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Document Title To Mr. Dobbins, re: Education

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MINISTRY FOR NATIONAL EDUCATION,
YOUTH AND SPORTS

PRESENTATION

*THE NATIONAL PLAN FOR
EDUCATION AND FORMATION.*

PRESENTATION AND PERSPECTIVES

ACCESSIBILITY
PORT-AU-PRINCE
DECEMBER 1997

**THE NATIONAL PLAN OF EDUCATION AND FORMATION
PRESENTATION AND PERSPECTIVE**

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Diagnostic: the problems facing the Haitian educational system

The overall situation of the education in Haiti is disastrous . Haiti is far behind most nations. This remains a fact no matter which way you look at it. An in-depth analysis of the Haitian educational system reveal the following problems: a) Insufficient access to education for most of the population, b) The mediocre quality, c) the inability of the present system to properly prepare people for future work and, d) very poor intervention of the MENJS (Ministry of Education, Youth and Sports). A more detailed analysis of those problems will follow from 1.1 to 1.4 . Paragraph 1.5 will show the reasons to find an urgent solutions to those problems.

1.1 Quantitative aspect: insufficient access to education for most of the population.

We have the highest of illiteracy among the active population. 56% of the population who reach the age to go to school is unable to do so. This situation is by far the worst in the whole hemisphere. This will worsen with the demographic increase (more than 2% per year) . Indeed, the beginning of every school year is overcrowded: An average of 60,000 new children per year who have reached the age to go to school will need to attend school within the next 10 years. Nevertheless public education has been designed to receive no more than 20,000 new students per year for the next five years. The problem of accessibility to basic education must also be analyzed. There is still a huge gap between the rural and the urban population. Only 23% of the rural children who have the age to go to school, are actually in school

1.2 Mediocre quality of education

There is a mediocre quality of education at all levels. This situation contributes to depreciate our diplomas, and consequently our youth struggles in the real world. The quality of education cannot be left up in the air. On the contrary it is a result, a consequence of determining factor, such as: a) availability of didactic material, b) qualification of the teachers, c) conditions in which they work, d) time spent in the learning process, e) personal situation of the students. No matter what, all the signs regarding the education system in Haiti are negative therefore the Haitian students are not prepared to compete at the international level and unable to face globalisation. The problem between rural and urban population remain the same and must be addressed

1.3 Inability of the system to prepare the beneficiaries to real life and to the labor market.

Our educational system is unable to prepare the beneficiaries to real life, and to the labor market in particular. These beneficiaries are insufficiently prepared because the education is obsolete since long ago. Our systems of professional qualifications are way behind the evolution of economic structure. This makes us more dependent on international assistance and these are more and more costly. That inability of the system also delays assimilation and production of new technologies. Thus, we are kept outside modernization, and we are jeopardizing openings and regional integration, which should be assumed by the establishment. The resources flow are rapidly expanding worldwide. Our educational system is inadequate to reality and developmental values.

1.4 Very poor intervention of the MENJS in all areas.

The MENJS lacks leadership. This is true in all areas: Direct management helps the school regulation throughout the whole educational agenda, etc.... This institutional witness is alarming. In fact, the majority of the help for educational services is taking care of by private operators. But those operators are partly interested by commercial interests. And we know that quality is not the priority. Finally, central and peripheral administrations run in total incoherence.

1.5 Why it is imperative to solve these problems.

The weakness of our educational system sets back the social and economical development. Our community is not prepared to face the challenges. The development depends only on education. In other words, a low level of education means a low level of development, and a high level means a high level of development. If we place the country in Caribbean region context, the situation is also alarming. Jamaica, Trinidad and Tobago spend three times more than Haiti in education. Since 1980, Dominican Republic has been aware of the decline of its elementary and secondary education system. So, in 1990, they took steps to improve the quality of education. This initiative receives the participation of all actors concern by the matter. It is thus urgent for Haiti in the eve of bi-centenary of independence to elaborate a strategy to reorganize the education sector. All the other Caribbean nations have already done so. It is our turn now

2 Multiple reasons driving from an absence of strategy and unwillingness to improve

A solution can only be found if we understand the reasons. What are those reasons ? They are multiple, and some of them are linked together. Here are the more striking ones: a) deficiency of environmental and supervision structure, b) way of functioning depending on improvisation and a sense of urgency, c) deficiency of operational procedures, and d) desire to reproduce an unfair social system.

2.1 Weakness regarding supervision/ environment, and lack of clearness.

Analysis carried out by technical diagnostic reveals in first place the weakness of the guardianship institution. The lack of educational policy and strategic planning lead to **mismanagement**. **The Ministry is constantly restructuring** and those restructuring have left many operational units without a precise goal. (Specially long term plans for education). Other units undertake tasks which do not encompass the scope of their mission (DDE). Others are on different pages with each other. This lack of clearness can also be seen in the " INFP ". This latter is responsible for multiple and contradictory missions. The constant restructuring without any coherent patterns, have led to institutional instability , and a loss of interest from the civil servants. The same incoherence can be found at the Rectorship level of the Haitian State University (UEH).

The relationship between this latter and the ministry, and the part it plays towards the private schools for higher learning, is very ambiguous.

Besides, the central and departmental structures responsible for managing the system have little impact on the schools. They don't have the necessary human and financial resources. The task of controlling, managing, supervising, environment and pedagogical supporting are badly performed. Only 10% of the private elementary schools, and 30% of the secondary schools had received a license to operate at the end of 1994. The "INFP" does not privilege any pedagogic environment to technical schools. The same can be said for the Rectorship towards the institutes and faculties. It is a must to create a structure capable of coordinating the teaching of higher education.

2.2 Way of functioning based upon improvisation and a sense of urgency.

The second important aspect is the way of functioning based upon improvisation and a sense of urgency. Too many times, the decisions are taken when the problems arise. Consequently, those decisions are thoughtless. Furthermore, the hierarchy highest level is deeply involved in the management leaving behind technical services. And, at the same time, the same hierarchy highest level forgets its primary responsibilities, which are:

- Execution and formulation of education policies.
- Strategic planning.
- Coordination of technical planning.

The informal style of management can be found at the services level, particularly from departmental management, the "INFP", and the Rectorship.

Besides, there are neither historical evidences, nor operational informative systems. This increases the sense of urgency

2.3 Deficiency of operational procedures

Another aspect of the Haitian educational system management is the deficiency in operational procedures. The board of the MENJS recognizes the lack of management procedures in human resources. In the public sector, teachers recruitment is done without any formal rule, (in the private sector) it's done without any ethic at all. It is likewise for supervision evaluation and promotions. As for public finance procedures, they are more concerned to stop the expenses instead of facilitating the programs execution. More than one branch of the MENJS (Scholar Engineering , BCEP, DFP) run independently. This gives the oral an edge over the written formula. This also favors informal transactions when it comes to find solutions.

2.4 Primary reasons explaining all the others: desire to reproduce an unfair social system.

As we have seen for two hundred years, there are many factors contributing to the failure of the Haitian educational system. But the main one is political. The Haitian society was witnessing a system of social inequalities, the equivalent of an apartheid.

Only a small elite would gain advantage of the system, meanwhile the lower class would be excluded. Nevertheless, it is from the labor of that lower class that the establishment benefits the most.

3 Guidelines for educational policies

The guidelines for educational policies are directly related to the above mentioned causes and problems. Those guidelines are the followings. The new educational system must:

- Be a way towards democracy
- Favor good citizenship and a sense of responsibilities
- Respect of national culture
- Lead to development

3.1 An educational system leading towards democracy and good citizenship

Education cannot have for only goal the transmission of knowledge to increase productivity. School learning in order to educate qualified Haitians for the working market is obvious. But the sole economic reason cannot define the citizen and the man. The new educational system must lead towards democracy and induce good citizenship.

3.1.1 An educational system leading towards democracy.

A totally democratic government is not yet install. Yet there is a new juridical administration recognizing the fundamental rights of every Haitian. But democracy is not really in place. It is still very fragile and is not backed up by any durable institution which would place it in the social reality. Among the institution capable of helping it is by far **education**. Access to education represents a **fundamental right** that must be put in practice. The World Conference on Education held in 1990 in Jomtien in Thailand states the following: " All children, adolescents and adults should have access to fundamental education". School for all should prepare the Haitian to become a citizen and a man. Without the possibility to read and write the individual will be manipulated by others. He is unable to participate on his own in the city's activities. On the other hand, school teaches him to make his own free choices. It also teaches him to give a sense to his life and to use his own critical judgment. Yet, school for all in Haiti does not mean democracy. But, it represents the first steps towards democracy. It must be a privileged site for democracy values.

3.1.2 A new educational system favoring good citizenship and a sense of responsibilities

The formation leading towards citizenship and freedom is indispensable. The educational system must contribute to it at first hand. It is then imperative to install as a fundamental principle of education the development of the meaning of **common weal , and public weal**. It must transcend the familial and religious particularism. The establishment must again be trusted as warrant of the public institutions.

3.2 There must be a new educational system respecting the national culture towards development.

The mediocre performance in education in Haiti is altogether the result and the origin of a low level of development. 62% of our population lives from agriculture and the means of production are archaic. They are about in the same situation as they were at the beginning of the 19th century. 80% lives in complete poverty in total malnutrition, and unhealthy conditions. With the demographic increase, we are experiencing a decrease of the national income. At the same time, demographic pressure keeps increasing.

An educational system which does not allow the development of the country is meaningless. Today, the human capital is our main resource. Our educational system will have to look upon a new world, towards new actual technologies. If our culture is not taken into account, these developments will not happen only with school mobilization. To try to reach the universal world, the individual leaves behind him his immediate surroundings to go to school. This is a step closer to national culture. It makes the individual more aware of his own culture because he can appreciate it better.

4 The solution: an organized answer supported by the government.

All the above mentioned criteria are important. It is necessary to determine their respective order. The most important criteria is to find an organized answer. The punctual initiatives are no longer enough, and the best organized answer is to work out a global project. Moreover, the government must play a major role. Many factors explain the failure of our educational system, and the most important is the political one. The traditional educational system is conceived by a small elite. The vast majority is left out. The government, responsible for social balance, is the one to blame. He is also the one that can change the order of things. Only the government has legitimacy, political and juridical authority to do so. And only the government can come up with the necessary amount of money to execute such project.

In short, we need a national project of education and formation organized by the government, but this latter can not be everywhere. Such a project can only be successful through partnership.

4.1 Kind of proposed solutions :definitions: projects and "productions"

The definition of a plan consists in a good understanding of a project. What is a project? In this context, a project is many actions and works together which lead to a unique and measurable result. This unique and measurable result is the "product of the project".

A product is unique because when it has been reached once, it has been reached forever. For example, picking up the students daily is not a project because if it is successful one day this does not mean there is nothing else to do the next day. Organizing a daily students pick up is a project because once started, the goal is reached and the project puts into practice.

A product is so called **measurable** if it's possible to determine step by step if the goal has been reached or not. For example to improve the image of the National Plan of Education and Formation is not a project. However, to bring the plan to the knowledge of the people where 10% of the population knows that it exists and what it represents, is then a project.

A product is not a project but a product is a result of a project. A project is still determined by its product: **an important factor of a product failure is when a product is badly determined.**

4.2 Project hierarchy: sub-projects, projects, programs, plans, missions.

- The product of a project is unique. This product can however be divided in many sub-products which can be considered as sub-projects.
- A program is a group of complementary projects.
- A plan is a group of complimentary integrated programs.
- A mission is a group of complimentary plans. It is why the National Plan for Education enters into the global mission of the MENJS.

The two following diagrams show the projects hierarchy.

However, we must be aware of this: what they call project, sub-project or plans is a question of size and not a question of constitution. The constitution of a project is steady, but what corresponds to a project, by an institution or an enterprise (relatively a sub-project or a program) depends on conventions

4.3 Pilot projects

To pilot a project means to succeed with that project. It must succeed within the delay, the estimates and all the requirements. The essential function of piloting a project is to obtain the product of the project. Piloting a project is just like piloting an engine. A qualified person or a team has to be in charge. The person responsible for piloting the project must rely on project management and quality management (see ref. 6.2.2 "Cell of piloting plan")

5 The National Plan of Education and Formation.

The MENJS has elaborated the National Plan of Education and Formation. This plan is designed to resolve the above mentioned problem. The rest of the document will study the different aspects of the Plan. But, before going further, let us retrace the Genesis of the Plan. We will then see that it is the result of a long process.

5.1 Genesis of the PNEF

5.1.1 The Bernard's reform

The first real attempt to reform our education system began in early 1980. The 1982 reform, known as the Bernard's reform, the name of the former Minister of Education, suggested a reorganization of the education system. It is based on a ten years fundamental terms. This period of time is divided into three cycles, 4, 3 and 3 years. At the end of this period the student reaches a new 3 years cycle at the secondary level. This period ends on a general or specialized bachelor (technique or pedagogic). This

initiative brings a new dynamic in the education system. It also stimulates many Haitians professionals in the diaspora to return home to offer their services to the sector. Discussions regarding the reform is opened to a larger public. New school books are published by Haitian authors. A National Curriculum Committee is now in place. The National Pedagogic Institute was also created. The Department for Planning was also created. There are many other initiatives. Many efforts are done and some structures are in place to develop curricula and adapted school books. Other important innovations exist:

- Creole usage as teaching language and study materials
- Experimental cycles reorganizations
- Introduction of new pedagogic methods
- Formulation of the proceedings for the continuous formation of the teachers.
- Introduction of new evaluation methods

But, even more radical for the time, financial needs of the sector was put on the table to find out what should be its allowance in the public budget. The will to produce a more adequate and open system is indispensable. We must acknowledge, however, the limits of this reforms in many ways: accumulated delays in preparing programs and productions of didactic materials. This led to the coexistence of the traditional system with the reformed schools. Innovations were introduced in a technocratic way without any participating spirit. As a result, parents lost confidence, and even the teachers were very skeptical. This situation made it very easy for the conservative sectors to fight the reforms. They did it with the political power as well as the leading ideology throughout the elite. The Bernard's reform failure became inevitable.

5.1.2 The Actual Plan

The elaboration of the Actual National Plan of Education and Formation is a result of a long process. There were many consultations efforts since 1993. The Constitutional Government set up a committee responsible for an upcoming seminar. In 1994, along with the first consultation, an Executive Bureau of the PNEF 2004 was created. UNESCO, UNICEF, USAID helped. This Bureau had to coordinate a consultation procedure. The result would become the first National Plan for Education in Haiti. The present document was based upon the following:

- Specification of the " Strategic Reflection Group " (SRG)
- Participating diagnostic realized by the " Executive Bureau of Planning ", based upon regional consulting in the nine departments of the country.
- Technical diagnostic of the Haitian educational system, realized with the Research Triangle Institute assistance.
- Conclusions and recommendations from the General Assembly of Education held in January 1996.

The National Plan is a collective contribution. It is also the result of researchers and consultations carried out throughout the most concerned sectors. Those sectors are teachers ,schoolmasters, minister's agents ,students, parents ,private sectors etc...

5.2 Components of the PNEF :Programs and Projects

The PNEF consists of four important programs and multiple projects. The programs have already been determined a) reinforce the quality of education; b) expand the education offer, c) increase the external efficiency of the educational system, and, d) reinforce the education system governing body.

5.2.1 The Programs: Four important intervention axes.

A- Program to improve educational quality.

It is about improving the educational services and environment given to the students. The beneficiaries will be from both the private and the public sectors. The fundamental level will receive particular attention.

The specific goals attached to this plan are:

- General improvement of the education agents and the teachers in particular
- Support to the recent development at the secondary level, and focus on new academic structures
- Improvement of children predisposition during training period by reinforcement and integration of new method to help them at a very young age
- Promotion of a book policy to help students from public and private school
- Revalorization of the teaching status

B Program for the expansion of the education offer

It's about the expansion of public basic education in the urban and rural poorest areas. The specific objectives attached to this matter are:

- The increase of the education offer mostly at the fundamental education level, and at the secondary level
- Rationalization and regularization of the alphabetization programs, and non-formal teaching for adults and youngsters

C Program for external efficiency increase of the formation

This program promotes progress in the technical and professional formation systems, and at the higher education level. The specific goals of the plan attached to this sector are:

- To start over the professional and technical formation which will support the technological innovation efforts, and to seek a balance solution between employment and formation.
- Restructuring and improvement in the welcoming capacity of the State University of Haiti.
- To establish a diversified university system open to scientific researches, and at the economic ambition level of the country

D. Program of reinforcement of the Governorship sector

The specific goal attached to this sector is:

- Reinforcement of the Ministry Institutional Capacity at all levels: in the administration and the pedagogic management.

5.2.2 Some projects

Important actions have already been taken and put into practice regarding some projects. Such as, a) revalorization of the teaching conditions, b) distribution of school books and didactic materials. Most of the projects that will cover these programs are at the elaboration state. The following list (Programs and Projects) present the sixteen main project ideas recognized up to date. They are divided in four programs.

The Annex of the present document states the goals of ten projects

PROGRAMS AND PROJECTS

NATIONAL PLAN OF EDUCATION AND FORMATION

Projects

Program of reinforcement of the education quality

- Project of revalorization of the teaching condition and formation-improvement of the teachers (Project Q1)
- Project to establish a system of production and distribution of school books (Project Q2)
- Project to establish a loan system to students (Project Q3)
- Project to establish fundamental application schools (Project QF1)
- Project of restoration and promotion of the ENI (Project QF2)
- Project of recycling over-aged students into non-formal programs (Project QNF1)
- Project of restructuring the University teaching level and expanding scientific (Project QU1)
- Project of the Haiti University Reform (Project QU2)

Program to expand the teaching offer

- Project of building new elementary schools in underprivileged areas (Project XF1)
- Project to add new classrooms in the third cycle in the EFACAP (Project CXF2)
- Project of decentralization of the public higher teaching level, and channeling diversification (Project XU1)

Program to improve the external efficiency of the educational system

- Project of national system renovation in the professional formation and the restructuring of the INFP (Project ET1)
- Project of human resources of mobilization of the higher teaching expansion and the scientific researches (Project UE1)
- Project to establish a professional capacity for adults in the non structured sector (ENF1)

Program of reinforcement of the education system governorship

- Project of the MENJS institutional reinforcement in the administrative management field (Project G1)
- Project of the MENJS institutional reinforcement in the pedagogic management field (Project G2)

6. Setting and PNEF management

6.1. The setting strategy

The strategy proposed by the MENJS for the setting of the National Education and Formation Plan is designed as follow:

- a) Gradual approach and continuous improvement,
- b) Consultation with all the partners,
- c) Continuing the decentralization of the MENJS services and,
- d) Promotion of the parents active participation as well as the local communities in the school management

6.1.1. Gradual approach and continuous improvement

Obviously, the Ministry is unable to do everything right away. In setting the plan, the government should adopt a gradual approach. It will then be aware of its errors and learn from them. This will facilitate the elaboration of a progressive common point of view and useful involvement at all levels of the public authority. In the priority cases public action will emphasize on quality such as curriculum, didactic material, teacher formation and predisposition for training process. Furthermore, gradual approach will give the country time to have qualified human resources at the highest level. It will then be possible to insert technological changes necessary to push forward a continuous development in all the education apparatus. The continuous improvement is a corollary of the above mentioned gradual approached. Continuous improvement actions will touch the whole system. They will create control habits, measures, objectives and actions review, and will continuously improve the education system performances.

6.1.2. Consultations with the partners

The MENJS services will closely collaborate with the partners of the institution:

- a) Local communities, b) private school association, c) parents association, d) education agents association, e) ONG which are in the education field, f) organizing Ministry of Formation (Social Affairs, Health, Agriculture, Justice, TPTC), g) economic sector and, h) international partners

6.1.3. Administrative decentralization

In pedagogic and administrative matters, the departmental management will increase the competencies. Administrative authorities and school will come closer. Management in the education system will also become more efficient. This transfer of responsibilities will join and institutional reinforcement of the departmental management. They then will be able to work freely.

6.1.4. An active participation of parents and local communities to the school management

An active participation of parents and local communities to the school management is indispensable (they call this participation “ close management ”). This participation requirement is more and more understandable: parents agree on important financial investments for their children education, this participation is also a condition for efficiency in the school actions. It leads directors and teachers to understand their responsibilities towards the community. The Ministry will support the outspread of this participation by providing adequate books.

6.2. Term of the plan management

The term of the plan management will have a board of educational directors, a piloting group, and transversal technical team. The function of every one of these entities follows below

6.2.1. The board of educational directors

The MENJS will preside over the board of educational directors and will incorporate:

- The Ministers of Health, Agriculture, Economy, and Social Affairs.
- Professional associations and the business world representatives
- The private school association and the teachers representative
- Parents representative

The board guides the education general policy and advise and the MENJS. The board meets twice a year in order to evaluate the plan, to follow up, and to bring new ideas.

6.2.2 The piloting unit of the plan

The piloting unit will be attached to the Ministry General Management or to the Minister's Office. It will have to coordinate, to facilitate, or to guarantee the follow up of all operations concerning the applications of the plan. The unit does not substitute for the Ministry technical directions. It helps to push forward the execution of the plan operations. The idea is to facilitate the adaptation to the ministry technical concerned services. The unit is responsible for the Ministry long term goals. A coordinator helped by technicians, civil servants, and high level consultants is heading the unit.

6.2.3. The transversal technical teams

The piloting unit will be helped in its management work and in the follow up plan by “ Transversal Technical Teams ”. They will be assigned gradually as they put in place the different programs of the plan. Every team will have the responsibilities to assume the internal follow up actions leading to the specific goal of the plan.

6.2.4. Timetable

The timetable for the plan spreads out over ten years from 1997 to 2007

7. Financing: the state mobilization, diversification, and optimum condition

The PNEF expenses are high, as high as the challenge itself. They can be understood because the education priority goes hand in hand with the country development. The financing strategy of the plan relies on the absolute mobilization of the Haitian government. The latter will be more and more in charge of the education expenses. This is particularly true from the fundamental through the secondary level. But the main strategy should rely on diversification of the financing sources. The PNEF will constitute an adequate environment for the integration of different resources and spread them out even outside the country. This is the reason why different partnerships should be built between the government and the private sector. They must increase to the maximum the utilization and mobilization of all sectors' resources.

7.1. Public financing sources

These past years, the government has made tremendous efforts. In the allocation of public resources, the share for education has more than doubled during the past four years. This effort goes along with the concern to improve the capacity of the Ministry Governorship. But, we must watch out for the future because of two issues. First, we must consider the structural adjustment conditions. This means, sooner or later, a reduction or a decrease in the growth rate of public expenses for education. Besides, there are other important sectors, such as: public health, population, nutrition and rural development. This will put great pressure on public resources.

7.2. Resources coming from families and enterprises.

The great majority of the families spend money to educate their children. These expenses range from simple contributions given to the public schools as fees, to some heavy expenses in the private schools. It is not strange that the expenses for education are very

important. The private schools, from the primary to the secondary level, gather the great majority of the students. In 1994-95, one million families spent a total of 3.4 billion gourdes for their children education in the private schools.

Furthermore, many ONG and private institutions finance by families and enterprises help education activities at different levels. EDUCAT, S.A played an important role in the Quisqueya University creation and FNP grants many scholarships to under-privileged students. In the case of the PNEF, the Minister will encourage educational financing private contributions. In fact, the public resources will be insufficient to assure the universal schooling objectives describe in the Plan. It will be like this whatever the matter.

7.3 The Users contributions.

At the highest level, meaning the UEH itself, students are paying an inscription fee for the admission test (Gdes 150). They also pay annual fees depending on the faculty. In regard to highest teaching private institutions, most of them work without any subsidy. The average expenses per student are Gdes 5,000.00 per year (direct expenses such as books, transportation and meals are excluded. Those expenses are just for annual general expenses and tuition fees. Besides, 2 - 3,000 non-resident Haitian students, study in the Unites States. They spend annually \$ 30-40 million dollars. If the Haitian universities could guarantee quality education to the families, it would be an important economic step for the country.

7.4 Resources coming from ONG

In the financing of education, the ONG have many important role to play. The facilities make possible different kinds of alternative. The specialized international ONG spend about \$ 10 million in Haiti's education per year. These funds are not used in a proper way. In the plan outline, a partnership between the Minister and all the ONG would undermine everyone's efforts through the objectives and priorities of the country.

7.5 International resources

Many projects are currently being studied concerning international help. They would represent a contribution of about \$ 100 million for the next 3-5 years . The PNEF is formulating guidelines for the different agencies. It offers global help intervention. The spread out and the duplication can thus be avoided

7.6 Partnership possibilities between enterprises and the education loan mechanism.

There are many partnership possibilities with the enterprises. The pattern Educat-Quisqueya University seems to show promises. It made everything possible, succeeding with public funds mobilization through a private company. Furthermore, the education

loan mechanism can help increase accessibility and efficiency. The Haitian private sector (urban financial institutions, popular funds for scholar loans in rural area) is ready to build a partnership with government for such initiative. The government would rather help by paying the interest than paying the mortgage. The state intervention is for now the first condition to enable the private operators to be part of this program .

8. Conclusion

8.1 A long elaboration and consultation process.

As we saw, the PNEF elaboration is the result of a long process. It is, in fact, the investigations, and consultations results, made into the most interested sectors all over the country. These sectors are teachers/schoolmasters, ministry agents, students, parents, private sector, etc. The Plan had to be debated one more time to obtain the most active participation to its realization. All educational interested parties have been called to help. The MENJS is fully aware that the Plan will not unanimously be accepted. The Plan is still incomplete and therefore should continuously be discussed and questioned.

8.2. To set up the PNEF and to follow up with the consultation.

The set up of the PNEF has begun and will continue. This set up of the plan will bring together the same partners previously mentioned: teachers, Ministries' agents, parents, private sector. Every concerned group wishes something good from the plan. Vice-versa, the plan can not be successful without the contribution of the concerned people. This is why, other consultations will be held to emphasize what the plan is all about. In other words, this will determine what the plan means for each group, or else what each group hopes to get from the plan, and what each group is willing to do to make it successful.

Annex- The PNEF ten projects objectives.

Most of the PNEF projects are still pending. Here are the ten projects objectives.

A.1. Objectives of four projects attached to the reinforcement of the education quality program (Q).

- Revalorization of the teaching condition project and the teachers recycling at the fundamental and secondary levels (Q1).

Objectives:

- To expand and to carry out a recycling plan for the teaching staff at the fundamental and the secondary levels.
- To study and to propose scales for teaching and administrative personnel, which will take into account diplomas and required qualifications obtained through the recycling program; and
- To set up a recruiting plan for the program graduates.

To set up a project of the EFACAP system (QF1).

General objectives:

- To set up from now to 2005 a Fundamental Application School and Pedagogic Support Center (EFACAP) in every district, or 133 units.

Specific objectives:

- To assure pedagogic environment as far as information is concerned on strict current regulations and programs.
- To assure the continuous teacher's formation.
- To set up the first educational system of computerized management (SIGE) and pedagogic material distribution center.

(The infrastructures of Fundamental Schools chosen to become an EFACAP will be restored by priority.)

Project of restoration and construction of reorganized teachers' training colleges (QF2).

General objectives:

- To build 7 others from now to the year 2004.
- To bring them all to an adequate efficiency level.

Specific objectives:

- To expand the new curriculum and the management way of the reorganized ENI.
- To restore the existing 11 teachers' training colleges and eventually some private ENI which will accept to be under the MENJS management.
- To train about 200 teachers and ENI managers or 12 per ENI.
- To help the DDE in the recruiting of the first graduated classes.

Recycling project for overage people into non-formal programs (QNF1).

Objectives:

- To place about 200,000 over-aged students of the pre-scholar and the fundamental level into non-formal formation programs adjusted to their needs.
- To have re-absorbed, for the year 2002-03, all the over-aged pre-scholar pupils.
- To have re-absorbed for the year 2000 those of the first fundamental cycle, four years and more late.

A.2 Two projects objectives attached to the education offer expansion Program X

- Project of creation and construction of new complex for the two first fundamental cycles (Project XF1)

Objectives:

Build and open 15 to 25 schools compounds (two first fundamental school cycles) every year between 1997 and 2006, or 160 compounds during 8 years, with a total capacity of approximately 80,000 seats, all through the poor areas where there is no school. The compound will become a local social organization center (even in faraway CASEC). It will have many functions: for example: roads or satellite school buildings. Emphasis will be placed on the local community: parents/local authorities for certain primary decisions on locations, antennas, lunch, stall, etc.

Project of the 3rd Fundamental Cycle class rooms into the EFACAP (Project XF2)

Objectives:

Build the third cycle classrooms in the EFACAP in priority.

A.3. Objectives of two projects attached to the external efficiency and improvement of Education

Project of the teaching restructuring at the University level and research facilities (Project EV1)

Objectives:

- Improve the superior and the university quality level. (ESU) with priority to the State University.
- Set up, in the MENJS a development and functioning control system of all universities and the superior school, together with the economic development priorities, and with the high staff state necessities
- Create research institutions able to accompany the profound transformation process of the Haitian society and grant her some incentives.
- Set up , with the universities autonomy respect, a selective financing service based on performances (of the student and schools) and of the state strategic sectors. _This mechanism will bring together the State, local banks, enterprises and external cooperation organism. This is about to favor the adequate structures under construction (buildings, auditoriums, laboratories and libraries) and to facilitate donations of scholarships and loans to the students.

Project to set up adults professional ability programs to the benefit of the non-structure sector. Project ENF1

Objectives:

To expand then institutionalize the initial professional formation programs for adult related with their profession which they could use as an independent work or in the micro enterprises outline. (This project will allow many Haitian workers excluded from all kinds of formation to be in a professional program)

A.4. Objectives of two projects attach to the reinforcement of the Governorship of the education system program.

- Project of the institutional reinforcement of the MENJS regarding the administrative management.

Objectives:

- The objective from now to 1999 is to set up and implement in the MENJS operational adapted system , the followings: human resources management, finances and budget management, computerized management systems, etc.
- Preparation and implementation in 1998 of the plan's guidelines on the MENJS organizations services with regards to the decentralization, the consultation practice etc.

Institutional reinforcement of the MENJS regarding the pedagogic management (Project G2)

Objectives from now to year 2000:

- To set up a new secondary level program
- To expand adapted modern systems and methods regarding knowledge evaluation
- To fuse the new methods into ENI'S recycling and programs, and finally into the national exam practice
- revision of the actual working methods (practice) of the teaching directions regarding curricula preparation, and the pedagogic standard definition;
- formulation of improvement propositions
- to fuse cultural social, economic characteristic subjects of all the regions into the upper classes
- implementation and diffusion of the plan guidelines specifying the operational modalities of the reform
- to increase the fundamental pedagogic counselors by 100 in 1995 and more than 400 into 2005/06 in addition to a 3 months formation at the license level
- one month training for the EFACAP directors
- recycling of the technical director staffs

NATIONAL SECURITY COUNCIL
WASHINGTON, D.C. 20504

2742

May 7, 1998

ACTION

MEMORANDUM FOR SAMUEL R. BERGER

THROUGH: JAMES F. DOBBINS *PD for*
FROM: PATRICK J. DESOUZA *PD*
SUBJECT: POTUS Letter to Rep. Rothman on Santiago Summit

Representative Rothman had written to the President with supportive policy suggestions on education and trade for the President's trip to Santiago. Attached are a memorandum for the President and a response to Representative Rothman.

Concurrence by: Rudman *PD for*

RECOMMENDATION

That you sign the attached memorandum to the President.

Attachments

Tab I Memorandum to the President
Tab A Letter to Representative Rothman
Tab B Incoming Correspondence

THE WHITE HOUSE
WASHINGTON

ACTION

MEMORANDUM FOR THE PRESIDENT

FROM: SAMUEL R. BERGER

SUBJECT: Your Letter to Rep. Rothman Regarding the
Santiago Summit

Purpose

To thank Representative Rothman for his support for the Santiago Summit agenda, especially for education and free trade initiatives, and for his support for institutions such as OPIC and the EX-IM bank.

Background

Representative Rothman had written to you offering his support for your efforts in Santiago and especially for building hemispheric cooperation through education and economic integration initiatives.

RECOMMENDATION

That you sign the letter to Representative Rothman.

Attachments

Tab A Letter to Representative Rothman
Tab B Incoming Correspondence

cc: Vice President
Chief of Staff
Mack McLarty

THE WHITE HOUSE

WASHINGTON

Dear Steve:

Thank you for your kind support for our efforts in Santiago. The Summit's Action Plan made bold strides in a variety of social and economic areas, especially those that you identified as central - education reform and free and fair trade.

Education reform was the centerpiece of the Summit. We reaffirmed our Miami Summit commitment to ensure by 2010, universal access to and completion of quality primary education for 100% of children and access for at least 75% of young people to quality secondary education. In addition, we pledged to promote the use of information technology to provide education for all our peoples.

As you know, we also agreed to launch negotiations immediately to create a Free Trade Area of the Americas and reaffirmed our Miami commitment to deliver concrete progress by the year 2000 and conclude the agreement by 2005.

We have a well-defined plan to achieve our goal of free and fair trade throughout the hemisphere. There will be nine initial negotiating groups covering U.S. priority issues such as market access, investment, services, government procurement and intellectual property rights. In addition, a Committee on Civil Society will -- for the first time in any trade negotiation -- provide a formal mechanism for labor and environment groups and other non-government organizations to make recommendations on shaping the globalization process -- so that all citizens can benefit from trade.

I look forward to working with you as we now begin our implementation of the Santiago initiatives. I will need your continued support not only on trade but for strengthening important institutions such as OPIC and the EXIM bank that support our companies' efforts abroad.

The Americas represent our fastest growing markets. With reforms in education to enhance skills and increase trade, the people of the Americas can create prosperity and achieve mutual gain for the 21st century.

Once again, thank you and best regards.

Sincerely,

The Honorable Steven R. Rothman
House of Representatives
Washington D.C. 20515

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9TH DISTRICT, NEW JERSEY

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House of Representatives
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2742
COMMITTEES

COMMITTEE ON THE JUDICIARY
SUBCOMMITTEE ON CRIME

COMMITTEE ON
INTERNATIONAL RELATIONS
SUBCOMMITTEE ON INTERNATIONAL
ECONOMIC POLICY AND TRADE

E-MAIL:
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WEB SITE:
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April 13, 1998

262053

Hon. William J. Clinton
The White House
1600 Pennsylvania Avenue
Washington, DC 20515

Dear Mr. President:

I am writing to urge you to continue to press for dynamic advances in the fields of economic, social and cultural cooperation when you attend the Santiago Summit of the Americas on April 18, 1998. Since the Summit of the Americas, which was held in Miami in 1994, many policies have been implemented that have benefitted all the people of the Americas.

I understand that the Santiago Summit of the Americas will be dealing with many issues. Prior to your departure I would urge you to pay special attention to two vital issues: (1) the need for increased cooperation between the United States and the Americas in advancing a comprehensive education agenda and (2) a viable plan for economic integration and free and fair trade. Securing these twin goals, in concert with the preservation and strengthening of the democratic governments of the Americas, will greatly benefit our entire hemisphere.

The Santiago Summit should build upon the Miami Summit Plan of Action by establishing the necessary ground-work for a "first-class" education exchange system between the U.S. and interested nations in the Americas. As we well know, breaking through cycles of poverty cannot be accomplished by aid programs alone. Expanding educational opportunities can be the door through which generations of peoples in the Americas may create a better life for themselves and their families.

It is my firm belief that the time has come to implement teacher and student exchange programs that will turn all the Americas into a showcase, a model, for the rest of the world to follow. Utilizing modern technologies, like the Internet, these exchange programs can serve as a springboard from which a legacy of educational, cultural and economic cooperation can arise.

Like education, the necessity of economic cooperation between the United States and the Americas must be highlighted in Santiago. As a strong supporter of the Overseas Private Investment Corporation and the EX-IM Bank, I believe these institutions can lead the way in encouraging economic investments in every corner of the Americas. By providing a responsible "blueprint" for economic cooperation between all the nations of the Americas, the United States will be serving to enhance the domestic economic reforms already being implemented by many governments in the Americas.

There are two economic indicators which I believe auger well for U.S. economic cooperation with the Americas. One is that while the U.S. trade deficit as a whole reached an eight year high in 1996, trade with Central and South America and the Caribbean earned a surplus for the fifth year in a row. Secondly, U.S. trade with the Western Hemisphere is consistently expanding faster than with any other region in the world. These impressive facts offer fresh proof that the Santiago Summit should pay special attention to the expansion of economic relations between the U.S. and the countries of the Americas.

Mr. President, by advancing a vigorous program of educational and economic cooperation between our country and the great nations of the Americas, you will be serving to re-invent our relations with the Americas. The Summit of the Americas stands to be a seminal event, welcoming a new and exciting relationship between all the nations of the Americas for the 21st century.

As you travel to Santiago Mr. President, I stand ready to fashion with you, bold new bridges of cooperation to all the people and governments of the Americas.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Rothman". The signature is fluid and cursive, with a large, sweeping "S" at the beginning and a stylized "R" and "thman" following.

Steven R. Rothman
Member of Congress

SRR:rh

TO: STEINBERG

DECLASSIFIED E.O. 13526

FROM: DESOUZA
DOBBINS

White House Guidelines,
September 11, 2006

DOC DATE: 27 MAR 98
SOURCE REF:

By KDE NARA, Date 05/15/14

KEYWORDS: CHILE

2009-1155 F DC

PERSONS:

SUBJECT: BACKGROUND PAPER FOR 30 MAR DC MTG ON SANTIAGO SUMMIT & CHILE STATE
VISIT

ACTION: NOTED BY STEINBERG

DUE DATE: 31 MAR 98 - STATUS: C

STAFF OFFICER: DESOUZA

LOGREF:

FILES: IFM

NSCP:

CODES:

D O C U M E N T D I S T R I B U T I O N

FOR ACTION

FOR CONCURRENCE

FOR INFO

DESOUZA

DOBBINS

NSC CHRON

BARTLETT

COMMENTS: _____

DISPATCHED BY _____ DATE _____ BY HAND W/ATTCH

OPENED BY: NSDRS

CLOSED BY: NSTSM

DOC 1 OF 1

~~CONFIDENTIAL~~
ACTION DATA SUMMARY REPORT

RECORD ID: 9820292

DOC ACTION OFFICER

001 STEINBERG
001

CAO ASSIGNED ACTION REQUIRED

Z 98032719 FOR INFORMATION
X 98033014 NOTED BY STEINBERG

~~CONFIDENTIAL~~

National Security Council
The White House

PROOFED BY: _____ LOG # 20292
URGENT NOT PROOFED: _____ SYSTEM PRS NSC INT ARS
BYPASSED WW DESK: _____ DOCLOG LA A/O _____

	SEQUENCE TO	INITIAL/DATE	DISPOSITION
Cosgriff			
Rice	<u>1</u>	<u>PR 3/28</u>	
Davies			
Kerrick			
Steinberg	<u>2</u>	<u>Deputy Natl Sec Advisor has seen</u>	
Berger			
Situation Room			
West Wing Desk	<u>3</u>	<u>PR 3/30</u>	<u>N</u>
Records Mgt.			

A = Action I = Information D = Dispatch R = Retain N = No Further Action

cc:

COMMENTS: JS Meeting on Santiago Summit
3/30

08 MAR 27 08:01

Exec Sec Office has diskette

[Signature]
[Signature]

Withdrawal/Redaction Marker

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. memo	Patrick DeSouza to James Steinberg, re: Deputies Meeting on the Santiago Summit and Chile State Visit (4 pages)	03/27/1998	P1/b(1)

COLLECTION:

Clinton Presidential Records
National Security Council
Inter-American Affairs (Feinberg, Richard)
OA/Box Number: 1521

FOLDER TITLE:

[Santiago Summit of the Americas 1998] [Loose Material] [1]

2009-1155-F
ke2475

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]
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- 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]

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. memo	Patrick DeSouza to James Steinberg, re: Deputies Meeting on the Santiago Summit and Chile State Visit (5 pages)	03/27/1998	P1/b(1)

COLLECTION:

Clinton Presidential Records
National Security Council
Inter-American Affairs (Feinberg, Richard)
OA/Box Number: 1521

FOLDER TITLE:

[Santiago Summit of the Americas 1998] [Loose Material] [1]

2009-1155-F
ke2475

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. memo	Madeleine Albright to the President, re: Your Participation in the Summit of the Americas, Santiago, Chile (3 pages)	04/09/1998	P1/b(1)

COLLECTION:

Clinton Presidential Records
National Security Council
Inter-American Affairs (Feinberg, Richard)
OA/Box Number: 1521

FOLDER TITLE:

[Santiago Summit of the Americas 1998] [Loose Material] [1]

2009-1155-F
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RESTRICTION CODES

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

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DECLARATION OF SANTIAGO

II SUMMIT OF THE AMERICAS

We, the democratically-elected Heads of State and Government of the countries of the Americas, have met in Santiago, Chile, in order to continue the dialogue and strengthen the cooperation we began in Miami in December 1994. Since that time, significant progress has been made in the formulation and execution of joint plans and programs in order to take advantage of the great opportunities before us. We reaffirm our will to continue this most important undertaking, which requires sustained national efforts and dynamic international cooperation.

The strengthening of democracy, political dialogue, economic stability, progress towards social justice, the extent to which our trade liberalization policies coincide, and the will to expedite a process of ongoing Hemispheric integration have made our relations more mature. We will redouble our efforts to continue reforms designed to improve the living conditions of the peoples of the Americas and to achieve a mutually supportive community. For this reason, we have decided that education is a key theme and is of particular importance in our deliberations. We approve the attached Plan of Action and undertake to carry out its initiatives.

Since our meeting in Miami, we have seen real economic benefits in the Americas resulting from more open trade, transparency in economic regulations, sound, market-based economic policies, as well as efforts by the private sector to increase its competitiveness. Even as countries in our region have been tested by financial and other economic pressures, and as countries in other regions have experienced serious economic setbacks, the overall course in the Americas has been one of faster economic growth, lower inflation, expanded opportunities, and confidence in facing the global marketplace. A major reason for this positive record has been our countries' steadfast and cooperative efforts to promote prosperity through increased economic integration and more open economies. New partnerships have been formed and existing ones strengthened and expanded. A positive role is being played by sub-regional and bilateral integration and free

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trade agreements. We are confident that the Free Trade Area of the Americas (FTAA) will improve the well-being of all our people, including economically disadvantaged populations within our respective countries.

Hemispheric integration is a necessary complement to national policies aimed at overcoming lingering problems and obtaining a higher level of development. In its broadest sense, a process of integration based on respect for cultural identities will make it possible to shape a common, interwoven set of values and interests that helps us in these objectives.

Globalization offers great opportunities for progress to our countries and opens up new areas of cooperation for the hemispheric community. However, it can also heighten the differences among countries and within our societies. With steadfast determination to reap its benefits and to face its challenges, we will give special attention to the most vulnerable countries and social groups in the Hemisphere.

Education is the determining factor for the political, social, cultural, and economic development of our peoples. We undertake to facilitate access of all inhabitants of the Americas to preschool, primary, secondary, and higher education, and we will make learning a lifelong process. We will put science and technology at the service of education to assure growing levels of knowledge and so that educators may develop their skills to the highest level. The Plan of Action that accompanies this Declaration defines the objectives and goals we intend to achieve and the actions that will make them a reality. In order to meet our goals within the agreed timeframes, we reaffirm our commitment to invest greater resources in this important area, and to encourage civil society to participate in developing education.

The decisions adopted by our Ministers of Education at the Conference held in Mérida, Mexico, last February, reflect our desire to promote specific joint initiatives designed to improve access to education, with fairness, quality, relevancy, and effectiveness. In order to consolidate and lend continuity to our decisions, we have instructed that another Conference be held in Brasilia, Brazil, in July of this year.

Today, we direct our Ministers Responsible for Trade to begin negotiations for the FTAA, in accordance with the March 1998 Ministerial Declaration of San

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José. We reaffirm our determination to conclude the negotiation of the FTAA no later than 2005, and to make concrete progress by the end of the century. The FTAA agreement will be balanced, comprehensive, WTO-consistent and constitute a single undertaking.

We note with satisfaction the preparatory work by the Ministers Responsible for Trade over the past three years which has strengthened our trade policies, fostered understanding of our economic objectives and facilitated dialogue among all participating countries. We appreciate the significant contribution of the Inter-American Development Bank (IDB), the Organization of American States (OAS), and the United Nations Economic Commission for Latin America and the Caribbean (ECLAC), acting as the Tripartite Committee.

The FTAA negotiating process will be transparent, and take into account the differences in the levels of development and size of the economies in the Americas, in order to create the opportunities for full participation by all countries. We encourage all segments of civil society to participate in and contribute to the process in a constructive manner, through our respective mechanisms of dialogue and consultation and by presenting their views through the mechanism created in the FTAA negotiating process. We believe that economic integration, investment, and free trade are key factors for raising standards of living, improving the working conditions of the people of the Americas and better protecting the environment. These issues will be taken into account as we proceed with the economic integration process in the Americas.

The region has made significant advances in both monetary and fiscal policy as well as in price stability and liberalizing our economies. The volatility of capital markets vindicates our decision to strengthen banking supervision in the Hemisphere and to establish regulations relating to disclosure and reporting of banking information.

The strength and meaning of representative democracy lie in the active participation of individuals at all levels of civic life. The democratic culture must encompass our entire population. We will strengthen education for democracy and promote the necessary actions for government institutions to become more participatory structures. We undertake to strengthen the capabilities of regional and local governments, when appropriate, and to foster more active participation

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in civil society.

Respect for and promotion of human rights and the fundamental freedoms of all individuals is a primary concern of our governments. In commemorating the fiftieth anniversary of the American Declaration of the Rights and Duties of Man and the Universal Declaration of Human Rights, we agree on the need to promote the ratification and implementation of the international agreements aimed at preserving them and to continue strengthening the pertinent national and international institutions. We agree that a free press plays a fundamental role in this area and we reaffirm the importance of guaranteeing freedom of expression, information, and opinion. We commend the recent appointment of a Special Rapporteur for Freedom of Expression, within the framework of the Organization of American States.

Confident that an independent, efficient, and effective administration of justice plays an essential role in the process of consolidating democracy, strengthens its institutions, guarantees the equality of all its citizens, and contributes to economic development, we will enhance our policies relating to justice and encourage the reforms necessary to promote legal and judicial cooperation. To that end, we will strengthen national entities involved in the study of the administration of justice and expedite the establishment of a hemispheric center for studies on this subject.

We will combat all forms of discrimination in the Hemisphere. Equal rights and opportunities between men and women and the objective of ensuring active participation of women in all areas of national endeavor are priority tasks. We will continue to promote the full integration of indigenous populations and other vulnerable groups into political and economic life, with due respect for the characteristics and expressions that affirm their cultural identity. We will make a special effort to guarantee the human rights of all migrants, including migrant workers and their families.

Overcoming poverty continues to be the greatest challenge confronted by our Hemisphere. We are conscious that the positive growth shown in the Americas in past years has yet to resolve the problems of inequity and social exclusion. We are determined to remove the barriers that deny the poor access to proper nutrition, social services, a healthy environment, credit, and legal title to their property. We will provide greater support to micro and small enterprises, promote core labor standards recognized by the International Labor Organization (ILO), and use new

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technologies to improve the health conditions of every family in the Americas, with the technical support of the Pan-American Health Organization (PAHO), achieving greater levels of equity and sustainable development.

With deep satisfaction, we note that peace, an essential value for human coexistence, is a reality in the Hemisphere. We underscore that Central America has become a zone of peace, democracy, and development and we recognize efforts to eliminate antipersonnel mines and to rehabilitate their victims. We will continue to foster confidence and security among our countries through such measures as those mentioned in the Santiago and San Salvador Declarations on Confidence- and Security-Building Measures. We encourage the pacific settlement of disputes.

We will lend new impetus to the struggle against corruption, money laundering, terrorism, weapons trafficking, and the drug problem, including illicit use, and work together to ensure that criminals do not find safe haven anywhere in the Hemisphere. We are determined to persevere in this direction.

In forging an alliance against drugs and applying the Hemispheric Anti-Drug Strategy, we welcome the start of formal negotiations at the May 4 meeting of Inter-American Drug Abuse Control Commission (CICAD) to be held in Washington within the framework of the Organization of American States (OAS), to establish an objective procedure for the multilateral evaluation of actions and cooperation to prevent and combat all aspects of the drug problem and related crimes, based on the principles of sovereignty, territorial integrity of States, shared responsibility, and with a comprehensive and balanced approach.

We will strengthen national, hemispheric, and international efforts aimed at environmental protection as a basis for sustainable development that provides human beings a healthy and productive life in harmony with nature. The commitments undertaken at the Miami Summit and the Summit on Sustainable Development held in Santa Cruz de la Sierra, Bolivia, provide a solid basis for strengthening our actions. As parties to the United Nations Framework Convention on Climate Change, we underscore the importance of working together to further fulfillment of the agreement reached at the Conference in Kyoto, Japan, and to promote its ratification in our countries. Moreover, we will work closely to make preparations for a Conference of the Parties to be held in November of this year in Buenos Aires, Argentina.

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We acknowledge that the development of energy links between our countries and the intensification of trade in the energy sector strengthen and foster the integration of the Americas. Energy integration, based on competitive and transparent activities, and in compliance with national conditions and objectives, contributes to the sustainable development of our nations and to the improvement of the quality of life of our people with minimum impact on the environment.

Recognizing the importance of, and positive role played by hemispheric institutions, particularly the Organization of American States (OAS), we instruct our Ministers to examine the strengthening and modernizing of these institutions.

We reaffirm our will to continue strengthening intra-hemispheric dialogue and cooperation within the framework of friendship and solidarity that inspires our nations.

Hecha en Santiago, Chile, a los 19 días del mes de abril de 1998, en los idiomas español, francés, inglés y portugués.

Fait à Santiago, Chili, ce 19 avril 1998, dans les langues espagnole, française, anglaise et portugaise.

Done in Santiago, Chile, on this the 19th day of April, 1998, in the Spanish, French, English and Portuguese languages.

Dada em Santiago, Chile, no dia 19 de de 1998, nos idiomas espanhol, francês, inglês e português.