open architecture, so that all vendors can compete freely to provide products and services in support of schools and education.

## *How will schools connect to the Digital Education Network?*

Each school will need four basic components to connect to the network.

- Classroom workstations for use by teachers and students
- A local server to access, filter and store educational content for use in the classrooms
- Connections to the Internet, either through local Internet service providers or by satellite
- Access to digital TV signals from a satellite or cable connection

## *What educational content will be provided?*

- **Development of new content.** The educational development centers, working with educational development leaders in each country, will design and support the development of new educational programs in areas deemed most critical by participants. In this prototype phase, the focus will be on K - 12; in later phases, university and vocational training programming will be added.
- **Access to existing educational content.** The Network will have a directory of educational content, by subject, grade level and language. Thus, schools in the region can easily find appropriate content, materials, prototypes and support tools already available on the Internet.

### ***Who will pay for the Network?***

The Network will be underwritten with a mix of public and private sector resources.

- **Network design:** the consortium of technology companies will finance design costs.
- **School connectivity and equipment:** each country, aided by contributions from the consortium of companies and contributions from the private sector and foundations, will fund school connections.
- **Content development:** the IDB, ministries of education, sponsoring organizations, private companies and foundations will be expected to provide support for content development.

*The Network is expected to be self-supporting over time, with large numbers of companies providing educational programming, equipment and services that justify expenditures by public and private schools.*

### ***When will the Network begin?***

During 1998 the consortium will work with the participating school systems to identify the key programming needs of the participating school systems and the critical requirements for school implementation, settle on the technical standards for the Network, run some pilot studies, arrange for the connectivity and equipment, design and prepare the programming content, develop and implement programs of study capable of incorporating the technology-rich curricula; develop and implement the methodologies to introduce the new programming into the schools participating in the prototype phase; and train teachers and school administrators so they are fully prepared by the opening of the 1999 school year. The technology-enhanced education programs should then be implemented for the school year 1999, beginning in February/March.

January 26, 1998

Background on  
The Digital Education Network  
A Proposed Announcement at the Summit of the Americas  
Informatics 2000 Initiative  
Inter-American Development Bank

A group of the region's educational leaders meeting in Cartagena last July urged the development of a digital education network for Latin America and the Caribbean that would quickly and efficiently provide at relatively low cost quality digital educational programming to schools throughout the region. The meeting was held under the auspices of the Inter-American Development Bank's Informatics 2000 Initiative's Education Task Force, and also included experts from around the world on IT in education. The concept propounded by this group was that by providing digital TV and Internet access to schools, we could make available significant educational program enhancements to schools which now have very limited teaching resources. They also noted that this same network could be used in the workplace, homes and communities to provide not just education, but also workplace training, skills upgrading and in-home education opportunities for parents. With delivery of this programming by satellite and land lines, it was argued this network could reach everywhere in the region. And by forming a regional network, it would be possible to dramatically reduce end-user costs for equipment and usage fees. By designing the system to link local, provincial and national networks to the regional network, local control over school programming could be assured.

The idea for such a Network is built on a number of Latin American projects, such as the Enlaces Project in Chile, and projects elsewhere in the world. But none of the existing projects have the scope needed to achieve economies of scale, nor do they use the latest technological developments that greatly improve network capabilities and actually lower end-user costs. Indeed, this Network as planned will be the most advanced in the world, and will set the standard for the rest of the world. And yet it is all built with existing technologies which have just in the last year been capable of being integrated into such a Network of extraordinary capabilities and efficiencies.

At the September I2000I Meeting of Latin American leaders, co-hosted by the Government of Chile as a contribution to the planning of the Summit, a group of the leading IT companies and educational development institutions announced they would develop such a Network for the region. The companies committed so far to bring the Digital Education Network to reality include: Sun Microsystems; the Cisneros Group; Microsoft; Oracle; Hewlett Packard; Cisco Systems; IBM; and, AmeriSpace. Other global and regional companies will be asked to participate as well. Subsequently a number of the leading educational development institutions offered to support the development of the Network, its contents and the task of helping school systems integrate such teaching material into their educational programs.

The Hemisphere's Leaders meeting at the Summit will speed the development of the Network with two main actions. First, they are announcing their commitment to support the development of the Digital Education Network so that quality educational programming is available to schools throughout the Region by the Year 2000, including its satellite transmissions. Of course, not all schools will be hooked into the Network immediately, but the Leaders have set some objectives such as linking all high schools to the Network by the Year 2002. Second, they are announcing that they will fund collectively the development of educational programming and provide technical assistance to schools wishing to make use of the Network. The consortium of private companies will design the Network (as an open system in which all can participate), and school districts will continue to pay for their links and usage of the Network. But the richer countries in the Hemisphere (North and South) will speed the development of appropriate educational programming and the development of protocols for introducing such programming into the education programs of schools by establishing a fund to finance such efforts. The fund should be a minimum of US\$100 million. Private companies, foundations and NGOs are expected to contribute to such a fund as well. The fund will be established under an IDB charter, but operated independently so it can move quickly on funding decisions and develop the specialized expertise required. There are several additional recommendations associated with maximizing the contributions of the Network which are discussed in attachments.

The need for the Network should be understood by all those with children or themselves undertaking job skills upgrading. The Network will provide in a short time a tangible product from the Summit that will be experienced by a large number of people throughout the region; and the Network will grow and evolve for years to come as a living reminder of the Santiago Summit. It is a fitting initiative as the Region and world move into the next millenium.

To EF

Date 1/30 Time 11:05

**WHILE YOU WERE OUT**

M del Rio

of East Medico

Phone 728-1630

Area Code	Number	Extension
728	1630	

TELEPHONED	<input checked="" type="checkbox"/>	PLEASE CALL	<input checked="" type="checkbox"/>
CALLED TO SEE YOU	<input type="checkbox"/>	WILL CALL AGAIN	<input type="checkbox"/>
WANTS TO SEE YOU	<input type="checkbox"/>	URGENT	<input type="checkbox"/>
RETURNED YOUR CALL		<input type="checkbox"/>	<input type="checkbox"/>

Message \_\_\_\_\_

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Operator \_\_\_\_\_

AMPAD  
EFFICIENCY®

23-023 CARBONLESS

Themes  
 write memo as base  
 make 6 pages  
 for education memo  
 blank meeting notes

Investing in the Future  
 → sub theme

→ instructions ready for  
 future. Account  
 agreement for next summit  
 → protect kids from  
 scourge of drugs

PHOTOCOPY  
PRESERVATION

# NSC message development 1/29

- ① show concrete progress since Miami
- ② build institutions / arrangements for the 21<sup>st</sup> cent.  
w/ your father in Latin America

Dobson - separate Africa + Asia  
 build on State of Union.  
 more accomplished in LatAm than anywhere  
~~else~~ in the world.

Clinton → don't tie the two together

## Broad Thematics

model for what were trying to do worldwide  
 don't get into comparisons. financial  
 market issues.

Miami to Santiago  
 overlay w/ domestic policy agenda  
 education, drugs

get kids into picture

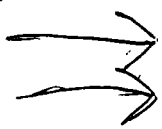
Blueprint for 21<sup>st</sup> cent, manifesto

child labor, climate change, labor & migrant  
 children of the Americas. Peace Corps.

Multilateral  
 Categories in Miami  
 - Promised  
 - delivered?  
 - next agenda  
 (Santiago eye 1st)

Contract for the  
 next generation  
 Peace Corps

Stop in  
 Miami



# The Santiago Summit

## PREPARING THE AMERICAS FOR THE NEXT MILLENIUM

### Education: Equipping People for the Global Society

- *Developing standards for quality education*
- *Training teachers*
- *Expanding textbook programs*
- *Reforming curriculum respond to global changes*

### Strong Democracies, Strong Institutions

- *Extending democratic reforms to the local level*
- *New training programs for judges*
- *Confronting the scourges of corruption*
- *Establishing a new Hemispheric Alliance Against Drugs*

### Expanding Economic Opportunities, Achieving Free Trade

- *Launching negotiations for the Free Trade Area of the Americas*
- *Taking measures to stabilize financial markets*
- *Addressing the problems of climate change and energy development*

### Breaking Down the Barriers of Poverty and Discrimination

- *Opening new means and mechanisms for microenterprise*
- *Streamlining land registration procedures for those in poverty*
- *Improving the quality of drinking water*
- *Enhancing the role of women in the economic and political life*
- *Fighting all forms of violence against women*

OPTIONAL FORM 99 (7-90)

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GENERAL SERVICES ADMINISTRATION

# Withdrawal/Redaction Marker

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. note	Summit of Americas Planning Thoughts (6 pages)	01/15/1998	P1/b(1)

### COLLECTION:

Clinton Presidential Records  
Special Envoy for the Americas  
Farnsworth, Eric  
OA/Box Number: CF 1047

### FOLDER TITLE:

Summit of the Americas, April 1998: Students

2009-1155-F  
ke2551

### 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]

## Santiago Summit Deliverables

Santiago Action Plan Initiative	Key Deliverables
<b>I. Education: The Key to Progress and Equity</b>	<ul style="list-style-type: none"> <li>- Focuses attention on primary and secondary educational systems, typically under-funded in the region, and promises to increase teacher training, provide educational programs for workers to meet market changes, enhance standards, augment international exchanges, and bring environmental education into schools. <sup>1</sup>★</li> <li>- Emphasizes the need for education of democratic values.</li> <li>- The IDB will support the initiative with a \$500 million fund for teacher preparation and teacher training materials. <sup>3</sup></li> <li>- IDB will also make available funding for up to \$1.4 billion for job training for workers and scholarships for thousands of students from different countries. <sup>3</sup></li> </ul>
<b>II. Preserving and Strengthening Democracy and Human Rights</b>	<p><b>Democracy/Human Rights:</b></p> <ul style="list-style-type: none"> <li>- Addresses freedom of the press in the region by charging the OAS with taking actions to promote and defend the freedom of the media in the hemisphere, including having an ombudsman make annual reports. <sup>2</sup></li> <li>- Establishes a regional information network to combat physical and sexual abuse of children. <sup>1</sup></li> </ul> <p><b>Enabling Civil Society:</b></p> <ul style="list-style-type: none"> <li>- Commits governments to do more to allow NGOs and community groups to take part in decision-making that affects people's lives. <sup>1</sup></li> <li>- Sets the stage for a new IDB program on civil society, with the overall goal of securing direct financing for NGOs and community groups in the region. <sup>1</sup></li> </ul> <p><b>Strengthening Local Government:</b></p> <ul style="list-style-type: none"> <li>- Extends democratic reform and institution-building to the subnational level, allowing people to have more access to information, public hearings, decision-making, etc. <sup>1</sup></li> <li>- Training will be provided for a new cadre of professional local government officials via a regional center funded by the IDB. <sup>3</sup></li> </ul> <p><b>Human Rights of Migrant Workers:</b></p> <ul style="list-style-type: none"> <li>- Protects rights of migrant workers, including workplace conditions and wage remittance. <sup>2</sup></li> <li>- Advances measures against alien smuggling through law enforcement and public information campaigns. <sup>2</sup></li> </ul> <p>(Reflects an advance in hemispheric relations by having Summit leaders address this contentious issue in a cooperative manner.)</p>

1 Virtually agreed by Summit governments

2 Pending further negotiations

3 To be announced at the Summit

★ Environmental deliverable

Santiago Action Plan Initiative	Key Deliverables
	<p><b>Corruption:</b></p> <ul style="list-style-type: none"> <li>- Picks up the pace on implementing the Inter-American Convention Against Corruption by establishing a monitoring mechanism in the OAS.<sup>1</sup></li> </ul> <p><b>Counternarcotics Alliance and Better Extradition</b></p> <ul style="list-style-type: none"> <li>- Establishes a Hemispheric Anti-drug Alliance, to include a credible multilateral process for the evaluation of national counternarcotics performance.<sup>1</sup></li> <li>- Pushes for better, more rapid extradition of criminals.<sup>2</sup></li> </ul> <p><b>Terrorism</b></p> <ul style="list-style-type: none"> <li>- Creates cooperative programs to stop terrorists from operating in the hemisphere, including ratification of global treaties against terrorism and passing tough laws to enact them.<sup>1</sup></li> </ul> <p><b>Military Transparency and Conflict Resolution</b></p> <ul style="list-style-type: none"> <li>- Strengthens OAS presence in the mediation and conciliation of conflicts between states.<sup>2</sup></li> <li>- Endorses a hemispheric treaty on transparency in major arms acquisitions.<sup>2</sup></li> <li>- Advances plan to make defense expenditures transparent.<sup>2</sup></li> <li>- Promotes the creation of cross-border parks in disputed areas as an innovative measure for building mutual confidence.<sup>2</sup>★</li> </ul> <p><b>Judicial Reforms</b></p> <ul style="list-style-type: none"> <li>- Boosts judicial reform by establishing a regional Judicial Studies Center to develop curricula and provide technical assistance to the hemisphere's various judicial schools.<sup>2</sup></li> </ul> <p><b>Labor Ministry Modernization</b></p> <ul style="list-style-type: none"> <li>- Bolsters labor ministries to help create better services to workers, including greater authority to obtain safer, healthier workplaces and labor market data, with the help of the IDB and ILO.<sup>2</sup></li> </ul>
<p><b>III. Enhancing Economic Integration and Free Trade</b></p>	<p><b>Free Trade</b></p> <ul style="list-style-type: none"> <li>- Launches negotiations for the Free Trade Area of the Americas<sup>2</sup></li> </ul> <p><b>Financial Markets</b></p> <ul style="list-style-type: none"> <li>- Advances measures to create more stability in financial markets, strengthening the supervision, transparency and standards of internal and cross-border financial transactions.<sup>1</sup></li> </ul>

1 Virtually agreed by Summit governments

2 Pending further negotiations

3 To be announced at the Summit

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	<p><b>Science and Technology</b></p> <ul style="list-style-type: none"> <li>- Addresses the devastating effects of El Niño, which are projected to be at their peak by the Summit, by increasing cooperative research and mitigation efforts.<sup>1</sup></li> <li>- Recognizes the link between technology and development and proposes new public-private initiatives in research and development.</li> </ul> <p><b>Regional Energy Cooperation and Climate Change</b></p> <ul style="list-style-type: none"> <li>- Seeks regional advancement of the Kyoto Agreements through a commitment to limit, reduce or sequester greenhouse gas emissions and participate in the new Clean Development Mechanism.<sup>2</sup>★</li> <li>- Upgrades the region's sustainable energy programs, focusing on cleaner energy, etc..<sup>1</sup>★</li> </ul> <p><b>Transportation:</b></p> <ul style="list-style-type: none"> <li>- Launches open skies regimes in the hemisphere, to enable faster, safer, more efficient air travel.<sup>2</sup></li> <li>- Develops safer air, sea, and transportation systems taking into account protection of the environment.<sup>1</sup>★</li> </ul> <p><b>Telecommunications:</b></p> <ul style="list-style-type: none"> <li>- Stimulates global electronic commerce and use of the Internet, television, and radio to improve economic growth and information exchange.<sup>1</sup></li> <li>- Seeks hemispheric implementation of the WTO telecom agreement's regulatory principles by 2000.<sup>1</sup></li> <li>- Establishes bases for certification of telecommunications equipment and for future negotiation of Mutual Recognition Agreements, which will result in better access to the region's markets.<sup>1</sup></li> </ul>
<p><b>IV. Eradicating Poverty and Discrimination</b></p>	<p><b>Microenterprise:</b></p> <ul style="list-style-type: none"> <li>- Commits to provide access to credit for a significant number of the 50 million small businesses in the hemisphere by 2000.<sup>1</sup></li> <li>- Seeks to create more jobs and business opportunities for the poor through a number of innovative measures to provide training and access to new technologies for micro-entrepreneurs.<sup>1</sup></li> </ul> <p><b>Property Registration for the Poor:</b></p> <ul style="list-style-type: none"> <li>- Makes land titles more accessible to the poor, empowering them to participate in the financial system and thereby create wealth.<sup>1</sup></li> </ul>

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Santiago Action Plan Initiative	Key Deliverables
	<p><b>Healthier People:</b></p> <ul style="list-style-type: none"> <li>- Reduces illness in the hemisphere by increasing vaccination programs for major diseases.<sup>1</sup></li> <li>- Sets the stage for real-time exchange of information between doctor, specialist, and patient via telemedicine.<sup>3</sup></li> <li>- Promotes low-cost-technology solutions to provide better drinking water and improved sanitation and solid waste management.<sup>1</sup> ★</li> </ul> <p><b>Women in Society:</b></p> <ul style="list-style-type: none"> <li>- Commits to legal reform to eliminate discrimination and domestic violence against women and to protect children's rights.<sup>1</sup></li> </ul> <p><b>Basic Workers' Rights:</b></p> <ul style="list-style-type: none"> <li>- Moves to have governments adopt international core labor standards to improve working conditions (e.g., right to organize, stop exploitative child labor and forced labor, etc.) for all workers in the hemisphere.<sup>2</sup></li> <li>- Integrates youth, women, and the disabled into the workforce.<sup>1</sup></li> </ul> <p><b>Indigenous Populations:</b></p> <ul style="list-style-type: none"> <li>- Pushes for greater education, job and business opportunities for indigenous populations.<sup>1</sup></li> </ul> <p><b>Reducing Hunger:</b></p> <ul style="list-style-type: none"> <li>- Encourages programs to reduce child malnutrition in the hemisphere, with a focus on the crucial developmental ages of zero to three years of age as well as proper nutrition for nursing mothers.<sup>1</sup></li> </ul>
<b>Summit Follow-up</b>	<ul style="list-style-type: none"> <li>- Commits in principle to hold periodic hemispheric summits as a method for advancing the hemispheric agendas.<sup>2</sup></li> <li>- Institutionalizes the formulation, implementation, and monitoring processes of Summits.<sup>2</sup></li> <li>- Gives the OAS a major role in the Summit follow-up process, especially the implementation and formulation phases.<sup>2</sup></li> <li>- At the Summit, leaders will discuss environmental issues by conducting a review of the progress in the Santa Cruz Sustainable Development Summit, drawing on a report by Secretary General Gaviria. ★</li> <li>- The U.S. will also produce in advance of the Summit a comprehensive report on Miami Summit implementation, drawing on input from lead Summit governments.</li> </ul>
<b>Hemispheric Institutional Reform</b>	<ul style="list-style-type: none"> <li>- Creates a commission to develop recommendations for reforming the inter-American system to face the challenges of the 21<sup>st</sup> Century.<sup>2</sup></li> </ul>

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