

# FOIA MARKER

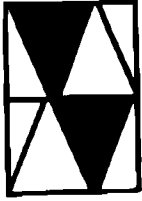
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**Folder Title:**  
Education - Summit of the Americas

**Staff Office-Individual:**  
Special Envoy for the Americas-Lesmez, Daniel

**Original OA/ID Number:**  
CF 1045

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## Inter-American Dialogue

**Peter Hakim**  
*President*

June 3, 19980

Mr. Thomas "Mack" McLarty  
Special Envoy for Latin America  
The White House  
1600 Pennsylvania Avenue  
Washington, DC 20500

Dear Mack:

My colleagues and I at the Dialogue are working hard to find ways to encourage governments to follow through on the impressive commitments made to education at the Santiago Summit.

I thought you would be interested in seeing our ideas, which are based on the machinery devised to promote the FTAA. We think that a similar approach could make education a truly regional issue.

We would very much welcome your comments on these ideas.

Best regards.

Sincerely,



Peter Hakim

*I heard you  
were excellent  
at the American  
Assembly - sorry  
I missed it.  
PH*



Programa de Promoción de la Reforma Educativa en América Latina y el Caribe  
Partnership for Educational Revitalization in the Americas

**DRAFT**

### **A Hemispheric Commitment to Education**

At the April 1998 Summit of the Americas in Santiago, Chile, the assembled heads of state of the Americas declared their commitment to revitalizing education and turn it into a sustained force for economic development and social equity. To achieve this goal, every head of state agreed to undertake four crucial measures:

- Establish national mechanisms to evaluate education and assess the performance of schools.
- Set national standards for reading, writing, mathematics, and science.
- Provide better training for teachers, and increased incentives for good performance.
- Actively involve parents and local communities in education.

These are all important initiatives. They give a new priority to education, according it the same importance as trade on the regional agenda.

In order to follow through on their Summit commitments, governments must take another critical step. They must take joint and mutual responsibility for promoting change in education. Like democracy and economic reform, education must be turned into a matter of region wide concern. This requires systematic gathering and sharing of information, the establishment of common norms, guidelines and targets, and joint monitoring of success or failure.

The model to follow has already been established. It is the hemisphere's efforts to build a free trade area of the Americas (FTAA). FTAA-like machinery now needs to be organized and put into operation to create quality education throughout the Americas.

Like the pursuit of free trade, the effort to promote quality education should establish a series of high-level working groups that engage every country of the Americas, and address all of the key challenges to education reform. Working groups might, for example, be established on:

- finance, aimed at setting targets for investments in each level of education, and exploring new sources of funds;
- teacher preparation and motivation, designed to identify ways to strengthen the teaching profession, including attention to standards, salaries, training and accountability to parents and



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local communities;

- measurement and evaluation, including the setting of national and perhaps regional content and performance standards, and establishing national and regional tests to measure progress; and
- decentralization, aimed at developing effective approaches to giving schools more responsibility, and making them accountable to parents and local communities

Ministers of education from every nation should assemble once a year to gauge the progress of the working groups, consider proposals, and set the agenda for the coming period. Business forums, scheduled in tandem with the ministers' meetings, should bring together corporate and financial leaders from throughout the hemisphere, and involve them in the planning and programs for improving education. A secretariat for the process needs to be created, perhaps by pooling the resources of regional institutions, such as the Inter-American Development Bank (IDB), the Organization of American States (OAS), and the UN Economic Commission for Latin America and the Caribbean (ECLAC), just as was done in the case of trade. And resources should be made available to provide technical assistance to those countries that need it.

Most important, the governments should set concrete goals for education, just as they did for the FTAA, and ensure useful monitoring of each country's progress toward meeting those goals. We recommend that, by 2005, every government have established:

- a modern system of education statistics and indicators (for example, one that is compatible with the OECD system of education indicators);
- national and regional content and performance standards that outline what students should know in math, science, and language when they complete each grade; and
- a regional testing system that generates comparable information on student performance in mathematics, science, and reading.

What would all this accomplish? At the outset it would require every government to collect information and report on the details of their educational systems--thereby creating comparative data on educational laws and policies, teacher training and salaries, budgets and expenditures, performance, and other key issues. Over time the working groups, with the aid of the secretariat, would begin to propose standards against which nations should judge and compare their performance, and to develop norms and guidelines for carrying out educational reform efforts. Later on a common test for schoolchildren of all nations would allow for comparative evaluations of performance. These initiatives would be reviewed and approved at the annual meetings of education ministers, and perhaps reviewed by finance ministers at their meetings. The idea is to make educational performance in every country open to regional review and judgment, as well as to stimulate hemispheric support to promote improvements. Only if education is transformed into a fully hemispheric issue will it get the attention and resources it needs.

5/27/98

**Building Latin America's Future:  
Public/Private Partnerships for Education**  
*June 4-5, 1998  
Washington DC*

**Thursday June 4 - World Bank, Main Complex (18:8 H St., NW)**

**Participant Registration Preston Auditorium Foyer 4:30-5:30 PM**

Participants will receive the Conference briefing book and related materials and will have an opportunity to consult with the Conference organizers.

**Demonstration of World Links for Development Program in Latin America  
Preston Auditorium 5:30-6:30 PM**

**Introduction:** Vinod Thomas, Director, Economic Development Institute, The World Bank

**Remarks:** James D. Wolfensohn, President, The World Bank

**Overview:** Samuel Carlson, Co-Manager, World Links For Development Program, The World Bank

Opening a world of learning, the World Links for Development Program is linking secondary school students and teachers around the world via the Internet. The demonstration of the Latin American program will include a live videoconference in which students from Chile, Brazil, Peru, Paraguay and the United States present the results of a collaborative project addressing the theme of public/private collaboration in Latin American education, and engage conference participants in a lively exchange of views.

**Welcome Reception and Dinner  
Atrium and Executive Gallery 6:30-9:30 PM**

6:30 p.m. Reception Hosted by Mr. and Mrs. James D. Wolfensohn  
8:00 p.m. Dinner

**Welcome:** James D. Wolfensohn, President, The World Bank

**Keynote Address:** Lawrence H. Summers, Deputy Secretary of the Treasury, United States

**Closing Remarks:** Enrique V. Iglesias, President, Inter-American Development Bank

*Wolfensohn  
Public Affairs*

5/27/98

## Friday June 5 - World Bank Board Room, Main Complex (1818 H St. NW)

<b>Session 1</b>	<b>8:30 -10: 00 AM</b>	<b>Why Education Is Everybody's Business</b>
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**Moderator:** Shahid Javed Burki, Vice President Latin America and the Caribbean Region, The World Bank

**Opening:** James D. Wolfensohn, President, The World Bank  
"Why the Future of Education in Latin America Depends on You"

**Keynote Address:** Michael Porter, Professor, Harvard Business School  
"Strategic Investment in Education for National Competitiveness"

<b>Session 2</b>	<b>10:15 - 12:15 AM</b>	<b>Excellence in Education: What is Needed and What Does it Take to Get There?</b>
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**Moderator:** Peter Hakim, President, Inter-American Dialogue

**Overview:** Juan Carlos Tedesco, Director, International Institute for Educational Planning, Buenos Aires  
"The Challenge of Education Reform in Latin America"

**Panel Discussion on How to Catalyze and Sustain Education Reform in Latin America**  
Susan Beatriz Decibé, Minister of Education and Culture, Argentina  
Cecilia Gallardo de Cano, Former Minister of Education, El Salvador  
Paulo Renato Souza, Minister for Education and Sports, Brazil

The panel will focus on select education reform issues facing Latin America:

- Making the Education System Work
- Finding the Money
- Keeping Competitive
- Coping with the Politics

<b>Lunch</b>	<b>12:30- 2:00 PM</b>	<b>Education for Competitiveness</b>
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**Moderator:** Vinod Thomas, Director, Economic Development Institute

**Speakers:**  
Jose Maria Figueres, Former President of Costa Rica  
"Education and Export-Oriented Investment in Costa Rica"  
Ruth Richardson, Former Finance Minister, New Zealand  
"Holding Education Bureaucracies Accountable"

(515)

6-9-98

5/27/98

### Friday June 5 (continued)

<b>Session 3</b>	<b>2:00-3:30 PM</b>	<b>How Private Sector Partnerships are Helping on the Ground</b>
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Conference participants will be assigned to one of four focus groups to learn about successful public-private partnerships in education in the United States, Europe and Latin America and to collaboratively develop potential strategies for improving education in the Latin America and Caribbean Region.

Corporate Leaders who will be sharing their experience within Education Partnerships:

- Sergio Foguel, Vice President, Odebrecht Group, Brazil
- Rodrigo Gutierrez, Chairman, Fundación Corona, Colombia
- Vin Hoey, Marketing Communications Director, Exxon, Inc., USA
- Dennis Lalor, Chairman, Insurance Company of the West Indies, Jamaica
- David Larson, Vice President, Honeywell, Inc, USA
- Alfonso Romo Garza, Chairman and CEO, Grupo Pular, Mexico
- Peter Thompson, Head of Education Services, British Telecom, UK
- Patricia Willis, Director Corporate Affairs, Bell South Inc., USA

Session Facilitators:

- Samuel Carlson, Co-Manager, WorLD Program, Economic Development Institute
- Karen Lashman, Acting Chief, Human Resources and Poverty Division, Economic Development Institute
- Jeffrey Puryear, Program Director, Inter-American Dialogue
- Donald Winkler, Lead Specialist for Education, Latin America and the Caribbean Region, The World Bank

<b>Session 4</b>	<b>3:30-4:30 PM</b>	<b>Ministries of Finance: Catalysts for Change</b>
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Moderator: Guillermo Perry, Chief Economist, Latin America and the Caribbean Region, The World Bank

Session will focus on how Ministries of Finance, as a key stakeholder, can help effect reforms in the education sector.

Discussants:

- Luis Mosca, Minister of Economy and Finance, Uruguay
- Ruth Richardson, Former Finance Minister, New Zealand
- Antonio Urdinola, Minister of Finance and Public Credit, Colombia

4:30 - 6:00

15m Making Educ everybody's business

60m

15m

Jose Pablo Arana

David de Ferranti

VP Human Development

Wolfssohn

exchange on issues

← closing remarks

→ 28 CEOs

→ 30 Ministers

• 8 Finance

• 22 Educ

Iglesias et al

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Amiano  
discussion  
TFM

- summary of  
conference

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Dave Evans

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## **I. EDUCATION: THE KEY FOR PROGRESS**

The Hemisphere's commitment to education is reflected in the sweeping reform processes encompassing all levels of the educational system, and is based on broad consensus with respect to the problems ~~that affect it~~ confronting education and the shared commitment and effort of society as a whole to overcome ~~these problems~~ them. These processes are based on the principles of equity, quality, relevance, and efficiency. Equity is defined as the creation of conditions that ensure that every sector of the population has the opportunity to receive quality education services, thereby significantly reducing the effects of inequalities based on socio-economic status, disability, and ethnic, cultural, and gender discrimination. Quality implies the achievement of high levels and cognitive development, skills, capabilities, and ethical attitudes. Relevance is defined as the ability of an educational system to meet the needs and aspirations of society as a whole, taking into account its social, cultural, ethnic, and linguistic diversity. Lastly, efficiency is defined as the provision of adequate resources, used optimally, in order to enhance educational achievements.

Therefore, we, the signatories, fully recognizing and respecting national sovereignty, and the responsibilities of the institutions of our respective countries with regard to education, reiterate the commitment assumed at the Miami Summit to ensure, by the year 2010, universal access to and completion of quality primary education for 100 percent of children, and access for at least 75 percent of young people to quality secondary education, with increasing percentages of young people who complete secondary education, and assume responsibility for providing the general population with opportunities for life-long learning. If these objectives are met, we are confident that we will provide our people with the tools, skills and knowledge necessary for and suited to the development of their capabilities, thereby enabling them to make a contribution as worthy citizens to their respective societies: ~~and ensure optimal conditions of competitiveness and productivity required by modern economies.~~

To achieve these objectives, Governments will:

- \* intro
- Implement targeted and inter-sectoral educational policies, as necessary, and develop programs that focus specifically on groups at a disadvantage in the areas of education, functional illiteracy, and

socio-economic conditions, with attention to women, minorities, and vulnerable populations. Inter-sectoral programs in education, health, and nutrition, as well as early childhood educational strategies will be priorities, inasmuch as they contribute more directly to plans to combat poverty;

- Establish or strengthen national or subnational ~~and, where applicable, subregional~~ systems to evaluate the quality of education, which permit assessment of the performance of various educational actors, innovations, and factors associated with achievements in learning. To that end, information and indicators will be made available that can be used to design, carry out, and evaluate quality-improvement programs based on equity. Standards for reading and writing, mathematics, and science shall receive special attention. Also, where appropriate, criteria and methodologies for collecting data ~~shall be established~~ that permit comparison of some educational indicators across countries in the Hemisphere ~~shall be established~~.
- Develop comprehensive programs to improve and increase the level of professionalism among teachers and school administrators that combine pre-service and in-service training, exploring incentive mechanisms tied to updating their skills and to meeting such standards as may have been agreed upon. Higher education must collaborate in this endeavor through research and pedagogy, both of which should be strengthened in order to meet this goal;
- Strengthen education management and institutional capacity at the national, regional, local, and school levels, furthering, where appropriate, decentralization and the promotion of better forms of community and family involvement. Encourage the mass media to contribute to bolstering efforts being made by educational systems;
- Strengthen preparation, education, and training for the world of work so that an increasing number of workers can improve their standard of living, and, together with employers, have the opportunity to benefit from hemispheric integration. In this regard, consideration will be given to the adoption of

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new technology based on different options and alternatives, ranging from specific occupational training to strengthening general employability competencies. Special attention will also be paid to the establishment or strengthening of mechanisms that permit workers to obtain certification of job-related competencies acquired through formal education and work experience. In order to confront changes in the labor market and to enhance employability prospects, actions that take into account the development of entrepreneurial skills will be included, and will involve the different sectors and offer various options and alternatives;

- Establish or improve, according to their internal legal framework, educational strategies relevant to multicultural societies, so as to be able to shape, with the participation of indigenous peoples and migrants, models for bilingual and intercultural basic education. Similarly, the content of basic education will have to be enhanced, together with respect and appreciation for the cultural diversity of peoples, ~~and to the extent of the possibilities of governments, as well as to expand the knowledge of the different languages spoken in the countries of the Hemisphere will have to be expanded where resources and possibilities permit;~~
- Develop, within and outside schools, with the assistance of ~~different families and other~~ actors and social organizations, educational strategies that foster the development of values, with special attention to the inclusion of democratic principles, human rights, gender-related issues, peace, tolerance, and respect for the environment and natural resources;
- Promote access to and use of the most effective information and communication technologies in education systems, with special emphasis on the use of computers, in combination with revised pedagogical methods and proper training for teachers in the use of these technologies. Special attention shall be paid to the ethical imperative of including the most vulnerable sectors. To that end, distance education programs shall be strengthened and information networks established;
- Make efforts to increase the availability of teaching materials in

collaboration with official institutions, and, depending on the specific conditions in each country, with the private sector;

- Seek to use technology to link schools and communities, as a way of establishing ties in the Hemisphere, while encouraging the participation of higher education institutions that have advantages in this field;
- Foster scholarship and exchange ~~systems programs~~ for students, teachers, researchers, and educational administrators using different strategies, including institution-to-institution ties, communications technology, and internships which permit exposure to pedagogical and management innovations in the other countries of the Hemisphere. This will contribute to strengthening the institutional capacity of Ministries or Departments of Education, decentralized administrative entities, and centers of higher learning.

#### Funding, Horizontal Multilateral Cooperation Strategies, and Follow-up

We, the Heads of State and Government, recognizing the cardinal importance of education as a foundation for development, agree, in accordance with our respective legislative processes, to promote allocation of the resources necessary for educational expenditure with a view to attaining greater levels of equity, quality, relevance, and efficiency in educational processes, emphasizing the optimal use of resources and a greater participation of other social actors.

We also reaffirm our commitment to promote horizontal and multilateral cooperation in the area of education. To that end, we:

- Instruct the OAS and request the IDB and World Bank, together with the other national and multilateral technical and financial cooperation agencies operating in the Hemisphere, to provide, within their respective areas of action, support for programs and initiatives that are consistent with the goals, objectives, and actions proposed in this Chapter of the Plan of Action;
- Instruct the OAS and request the IDB, ~~among other institutions~~, to use the

mechanisms within their scope to develop and strengthen regional cooperation in areas such as distance education, including satellite technology; internships and exchange programs; the creation of ~~and development and use of~~ information technology ~~and distribution center for education~~; the updating of education statistics; and quality assessment, while striving to ensure that this cooperation is in keeping with the specific needs of each country;

- Instruct the OAS to foster, articulate, and facilitate, through ministerials and other mechanisms being developed by member States in the framework of the Inter-American Council for Integral Development (CIDI), collaboration and joint effort in the Hemisphere and, to that end, to convene, in consultation with the coordinating countries, technical consultation forums of the countries in the Hemisphere in order to contribute to the implementation of the commitments included in this Chapter of the Plan of Action;
- Entrust the Meeting of Ministers of Education, to be convened by the OAS within the framework of CIDI's Strategic Plan for Partnership for Development, to be held in Brazil by August 1998 at the latest, with the development of an implementation plan for this education initiative;
- Instruct the OAS and request the IDB, World Bank, and other multilateral institutions to report on the execution of this Plan to government representatives responsible for review and follow-up of the commitments of the Summit of the Americas.



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**OFFICE OF REGIONAL SUSTAINABLE DEVELOPMENT**

**FAX MESSAGE**

DATE: March 20, 1998  
TO: Don Leamy  
FAX#: 456 - 7586  
TEL#: 456 - 7582  
# OF PGS. 2  
(INCLUDING COVER SHEET)

FROM: \_\_\_\_\_

TEL#: \_\_\_\_\_

FAX#: **202-216-3262 - (5.09 - 062U)**

**202-216-3403 - (5.09 - 091U)**

REMARKS:

*I revised this a bit (softened) and Lenore Garcia  
at the U.S. Dept of Ent. closed.  
By the way, I was looking forward to seeing you  
over here ... you burn for handling us up.  
Regards, Dave*

## Talking Points in Education for Pre-Summit Meeting

### I. Background:

Education systems in Latin America and the Caribbean (LAC) are remarkably inequitable, with the poor heavily concentrated in generally poor quality public primary schools and much more likely to repeat or drop out of school. Fewer than half the students who begin primary school complete the cycle and most secondary students do not graduate. Moreover, in most countries public funds flow disproportionately towards higher education. The good news is that everyone in the hemisphere agrees that education reform is needed and some nations have excellent leadership and good reforms underway. The Summit Plan of Action and associated documents recognize the causes and problems that plague the education systems and propose sound approaches to address the problems, but lack the pizzazz to capture the public's imagination.

### II Talking Points

#### 1. Children's Education Bill of Rights

The notion of establishing an Education Bill of Rights is fundamentally that of outlining the minimum conditions necessary for each country to achieve the Summit Objective in Education (universal access to quality primary education by the year 2010). To avoid the problems of a one-size-fits-all approach, each nation would set, within six months of the Summit, its own targets to meet the Summit objective in education. The Education Bill of Rights might encompass a variety of Summit or individual country initiatives, including, for example, health and nutrition programs focused on the educationally disadvantaged; improved training for teachers and school principals; and appropriate learning materials that enable children to master math, science and develop democratic values.

#### 2. Educational Standards and Student Performance

Governments should, by the next Summit in two years, establish clear education standards for the national or sub-national levels, introduce tests of student performance, and use the results to revise programs and reallocate resources.

There is no way to know whether schools are improving unless the performance of students can be measured and analyzed. The results of student assessment should be made public, so that consumers of education - parents, communities, employers - can evaluate how well their schools are doing and so that resources can be targeted to the neediest schools.

#### 3. Strengthen the Teaching Profession

Teachers in public schools in LAC are underpaid, underprepared, and poorly managed. Governments should, by the next Summit in two years, take firm steps to make teaching a stronger and more attractive profession. Governments should make a special effort to raise the status of the teaching profession by, for example, providing scholarships and loans to encourage bright students to enter teaching; improve teacher training programs; and provide monetary and non-monetary incentives to teachers and schools rewarding them for improved student performance.

#### 4. Give schools and local communities more control over - and responsibility for - education.

Latin American education systems, which in general are centralized, often deny school leaders, teachers and parents the authority they need to improve school performance. Governments should, by the next Summit, refocus the role of national ministries and give school directors, teachers, parents and local communities greater responsibility for day-to-day school management. Principals should have greater power to determine how resources are allocated.



# OFFICE OF REGIONAL ECONOMIC POLICY AND SUMMIT COORDINATION

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DATE: 3/19/98

TO: San Leger

FAX: 456-7586 PHONE: \_\_\_\_\_

FROM: Richard C. Brown

PHONE: 647-2079

REMARKS:  
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NUMBER OF PAGES INCLUDING COVER: 6



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**OFFICE OF REGIONAL SUSTAINABLE DEVELOPMENT  
FAX MESSAGE**

DATE: 3/13/98

TO: Dan Leamy

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# OF PGS. 14  
(INCLUDING COVER SHEET)

FROM: Dave Leno

TEL#: 712-1325

FAX#: **202-216-3262 - (5.09 - 062U)**  
**202-216-3403 - (5.09 - 091U)**

REMARKS:  
more coming -

TO: Mark Schneider, AA/LAC  
Carl Leonard, Deputy AA/LAC  
Tim Mahoney, Director, LAC/RSD  
Judy Gilmore, Deputy Director, LAC/RSD

From: Dave Evans, LAC/RSD/EHR

Subject: Summit Deliverables in Education

Date: March 4, 1998

### I. Background:

On Friday afternoon, February 13, 1998, just before I left for Brazil and the first meeting of the U.S.-Brazil Partnership in Education, I attended a meeting at the Inter-American Development Bank (IDB) between representatives of the multi-lateral donors and the coordinators of the Education Initiative of the Summit of the Americas. Attending the meeting from the Summit Education Initiative were Sofialeticia Morales, Mexico, and Mario Marcel, Chile. The representatives from the multi-laterals and other organizations included, among others, Don Winkler, World Bank, Claudio Castro, IDB, Lenore Garcia, U.S. Department of Education (USDOE), and Christian Kennedy, State Department Summit office.

The purpose of the meeting was to exchange ideas about possible deliverables. After presentations by the Mexican coordinator of the Summit, the IDB, and the World Bank about their current programs and plans, the discussion settled down to a "brainstorming" session.

### II. Discussion:

Some members of the IDB representatives (but not Claudio Castro, the head of the IDB education department) made a strong pitch for educational technology being the major deliverable of the Summit and argued for earmarking \$100 million for the development of a digital education network. The approach was not well-received.

Given that 1) the Summit Objective in education (100 percent primary completion and 75 percent secondary enrollment by the year 2010), 2) the focus of the Summit is on poverty alleviation, and 3) the daunting problems of education in the hemisphere (the majority of children in the hemisphere who attend public education are deprived of a high-quality education and, instead of contributing to progress, are holding back the people of the region - reinforcing poverty, inequality, and poor economic performance), some of us argued that the main thrust of the Summit deliverable in education should be on equity. In that regard, we argued for a program that would establish the minimum conditions necessary to achieve the Summit objective in education, particularly in primary education. That theme struck a responsive cord with others and, mindful of the need to couch deliverables in easily understandable terms (sound bites) that

will capture the hearts and minds of the hemispheric leaders and their people, we searched for a more "presidential" theme ultimately settling on the deliverable of establishing a **Children's Education Bill of Rights**.

The notion of the Children's Education Bill of Rights is that the governments of the hemisphere would pledge to make available to every child a minimum set of educational conditions. Each nation would determine its own targets of necessary conditions necessary to meet the Summit Objective, thereby sidestepping the problem of setting one-size-fits-all performance targets for a very diverse hemisphere. The Children's Education Bill of Rights might encompass a variety initiatives, including, among others:

- \* access to basic education for all groups through grade X;
- \* health and nutrition programs focused on educationally at-risk populations;
- \* improved opportunities for early childhood education, particularly for disadvantaged groups;
- \* access to trained teachers and school principals (not currently available in many schools) who's skills may be periodically upgraded through professional exchange programs;
- \* appropriate learning materials that enable children to master math and science and develop democratic values;
- \* appropriate and cost-effective educational technology;
- \* the establishment of national or sub-national educational standards, methods of measuring student performance, and educational indicators; and
- \* social marketing programs to increase the awareness of population to completing basic education.

The above initiatives are illustrative but it is instructive to note that each of these initiative were recommended by the recent Policy Declaration of the Ministers of Education meeting in Merida, Mexico.

## II Recommendation:

From my perspective, the Children's Education Bill of Rights is a deliverable which we should push and support over the next several weeks in our contacts with the White House, the National Security Council (NSC), The State Department Summit Office, International Organizations, Multi-lateral donors and others. It is broad enough to encompass most of the initiatives that have been bandied about, it can be specific enough to ensure technically sound approaches, it is "presidential" in tone, and it has the quality to be easily understood by the people and leaders of the hemisphere.

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## Foreign Language Marker

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**Series:** Lesmez, Daniel

**Subseries:**

**Document Title** Political Declaration, Hemispheric meeting of education ministers

**Language:** Spanish

**Folder Title** Education - Summit of the Americas

**OA/ID:** CF 1045



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**OFFICE OF REGIONAL SUSTAINABLE DEVELOPMENT  
FAX MESSAGE**

DATE: 3/13/98

TO: Don Lemmy

FAX#: 456-7586

TEL#: 456-7582

# OF PGS. 10  
(INCLUDING COVER SHEET)

FROM: Dave Lane

TEL#: 712-1325

FAX#: **202-216-3262 - (5.09 - 062U)**  
**202-216-3403 - (5.09 - 091U)**

REMARKS:

~~enter summary~~

in English

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To: EHRTDY@LAC.RSD@AIDW  
 Cc:  
 Bcc:  
 From: Sarah Wright@LAC.RSD@AIDW  
 Subject: fwd: Digital Education Network Initiative Commentary  
 Date: Friday, March 13, 1998 11:00:07 EST  
 Attach: Headers.822,ATTRIBS.BND  
 Certify: N  
 Forwarded by:

-----  
 Original Text

From: "Dennis Foote" <dfoote@smtp.aed.org>, on 3/12/98 1:55 PM:

To: <sawright@usaid.gov>

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I read with interest the "Discussion Draft" that you and Dave Evans = provided us during last week's meeting. I won't attempt a comprehensive = response here, but I would like to share with you several considerations = that occur to me while thinking about it.

(1) The basic ideas that seem to motivate the proposal are good. The = strong recognition of the importance of the digital technologies is = crucial, and the recognition that content should primarily spring from = local or regional sources is good.

(2) The acknowledgement that the network must be "open" (i.e., = connected to the global internet) is also vital, though the description of = the actual net as including broadcast or satellite delivered television, = etc., deviates from the principle of universal access devices (because = satellite reception equipment is usually fixed on a single satellite, and = can't necessarily grab a signal from a different satellite operating in a = different frequency) and universal content access (because broadcast = delivered signals can't be picked up outside the broadcast range).

(3) The document is not specific, but seems to contemplate that at = least part of the physical infrastructure of the network would be built = by, and dedicated to the use of, the education system. If this is in fact = what they are thinking about, I believe that they are making a mistake of = colossal proportions. The value of a network comes from its "ubiquity", = i.e., from being accessible from everywhere. If they divert resources = into creating a proprietary network for the carriage of signals, they will = never be able to serve the groups who are least likely to be served by = their common carrier national networks. The key problem for "digital = education services" is for rural schools to have affordable access to the = internet. This is most efficiently achieved by having national physical = networks extend their own services into rural areas. IDB's support could = be instrumental in pushing individual nations to require or encourage = extension into rural areas of companies being allowed to provide data = networks. Neither IDB's nor dedicated private sector resources could be = sufficient to either build out rural networks, or even equip every = unserved school with satellite communication equipment.

(4) The reason internet data communication is so cheap while telephone = communication is so expensive is that in data communication, lots of = users = share the same physical infrastructure, while in telephony, each

conversati- on consumes the entire capacity of a single copper wire pair. The value = of the "shared media" approach of data communication would be lost if a = dedicated education network were constructed and no other users allowed to = share in the use (and expense) of the capacity. They are obviously not = thinking of supplanting existing shared internet facilities, but it sounds = like they may be thinking of new, education-only distribution channels = like proprietary digital radio and satellite links. These may be good = options in rare circumstances, but in any larger vision of the need, they = are not realistic solutions for a mass-scale application.

(5) I would be more inclined to guide them to a two-fold approach of = helping to catalyze appropriate USE of the technology while also DEMONSTRAT- ING THE MARKET to the commercial providers of access, to hasten the = build-out of generically accessible distribution networks.

(a) Creating educational users of digital technology will = require working with Ministries to plan and implement applications, and = with schools to get equipment and trained users in place. Much of the = educational value can be accomplished "off-line" through CD-ROM distributio- n until connectivity comes to a school. Once internet connectivity can be = provided, many additional benefits become possible as well. IDB would = probably also want to consider the relationship between equipment made = available in rural schools and community access (particularly since it is = the total of all demand in a site that will determine the value of = installing access in a community).

(b) A strategy of working with "demand creation" in the schools = and communities, application creation with the Ministries and other = providers of educational content, "demand demonstration" to help pull = commercial providers into the arena, and regulatory participation to help = "push" commercial networks into extending services seems to me to be most = likely to be effective in achieving mass coverage for network access.

An appropriate role for IDB seems to me to be working on what the network = should do, rather than on "doing" the network, which is at least implicit = in parts of the proposal. I did find the document quite stimulating, and = I want to repeat that I found a lot to like in the thinking that is = represented there. I have highlighted the caveats here just for the sake = of efficiency. I look forward to talking to you more about it.

Dennis

**HEMISPHERIC MEETING OF MINISTERS OF EDUCATION IN  
THE FRAMEWORK OF THE II SUMMIT OF THE AMERICAS  
MÉRIDA, MEXICO, FEBRUARY 26-27, 1998**

**POLICY DECLARATION**

**EDUCATION IS THE DETERMINING FACTOR TO REACH SOCIAL, CULTURAL, POLITICAL AND ECONOMIC DEVELOPMENT. IT IS THE KEY ELEMENT THAT ALLOWS THE EXERCISE OF CIVIL RIGHTS AT THE SAME TIME IT ENSURES OPTIMAL CONDITIONS OF COMPETITIVENESS AND PRODUCTIVITY THAT MODERN ECONOMIES REQUIRE.**

**AT THE END OF THIS CENTURY THE FULFILLMENT OF THESE OBJECTIVES IS BEING STRENGTHENED BY HISTORIC EVOLUTION. TODAY, A STRONG MOVEMENT LEADS US TOWARDS CONTINENTAL INTEGRATION. WITH CLARITY AND DETERMINATION OUR GOVERNMENTS HAVE TAKEN IMPORTANT STEPS TO MAKE THE INTEGRATION OF THE COUNTRIES OF THE CONTINENT EFFECTIVE AND HARMONIOUS.**

**THE MIAMI SUMMIT HAS DRAWN THE PRIORITY LINES ALONG WHICH INTEGRATION MOVEMENT HAS DEVELOPED IN A SURE AND EFFECTIVE WAY. FOLLOW UP MECHANISMS, TIME FRAMES AND GOALS HAVE BEEN ESTABLISHED.**

**ECONOMIC AND COMMERCIAL ASPECTS HAVE STOOD OUT IN THE MIDST OF THE SUCCESSION OF TRANSFORMATIONS THAT TEND TO SHAPE A NEW INTEGRATED AREA IN WHICH FUTURE GENERATIONS WILL LIVE. HOWEVER, AT AN IMPORTANT AND DEEPER LEVEL, FOR THE OBJECTIVES OF A JUST AND EQUITABLE, SOCIAL AND ECONOMIC DEVELOPMENT, A BROADER EDUCATIONAL COOPERATION AND ARTICULATION ARE HIGHLIGHTED AS THE GOAL.**

**WE WISH TO UNDERLINE THE CENTRAL CHARACTER OF EDUCATION TO REACH SIMILAR LEVELS OF ECONOMIC AND SOCIAL PROGRESS IN THE CONTINENT AND AS A GUARANTEE**

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**OF A GENUINE INTEGRATION. PEOPLE CAN BECOME CLOSER IN THIS NEW AREA THROUGH LINKS OF MUTUAL KNOWLEDGE, UNDERSTANDING AND APPRECIATION FOR THE CULTURAL AND ETHNIC DIVERSITY OF OUR COUNTRIES.**

**EDUCATION BASED ON EQUITY, QUALITY, RELEVANCE AND EFFICIENCY IS A NECESSARY CONDITION SO THAT A HEMISPHERIC ZONE OF FREE TRADE AND INTEGRATION WILL OFFER A BETTER QUALITY OF LIFE FOR ALL THE INHABITANTS OF THE HEMISPHERE.**

**THIS CONCURRENCE BETWEEN EDUCATION AND FREE TRADE SHOULD BE LINKED TO THE ESTABLISHMENT OF DEMOCRACY AND SUSTAINABLE DEVELOPMENT IN ITS THREE ECONOMIC, SOCIAL AND ENVIRONMENTAL STREAMS, GOVERNED BY ETHICS OF DEVELOPMENT.**

**THE MINISTERS OF EDUCATION OF THE HEMISPHERE, GATHERED IN MEXICO, ARE PLEASED THAT EDUCATION IS THE DRIVING FORCE OF THE ISSUES TO BE ADDRESSED AT THE SECOND SUMMIT OF THE AMERICAS, AND WE ARE CONVINCED THAT:**

**THE TRUE WEALTH OF THE COUNTRIES LIES ESSENTIALLY IN THE QUALITIES OF THEIR WOMEN AND MEN. THEREFORE IT IS THEY WHO ENHANCE THE POSSIBILITIES FOR SUSTAINABLE DEVELOPMENT, WITH RESPECT FOR THE ENVIRONMENT.**

**EDUCATION IS THE IDEAL MEANS FOR MEN AND WOMEN TO LEARN TO KNOW, IN AN UNDERSTANDING AND PARTICIPATORY WAY, ABOUT, WORKING FOR, AND LIVING IN PEACE THROUGHOUT THEIR LIVES AND, THUS, ACQUIRE THE CAPACITY TO IMPROVE AND RAISE THEIR QUALITY OF LIFE.**

**THE ACCELERATED SCIENTIFIC AND TECHNOLOGICAL DEVELOPMENT AND INCREASING GLOBALIZATION OF POLITICAL, ECONOMIC, SOCIAL AND CULTURAL PROCESSES RAISE NEW CHALLENGES FOR EDUCATION. THEREFORE, WE**

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**MUST CONTINUOUSLY RAISE THE QUALITY OF EDUCATION WE PROVIDE TO ALL**

**OUR COUNTRIES, TODAY, ARE NOT ONLY GEOGRAPHICALLY LINKED, BUT ALSO INTEGRATE A COMMUNITY OF ASPIRATIONS THAT SEEKS TO BUILD A HEMISPHERE IN WHICH RESPECT FOR LAW AND DEMOCRACY IS REINFORCED; FAIRER RELATIONS TO FACILITATE THE ERADICATION OF POVERTY AND DISCRIMINATION; CONTINUOUS ECONOMIC PROGRESS WITHOUT ENVIRONMENTAL DETERIORATION; AS WELL AS FREER AND MORE EQUITABLE EXCHANGE OF GOODS AND SERVICES.**

**EDUCATION IS A STRATEGIC ELEMENT TO IMPROVE QUALITY OF LIFE, FACILITATE THE EXERCISE OF CIVIL RIGHTS, GUARANTEE THE PRESERVATION OF THE ENVIRONMENT, ENSURE CONDITIONS OF COMPETITIVENESS AND PRODUCTIVITY FOR THE ECONOMY AND FOSTER A CULTURE OF LIVING TOGETHER IN HARMONY AMONG OUR NATIONS, RECOGNIZING THE PLURICULTURAL, MULTIETHNIC AND MULTILINGUISTIC CHARACTER OF OUR CONTINENT STEMMING FROM ITS GREAT CULTURAL HERITAGE.**

**EDUCATION IS THE RESPONSIBILITY OF EDUCATIONAL INSTITUTIONS AND, FUNDAMENTALLY, ALL OF SOCIETY, BECAUSE EDUCATION IS ALSO PROVIDED WITHIN THE FAMILY, IN THE GROUPS TO WHICH THEY BELONG, IN THEIR COMMUNITIES AND THROUGH COMMUNICATIONS MEDIA.**

**OUR COMMUNITY OF ASPIRATIONS REQUIRES A MORE INTENSE COOPERATION BETWEEN OUR COUNTRIES TO FOSTER EQUITY, QUALITY AND RELEVANCE IN EDUCATIONAL SYSTEMS.**

**THEREFORE, THE MINISTERS OF EDUCATION OF THE HEMISPHERE, IN AGREEMENT WITH THE ACTION PLAN SUBMITTED TO THE CONSIDERATION OF THE HEADS OF STATE AND OF GOVERNMENT OF THE II SUMMIT OF THE AMERICAS, PROPOSE TO:**

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REDUCE, CONSTANTLY, ILLITERACY OF THE POPULATION OVER 15 YEARS OF AGE. PROMOTE THE EXTENSION OF EDUCATIONAL SERVICES PRIOR TO PRIMARY EDUCATION. STRENGTHEN ALL LEVELS AND MODALITIES OF EDUCATION, GRANTING A PRIORITY TO THE BASIC LEVEL UNTIL IT BECOMES UNIVERSAL AS A GOAL FOR THE YEAR 2010, 100 PERCENT COVERAGE OF CHILDREN SHOULD COMPLETE THEIR PRIMARY EDUCATION AND AT LEAST 75 PERCENT OF YOUTH SHOULD ATTEND SECONDARY EDUCATION. HIGHER EDUCATION AND SCIENTIFIC AND TECHNOLOGICAL EDUCATION SHOULD ALSO BE EXPANDED. TRAINING IN AND FOR WORK OF ADULTS AND YOUTH SHOULD ALSO BE ENCOURAGED, SO THAT MARGINATION DOES NOT HINDER NEITHER THE IMPROVEMENT OF OUR DEMOCRACIES, NOR ECONOMIC PRODUCTIVITY, NOR PUT SOCIAL STABILITY AT RISK.

PROMOTE INCREASED AND SUSTAINED INVESTMENT IN EDUCATIONAL MATTERS AND ENSURE THAT IT BE SUFFICIENT AT ALL TIMES, TO MEET THE ESTABLISHED GOALS AND PURPOSES OF THIS DECLARATION. THE IMPORTANCE OF EDUCATION MAKES IT NECESSARY TO JOIN THE EFFORTS OF NATIONAL AND REGIONAL GOVERNMENTS, OF THE COMMUNITIES, OF INDIVIDUALS AND OF MULTILATERAL ORGANIZATIONS. COUNTRIES OF LESSER ECONOMIES OR MORE ADVERSE SOCIO- ECONOMIC CONDITIONS SHALL DESERVE SPECIAL ATTENTION TO AID THEM IN REINFORCING EDUCATIONAL SYSTEMS TO FULLY PARTICIPATE IN REGIONAL COOPERATIVE PROJECTS.

TAKE CARE, ON A PRIORITY BASIS, OF THE MOST VULNERABLE GROUPS TO ENSURE THEIR EQUAL ACCESS TO EDUCATIONAL OPPORTUNITIES AND ESTABLISH CONDITIONS TO ALLOW THE OPTIMAL USE OF THEM SO THAT THE VICIOUS CYCLE OF POVERTY AND IGNORANCE IS BROKEN.

IMPROVE THE QUALITY OF EDUCATION IN A WAY THAT OFFERS EACH PERSON AN ETHICAL FORMATION FOR DEMOCRACY, STEMMING FROM A CLEAR CONCEPTION OF HUMAN DIGNITY AND HAVING AS ITS GOAL THE WELL BEING OF ALL; IT SHOULD GUARANTEE AN INTELLIGENT,

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RESPONSIBLE AND CRITICAL PERFORMANCE THAT FURNISHES FLEXIBLE SKILLS WHEN A PERSON IS FACED WITH THE TECHNOLOGICAL TRANSFORMATIONS IN THE LABOR MARKET AND PREPARES INDIVIDUALS SUFFICIENTLY TO CONTRIBUTE TO SCIENTIFIC AND TECHNOLOGICAL INNOVATION IN THE HEMISPHERE.

MAKE EDUCATION ADEQUATE FOR THE DIVERSE CHARACTERISTICS OF THE DIFFERENT ETHNIC AND CULTURAL GROUPS OF OUR NATIONS, MAKING IT MORE RELEVANT TO THEIR NEEDS AND ASPIRATIONS. THUS, EDUCATION WILL CONTRIBUTE IN REALITY TO PROMOTE TOLERANCE AND RESPECT FOR THE DIFFERENT WAYS OF LIVING.

PROMOTE A LARGER CO-RESPONSIBILITY OF SOCIETY IN EDUCATION BY PROMOTING THEIR MORE ACTIVE PARTICIPATION.

GENERATE THE CONDITIONS FOR MAKING FEASIBLE THE INTENSE USE OF THE NEW INFORMATION AND COMMUNICATION TECHNOLOGIES TO BETTER INCREASE THE COVERAGE OF EDUCATIONAL SERVICES, INCREASE THEIR QUALITY AND ADEQUATELY RESPOND TO THE NEEDS OF THE DIFFERENT SOCIAL GROUPS THROUGH LIFELONG LEARNING.

ESTABLISH DURING THE COMING YEARS, A STEP BY STEP PROCESS OF INCORPORATING COMPUTER SKILLS AND OTHER DISTANCE TECHNOLOGIES INTO THE SCHOOLS SEEKING THE WIDESPREAD USE OF COMPUTER LABS. AT LEAST 25 PERCENT OF STUDENTS SHOULD HAVE ACCESS TO COMPUTER NETWORKS AND E-MAIL BY THE YEAR 2005. BY THE YEAR 2010 IT IS HOPED THAT 50% OF STUDENTS HAVE ACCESS TO THIS TECHNOLOGY.

REQUEST AND OBTAIN THE CO-RESPONSIBILITY OF MASS COMMUNICATION MEANS TO STRENGTHEN THE RESPECT AND DEVELOPMENT OF UNIVERSAL VALUES, THAT ARE ESSENTIAL FOR LIVING SIDE BY SIDE, SUCH AS THE SEARCH FOR PEACE, TRUTH, JUSTICE, TOLERANCE AND SOLIDARITY.

USE MEANS OF DIALOGUE AND COOPERATION OFFERED BY ORGANIZATIONS SUCH AS OAS, IN ORDER TO PROMOTE THE FULFILLMENT OF OBJECTIVES IN MATTERS OF EDUCATION AS DEFINED BY THE ACTION PLAN. SUPPORT FOR EDUCATIONAL PROGRAMS SUCH AS THOSE GRANTED BY UNESCO AND UNICEF ARE ALSO WELCOME, AS WELL AS THOSE OF OTHER MULTILATERAL COOPERATION ORGANIZATIONS OPERATING IN THE REGION.

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**THUS, THE MINISTERS OF EDUCATION OF THE CONTINENT, ARE COMMITTED TO SIGNIFICANTLY REDUCE THE RATES OF SCHOOL DROPOUT AND FAILURE BY THE YEAR 2010, TO EXTEND COVERAGE AND IMPROVE THE QUALITY OF EDUCATION IN THE HEMISPHERE. TO THIS END, WE SHALL PROMOTE THE FOLLOWING INITIATIVES:**

**TO BUILD AND STRENGTHEN A HEMISPHERIC PROGRAM OF EDUCATION, HEALTH AND NUTRITION FOCUSED ON BOYS AND GIRLS IN VULNERABLE CONDITIONS.**

**TO DEVELOP NATIONAL OR SUBNATIONAL PROGRAMS, AS APPROPRIATE, THAT ENSURE THAT NO MINOR IS LEFT OUT OF PRE-SCHOOL AND PRIMARY EDUCATIONAL SERVICES, IMPROVING THE CONDITION OF BOYS AND GIRLS IN SPECIALLY DIFFICULT CIRCUMSTANCES, SUCH AS STREET CHILDREN, WORKING MINORS, MIGRANTS, DISABLED MINORS AND INDIGENOUS CHILDREN.**

**TO ESTABLISH CURRICULAR PROGRAMS TO ENSURE THAT ALL CHILDREN WHO COMPLETE PRIMARY SCHOOLING, MASTER READING AND WRITING, COMPREHENSION OF TEXTS AND BASIC CALCULATIONS, AND ACQUIRE THE BASIS OF SCIENTIFIC KNOWLEDGE AND DO SO UNDER EDUCATIONAL PROCESSES THAT SEEK THE FULL DEVELOPMENT OF HUMAN BEINGS, AWARENESS OF RESPONSIBILITY, REGARD FOR JUSTICE AND DEVELOPMENT OF DEMOCRATIC VALUES**

**TO PROMOTE EXCHANGE PROGRAMS AND RECIPROCAL COOPERATION AMONG THE COUNTRIES OF THE HEMISPHERE, BY MEANS OF SCHOLARSHIPS, TECHNICAL ASSISTANCE PROGRAMS AND EXCHANGE OF STUDENTS, TEACHERS, RESEARCHERS AND EDUCATION MANAGERS, AMONG OTHERS.**

**TO ESTABLISH NATIONAL OR REGIONAL QUALITY STANDARDS FOR EDUCATION AND STRATEGIES FOR EVALUATING THE PERFORMANCE OF DIFFERENT EDUCATIONAL AGENTS, IN ACCORDANCE WITH SAID STANDARDS.**

**TO ESTABLISH A SYSTEM OF COMMON INDICATORS THAT ALLOW COMPARISONS ON A HEMISPHERIC LEVEL.**

TO ENSURE THAT, AT THE LATEST BY THE YEAR 2000, ALL TEACHERS HAVE SYSTEMATIC AND PERMANENT OPPORTUNITIES FOR EDUCATION, TRAINING AND UPDATING, AS INDISPENSABLE MEANS FOR IMPROVING THE QUALITY OF EDUCATION. VIRTUAL AND REAL REGIONAL CENTERS WILL BE ESTABLISHED FOR DISTANCE EDUCATION, IN ORDER TO TRAIN AND UPDATE EDUCATIONAL AGENTS, USING THE EXISTING INFRASTRUCTURE OF THE REGION, AS WELL AS THE PRODUCTION OF AUDIO VISUAL AND INFORMATION MATERIALS.

TO STIMULATE THE INTRODUCTION OF NEW INFORMATION AND COMMUNICATION TECHNOLOGIES APPLIED TO EDUCATIONAL PROCESSES.

TO PROMOTE A HEMISPHERIC PROGRAM, USING ALL AVAILABLE MEANS TO STRENGTHEN THE AWARENESS OF THE POPULATION OF THE IMPORTANCE OF STUDYING AND COMPLETING BASIC EDUCATION AS A RESPONSIBILITY OF SOCIETY AND GOVERNMENTS.

WE URGE THE INTERNATIONAL FINANCING ORGANIZATIONS OPERATING IN THE REGION, SUCH AS THE INTERAMERICAN DEVELOPMENT BANK AND THE WORLD BANK, THAT FACING THE NEXT SUMMIT OF PRESIDENTS, TO UNDERTAKE A COORDINATED EFFORT AIMED AT HAVING ADDITIONAL PROJECTS OF HEMISPHERIC COOPERATION TO RESPOND TO THE PRIORITIES HEREIN STATED, BY COMMITTING SPECIFIC FUNDS TO FINANCE THESE INITIATIVES.