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Folder Title:

[Santiago Summit of the Americas 1998]

Staff Office-Individual:

Inter-American Affairs-Feinberg, Richard

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1521

Row:	Section:	Shelf:	Position:	Stack:
37	6	4	1	V

Unlike ^{some} ~~most~~ harmonious - like trade

CREATION OF
INFORMATION SOCIETY

Consensus - love fest

- ① Successful trip - much like the one in May + Central American Summit in San Jose.
- President ENJOINED EDUCATION EVENT
 - TECHNOLOGY - Internet
 - Electronic Commerce ?

- ARGENTINA

↓
COSTA RICA.

- ② WAY EDUCATION.

Clinton Admin + Global Economy
Brookings

IDB — EMAIL — rural health
LEADERS OF HEMISPHERE CONSENSUS
Zedillo background
Free interest

- ③ Saltingy Heme

checklist - Minutes upon

- ④ How can we best
work together

TELEMEDICINE

CHILE FARMING

\$177 million
30% of total exports from Chile
.34 - Chile
.66 - U.S.
8000 American jobs
Salmon consumption triple in U.S. - fillet
Revenue campaigns
45% market share of exports to U.S.
30,000 jobs in Chile
Exports model.
Not zero sum game.

[TRANSFORMATION OF SECURITY CONCEPTION
HEALTH

EDUCATION

Nov 10 preliminary investment decisions
Jan 8.

Chile government

Debt/Equity
Swap

Registration
of securities sold
in secondary market.

* Treasury - LARRY LAWSON
* Per-minute - ante

45% of market share
~~45%~~
10% - US

Protectionism from State - Communicated to people.
People don't make distinctions - gov / private.

WINDOM BRISTOL
HOTEL
2430
Penn.

1

OPTIONAL FORM 99 (7-90)

FAX TRANSMITTAL

of pages **3**

To WARREN BUEHLER		From PAT DeSouza	
Dept./Agency IDB		Phone # 456-9135	
Fax # 623 3567		Fax # 456-9130	

NSN 7540-01-317-7368

5099-101

GENERAL SERVICES ADMINISTRATION

Criteria for Drafting Action Items for the Santiago Summit

- I. In drafting action items for the Santiago Plan of Action, Responsible Coordinators should adhere to the following criteria. Proposed action items should be:
 - worthy of consideration by heads of state and government;
 - concrete and specific;
 - achievable in two to three years; and
 - capable of being evaluated as to their implementation.

- II. Responsible Coordinators are requested to draft action items on their respective topics as indicated below. For those areas which did not have a Responsible Coordinator, the chair has suggested particular countries as indicated by their proposals for agenda items. Where more than one Responsible Coordinator is listed, countries are requested to collaborate in drafting the action items. Responsible Coordinators should provide background material sufficient to explain the meaning and intent of each action plan.

The chair has suggested for each topic on the agenda a specific number of action items. This is not intended to restrict the discussion among on such important subjects, but rather to keep the agenda focused on only the most important actions that fit the criteria outlined above.

Responsible Coordinator(s)	Suggested number of action items	<u>PROPOSED AGENDA FOR THE SANTIAGO SUMMIT</u>
		<u>PRESENTED BY THE CHAIR</u>
		I. Education
Mexico	(4)	– Formulating actions in accordance with the proposals of the Responsible Coordinators in the Plan of Action they have prepared on the subject.
Brazil, U.S.	(3)	– Additional actions such as student exchange programs, distance education programs and incorporation of new technologies.
U.S.	(2)	– Actions to develop training and skills improvement programs for workers with the aim of confronting under favorable circumstances changes resulting from the application and development of new technologies. Special attention should be given to programs for adult training.
		II. Preserving and Strengthening Democracy and Human Rights
Brazil and Canada	(2)	– Formulate actions based on the work that the Responsible Coordinators of this theme are carrying out.

Responsible Coordinator(s)	Suggested number of action items	<u>PROPOSED AGENDA FOR THE SANTIAGO SUMMIT</u> <u>PRESENTED BY THE CHAIR</u>
Ecuador	(1)	– Actions in the area of education for democracy and full respect for human rights.
Jamaica and Uruguay	(1)	– Actions aimed at enhancing the participation of civil society.
U.S.	(2)	– Actions aimed at strengthening municipal and regional administrations.
Mexico, U.S., and Jamaica	(1)	– Actions that guarantee the protection of the human rights of all migrant workers and their families.
Argentina, Colombia, Peru, U.S., and Venezuela	(6)	– Actions aimed at reinforcing Hemispheric proceedings to confront corruption, narco-trafficking, and terrorism.
Chile, Mexico, and U.S.	(2)	– Actions in the area of confidence and security building measures between states.
Argentina	(1)	– Actions in the area of strengthening judicial systems.
Brazil, U.S.	(2)	– Actions aimed at cooperating on projects for modernization of the state that the countries of the Hemisphere may undertake in the administration of labor matters in accordance with the regulations and the legislation in force in each country.
III. Economic Integration and Free Trade		
Costa Rica	(5)	– Actions related to the negotiation of the Free Trade Area of the Americas (FTAA) in accordance with the progress achieved by the Ministers in charge of the subject.
Chile and U.S.	(2)	– Actions on capital markets to be determined after the meeting of Ministers of Finance this December.
Colombia	(1)	– Actions for the development of cooperation in science and technology.
Venezuela and United States	(1)	– Actions related to regional energy cooperation.
IDB, Chile, and U.S.	(5)	– Actions for the establishment of an adequate hemispheric infrastructure, especially in matters of transportation and telecommunications.
* In accordance with the agreement of the Hemispheric Ministers of Transportation to the effect that the Western Hemisphere Transportation Initiative (HTI) be included in the agenda of the Summit of the Americas.		

Responsible Coordinator(s)	Suggested number of action items	<u>PROPOSED AGENDA FOR THE SANTIAGO SUMMIT</u> <u>PRESENTED BY THE CHAIR</u>
IV. Eradication of Poverty and Discrimination		
IDB, U.S., Argentina, and Chile	(4)	- Actions in support of micro-enterprises and small and medium-sized businesses as a way of promoting the creation of new jobs through access to sources of credit, the development of vocational training, programs designed to obtain an increase in productivity, the introduction and application of new and more advanced technologies. * The education theme may be considered in any of these action initiatives.
U.S.	(2)	- The implementation or modernization of effective systems of property registration for those countries that require it.
PAHO	(3)	- Actions in the area of health based on the proposal of the Pan-American Health Organization.
Nicaragua	(2)	- Actions in accordance with the agreements adopted at the Conference on Women held in Managua, including a specific program related to education.
U.S.	(2)	- Actions leading to the promotion and adoption of internationally accepted labor norms and procedures. (Ad referendum by the delegations of Brazil, Mexico, Colombia.)
Canada	(1)	- Actions aimed at promoting greater participation of indigenous populations through adequate access to education, health and work training.
Argentina	(1)	- Actions to combat hunger and malnutrition.
Sustainable Development. Considering the breadth of the Santa Cruz de la Sierra Plan of Action on the occasion of the Summit Conference to that effect, it is suggested that this theme be included in the Political Declaration that the Heads of State will sign, recognizing in said Declaration the progress that the Secretary General of the OAS will present in his report, and that reference be made to such agreements in the corresponding specific actions.		

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U.S.	(2)	– Actions aimed at strengthening municipal and regional administrations.
Mexico, U.S., and Jamaica	(1)	– Actions that guarantee the protection of the human rights of all migrant workers and their families.
Argentina, Colombia, Peru, U.S., and Venezuela	(6)	– Actions aimed at reinforcing Hemispheric proceedings to confront corruption, narco-trafficking, and terrorism.
Chile, Mexico, and U.S.	(2)	– Actions in the area of confidence and security building measures between states.
Argentina	(1)	– Actions in the area of strengthening judicial systems.
Brazil, U.S.	(2)	– Actions aimed at cooperating on projects for modernization of the state that the countries of the Hemisphere may undertake in the administration of labor matters in accordance with the regulations and the legislation in force in each country.
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**MEMORANDUM OF UNDERSTANDING
ON EDUCATION
BETWEEN THE
GOVERNMENT OF THE UNITED STATES OF AMERICA
AND THE
GOVERNMENT OF THE FEDERATIVE REPUBLIC OF BRAZIL**

1. Within the framework of the Agreement effected by exchange of notes on the "Education Commission for Educational Exchange and Financing of Exchange Programs," that entered into force on October 19, 1966, and the Agreement between the United States of America and the Federative Republic of Brazil relating to "Cooperation in Science and Technology," that entered into force May 15, 1986, and was extended on January 30, 1996, the Government of the Federative Republic of Brazil and the Government of the United States of America, hereinafter referred to as the "Parties," agree to implement a "Partnership for Education" through this Memorandum of Understanding.

2. The Parties intend to enhance and expand cooperative efforts in education within the following framework:

A. The implementation of this Memorandum will be subject to the constitutions and applicable laws and regulations of the respective countries, and will be subject to the availability of appropriated funds in the respective countries. Within this framework, the Parties will make every effort to promote favorable conditions for the fulfillment of this cooperation and these exchanges.

B. The Parties will attempt to identify new areas for joint activities in the field of education and wherever appropriate to strengthen or expand existing programs.

3. In carrying out this Memorandum, the Parties in particular intend to:

A. Encourage and facilitate closer relationships between their respective federal, state and local education agencies and offices, schools and school systems, post-secondary institutions, appropriate educational organizations, other educational entities, and private sector establishments involved in education in the two countries; and

B. Encourage mutually beneficial educational activities involving policy makers, researchers, scholars, faculty members, teachers, educational administrators, and other specialists.

C. The Parties intend to emphasize the following topics in their cooperative activities: effective uses of technologies in education; activities aimed at ensuring that every child learns through educational standards, assessments, and indicators; strengthening preparation of

teachers and school managers; increasing educational exchanges; and enhancing family, community and business involvement in education.

4. Specific mutually agreed-upon activities to be undertaken pursuant to this Memorandum are included in the Annex. Additional annexes may provide for new activities as mutually agreed upon by the Parties.

5. The U. S. executive agency with primary responsibility for implementing this Memorandum is the Department of Education, in consultation with the Department of State and the United States Information Agency, the Agency for International Development, the National Science Foundation, and the National Endowment for the Humanities. The executive agency of the Federative Republic of Brazil with primary responsibility for implementing this Memorandum is the Ministry of Education and Sports, in consultation with the Ministry of External Relations, the Ministry of Science and Technology, and the Ministry of Communications. Other agencies may be invited to participate in this Partnership on both sides.

6. The Parties establish an Education Partnership Implementation Commission (EPIC) in which the representatives of the Parties will meet periodically to review progress made in implementing programs in each of the five major substantive areas that make up the Partnership. The preparation for such meetings, their timing and their agendas will be established through diplomatic channels.

7. Unless otherwise agreed, each Party and executive agency shall bear the costs of its participation.

8. This Memorandum shall take effect upon signature and remain in force until December 31, 1999, after which it will be automatically extended for successive two-year periods unless one Party notifies the other in writing of the termination thereof no later

than June 30, 1999, or thereafter not less than six months prior to the expiration of any such two-year period.

DONE at Brasilia

on

In duplicate, in the English and Portuguese languages, both texts being equally authentic.

FOR THE GOVERNMENT OF THE
UNITED STATES OF AMERICA

FOR THE GOVERNMENT OF THE
FEDERATIVE REPUBLIC OF BRAZIL

ANNEX

In the implementation of the Memorandum of Understanding, the Parties have agreed on the following activities for the period November 1, 1997 through December 31, 1999.

Technology in Education

1. The Parties will put forward their best efforts to facilitate cooperative development, testing and evaluation of both new and existing technologies, in order to share knowledge on how they can best be used to enhance learning and communication. The Parties recognize that education and the development of a modern information infrastructure are the keys to the future in promoting economic growth and opportunity.

These efforts will be implemented through activities such as the following:

2. Launch a dialogue with the private sector in both countries on developing a range of solutions for using technology in the classroom.
3. Exchange research and evaluation findings on the impact and effectiveness of technology in education on student learning and work to engage the private sector in holding meetings of experts on the effectiveness of distance learning and computer-based instruction.
4. Cooperate on the parallel development, deployment, and evaluation of applications and tools for the Next Generation Internet Initiative (NGII) through training human resources, installing, as appropriate, state-of-the-art equipment and software, and implementing high bandwidth testbed experiments. Both governments will work to expand the collaboration of the education and science communities in these research and education efforts.
5. Seek to create a jointly sponsored internet-based site on the languages and cultures of Brazil and the United States. The internet site, to be developed by teacher training universities in Brazil and the United States, would be designed to make accessible in one place standards-related teaching materials on two languages and cultures to facilitate substantive interaction between Brazilian and American teachers.
6. Explore ways to link United States and Brazilian classrooms, teachers and students using computer and telecommunications technology. This might include a launch of an internet-based teachers forum and/or the expansion of an international, internet-based

student network such as Project GLOBE. Explore possibilities of creating shared repositories of internet-based courseware.

7. Take steps to facilitate the establishment of United States-Brazil school-to-school relationships among leaders in specific aspects of technology.
8. Cooperate to facilitate learning of both English and Portuguese as second languages (ESL and PSL), through the use of technology.

Educational Standards, Assessments and Indicators

9. Jointly convene a policy dialogue on establishing educational standards in decentralized systems. Invite policy makers and other experts from Brazil and the United States, from the national and state levels, to share experiences in establishing standards.
10. Engage in cooperative efforts to review and facilitate development of standards-based student assessment, by sharing experiences and technical expertise on national-level design and implementation of large scale assessments to evaluate student performance, in the context of helping all children to reach the standards.
11. Work cooperatively to develop world-class systems of education statistics and indicators compatible with existing (OECD and UNESCO) international indicator efforts.
12. Engage in joint research and study about enhancing reading and mathematics achievement in the early grades.
13. Exchange information and technical experts to facilitate the participation of both countries in the next round of the Third International Mathematics and Science Study (TIMSS).

Strengthening Professional Development of Teachers and School Managers

14. Initiate a dialogue about improving programs for the preparation of teachers and school managers.
15. Explore with appropriate authorities, including at the state level, the feasibility of establishing exchanges of United States and Brazilian primary and/or secondary school teachers of English and Portuguese as second languages, to strengthen the language and cultural skills of these teachers and build the capacity of local communities in both countries to provide appropriate instructional programs.
16. Cooperate to improve the teaching and learning of science.

17. Exchange and jointly evaluate designs and methodology of professional development for teachers, including programs delivered through distance learning.

18. Exchange information and explore the possibility of conducting joint research on training principals to implement school-based management.

Increasing Educational Exchanges Between the United States and Brazil

19. Establish an exchange program for United States and Brazilian students majoring in mutually agreed upon academic areas, such as engineering and technology, to spend up to one calendar year in our respective countries attending classes and interning in firms related to their areas of study.

20. Establish methods for enhancing institutional linkages between United States and Brazilian universities and other educational institutions to enhance the mobility of faculty and students and promote mutual recognition of credits and studies.

21. Hold a seminar in Brazil for United States university faculty members and/or school teachers to enhance an interdisciplinary understanding of Brazilian culture. Hold a seminar in the United States for Brazilian professors and/or school teachers to enhance an interdisciplinary understanding of United States culture.

Enhancing Business, Community and Family Involvement in Education

22. Establish a dialogue and facilitate consultation by experts to share practical experiences in strengthening the involvement of businesses, communities and families in education, and, explore avenues for encouraging expansion of school-business partnerships to improve the quality of education.

Further Activities

23. The Parties, in consultation with appropriate agencies, may engage in other activities to carry out the purposes of this Memorandum of Understanding as may be agreed upon by the Parties through exchange of letters.

THE UNITED STATES-BRAZIL PARTNERSHIP FOR EDUCATION

1. We the Presidents of the United States and Brazil recognize that a new reality is reshaping the world and that our citizens must be prepared to meet the challenges of a globalized world in the 21st century. Education is the key to the future. We recognize that working together we will harness inevitable change to the benefit of families in our countries.
2. Literacy and a first-class educational foundation are critical determinants to the well-being of our citizens, the strength of our economies, and preserving the values we as democratically-elected leaders hold dear.
3. Skilled and educated people are the foundations of strong democracies and market economies. We must, therefore, ask more of our educational systems than ever before. Our governments have similar initiatives promoting the development of modern information infrastructures that will facilitate economic growth and will be the foundation of new ways to teach and learn. Our students must be able to compete in a new and constantly-changing job market. This requires access to life-long learning programs and the ability to participate in and benefit from varied cultures outside our borders; and process and organize more and disparate information than ever before. Education is needed to participate actively and knowledgeably in democratic, plural and diverse societies.

4. The democracies of our hemisphere, which will take part in the next Summit of the Americas to be held next April in Santiago, agree that education must be a central element in our shared agenda. Bearing in mind the urgency of prompt, effective action, as a top priority we have separately launched, within our respective countries, new initiatives to raise the quality of education, particularly in the primary and secondary levels.

5. And together, today, we hereby establish the United States-Brazil Partnership for Education. Expanding exchanges, upgrading standards, enhancing teacher training, increasing participation by the family, community and business as well as incorporating new technology underpin our partnership.

Cooperation in the Development and Use of Technologies in Education

6. New technologies make possible the broad dissemination of information and permit new teaching methods and practices such as distance learning and the use of computers. In addition, students must also master new technologies in preparation for a changing workplace and take part in economic development. We will take advantage of technologies such as the Internet to broaden cultural and language contacts for our students and teachers. We will jointly test and evaluate existing technologies, and facilitate development of appropriate new technologies, while engaging the private sector to assist with their introduction into the classroom.

Ensuring that Every Child Learns Through

Educational Standards, Assessments, and Indicators

7. Evaluating the performance of educational systems requires a clear definition of what schools should teach and what students are expected to know, as well as effective tools for measuring progress. Our governments will each establish standards for student performance in key subjects at appropriate levels, as well as the means to measure them. We will share experiences and information regarding progress on a continuous basis.

Strengthening Preparation and Professional Development of Teachers and School Managers

8. Excellent schools require excellent teachers and managers. We will seek to have qualified, dedicated teachers in all classrooms, at all grades. To support this goal, we will exchange experiences and evaluate alternative models for teacher preparation and training for school management officials. We will especially consider ways to improve training for science teachers of scientific disciplines at the primary and secondary levels.

Increasing Educational Exchanges Between the United States and Brazil

9. Already sharing a wide array of public and private educational exchange programs, the United States and Brazil will seek to expand exchanges at all levels, focusing on the priorities in this declaration. We will utilize existing and new mechanisms to

establish a student exchange program for university students in mutually agreed areas such as engineering and technology. We will also consider a program of exchanges for language teachers to strengthen language skills and cultural ties between our countries. To assist private programs, we will explore methods for linking institutions to promote mutual recognition of educational credits.

Enhancing Family, Community, and Business Involvement in Education

10. Opportunities for learning extend beyond the formal classroom. Parents, family members, employers, employees, older students, and volunteers can effectively participate in the education of children, especially in literacy enhancement. We reaffirm that the private sector is partner in education and will promote its involvement in such areas as combatting illiteracy and student dropout rates and enhancing school administration and overall school development

Implementing the Partnership

11. Finally, to ensure our partnership is vigorously implemented, we hereby establish the Education Partnership Implementation Commission (EPIC). Through regular meetings, EPIC will monitor implementation of actions outlined in the annex to the Memorandum of Understanding to which our governments subscribe today, as well as

periodically formulate new actions. In furtherance of the precepts set forth in this Declaration, EPIC will also seek participation of the private sector and members of the public in implementation of this agreement. Working together, we will reinforce our common resolve, deepen our bonds of friendship, and prepare our children for the coming century.

PHOTOCOPY
PRESERVATION

NETO/EDSAT

National Education
Telecommunications Organization
&
EDSAT Institute

Congress of the United States
Washington, DC 20515

October 15, 1997

***Help Improve Access to Satellite Technology
for Our Nation's Classrooms***

Dear Colleague:

We recently introduced H.R. 2320, a bill to establish an education satellite loan guarantee program. This legislation would facilitate the development of an integrated, national and global telecommunications system dedicated to instruction. It is designed to pull together satellite technology and other telecommunications resources to increase and maintain the accessibility and affordability of education and instructional training services around the world.

In 1962, the Communications Satellite Act created a non-governmental organization to work with other countries to establish a communications system that would meet both governmental and private sector needs.

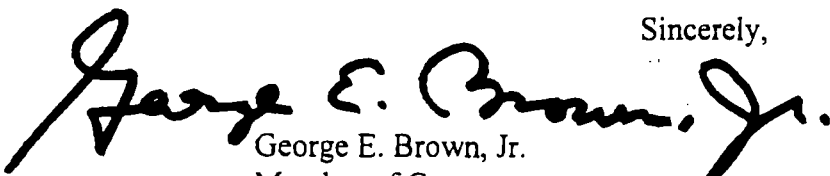
Thirty-five years later, however, the education community continues to struggle with skyrocketing costs for satellite time, and with unpredictable availability and frequent disruption. As occasional users, the education community's needs for satellite technology are not being met, and neither is the potential benefit from the connection of education and technology being fully realized.

With the power of the Information Age in hand, we have the ability and the responsibility to eliminate distance as a barrier to education, and to use technology to close the gaps in instructional quality between wealthy and poverty-stricken areas. Our bill would lay the groundwork for a public/private partnership arrangement to ensure that satellite and other telecommunications services are affordable and accessible for educational purposes and are provided free from preemption. H.R. 2320 would provide for an initial loan guarantee to facilitate the development of such a system.

Our activities in space offer the promise of great benefits to society. H.R. 2320 seeks to ensure that that promise is realized in the area of education.

If you have any questions, or would like to cosponsor the bill, please contact Sarah Prehoda at 5-6161 or Sandy Zimmet at 5-5341.

Sincerely,


George E. Brown, Jr.
Member of Congress


Constance A. Morella
Member of Congress



NETO/EDSAT WORKING GROUPS MEETING
Working Group Members and Guests
Wyndham Bristol Hotel
OCT 30 and 31, 1997
Washington, D.C.

Yahya Al-Kiyumi
Cultural Attache
Embassy of Oman
Washington, DC

Bicclair H.G. Andreanantoandro
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Jane Berger
Rappateur, former journalist
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Maria Bonilla
Coordinator, Distance Learning Project
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Sidney Pike

Chairman
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J. Poley
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Michael Potashnik
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Sarah Prehoda
Ofc. of Congressman Geo. E. Brown, Jr.
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Raymond Rasamoelina
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Jorge Saade Scaff
Cultural Attache
Embassy of Ecuador
Washington, DC

Honorable Ron Scheman
US Executive Director
Inter American Devel. Bank (IADB)
Washington, DC

Harley Shuler
Director, International Sales
LORAL Skynet Satellite Svcs
Bedminster, NJ

Tom Spacek
Ex. Dir., Global Information Infrastructure Initiatives
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Gerald Sroufe
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Paul Sweet
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American Association of Museums
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José Thompson
Deputy Chief of Mission
Minister Counselor & Consul General
Embassy of Costa Rica
Washington, DC

Stephen G. Tom
President and CEO
Washington Int'l Tele's Teleport (WITT)
Alexandria, VA

Ing. Pedro Trujillo
Technical Director
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Bellcore International, Inc.
Miami Lakes, FL

Sneedy Udaryan
Second Secretary
Embassy of Mauritius
Washington, DC

Angela Velasquez
Commercial Attache
Embassy of Panama
Washington, DC

Alessandra Virze
Assistant, Dept. Commercial Affairs
Embassy of Panama
Washington, DC

Linda Voss
Administrative Assistant, Washington Operations
National Technology Transfer Center
Alexandria, VA

Shelly Weinstein
President and CEO
NETO/EDSAT
Washington, DC

Roger Whitaker
Assoc. Vice President, Academic Affairs
George Washington University
Washington, DC

Sandy Zimmet
Ofc. of Congresswoman
Constance A. Morella
US House of Representatives
Washington, DC



NETO/EDSAT
Working Group Meeting
Wyndham Bristol Hotel
October 30 & 31, 1997
Washington, DC 20037

Thursday, October 30, 1997

- | | | |
|---------------|---|--|
| 8:30 - 9:15 | Registration | Coffee |
| 9:15 - 9:30 | Welcome | Sidney Pike, Chairman |
| | Opening Introduction | Stephen Tom, President and CEO,
Washington Int'l Teleport (WIT) |
| 9:30 - 10:00 | Honorable Ron Scheman | US Executive Director,
Inter-American Development Bank |
| 10:00 - 10:15 | Break | |
| 10:15 - 11:00 | Status Reports on Summit of the Americas: | |
| | Minister Salvador de Lara, Embassy of Mexico | |
| | Minister Counselor Jose Thompson, Embassy of Costa Rica | |
| | Patrick DeSouza, White House, National Security Council | |
| 11:00 - 12:30 | Round Table Discussion: | |
| | Designing a Process to Implement a Hemisphere Wide
Infrastructure Dedicated to Education and Health Care | |
| 12:30 - 1:30 | Lunch | |
| 1:45 - 2:15 | Designing the Process: | |
| | Ricardo Cabrera, Jamie Dos Santos, Tom Spacek, Bellcore Int'l, Inc. | |
| | Luke Dallafor, BellSouth | |
| | Miriam Buzi, Lockheed Martin Telecommunications. | |
| 2:15 - 4:30 | Continuation of Round Table Discussion | |
| 5:00 - 6:30 | Reception- Hosted by Bellcore Int'l, BellSouth, Int'l and
Lockheed Martin Telecommunications | |

Friday, October 31, 1997

9:00 - 9:30 Summary of Previous Day's work- Stephen Tom

9:30 - 11:00 Round Table Discussion:
Next Steps and Questionnaire Review

11:00 - 11:15 Break

11:30 - 12:00 Closing Comments

EMBASSY OF CHILE
1732 MASSACHUSETTS AVENUE N.W.
WASHINGTON, D.C. 20036

October 27, 1997

Mrs. Shelly Winstein
President and CEO NETO

Fax: (202) 293-4210

Dear Mrs. Weinstein:

It was a pleasure to have a meeting with you this past October 14, regarding the Agenda of the Summit of the Americas, scheduled for April 1998, in Santiago, Chile.

In fact it was a very interesting interview, and I could see that the tasks that NETO/EDSAT has been developing coincides with the agenda that regional governments have begun to discuss for their countries.

I also took note with satisfaction that NETO objectives are very harmonic with the Agenda that is under discussion for the Summit of the Americas. As I pointed out to you during our conversation, most of the NETO proposals are already incorporated in the discussions that are taking place to prepare the Action Plan of the Summit in Santiago.

I have sent the information about NETO to the authorities in Chile, with the proposals for the II Summit. I will keep you informed on the preparation for the Summit 1998.

As you know, our next meeting will be here, in Washington, DC, December 9 to 11, 1997

Regarding your invitation to be the speaker at your next working meeting, on October 30, I am very sorry to decline it, but prior commitments with a delegation from my country that will be in Washington, DC, will make impossible for me to attend.

Sincerely yours,


Rodrigo Gaete
Counselor



United States Department of State

*Under Secretary of State
for Economic, Business, and
Agricultural Affairs*

Washington, D.C. 20520-7512

October 7, 1997

Dear Shelly:

Thank you for your letter of September 2 regarding NETO's proposals for the Santiago Summit. I appreciate your hard work in developing some concrete action items for presidents to consider next April.

You have raised some interesting ideas on the link between satellite and land-based network technology and social development. This is certainly an issue we have been working to address domestically through several of the Administration's activities in education and telecommunications.

As you know, Summit governments have agreed to address education and the application of innovative technologies in the Summit's action plan. There is also agreement that actions need to be concrete, presidential, and achievable within three years.

I have passed your proposals to Ambassador Richard C. Brown, our Senior Summit Coordinator, for consideration as we negotiate the Santiago Action Plan. The Summit operates on the principle of consensus, which requires a certain degree of flexibility on the exact wording of specific language.

Thank you once again for your input.

Very truly yours,

A handwritten signature in dark ink, appearing to read "Stuart E. Eizenstat".

Stuart E. Eizenstat
Ambassador

Ms. Shelly Weinstein
President & CEO
National Education
Telecommunications Organization

Americas Prototype **Hemisphere Wide Infrastructure**

Assumptions:

- The countries participating in the Summit of the Americas will establish hemisphere wide satellite and land based networks dedicated to education, instruction, training, and health care services with the preservation of local community and cultural decisions.
- The countries participating in the Summit of the Americas will establish a non-profit, non-government entity -- whose members shall be appointed by the President of each member country -- to establish, manage and encourage sustained access and use of interconnected hemisphere wide satellite and land based systems to interconnect education and cultural institutions.
- The countries participating in the Summit of the Americas will establish country, state or institutional arrangements to foster the collocation of programming services on global regional satellite capacity dedicated to education, instruction, training and health care to meet locally identified needs of schooling, professional education, work force and vocational training, and health care.

Prototype to Connect 2000 Cities - 3 Years:

Elements:

Candidate Countries/Institutions:

- Brazil/Argentina/Chile/Mexico/Venezuela/Peru
- Costa Rica/Puerto Rico/Trinidad & Tobago/Ecuador/Dominican Republic
- Canada/Universities of Calgary and Alberta
- 10-12 U.S. Higher Education Institutions

Locations/Sites:

<u>3-5 Years</u>	2,000 Cities/Towns/Villages 20,000 Integrated Multi-Technology receive sites
<u>5-7 Years</u>	50,000 Community/Education/Health Care Centers

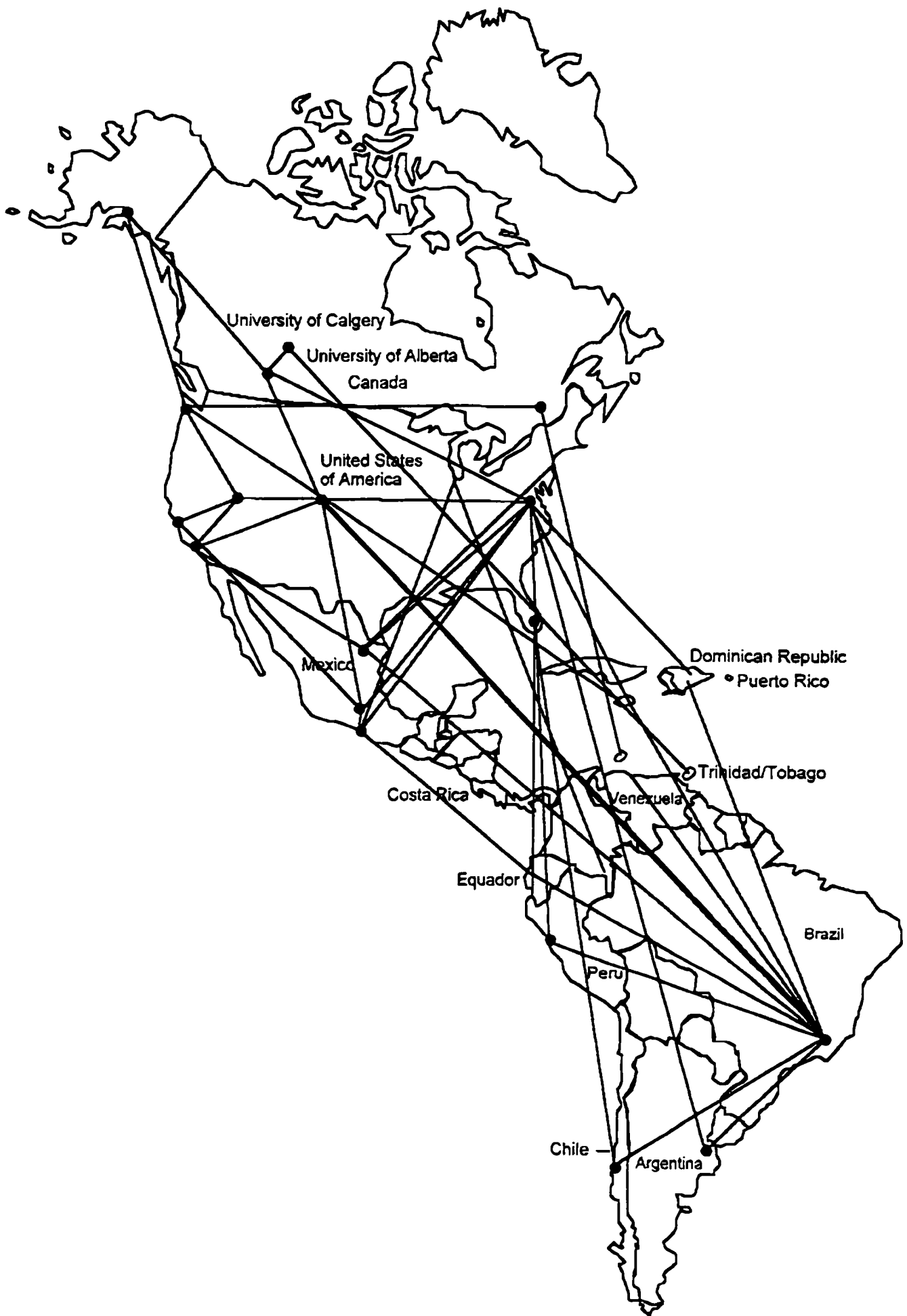
<u>Participants:</u>	Educators/Public Policy & Community Representatives/ Ministers of Education & Communications/Corporate Partners/International Banks
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Framework for Technology:

- Delivery systems- satellite, telephone, cable
- Hub- US and Brazil
- One-way video, two-way audio, Internet
- Hardware/Software/Switch/TBD

Participating Countries, Institutions and Schools:

Questionnaire-Demand-
Growth-
Expectations-
Plans-





PROPOSED ACTIONS FOR THE SUMMIT OF THE AMERICAS
AS SUBMITTED BY THE NETO/EDSAT WORKING GROUPS
SEPTEMBER, 1997

Fighting poverty and discrimination, helping democracy to work, and improving social, economic and cultural opportunities require sustained commitment to education, training, health-care services for all peoples -- rural, hard-to-reach and highly dense populations; and further.

Modern-day industry, business, agricultural and information economies need literate populations, trained workers and professionals, and public health-care services to foster sustainable economic integration, free trade and social sector development; and further.

Technology in general and specifically, communication technologies in all forms -- transmission, switching, and end-user equipment -- which provide useable cost-effective and universal access to education and health-care services are crucial to the swift elimination of distance and wealth as variables in educational and health-care opportunities; and further.

The connection of all countries' education, cultural and health-care institutions can serve as the basic core of education resources for shared education, training and health-care services; resources which are culturally defined; and further.

End-users, -- teachers, students, workers and health-care providers need user-friendly communication tools based on their needs, the local community and country demands, costs and cultural differences; and further,

Governments' goal to empower citizens through literacy, worker and professional skills, and health-care services can best be achieved through cost-effective telecommunications which interconnect education, cultural and health-care institutions; and further,

The commercial satellite industry has not kept pace with the education and health-care needs for equitable access to universal services, educational demands and economic growth for developing and under developed countries, and further,

Governments' criteria for economic growth and the promotion of democracy worldwide include setting a legal and regulatory environment, encouraging private investment, competition, promoting open access and the guarantee of universal services; and therefore, BE IT RESOLVED:

Options for Action:

Action: The Summit countries will establish hemispheric wide satellite and land-based networks dedicated to education, instruction, training and health-care services with the preservation of local community and/cultural decisions.

Action: The Summit countries will establish a non-profit, non-government entity -- whose members shall be appointed by the President of each member country -- to establish, manage and encourage sustained access and use of interconnected hemisphere-wide satellite and land-based systems.

Action: The Summit countries will establish country, state or institutional arrangements to foster the collocation of programming services on global satellite capacity dedicated to education, instruction, training and health-care to meet locally identified needs of schooling, professional education, work force and vocational training, and health-care.

Action: The Summit countries will undertake a “Year 2000 Initiative” to serve 2000 cities, towns, and villages of the Americas through interconnected educational and cultural institutions regardless of geographic location, distance or population to provide education and health-care services using state-of-the-art technologies, in partnership with commercial telecommunications companies.

Action: The Summit countries will undertake a “Year 2000 Initiative” to create 20,000 integrated multi-technology receive sites -- schools, hospitals and other distant-education centers that will share education, instruction, training and health-care resources.

Action: The Summit countries will establish within three to five years, 50,000 Community Education/Health-Care Centers in small towns and rural areas interconnected through education, cultural and health-care institutions. These centers will be located in one venue with state-of-the-art technology for use by the entire community. They will serve 4 to 5 million students, teachers, professionals and workers with cost effective education, training and health-care services, and are meant to build upon the unique character and culture of each community.

Action: The Summit countries will urge government regulatory bodies to review the allocation of spectrum within their country to determine how education and health-care use may be accommodated and put in place with appropriate mechanisms to ensure such use adheres to the principles of access, equity and universal services.