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REUNION TECNICA

- 26 al 29 de junio, 2000 -
Lima - Perú

TECHNICAL MEETING

- june 26 - 29, 2000 -
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EDITORIAL

NIÑOS Y COCALES

El trabajo de los niños es aceptado, casi como un mal necesario, por las legislaciones comparadas de la mayoría de naciones, y la Organización Internacional del Trabajo (OIT) así lo entiende, al regular la forma en que las labores de los menores deben efectuarse, según sus edades y las tareas mismas. Sin embargo, preocupa que aproximadamente tres mil niños trabajen en jornadas de hasta 10 horas al día en la cosecha de hojas de coca, en el valle del río Apurímac.

Funcionarios de una institución de prestigio como Cedro han señalado que algunos agricultores obligan a los pequeños a realizar faenas de recojo de hojas de coca, en contra de su voluntad, y lo hacen sin otorgarles pago alguno. Este hecho de por sí debe ser investigado, pero a la vez otorgarse garantías a nuestros pequeños de las áreas rurales donde se efectúan trabajos de cultivo de coca. Si estas denuncias se refieren a lugares donde la cosecha es legal, ¿qué será de las zonas donde el trabajo infantil es clandestino por realizarse en cocalis ilícitos?

Las autoridades tienen, al respecto, una responsabilidad ineludible, así como la misma sociedad civil que, con voz alta, debe poner en evidencia los casos donde eventualmente pudiera vulnerarse los derechos de los niños y adolescentes, personas cuya integridad requiere mayor protección en una sociedad que, como la nuestra, tiende a colocarlos en situación indefensa.

Los niños pueden trabajar, pero por ello deben recibir un salario justo, además de las garantías para estudiar, alimentarse y contar con vestido y vivienda adecuados. No será posible otorgarles todo lo que requieren, pero sí es obligación de la sociedad evitar que sean maltratados. En esa dirección todos, sin excepción, debemos hacer lo posible por garantizar que los niños trabajen en situaciones convenientes y que no se vean expuestos a cargas excesivas ni a ser víctimas de la explotación a manos de algunas personas inescrupulosas.

TEXTOS Y FOTOS
RICARDO R.

Hoteles repletos de forasteros, intenso movimiento comercial por vía fluvial y terrestre, el dinero circula de mano en mano... ¿Qué está ocurriendo en los diferentes distritos del valle del río Apurímac-Ene como San Francisco, Quimbiri, Lusiana y sobre todo Palmapampa?

La respuesta salta a la vista: centenares de hectáreas de coca, supuestamente abandonadas, lucen nuevamente cargados de arbustos de la planta y todos los días los campesinos cosechan enormes cantidades de hoja de coca, según advierten las autoridades municipales y el propio jefe de Contradrogas en la zona, ingeniero Julio Montoya.

En 1995, en este valle existían cerca de 25 mil hectáreas de coca y se logró que los campesinos abandonen y sustituyan voluntariamente el cultivo por café y cacao hasta alcanzar las 8 100 hectáreas en 1999, explica el ingeniero Montoya.

El principal aliado en este importante éxito de sustitución fue "el precio por kilo de hoja que llegó a ser de cincuenta céntimos, por lo que sembrar coca dejó de ser rentable", precisa.

Sin embargo, desde 1999 el precio volvió a incrementarse hasta colocarse a seis soles por kilo de hoja de coca. También se incrementó el precio de la pasta básica de cocaína hasta los 400 dólares.

"Se está mapeando el valle para conocer la cantidad exacta de hectáreas con hoja de coca, pero desde ya debemos reconocer que se han incrementado en lo que va del año, debemos esperar los resultados del mapeo", apunta.

Además, "el Vrae (valle del río Apurímac-Ene) tiene el mayor rendimiento de hoja de coca por hectárea, un 50 por ciento más que en las plantaciones del Huallaga y que le permite obtener cuatro cosechas de alta productividad cada año. Principalmente gracias al ingenio de los narcos", señala el funcionario.

INSUMOS
De otro lado, el capitán PNP Luis Pedraza Ruiz, jefe del puesto de Dinandro en Palmapampa, revela que "existen nue-

vas modalidades para el tráfico ilícito. Generalmente se comercializa el alcaloide ya convertido en pasta básica en pozas de maceración. Proceso realizado por los campesinos o los llamados "traquetos".

Asimismo, para burlar el estricto control de las autoridades sobre los insumos empleados para la elaboración del alcaloide a partir de la hoja, "han aprendido a reemplazar dichas sustancias por otras que también funcionan para la transformación de la pasta básica de cocaína".

Estos insumos son "el cemento, que reemplaza a la cal y es de libre comercio; la gasolina en vez de kerosene y el bicarbonato de sodio, el mismo que se puede comprar en las farmacias", asegura Pedraza.

Menciona que la banda de "Los camello" adquirió el año pasado nada menos que cuatro toneladas de pasta básica de cocaína del Vrae y logró trasladar el tóxico hasta cocinas ubicadas en Chincha utilizando nuevas rutas.

¿A dónde va toda esa droga? ¿Quién la compra? y ¿Cómo sale? Son tres preguntas claves que el ingeniero Montoya de Contradrogas no duda en responder.

"Existe una red de rutas que lleva la droga a ciudades de la costa como Pisco, Ica o Chincha por lo que es probable que los narcotraficantes se hayan asentado en esas ciudades y permanezcan en la selva el menor tiempo posible", anota.

Luego "la droga es sacada del Vrae hacia Huamanga y Huanta por caminos de herradura, en lo que se llama modalidad hormiga, que son rutas peatonales para burlar los permanentes controles de la carretera".

Aún así "muchos se arriesgan a llevar el tóxico adherido a su cuerpo o camuflado en las combis o camionetas que circulan por carretera. Varios de ellos son detectados en los controles policiales de Machente, Tambo o a lo largo del camino".

Finalmente, la pasta básica llega a la costa y allí es convertida en clorhidrato de cocaína y enviada al extranjero por los grandes traficantes de la droga", resume Montoya.



Julio Montoya, de Contradrogas

MAFIOSOS HACEN MENOS HOJA DE COCAÍNA QUE EN LOS 90

A diferencia del interior, donde el narcotráfico continuó en Palmapampa y otros pueblos del mismo valle, ocurrido a mediados de los 90, cuando las bandas organizaban una fuerza de dinero y violencia, mientras despojabamos las viviendas cargadas con droga, ahora ocurre todo lo contrario. Lo advierte el coordinador del programa de concentración de Cedro, Humberto Lara, quien admite que "la coca se va por todos lados en esta parte del valle, retirándose a la zona comprendida entre Maricani, Santa Rosa y Palmapampa, y al río Huancabamba, la Marichaca y el río de Ayacucho".

La O recorre con la especialista toda la zona antes

señalada por vía terrestre y fluvial, y constató la presencia de cientos de hectáreas de bien cuidados cultivos de coca, así como de campesinos de toda edad, buscando a cosechar la hoja.

"Hay más afines las firmas de narcos, Valiente y El Champa", finalmente tomaron el control de Palmapampa y otros del valle, desplazando al campesinado que se dedicaba a la agricultura de subsistencia, lo que a la postre los perjudicó en la cosecha", recuerda Lara.

Añade que "antes los narcos se interesaban únicamente en el cultivo de coca, hasta cuando los campesinos los vendían, y quienes comercian con la coca se la plantaban y van a pastarla a otras ciudades".



San Francisco, Palmapampa y Maricani, experimenta una inusual actividad económica

El panorama ha cambiado en el valle del río Apurímac-Ene, donde los cultivos habían sido abandonados. Los campesinos han reemplazado la cal con c...

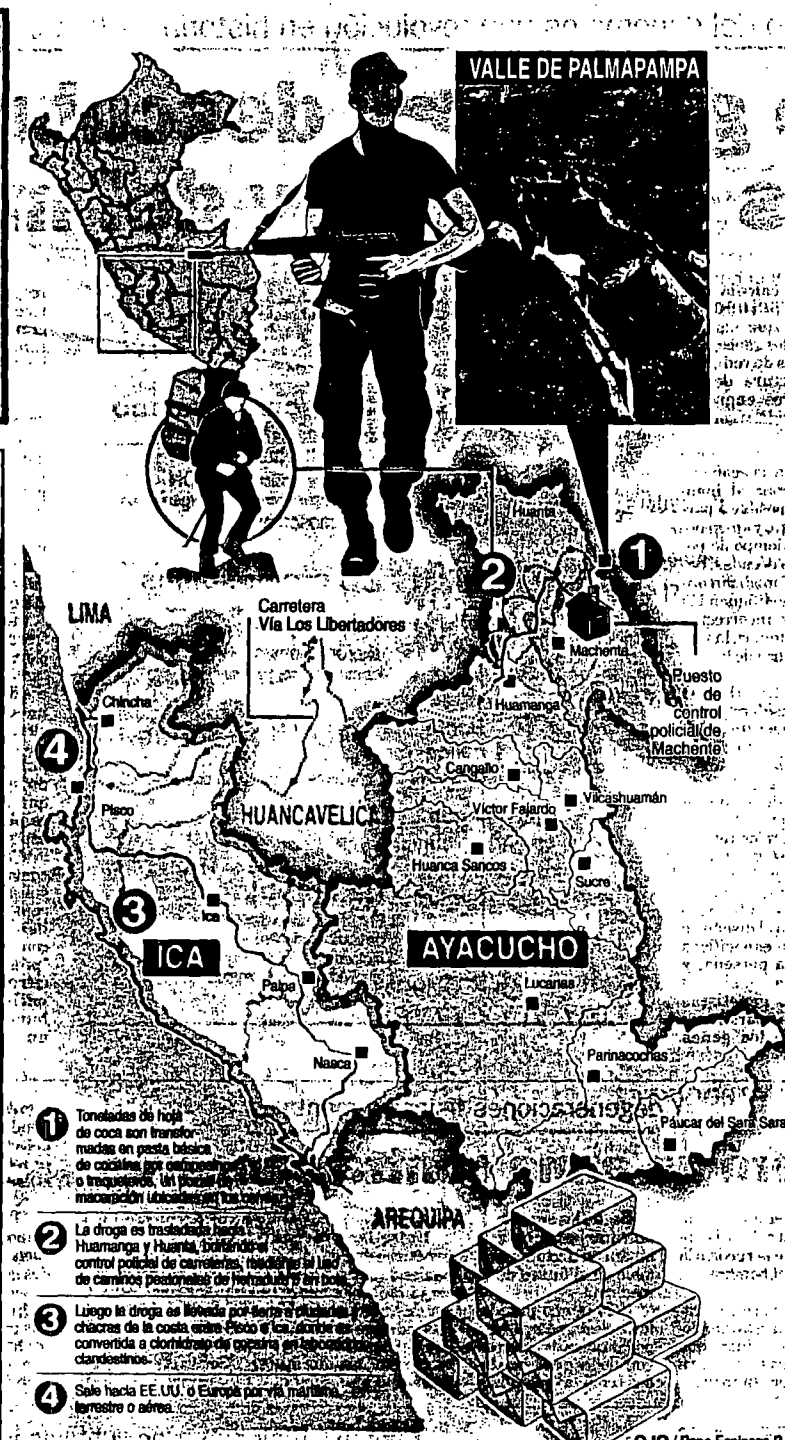
NARCOS SE PO



La droga también es sacada del valle en botes.



esto del recrudecimiento del narcotráfico.



Para programa de erradicación

FALTA APOYO

No todo es coca o narcotráfico en el valle del río Apurímac-Ence. Prueba de ello son las experiencias exitosas de sustitución de coca por cacao, café, cítricos o arroz, desarrolladas gracias al apoyo de Cedro y Contradrogas en el valle aledaño a San Francisco en Ayacucho o en Sivia, en el vecino Cusco.

Sin embargo, los especialistas de dichas instituciones, Antonio Lara y Julio Montoya, coincidieron en afirmar que el programa de erradicación parece haberse estancado luego de varios años de éxito sostenido y todo indica que deberá tomarse un nuevo paquete de medidas para que no se revierta la tendencia.

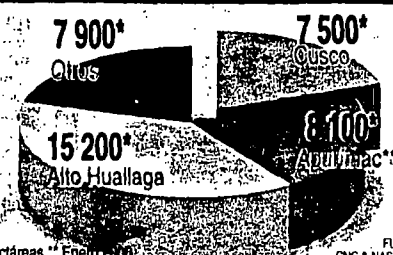
INCREMENTO DE HECTÁREAS
Estas medidas pasan necesariamente por "la interdicción a quienes persistan en comerciar con los narcotraficantes. Queda demostrado que el cultivo de coca está ligado al precio que alcanza y todo indica que actualmente la tendencia del valle es a incrementar el número de hectáreas dedicadas a esta planta", refiere con preocupación Montoya.

Antonio Lara, de Cedro, señala también que "existen muy pocos efectivos de la Dinandro en el valle (16 en Palmapampa) y es evidente que el porcentaje de droga incautada es mínimo en relación con la que efectivamente sale del Vrac".

nac-Ence, donde la coca ha vuelto a zonas en que los han abierto nuevas rutas a la costa y hasta nento y el kerosene con gasolina

NEN DUROS

Cultivo neto de coca por valles - 1999



* Hectáreas ** Enero 1999
FUENTE: CNC & NAS Report

En el valle del río Apurímac trabajan jornadas de hasta diez horas diarias cosechando

Tres mil niños viven de la hoja de la coca

TEXTO Y FOTOS
RICARDO RAMÍREZ

A sus escasos 12 años Elvis debe trabajar jornadas de 10 horas diarias bajo el sol abrasador de la selva ayacuchana, arrancando la mala hierba que invade los interminables cacaos del valle de Palmapampa, para poder ganar 3 soles, diez en el mejor de los casos, que le permitirán subsistir.

No se trata de ficción. Como Elvis existen "miles de niños" (tres mil aseguró el director del colegio 38393 de Marintari, profesor Eliseo Mendoza Augui) en la zona comprendida entre las poblaciones de Palmapampa, Santa Rosa, además de Marintari, que son utilizados en las tareas de deshierbo, preparación del terreno para la siembra de coca o cosechando las hojas, afirman pobladores, maestros y los propios menores.

OJO visitó el valle del río Apurímac-Ene (Vrae) en plena selva del departamento de Ayacucho y descubrió que el ilícito negocio del narcotráfico se ha incrementado y que niños, jóvenes y adultos participan activamente en el negocio de la coca, incluyendo la elaboración de pasta básica de cocaína.

"Hay que aprovechar", dicen los campesinos, en gran mayoría migrantes de la sierra de Ayacucho. Los narcotraficantes pagan actualmente 70 soles por la arroba de coca (11.5 kilogramos) en lo que constituye una espectacular recuperación en el precio de la hoja, que en 1998 cayó hasta cinco soles.

Por eso mismo los adultos no dudan en explotar a los niños para alcanzar el máximo rendimiento por hectárea, obligándolos a iniciarse en los trabajos agrícolas desde los seis años, aunque para esto deban dejar de asistir a la escuela.

EN LA ZONA

En horas de la mañana logramos ingre-

sar a los cacaos acompañados por la promotora de Cedro, Victoria Armas, con el propósito de captar unas vistas de estos niños en plena faena y conocer su testimonio.

A escasos 2 kilómetros de Palmapampa divisamos un primer grupo de diez campesinos en plena cosecha de las hojas, entre ellos tres menores y una bebé de un año, las mismas que son arrancadas cuidadosamente de los tallos y colocadas en costales.

Al notar nuestra presencia, todos interrumpen su trabajo e inician un diálogo en quechua, su lengua natal. Finalmente, el mayor brinda su autorización para que el niño converse con nosotros. Aquí el diálogo:

- ¿Cómo te llamas y cuántos años tienes?, preguntamos.

- Me llamo Damaseno y tengo 14 años.

- ¿No vas al colegio?, replicamos.

- Voy a veces, nomás, pero también trabajo en los cacaos para comer porque soy huérfano, explica con seriedad.

- Es decir, que estos adultos no son tu familia.

- No son familia, sólo conocidos.

- ¿Qué pasó con tus padres?

- Los han matado los terrucos hace años, ahora vivo con un tío.

- ¿Y cuánto te pagan?

- Cincuenta céntimos por kilo. Voy a cosechar veinte kilos de coca para ganarme 10 soles.

- ¿Sabes para qué se utilizan las hojas de coca?

- Para hacer la droga... pero yo nunca he visto ni probado droga, concluyó.

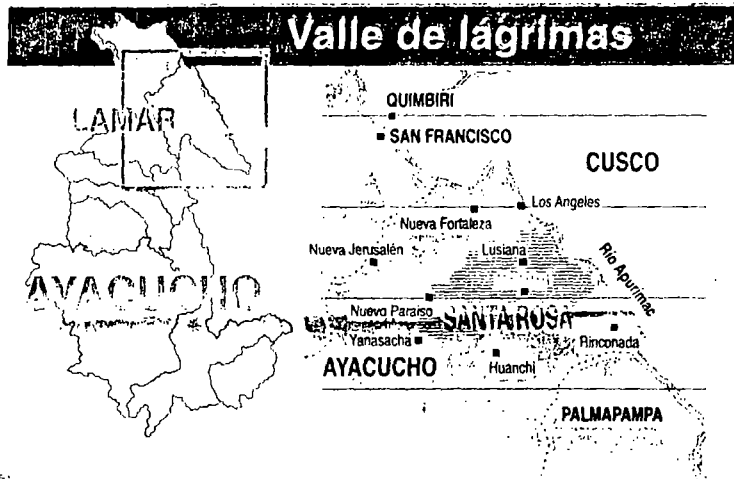
PAGAN PRECIO

Unos cinco kilómetros más allá, en dirección al "pago" de Marintari, hallamos un segundo grupo de campesinos trabajando en el deshierbo de los cacaos, entre ellos Elvis (12) y otra niña de unos 13 años.

Estos campesinos se muestran alegres y



Damaseno, al final de una agotadora jornada, sólo podrá sacar una ganancia de diez soles que le servirá para sobrevivir.



OJO / Pepe Espinoza P.

comunicativos e incluso nos ofrecen un vaso de "chicha" para aplacar la sed.

"Pagan precio por la coca, pues, señor. Por

eso la cultivamos y no hay tiempo para el colegio ni para jugar", refirió el niño cuando le preguntamos por su presencia en la cha-

cra, respuesta que fue confirmada por los adultos.

Finalmente, Elvis posó para nuestro lente mostrando su aza-

dón mientras afirma que "de grande quiere ser doctor o ingeniero... o sino seguir cultivando coca", concluyó.



"Ya hemos detectado y rescatado a ciertos niños que eran obligados a trabajar en los cocaleros de Palmapampa por algunos agricultores, sin recibir a cambio pago alguno y en contra su voluntad".

Así lo aseguró la asistente social y promotora del Centro de Educación y prevención del abuso de Drogas (Cedro), Virginia Laurente.

quien realiza desde hace tres años labores de concientización en el valle del río Apurímac-Ene.

Laurente relató que "en 1998 encontré por casualidad a tres niños que cosechaban coca en el monte mientras eran vigilados por un adulto.

Logré acercarme a ellos, los fotograficé y los invité al local de Cedro en San Francisco".

Añadió, "grande fue mi sorpresa cuando al día siguiente los niños me buscaron pidiendo ayuda y revelaron que ese agricultor se los llevó a la fuerza a su cha-

cra aprovechando que los tres carecían de familia y los puso a trabajar en los cocaleros".

La promotora puso el caso en manos del Poder Judicial de Huanta y los niños fueron albergados finalmente en una casa-hogar de esta ciudad de Ayacucho, don-

de permanecen hasta hoy.

Debido a este dramático hallazgo, Cedro inició un programa de asistencia al menor denominado Niños en Alto Riesgo que busca rescatar a la población infantil de las plantaciones de coca, entre otras tareas.

Afirma director de colegio en zona cocalera

El 70% quedó huérfano por violencia terrorista

"Existen por lo menos tres mil niños trabajando en los cocaleros del valle del río Apurímac-Ene (Vrae), ya sea a tiempo parcial o completo", aseguró el director del colegio 38393 de Marintari, Eliseo Mendoza Auk, tras señalar que el 70 por ciento de ellos quedaron huérfanos por la violencia terrorista.

Mendoza precisó "existen 56 colegios en la margen izquier-

da del Vrae con una población escolar de 8 mil alumnos, de ellos casi la mitad participa en las faenas de cultivo de coca".

Asimismo, explicó que en muchos casos los menores se ofrecen voluntariamente para trabajar en las chacras a cambio de "algunos soles", que les permita subsistir. Sin embargo, "también existen niños que son explotados por agricultores inea-

crupulosos que aprovechan el estado de abandono en que se encuentran.

Sostuvo que en los sectores más alejados donde aún no llegan las carreteras como Villa Virgen u otros poblados "la situación es peor porque no existe autoridad alguna que vele por los chicos".

De otro lado, aseguró que el 70 por ciento de los menores "son huérfanos a cau-

sa del terrorismo o han sido abandonados por sus padres", por lo que muchas veces deben buscar ellos mismos su sustento diario.

"Yo invocó al gobierno que preste mayor atención a la población infantil de este valle e instale Demunas e instituciones de asistencia al menor, las que por el momento brillan por su ausencia", concluyó. (R.R.)



Virginia Laurente lleva tres años en la zona.

Esta realidad exige de la comunidad toda y especialmente de los medios de comunicación un esfuerzo preventivo que llegue a niños y jóvenes y les demuestre el nefasto panorama que espera a quienes tienen la desgracia de caer en la adicción

LO MEJOR DE CINCO CONTINENTES

R I P L E Y

SAN ISIDRO / JOCKEY PLAZA

PROXIMAMENTE SAN MIGUEL

**X Conference of Wives of Heads of State
and Government of the Americas
(Technical Preparatory Meeting)**

**PROPOSAL FOR THE FORMULATION
OF A HEMISPHERIC PROGRAM
FOR YOUTH LEADERSHIP**

Instituto Interamericano de Cooperación para la Agricultura, IICA

PROPOSAL FOR THE FORMULATION OF A HEMISPHERIC PROGRAM FOR YOUTH LEADERSHIP

1. BACKGROUND AND RATIONALE

- 1.1. Over 500 million people live in Latin America and the Caribbean, 60% under 30 years old and it is estimated that by the end of the year 2000, more than 50% of the population of Latin America and the Caribbean will be less than 24 years old (IDB 1999). The region's young rural population is composed of more than 30 million individuals within the 12- to 24-year-old range (IICA, 1999). The majority of these are growing up in an environment of political, economic, social, technological and environmental changes that not only affect them, but that also have enormous implications for the region's governments, economies, communities and environment.
- 1.2. Young people between 15 and 24 years of age constitute about 30% of the EAP (economically active population) (Durstun 1997), and in the case of rural youth between 15 and 19, about 48%. In other words, almost one half of rural young people within this age bracket are involved in economic activities (IICA 1998). In spite of this fact, youth unemployment is, on the average, twice as high as that of the general population, and a high proportion of young people who work do so in the informal sector, with low salaries, are under-qualified, and lack access to social security (IDB 1999).
- 1.3. The level of education reached by young people in Latin America has undergone a sustained increase in terms of the number of years of formal primary education that they have, for members of the younger generation have on the average three more years of schooling than their parents (Franco 1999). Though rural youth is disadvantaged in this respect in comparison with young people in urban areas, its educational level is higher than that of its predecessors in past generations (IICA 1998). The drop-out rate, however, is very high and is connected with multiple factors, among which is poverty, especially rural poverty.
- 1.4. There are some troubling signs related to health conditions among the young population in terms of fertility rates, early adolescent pregnancies, proliferation of contagious disease (especially sexually transmitted disease), and the use of legal and illegal drugs.
- 1.5. In spite of the importance of young people in Latin America and the Caribbean in terms of both quantity and quality, they are ongoing victims of a process that makes their contribution to economic and social activity invisible. They also suffer from a special kind of formal exclusion (the absence of legal frameworks for minors' rights, and ineffective public policy in relation to education, health, and jobs for young people). On an informal level, they are made invisible by a

lack of social credibility and trust on the part of adults in relation to their proposals.

- 1.6 This exclusion of young people has serious consequences for the development of human and social capital in their societies, and therefore has serious impacts on their planning in general (Iglesias 1997).
- 1.7 In spite of the scope and complexity of the task that young people face, recognizing the value and importance of human and social capital can lead to an understanding of the multiple factors and channels through which it is possible to develop youth's potential as an essential element in the region's development.
- 1.8 As a consequence of economic internationalization and globalization and the advances of the fifth technological revolution, we are witnesses to a world characterized by an accelerated process of change in which social organization and the symbolic basis for interpreting the world are evolving and where new power structures are being established. This process has led to the development of a new institutional structure in which traditional institutions tend to lose power to new institutions in civil society and local government, and where the need for a new social and institutional fabric is ever more pressing.
- 1.9 This new configuration of social capital at the local and national levels creates great opportunities for young people to take a participatory role. The creation of new, dynamic institutional structures and the characteristics of today's youth itself—flexibility, higher levels of schooling, access to information and skills for the use and mastery of new technology and new economic processes based on information and the intensive use of energy and human and natural resources—demands that young people take a leading role in solving economic, social, and environmental problems by further developing their capacity for leadership.
- 1.10 The capacity of Latin American societies to include youth sectors in economic and social development, not in a utilitarian way, but rather within a framework of equity, solidarity, and imagination, will make them able to renew and transform the structures of organizations and thus overcome the deep-rooted imbalance which currently affects them so severely.
- 1.11 The foregoing points to the need to concentrate efforts to build citizenship among young people, a context in which leadership is more horizontal, there is more openness and a stronger sense of cultural identity, and where democratic participation is more highly valued. The type of leadership that contemporary Latin America requires must be able to promote the formation of economic, social and political leadership among the young. It must unstintingly focus on integrating young people in the economy, encouraging their social participation, and coordinating policy to meet the challenges of economic equity, environmental sustainability, the deepening of democracy, and the construction of cultural identity.

2. IICA ACTIVITIES IN RELATION TO YOUTH

2.1 Inter-American Institute for Cooperation on Agriculture

- Since 1942, IICA has been involved in hemispheric cooperation for the development of rural youth. Examples are the Inter-American Program for Rural Youth launched in collaboration with the 4H National Council in the United States and including the development of national programs in 21 countries; the creation of the Iberoamerican Assessment Council of Rural Youth (CAJIR) ;and efforts made with FAO to develop a framework for working with rural youth, with an emphasis on participation, production, strengthening of non-formal education, and business management.
- In 1995 the Inter-American Consultancy on Rural Youth took place with the backing of the Kellogg Foundation to update regional assessments, strengthen youth participation, and define strategic lines of action for a work agenda associated with rural youth. Representatives of youth organizations and planners of youth programs and projects in civil society and in the public sector were involved.
- Since 1998, by virtue of Resolution 334 of the Ninth Regular Meeting of the Inter-American Board of Agriculture, the Sustainable Rural Development Directorate has been in place as a central institution for rural youth issues. It has a hemispheric initiative for the enhancement of rural young people's participation in policies, programs, and projects for sustainable rural development, and emphasizes the economic integration of youth in rural areas.
- This initiative includes contributions to ways of thinking about the subject of youth and the new realities of the rural world through three publications; a regional meeting on rural youth held in August 1999 in Panama and entitled "Issues and Challenges for a Rural Agenda in the New Millennium," with participation by government, NGOs, and representatives of rural youth organizations from Central America, Mexico, the Dominican Republic, and Cuba; the establishment of alliances with international and regional organizations for the purpose of creating the conditions that can increase young people's integration in local and national processes of citizens' working together in a participatory process, with a specific emphasis on promoting access to decision-making for young people who are excluded from that process; and the identification and strengthening of networks.
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3. PROPOSAL TO FORMULATE A HEMISPHERIC PROGRAM FOR YOUTH LEADERSHIP

3.1. Identifying the problem. Rationale.

The region's young people have no integrated training program that allows them to develop economic, social and political leadership to deal with the challenges of economic equity, environmental sustainability, deepening of democracy, and the construction of cultural identities according to the cultural and physical contexts of their lives.

Current theories of development document and point to the strategic importance of investing in the formation of young people's social and human capital and creating means of supporting leadership development and participation for the region's young people as an indispensable element in empowering their development, their communities' development, and their countries' development.

The Inter-American Institute for Cooperation on Agriculture's Sustainable Rural Development Directorate have specific mandates from their governing bodies, supported by the region's Ministers of Agriculture and Youth, to undertake initiatives to strengthen youth leadership. They also have a very substantial history of youth-oriented action. The region's young people, in different fora they have participated in, have expressed a need for support from governments, international organizations, and civil society to strengthen their abilities and their levels of participation and leadership.

3.2. Objectives

General Objective

- To formulate a Hemispheric Program for Youth Leadership oriented to the demands of young people and their organizations.

Specific Objectives

- To carry out a consulting process among young people and youth organizations in the Hemisphere to become familiar with their needs and leadership training requirements.
- To identify the needs and training requirements for youth leadership in Latin America and the Caribbean.
- To identify potential strategic alliances and funding sources for the development of the program.
- To develop a strategy for implementing the program and a plan for execution.

- To design a monitoring and evaluation system of the program.

4. DESCRIPTION OF THE PROPOSAL

- 4.1 This technical proposal is oriented toward the formulation of a youth leadership project at a hemispheric level to strengthen the construction of a new kind of citizenship by young people, promote economic, social and political youth leadership and strengthen democracy, encourage sustainable development, and promote the fight against poverty. The objective of the program is to contribute to the integral formation of today's youth leaders, who are tomorrow's potential leaders.
- 4.2 IICA and other international agencies of cooperation and with the support of the Iberoamerican Youth Organization (OIJ) will contribute to the formation of the main team for the design of the technical proposal. Each institution will provide one specialist on youth. The Iberoamerican Youth Organization (OIJ) will offer its political relationships and backing. This main team will be responsible for organizing and coordinating an interdisciplinary team of consultants and for supervising and monitoring the entire process until the proposal is completed.
- 4.3 This proposal is open to participation of governments and other interested institutions or international agencies, that will contribute with technical and or financial support.
- 4.4 An interdisciplinary team of consultants will be selected to deal with the subjects of leadership, youth and youth organizations, home schooling, non-formal education, and other topics. This interdisciplinary team of consultants will participate in a workshop to define methodological criteria for the design of the program.
- 4.5 The proposal is, in some countries in the region, to identify not only youth leaders and others connected with young people and youth organizations, but also groups and platforms such as youth councils, as local agents or allies. The former will contribute to a SWOT analysis of existing youth leadership training and education programs in the countries, and will work on identifying organizations or platforms for youth activity that may be allies in the consultation process. The latter will carry out a consultation process to ascertain needs, demands and expectations relating to training in youth leadership, and will design possible strategies to promote and disseminate youth leadership programs.
- 4.6 Young leaders and other individuals connected with youth issues will also work on identifying strategic allies for the program and determining the type of support that such allies might offer. The allies could be international agencies, businesses, universities, foundations, governmental entities, and NGO interested in supporting the program.

- 4.7 The information provided by the local agents or allies will be systematized by the interdisciplinary consulting team. This team will first work on creating an offer of programs in youth leadership training and education in accord with demand from youth organizations. The team will work on curriculum and later on testing the programs. As required for this process, specialists in particular content areas or subjects may be recruited.
- 4.8 The main technical proposal team will write a proposal for the Hemispheric Program for Youth Leadership, a promotional strategy, and a plan for execution. The program proposal will address issues of technical, administrative and economic viability, and will indicate a monitoring and evaluation system in order to measure the impact of the youth leadership training program.

5. EXPECTED RESULTS

5.1 General

- A project document of the Hemispheric Program for Youth Leadership reflecting an orientation to the needs of young people and their organizations. The project document will deal with technical, management and economic viability and will be submitted to governments and international cooperation organizations for their consideration and financial and technical support.
- A promotional strategy and a plan for the execution of the Hemispheric Program for Youth Leadership.

5.2 Specific

- An inter-agency interdisciplinary team on the issue of youth leadership.
- A SWOT analysis of existing programs for youth leadership in participating countries in the hemisphere.
- An assessment of the need for programs related to youth leadership by participatory consultation with youth organizations and/or platform organizations in participating countries in the hemisphere.
- An offering of education/training programs in youth leadership according to the specific requirements of youth organizations.

6. ORGANIZATION AND EXECUTION

- 6.1 The Hemispheric Program for Youth Leadership will be executed in four stages. The first is the organization of the work team. The second is the analysis and identification of the need for leadership training programs in the region. The third is systematization of the information, formulating the youth leadership training

programs, and testing them. The fourth stage is the writing of the project document, the execution plan and the promotional strategy.

- 6.2 The main design team for the technical proposal will coordinate the execution strategy as a whole and will be responsible for writing the terms of reference for the consulting required, selecting consultants, and supervising their work.
- 6.3 One of the first activities of the main team will be to organize a workshop to orient and coordinate with the interdisciplinary consulting team. The objectives of the workshop will be (i) to present and discuss the objectives and scope of the project; (ii) to set conceptual and methodological standards for the work; (iii) to become familiar with the process of project management in international organizations; and (iv) to set up coordinating mechanisms between members of the interdisciplinary consulting team and the main team.



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Job Education and Training for Adolescents in the Americas: Preparing Adolescents for the Future

Tenth Conference of Spouses of Heads of State and Government of the Americas

Report for the Technical Meeting



International Labour Organization

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Job Education and Training for Adolescents in the Americas: Preparing Adolescents for the Future

Introduction

The problem related to the education, formation and training of adolescents and youngsters constitutes a strongly prioritized subject around the world, including the developed countries. This great interest lies in that this population group constitutes, together with children, the largest long-term capital of a country: to invest in them is to bet on the future. A sensitized society that accepts the challenge of educating, forming and training its adolescents and youth shall be a more productive, more democratic, more cultured society, with greater stability and tolerance by the abatement of violence and insecurity, becoming part of the most respected countries in the concert of nations.

The increasing priority given to education, formation and training as State policies, at international forums, gives rise to a consensus between experts and politicians.

For the practical definition of "youth", the United Nations recommends that it comprise the population aged 15 to 24. The lower limit of 15 years old does, obviously, not translate the reality of many countries in the region, where access to employment is produced long before that age. However, the ILO Agreement of 1973 establishes the age of 15 as the minimum limit for employment, below which it is considered child labor. Two subgroups may be identified: those entering the labor market: 15 to 19 years old and "young adults" from 20 to 24 years of age. This distinction is not a minor issue because, as it will be shown further on, they evidence different behaviors which is obviously due to the different stage of the life cycle in which they are both located. The concept of youth is largely heterogeneous and depends on different national realities. Within the same category under study, it encompasses the 16 year old youngster who is the family breadwinner in a marginal neighborhood of Bogota or Rio de Janeiro and who has been working since he was 10; a young native of Chichicastenango (Guatemala), who at 19 years of age, is the mother of four children and works at a market as a craftswoman; and a 20 year old youngster of Buenos Aires, Montevideo or Mexico City who never worked and attends University. The heterogeneity of the concept is important to face the challenge. It is paramount to carry out an in-depth study of such characteristics if significant figures are to be established to explain the different labor performances that this group has in education, formation, training and employability.

The subject of the high and persistent unemployment of youth is not circumscribed to Latin America alone: unemployment rates substantially greater than that of adults are evidenced around the world (developed and developing), which indicates that there are common factors to the problem, as well as some specific factors related to the age variable. In the case of Latin America, the unemployment rate of youngsters (aged 15 to 24) is, on average, two times and a half more than the general rate and if the gap is shortened from 15 to 19 years, the rate is four times greater than the global rate. Although, this is a worldwide problem, particularly severe in the Latin American



context, showing a greater disparity between the unemployment of youth and overall unemployment.

The unemployment of these groups mainly affects women, ethnical minorities and the less qualified groups. Unskilled groups are precariously inserted in low productivity jobs that constitute the majority of new jobs generated in the Region. On the other hand, the reason behind the changes in the rates of return of education has been the increasing requirement for greater levels of training from the workforce: youngsters with higher education levels are capable of waiting longer for employment opportunities, evidencing longer job-hunting periods with a wider selection process. In Argentina, Ecuador and Uruguay the number of unemployed with unemployment periods of more than a year is increasing, which suggests high selectivity levels for job-hunting. It may be concluded from the above, that in many countries, unemployment has been striking the middle classes – and even the high classes – of society, with a lower impact in relation to its severity but sufficiently influential to generate “thermal sensations” contrary to the emerging labor structures. This detail should not mask the different potentials and possibilities arising in the members of the 20% poorest homes, suggesting that it is a phenomenon related to the problems of poverty and disparity in the generation of income.

The problem faced by the whole of the youth group is no less taking into account that long unemployment periods erode the human capital of youth, block their adequate insertion in a professional or technical career, reduce productive capacity inhibiting economic independence, the formation of a family and their full integration to civil society as well as the assumption of their roles as citizens. It is known that unemployment is, at the same time, a negative factor for employers, who base their selection of labor on job histories. The unemployment of youth is often related to phenomena of cultural alienation, behavioral problems, criminality and other forms of violence.

I. Context Analysis

I.1 The Situation of Youth Within the Social-Demographic Framework of Latin America and the Caribbean

As a result of the large indebtedness experienced by the economies of Latin America and the Caribbean during the seventies, towards the end of said decade, the “foreign debt crisis” that conditioned the position of the Governments in the Region towards the gradual integration and opening out to international markets was approached, thereby substituting “inward” development. The introduction of a new economic model included the liberalization of the market, strict tax adjustment and the reform of the labor market.

The implementation of these measures was carried out in the understanding that, in the long-term, national productivity would be benefited by a drop in inflation and an increase in private investment. According to ILO, the Region increased its overall productivity to a reduced average annual rate of 0,3% during the period 1990-1998. However, some countries substantially raised their productivity during that period, to the following average annual rates: Argentina (2,7%), Chile (3,1%), Uruguay (1,9%), while others show decreases, in some important cases (Ecuador, Paraguay, Panama, Honduras).

The countries of the Region begin to experience an increasing social inequality reflected in the concentration of wealth, the consolidation of poverty and the ongoing high rates of unemployment with a precarious labor market. These results are surprising and do not seem to match the temporary and necessary costs at the outset of introduction of said adjustment, as they are proposed during the initial stages of their design: it was envisaged that a reduction in public employment would be produced in the medium and short-term due to the decrease in public investment facing a greater tax load and greater tax limitations for social protection.

In Latin America and the Caribbean, heterogeneity is emphasized upon comparing between countries and when observing the sectors within each country. New vulnerabilities appear that in the macro panorama, identify the different precariousness of the countries in the region, the different vulnerability of each social sector: the new poor appear alongside the structural poor. Thus, the vulnerability of a significant part of the inhabitants of the Region grows and prevails – vulnerability being understood as the increased probability of losing the achieved social status, to whichever degree it was possessed, or of never enjoying it for those who never had it. The first group is comprised by the middle and low strata approaching the poverty line and the second by the structurally poor who watch the departure of their expectations for recovery.

This society is more complex, more competitive, with less security and stability, with extensive groups of “hardship” poverty and a marked ecological segregation and isolation in social life.

With regard to the future, the social-demographic information of Latin America and the Caribbean, indicates that two traditional features of the Region shall prevail during the next 30 or 40 years: the high percentage of persons under 24 (at present equivalent to more than 50% of the population) and the severe social segregation with large groups in extreme poverty (39% of the current inhabitants of these countries are below the poverty line, according to CEPAL for 1998).



The demographic growth trends of Latin America have been historically very high, although they are descending. The different countries receive heterogeneous demographic "heritages" that, in a certain way, condition the possible variables and proposals of the labor market and the youth workforce. CELADE has used a country classification based on its current stage of demographic transition, which is deemed very useful to subsequently understand the different behaviors in the issue of labor. These stages are obtained based on how a population travels from high fertility and mortality rates to low rates. Four groups of countries may be identified.

The countries with an *advanced transition* that have already reached annual population growth rates of 1% - inclusive less-, a moderate or low mortality rate and a high degree of urbanization. Argentina, Chile, Cuba and Uruguay belong to this group.

Countries in *full transition*, that is, countries that evidence declining mortality and birth rates and average annual growth rates close to 2%, these are: Brazil, Colombia, Costa Rica, Ecuador, Mexico, Panama, Peru, Dominican Republic and Venezuela.

The countries in *moderate transition* are those that show progress in the reduction of mortality but still evidence high percentages of rural population and average annual growth rates close to 3%, together with a very young population and high birth rate. El Salvador, Guatemala, Honduras, Nicaragua and Paraguay are classified in this group.

Finally, Bolivia and Haiti evidence an *incipient transition*, in view that they evidence very high and persistent mortality and birth rates, growth rates of around 2.5% and mainly rural population with high percentages of children and youngsters.

At the end of the nineties Latin America has a population aged 15 to 24 of 99 million people and this increase has been lowering since the seventies.

The traditional social segmentation of the Region related to the dimensions of education, formation, training and employment and the prevalence during the next 30 or 40 years of a young population ensues deep and extensive reflections with the involvement of all social actors.

1.2 Employment of the Adolescents and Youth of Latin America and the Caribbean

As of 1990, product and employment increased in the region; however, the unemployment rate remained high. This apparent contradiction is explained, in part, by the increase in persons job-hunting: the need for a second job, the incorporation of women to the workforce and the pressure to provide for the family exercised on its younger members at earlier ages.

In the countries of the region, the weakness of technological innovation and the lack of resources, in addition to the requirements for productivity of certain sectors, have created a very difficult labor market for all and doubly difficult for youth. In the Region—regardless of the decreasing evolution of fertility rates—there is a high proportion of young population, which implies that new youngsters are launched in the labor market every year, month, day. At the same time, there is a significant number of workers in the productive system that for different reasons have managed to remain active and in force and who protect their job positions with teeth and nails. There are, also, those who have lost their jobs and that eagerly seek reinsertion. If, in addition to the above, we consider the ever increasing participation of women in the productive

chain, it is understandable that the perspective of obtaining a job for any youngster (particularly, if he/she is not well trained), is grim.

On the other hand, in addition to the prevalence of the global unemployment rate, it has been verified that the new jobs are of low quality, have not been included in the modern employment sector: largely unstable, short-lived, with no social protection, corresponding to the informal sector, reaching a rate of 58,7% of non-agricultural employment in 1998.

The increase in unemployment, underemployment and informality, that encompasses the whole of society's sectors, becomes increasingly strict and is reinforced by the critical sector of the youngsters, as shown in the following tables:

Table 1: Unemployment Estimates for Youth Aged 15 to 24 in Latin America (13 Countries). Urban Areas of the Nineties.

	NUMBER OF UNEMPLOYED (in thousands)					
	Aged 15 to 19		Aged 20 to 24		Aged 15 to 24	
	1990	2000	1990	2000	1990	2000
Argentina (a)	168,6	307,8	141,6	401,0	10,1	708,9
Bolivia (b)	22,9	10,6	33,5	20,5	56,4	31,0
Brazil (b)	583,4	1281,2	455,7	954,8	1039,1	2236,1
Chile (b)	44,9	57,2	92,5	113,0	137,5	170,2
Colombia (b)	243,8	239,9	344,2	382,6	588,0	622,5
Costa Rica (b)	5,6	12,9	4,9	11,3	10,5	24,2
Ecuador (b)	26,5	80,8	47,3	127,0	73,7	207,8
Guatemala (b)	31,6	28,4	34,4	38,7	66,0	67,0
Honduras (b)	13,0	20,3	15,6	21,4	28,5	41,7
Mexico (b)	243,0	426,8	256,3	466,7	499,4	893,5
Panama (b)	17,8	16,5	30,7	34,7	48,5	51,2
Paraguay (b)	17,4	42,7	21,8	26,3	39,1	69,0
Uruguay (b)	33,7	34,7	28,0	38,5	61,7	73,2
Total studied:	1452,1	2559,8	1506,5	2636,5	2958,6	5196,3

Notes:

- a) Activity and unemployment rates of the City of Buenos Aires are applied to the total urban population.
- b) Total urban rates of the country are applied.
- c) Population projections are provided by CELADE, 1999.
- d) For the year 2000, the known rates of the year closest to the end of the decade were used.

Source: Díez de Medina. Report for discussion, CINTERFOR/ILO, 2000.

Cuadro 2: Unemployment Rates by Age and Gender. Latin America (13 countries). Urban Areas in the Nineties

		15 to 19			20 to 24			25 to 65		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Argentina (GBA)										
	1990	16,1	26,5	19,7	8,5	10,2	9,2	4,4	4,0	4,3
	1998	29,4	44,0	35,1	17,8	19,3	18,4	9,2	12,9	10,7
Bolivia										
	1989	22,5	14,2	18,2	16,1	18,2	17,0	7,0	6,8	6,9
	1997	5,2	6,5	5,8	6,2	7,6	6,8	3,1	2,7	3,0

Brazil	1990	8,0	9,1	9,4	5,7	6,7	7,5	3,4	2,4	3,0
	1997	13,4	19,7	16,1	5,6	12,3	8,6	2,1	6,2	3,8
Chile	1990	25,5	27,3	26,2	14,6	17,0	15,5	6,0	7,2	6,5
	1998	29,3	34,9	31,6	17,7	20,5	18,9	7,5	8,7	7,9
Colombia	1991	22,9	30,4	26,3	13,7	24,7	18,8	5,0	10,2	7,1
	1998	25,5	30,7	27,7	20,4	20,4	20,4	8,6	9,4	9,1
Costa Rica	1992	15,0	16,2	15,4	4,5	7,5	5,6	2,3	4,0	2,9
	1998	14,1	29,2	20,2	7,8	10,0	8,7	2,9	3,7	3,2
Ecuador	1990	11,0	17,0	13,2	11,3	17,3	13,7	2,1	6,7	3,8
	1998	19,8	33,3	25,1	16,1	31,0	22,5	5,5	11,1	7,8
Guatemala	1989	8,3	6,6	7,5	6,3	7,4	6,8	1,9	2,3	2,1
	1998	6,4	3,2	5,0	5,6	3,5	5,0	2,9	1,4	2,2
Honduras	1989	18,0	10,5	15,0	12,4	11,7	12,1	5,9	3,2	4,8
	1998	13,1	10,3	12,0	8,8	10,4	9,5	4,6	3,0	3,9
Mexico	1989	11,4	8,8	10,5	6,4	7,5	6,8	1,5	1,0	1,3
	1996	17,3	10,2	14,6	10,5	8,4	9,7	3,1	1,8	2,6
Panama	1991	49,4	43,2	46,5	31,9	40,0	35,5	12,5	17,5	14,7
	1996	45,8	33,5	40,9	28,9	37,4	32,4	9,2	16,3	12,2
Paraguay	1990	14,9	22,3	18,4	14,6	12,9	13,8	3,4	2,4	3,0
	1996	23,0	22,5	22,8	9,9	14,2	11,8	4,5	4,9	4,7
Uruguay	1991	28,3	40,9	32,7	14,2	22,2	17,7	3,3	7,3	5,0
	1998	29,7	40,6	34,0	14,5	24,6	19,0	4,4	8,9	6,4

Nota:

Unemployment rate is the ratio between the unemployed (outgoing and first time job hunters) and the population

For each age and gender group

Source: Díez de Medina. Report for discussion, CINTERFOR/ILO, 2000.

The type of insertion of youth is restricted, in general, to the highly informal sector. Once they get a job, it is usually with less salary and less social security protection: with greater precariousness and instability. Despite the little information available on youth work contracts, it may be stated that, in the majority of cases, youngsters work without a contract and without social security benefits. It is precisely the youngest groups that participate more intensely in these new labor game rules. The resulting precariousness changes, the nature of labor by weakening the links and commitments between workers and companies, key factors to increase productivity and improve the quality of work.



Detailed Account of Education, Formation and Training By Youth Sectors

Rural Youth:

In the countries of the region, with high rates of rural poverty, it is imperative to accept the challenge of modifying the possibilities and lifestyles of youngsters so that living in rural areas does not constitute a punishment or frustration. The most likely path to follow would be to support training and to start-up agricultural or agroindustrial productive initiatives.

Adolescents (Aged 15 to 19):

The pursuance of further official education should be fostered, adapting it to the expectations and needs of adolescents. It should be aimed at acquiring the basic skills identified as indispensable to increase employability and social insertion.

Young Women:

The adverse working conditions of young women, in the least developed countries of the region, explains why the school curricula of this group is greater in other countries. As distinguished from men, who may engage in productive activities with minimum training and education combined with the physical strength and skills acquired informally, young women require a higher education (secondary school) to escape to domestic chores. Their incorporation to the workforce is achieved through typically feminine occupations that require average levels of formal education.

Measures to be Implemented in Benefit of Youth. Three Elements That are Reciprocally Reinforced:

1. Increase in youth productivity through education and training.
2. Increase in productivity of the units in which they work, through technical, credit and institutional assistance.
3. Promotion of the collective qualification of isolated youngsters through social organization.

Facing this social and labor picture, the demands for responses to problems is increasing. The passivity and hope that the crisis will gradually decrease on its own and will allow the recovery of normality does not seem to constitute a viable or recommendable option. Labor constitutes a source of income for youngsters and represents an opportunity for social insertion and fulfillment provided they are good quality jobs that are favorable to favor socialization. If work is not obtained or is of bad quality, life becomes impregnated with strong feelings of frustration and postponement. (Tokman, 1996).

1.3 Social Classification of the Region's Youth According to Education, Formation and Training

The Region's traditional education shows a divided area with differentiated access in the quality of education, according to the social stratum. Generalized access to education was implemented, however with a negative discrimination of the poor social sectors: delayed entrance to primary school (20%), high rates of repetition (40% during the first year), school backwardness (50% at some point in the cycle); and an entrance to secondary school of only 50% of the population in condition and of age to do so. The effective impact of educational and formative achievements in Latin America and the Caribbean is frankly below that of the developed countries, particularly as regards the poorer sectors. The whole of this problem remains, in addition, immersed in the phenomenon of "the devaluation of educational credentials": more years of training are required for the same tasks. According to CEPAL, formal education becomes labor discriminative as of 12 years of schooling.

The strong pressures to secure working competitiveness modify individual requirements. The persons responsible for education and labor understand that the youngsters must possess certain basic features to enable their integration. These would include: attitude, self-esteem, creativity, capacity to identify and solve problems, responsibility, permanent interest in learning, good communication skills, efficiency, long-term goals, active participation, willingness to change, high responsibility and creative and interactive thought trends in line with new communication codes based on technology and teamwork. The acquisition of these skills would be profited by the reading-writing comprehension, a high level of abstraction and anticipation with the formulation of logical-analytical models and the application of mathematics to specific problems.

The premature abandonment of the educational systems jeopardizes their possibilities of becoming a polyvalent adult in line with the new employment structures. In many countries of the region, and within the poorer sectors, adolescent women, and even girls, abandon formal education for domestic chores, including the care of her younger brothers and sisters; or to precociously enter the labor market. It is therefore evidenced that, with regard to gender and for education, segmentation according to economic levels is consistent: Home surveys carried out in 13 Latin American countries enable the comparison between the beginning and end of the nineties, showing a gap, for female attendance, of 25 points between the poorest homes and the richest homes.

The division of the labor market becomes more discriminative and marked for adolescent labor, given that the credentials, skills, aptitudes, the attitude and behavioral profile required for insertion to modern labor sectors are almost exclusively for the youth of the upper classes. (Tokman, 1996). The high-income brackets profit from the



expansion of employment, by taking up the best jobs. They possess and enjoy the possibility of delaying reaching their full adulthood by the accumulation of years of training, the search for their life vocation, trial-error, wide socialization experiences, without being pressured by the need for early, precarious and low quality employment, indispensable to poor youngsters for their survival with the consequent abandonment of education and formal training. In addition, the lack of social networks, in view that 50% of recruited youngsters is undertaken thanks to family or group networks, as well as the discrimination for access to good quality education and formation which is reinforced by ecological discrimination: they live in remote, poorly communicated areas with scarce and expensive resources, that upgrade their isolation. In societies with increasing levels of schooling in their younger population, the increase in rates of participation often implies the existence of categories of youngsters with slow and difficult labor incorporation. One of these is the women's group, who are incorporated with few possibilities for insertion in the labor market and the younger group where the non-existence of basic customs and skills compatible with the formal labor standards prevail that enormously hinder the expected success.

In relation to the work of young women, the adjustment policies reinforced the feminization of poverty: 70% of the 1300 million poor in the world are women. It is known that the better the educational level of the family, the lower the fair vision towards women, which reinforces their vulnerability. After the eighties, when the Region experiences a deep crisis, the mechanisms by which women, who had traditionally maintained a low profile, are detonated and women invade the labor market. Whilst in poorer homes, this was mainly due to the restructure of lost or reduced income, in the rest of the homes, it was mainly due to increasing levels of schooling and training. In many cases, the growth of female labor was spectacular during the eighties and at the beginning of the nineties. The figures show that: 1) the women's unemployment rate is 50% greater than that for men; 2) informality is 12% greater for women; 3) women's jobs are less remunerated, secure and qualified, with a double horizontal and vertical segmentation.

Cuadro 3: Job Precariousness According to Age and Sex.
Selected Countries

Selected Countries		15 a 19		20 a 24	
		% of Precariousness		% of Precariousness	
		Men	Women	Men	Women
Argentina (GBA)	1990	27,4	31,9	11,5	18,3
	1998	38,6	31,6	20,4	21,4
Brazil	1990	60,2	60,9	35,7	37,6
	1997	72,3	74,3	49,3	54,9
Guatemala	1989	36,3	54,4	33,1	42,3
	1998	66,1	70,3	40,6	47,1
Uruguay	1991	67,0	73,7	37,1	42,8
	1998	74,2	75,6	43,4	42,8

Source: Díez de Medina. Report for Discussion, CINTERFOR/ILO. 2000.

In all, the reigning segmentation and injustice in various countries of the Region is crudely evidenced in youngsters: the critical youth sector is constituted by unemployed youngsters with little schooling, the inactive youth (who do not work or study), poor women (mainly adolescents), the rural poor and the members of racial minorities.

Thus, social segmentation related to the dimensions of education and labor transform injustice into social exclusion, particularly, if issues of gender (especially if women have children to care for) are added to the age variable and the issues of belonging to the rural environment or ethnical minorities., thereby, consolidating the reproduction of poverty from generation to generation, a phenomenon that is also seen in developed countries.

As seen in the preceding chapter, if they manage to get a job, this is in relation to the job of an adult, more precarious, less qualified and with a lower salary. The barriers for inclusion are increased if weight is given to the socialization force that grants good quality employment, from which they are also distanced. In view that to find a job is difficult and that if it is found it is poor, an unstable or absent labor culture is created resulting in inactive youngsters. The sudden sensation of change and uncertainty in the postmodern society would, also, contribute to this paralysis.

Latin America is experiencing these global changes and this worsens the heterogeneity and injustice prevalent since its origin. The unemployed, the labor that emigrates from the rural environment, the native population, the urban poor on which the demographic growth is based, in many cases explosive, have little to do with these new rules in force. Thus, the need to break the new vicious circles of prolonged unemployment, the outdating of the few skills, low income and low qualification.

It is suggested that the education, formation and training programs be innovated through a permanent educational network to prevent the poorer sectors from moving



between the different neuralgic points that lead to the replication of poverty, within a process of identification and socialization inherent to the accelerated and precocious incorporation to the precarious and informal market.

Peru: Youth Training Program for Labor -ProJoven (Pro-Youth)

The execution of the program is the responsibility of the Ministry of Labor and Social Promotion, acting by and through the Vice-minister for Social Promotion, under the management of a Coordinating Unit, especially created for this purpose.

Objectives of ProJoven

The Youth Training Program for Labor ProJoven, provides training and labor experience for poor youngsters in specific jobs required by the productive sector, at a semi-qualified level. This is aimed at facing the problem arising as a result of the low introduction of poor youngsters to the labor market. Its design has been projected to reach 150 000 beneficiaries throughout the five-year period.

The Beneficiaries

The program is aimed at youngsters coming from low-income brackets, with low levels of education, with scarce or no working experience and that are currently unemployed or underemployed. In particular, ProJoven seeks to concentrate on the young urban population in isolation, that suffer greater difficulties for insertion in the labor market.

Operating Mechanism

In order to provide the young beneficiaries with the training and working experience in specific tasks, ProJoven selects public and private Training Entities (ECAP) through a pre-qualification process that evaluates, amongst other things: the prior experience in training of the ECAP, its administrative, management capacities and the level of human resources. Those that comply with the previously established requirements form part of the Registry of Training Entities (RECAP) that qualifies them to submit proposals of courses in the tenders called by the Program.

The Program seeks to be guided by the demand of the Peruvian productive sector and operates by summoning the Training Entities that have been pre-qualified and registered in the RECAP to participate in public bids for the organization and implementation of training courses, especially designed in accordance with the requirements of the business sector and based on the characteristics of the young beneficiaries.

Through Public Bidding processes, ProJoven selects and hires training courses for specific occupations of a semi-qualified level, the market demand for which has been verified. This procedure is carried out through "letters of intent" signed by companies that offer job practices, which should be presented by training entities accompanied by their offer. The selection of courses is established based on technical quality and price. Competition is stimulated among the different training entities through these processes, called periodically, aimed at achieving high standards of quality and competitive prices.

The objective of training courses is to train young participants in the basic skills and know-how required to render specific semi-qualified or initial labor activities. These courses comprise two phases: one for technical formation to be developed at the ECAP and the other job practices to be carried out in the company.

During the technical formation phase, youngsters acquire skills and capacities related to the technical aspects of the job, through an essentially practical methodology. Based on a focus of capacities, the development of activities conducive to the reinforcement of habits, values and



attitudes indispensable for work are promoted. This phase lasts an average of three months (from 120 to 300 hours) with a daily or inter-daily attendance.

Training during this phase is free of charge. In the case of women with children, in addition to the monthly allowance for transportation and food expenses and the medical insurance, an additional subsidized allowance is provided for each child under the age of five, to promote their participation in the Program.

After the conclusion of this phase, the learning and formation process is continued by working practice at a firm, so that youngsters may acquire on-the-job experience to facilitate their subsequent job-hunting process, and, in particular with the possibility of evidencing skills at the company where he/she carries out his/her practice and to be hired by it.

The practical phase lasts at least three months and is developed according to the conditions established by the Employment Development Law (Legislative Decree 728). This implies the signing of an Agreement for Youth Formation in Labor, which allows companies to hire young apprentices for a maximum period of 36 months, assuming payment of an equivalent remuneration equal to at least the minimum vital remuneration and an insurance against accidents and illnesses.

These inequalities end up by hitting us all, by impoverishing society: the consequent segmentation and isolation of the different social sector prevent enlightening cultural exchange and limit the quality of life of all citizens. The major social disintegration consolidates large structural poverty groups, discriminated according to race, sex and geographical distance, increasing urban violence.

II. Youth Training and Employment Programs

II.1 Compensatory Responses in Education, Formation and Training of Adolescents and Youngsters

Within the new paradox of social policy, youngsters acquire a transcendental value and a key role becoming the strategic resource for the overall development of society, with education, formation and training becoming the keys for individual and social construction.

The conviction of the need to seek solutions for exclusion is gradually permeating the whole of society: "universality of rights" and "equal opportunities" is sought, preventing passivity facing the crisis. It is aimed at seeking solutions to the prevailing injustice, as a prior step for the structuring of democracy. The different proposals of social participation comprise ethical principles of the unacceptability of certain modernizing solutions and strategies of society.

It seems important to study and explain the new requirements of the new emerging labor methods with the purpose of quickly acting to upgrade them as employment generators. It is here where the workforce of youngsters becomes key to carry out this "qualified expansion". The revaluation of social policies proposes a *positive discrimination* for education, formation and training as an equitable solution, with a change in pedagogical strategies favoring articulation with the local agency and based on the respect for ecological, intercultural and gender differences. This reality compels the adoption of different views on formation and training, channeling them on the basis

of demand. Within this line of search for justice, through social policies, a *positive discrimination o supplementary education* is proposed through different actions within the formal educational system. In the last decade, educational reforms have been implemented in the formal, primary and secondary systems in various countries of Latin America and the Caribbean.

Labor Training Programs as a Supplementary Policy:

It should be indicated that improved labor conditions for youngsters of the Region are experiencing a new trend and a renewal of its educational and formative system. Investment in human capital as a vehicle to build virtuous cycles to counteract the negative trends in the population that introduces itself in the labor markets seems to have constituted an axiom for the majority of social and economic actors. Notwithstanding, the knowledge of the reality of the employment of youth and its problems is deemed necessary when approaching this subject.

Several countries of the Region have developed some efforts to attack the problem of youth employment and to improve their insertion. Principally, the States and various organizations have designed youth employment programs, of greater or lesser success. In many cases, their future existence is queried due to causes of institutional weakness or a lack of financial resources to support them.

Chile: Youth Labor Training Program - Chile Joven

The Stages of CHILE JOVEN and its Institutional Position

The program has been developed in two stages. The first was commenced in 1991 and ended in 1995. The second started in 1996 until 1998. However, the decision to extend the second phase to the year 1999 has been adopted.

The parties responsible for this program are: the main public agency in charge of managing the execution of the country's training policies, the National Training and Employment Service (SENCE) of the Ministry of Labor and, on the other hand, an agency specializing in subjects of poverty in social investment, the Solidarity and Social Investment Fund (FOSIS), related to the Ministry of Planning.

The Objectives and Goals of CHILE JOVEN

The overall objective of the program is to improve the possibilities of labor insertion of the target-group (youngsters) belong to low-income families. In the case of FOSIS, the general purpose is to contribute towards the social integration (labor or educational) of youngsters coming from poor, socially isolated families who are the beneficiaries of the program.

Beneficiaries of CHILE JOVEN

The requirements to become a beneficiary of the program are:

- To be young and poor
- Preferably, aged 16 to 24, in view that 20% of the beneficiaries of the courses may be persons of 30 years of age.
- To be unemployed, underemployed, inactive or seeking work for the first time.
- Not currently pursuing any type of education, except for evening courses.



Operating Mechanisms of CHILE JOVEN

The program is executed by private operators and is based on the delivery of financing, through public tenders, to these external institutions called Technical Training Organizations (OTEC), which in order to participate, must be duly registered with SENCE and have their documentation in order and updated.

The Lines of CHILE JOVEN

The program comprises four lines or subprograms, there are executed by SENCE and one by FOSIS:

Labor Training and Experience in Companies: Aimed at training youth for hired employment. It comprises the learning phase and working experience.

The learning phase comprises a 250-hour course and is constituted by a 200-hour module for the technical qualification of the job and 50-hour module of labor education, aimed at upgrading social skills and activities to facilitate the insertion of youngsters to the labor market.

The working experience phase may be developed through two modalities: an agreement to carry out labor practices or a work contract. The minimum period of working experience should be three months.

Alternated Learning: A modality that alternates training in a technical agency with that developed in a company, under the modality of a work contract. They are courses that comprise a related learning plan and a corporate training plan.

Training for Independent Labor: A modality aimed at the provision of training for independent labor or self-employment. It comprises a learning phase and technical assistance for the commencement of a project.

Labor Formation and Training (FOSIS): Modality aimed at youngsters with greater social isolation. This program consists of various stages. First, a learning phase that comprises 200 hours of training on a particular activity and 120 hours of labor formation, aimed at developing psychosocial attitudes, behaviors and skills to ensure, upon conclusion of the program, the stable outcome of participants. Second, an on-the-job protected training phase in companies for a period of two months, which compromises the businessman in his/her relation with those he/she shall receive for job practices.

With regard to the institutionalization in the field of the training and formation of professionals in the Region and since the forties, Professional Training Institutions (IFP) were developed with a tripartite representation in informal education aimed at re-qualifying workers; and the Technical Training Institutions (EMT) in the formal education system aimed at the formation of intermediate technicians. The prioritization of competitiveness and productivity in the new labor paradigm, together with the below projected expansion of employment, find the IFP and EMT transforming and modernizing their performance and training strategies basing them on labor skills.

Likewise, from the end of the eighties, the implementation of labor training experiences for unemployed or high risk youth was developed in the region.

Design of Programs Aimed at Poor Youngsters:

This innovative model has existed for almost 20 years since its original start-up, is currently being applied in different countries of the continent with certain particularities according to the different realities. However, common features may be

recognized in all of those constituting a “Youth Program” model: private suppliers appear and in the necessary articulation of the public and private sectors, a consensus is reached that the State, as the body responsible for all citizens, must keep the weight on the general design, financing, monitoring and long distance evaluation, the articulation of the training of professors and pedagogical material, as well as support of local agencies, decentralizing execution and improving accessibility of vulnerable populations. With regard to the participation of civil society, a wide variety of public-private articulations are developed, in an increasingly closer relation of mutual collaboration and know-how. The proposed design requires substantial changes in all the actors involved, with a renewal of the practices of governmental organizations that, through the Ministries of Labor, design employment policies.

As mentioned earlier, the Programs are incorporated based on the new formation and training models that match the emerging labor paradigm and which evidences the following characteristics:

1) Target Population. Focus -Self-Focus:

It must be emphasized that the focalization mechanism of these vulnerable youngsters is key to avoiding the *slipping away* of resources towards other youth groups with other social characteristics, particularly of middle or low class. They are focused by statistical instruments, a lot geographical indexes (Population Census, home polls on living or employment conditions, among others) that identify areas of extreme poverty and major unemployment. The selection of the target-population is carried out by the Project's main organizations and made known by the media and public promotion executed by grassroots organizations, the suppliers, the social, neighborhood, family networks, friends, thereby facilitating self-focalization.

Program incentives to participate must be attractive only to low-class, socially high risk, unemployed youngsters who do not attend educational institutions. Special care must be given to: the design of curricula contents, pedagogical views, the level of qualification obtained, the geographical location and the length of the courses and professorships, the subsidies and scholarships.

The promotion and knowledge of programs in populations are more effectively expanded according to the previous background of the institution or of similar projects in the same locality. The more it is known the smaller the barrier existing between those in and outside the community. This is particularly seen in religious orders. Both in the case of children on the street and poor unemployed and inactive youngsters, the family may act as the mobilizing axis of reference, of focus.

2) Pertinence, Integrality and Relevance of Training

These points imply becoming aware that training must be adjusted to the population niches.

With regard to the integrality of training, it is recommended that the model meet the technical and psychosocial skills of excluded youngsters (behavioral attitude). Expectations of all actors involved are adjusted by constant detection and observation and thanks to social participation.



Uruguay: PROJOVEN

The Stages of ProJoven and its Institutional Position

In 1996, the decision was adopted to develop the Youth Training and Labor Insertion Program, ProJoven, within the context of an agreement between the Ministries of Education and Culture (acting by and through the National Youth Institute) and Labor and Social Security (acting by and through the National Employment Agency). This program is funded with resources provided by private sector workers and businessmen to the Fund for Labor Conversion managed by JUNAE (National Employment Board), a *tripartite* organization (represented workers, employers and government) that operates in the orbit of the Ministry of Labor and Social Security. Management is carried out by a Program Coordinator Unit (PCU) with headquarters in the National Youth Institute.

ProJoven is one of the several decentralized programs of the National Employment Agency (DINAE) to promote employment with funds provided by JUNAE.

Main Objectives of PROJOVEN

To support the youth of lower income sectors aimed at improving their possibilities and opportunities for labor insertion through labor training processes, effectively articulated to meet the identified demand for human resources in the labor market.

The Program specifically aims to:

- Strengthen articulation between labor training for youngsters and the employment market requirements.
- Support the strengthening of management skills and the link with the productive world of training entities that work with target-populations.
- Cooperate with the companies in their processes for the incorporation of semi-qualified youth and offer them an initial job experience.

Type of Course:

Job Training: Technical training at a semi-qualified level. Practical courses are carried out, the programs of which are often defined with participation in the companies of the sector where they carry out their activities and for which they were trained. It seeks to achieve that the curricula be aimed at the development of transversal skills and the acquisition of polyvalent capacities, and that the know-how of the formal labor world be deepened, in different sectors of the economy.

Vocational and Job Guidance Workshop: Is aimed at strengthening the labor culture of the participants, reporting on the labor market and supporting the establishment of the educational and labor objectives of the youngster. It supplies specific job hunting tools and techniques and for the first stage of work performance and offers information on the regulations governing labor relations and the organizations involved.

Supplementary Training: In aid of youngsters with greater educational needs. It is aimed at strengthening aspects such as reading, writing and calculus, as well as personal and social formation which are determinant for employability.

Labor Formation Apprenticeship: Intended for youngsters to develop practical learning at the workplace and to obtain an initial formal working experience, in accordance with a learning plan established between the Training Entity (ECA) and companies. During this stage, youngsters receive allowances (equivalent to the net minimum for the job category) provided by the company through the ECA which supervises the practice. The module has the support and follow-up of the training institution at a group and individual level.



Support to Labor Insertion: Each ECA is required to keep at least 9 youngsters formally employed per course for more than three months in a job in accordance with the training received. Acknowledgement mechanisms of the educational reinsertion as an additional result of training have also been included.

Together with the training of poor and excluded youth a social restructuring exists with the reorganization of routine due to the technological and communications revolution.

Due to the above, it seems reasonable and desirable that training tend towards integrality (technical training, support for labor insertion, link with formal education).

It is advisable to try training for labor and social insertion. It should also be aimed at the relevance (expectations and needs of youngsters).

3) Institutionalization - State- Institutional Strengthening. Articulation State/Youth/Companies/Civil Society Professors:

The strengthening of all institutional bodies related to this subject revolves around the concept of full insertion, social modernization, active participation in productive transformation.

The State is the primary institutional body. At the conference on Youth Employment and Training Policies in Latin America (Belo Horizonte, 1989) it was considered highly recommendable to create "...environments in which the different governmental organizations, representatives of workers and employers, non-governmental organizations acting in these fields and representatives of the youth themselves shall regularly participate...".

The preponderant role of the State in education, formation, citizenship and social inclusion and as the increasing social mobilizer has been emphasized; in summary its role as the director of popular demands.

As indicated, however it should be emphasized, the State, as the amalgamating element of all citizens, is the overall responsible body for the Programs, in charge of: the global and operational design, the summons and selection of professors, the technical support, the monitoring, long-distance evaluation of the execution and financing.

The participation of civil society is important as it promotes the legitimacy of programs; collaborates in the dissemination of information; validates inter-institutional articulation and institutional strengthening; cooperates in the identification of the real demand. Thus, a wide fan is designed and structure, articulating the following: the State with the focalized population, the suppliers, the companies, social institutions, interacting between each other generating public-private interaction. This relationship would increase the speed of dissemination of the Project with the adjustment of formation to meet the demand and pertinence of the focalization.

The sensitization of civil society and its consequent active participation produces the natural regulating mechanism of education, formation and training, by its intercommunications.



Identity presupposes a process of participation within the social group as well as a way in which to question society as a whole. It is recommendable that these initiatives in the training and employment field be placed within the context of an *Integral Youth Policy* that considers the different factors affecting the condition and quality of life of Latin American youngsters. Within this structure, the role of National Youth Centers (INJ) is key. It is therefore, necessary to promote a greater participation of the INJ. The reestablishment of its functions increasing its potentialities is a priority.

4) Decentralization of the Execution -Suppliers

A large part of the administration is decentralized, with governmental, municipal offices and organizations in charge of the subject of women, childhood using the pre-existent and strengthened governmental resources.

Usually, the execution of programs is also decentralized in these experiences, leaving it in the hands of training operators who are selected by a public bidding process, prior a general registration.

This mechanism, controlled by the central administrative nucleus and widely disseminated by local entities, favors the quality of training by decentralizing and extending the offer and expanding the selection.

In these programs, the suppliers are public or private companies, technical-vocational education centers, unions, NGOs, religious, social and grassroots organizations, that plan and execute specific activities in close contact with the beneficiaries.

It seems reasonable and desirable that they possess a specific technical level, a technical-practical operating level and a pedagogical level with experience in formal and informal education. The quality of the training provided is controlled by the central unit that monitors the fulfillment of the two stages, according to design and without distortions due to disguised labor insertion. They are, also, required to have formal and continuous links with companies where apprenticeships are developed and the support of financial institutions to prevent jeopardizing their action.

5) Financing and Subsidies

- The financing of these programs is carried out with funds from general revenues or specific taxes and international loans. No alternative forms of joint funding with the private sector of the economy have been tested extensively for these programs.
- In these experiences, educators are hired and are the ones who manage the funds granted by the State according to the total cost of the course.
- Final payment is subject to the effective performance, taking into account quality and retention.
- The use of cheap labor or disguised insertion is controlled and sanctioned.
- The youngsters are subsidized with a scholarship, not exceeding half the minimum national salary, to prevent the stampede of young students or employees towards the programs.



- The subsidy (transportation and maintenance) is aimed at favoring the permanence of youngsters in the Programs.
- It is estimated that, in the year 2000, the young unemployed in Latin America shall be around 6 500 000 and another sum of underemployed. Large investments are required with the political decision of the governments of the Region and international financial contribution.
- CEPAL and UNESCO estimate the need for an additional investment of 3,9% of GDP of the Region to achieve completion of the basic formation and training for youngsters.

It seems reasonable and desirable that the financing of these experiences be structured in institutional bodies. At present, funding sources and the ways in which to access them are diverse as well as the frame agreements under which they are developed.

6) Design, Implementation

Youth must actively participate in this stage; an aspect that has not occurred often. Of all the actors within the labor education process, they are the ones that are usually absent. They appear as beneficiaries of the Process. Their early incorporation should be achieved so that through active participation they may act as catalyzing agents.

This role of youth goes hand in hand with the overall participation of the community. If it is effectively promoted and developed (by the development of projects, the integration of tripartite committees or partnerships) all social actors would increase their involvement in the activities of society.

7) Management Performance

Management is carried out by a Central Coordination Unit (CCU) incorporated in a Ministry, a Social Investment Fund or any other Central Government management body.

A Board of Directors is incorporated (before which the CCU reports) with representatives of the responsible public sector and of the companies interested in apprenticeships and possible future contracts. The institutions traditionally related to formation and training issues play no outstanding role in this organization: the Ministries of Education or the Professional Formation Institutions (IFP).

8) Evaluation

It would be advisable to implement evaluations in which all the actors involved in this complex problem may participate.

The systematic and organized evaluation planned prior to the implementing of each stage may enable the visualization of the successes and the errors, as a feedback mechanism, to reinforce the former, to correct the latter. Without evaluation, it is most likely that the final destination of the trained youngsters, the quality of the training provided as leverage for social insertion and the cost-benefit of the project remain unknown and, therefore, the impact cannot be measured as a social dynamist.

II.2 Lessons learned according to the evaluation of the Formation and Training Programs for Poor Youngsters and some points to be borne in mind:

1) Consolidation of exclusion:

Upon placing the analysis into context, it must be emphasized that the current social-demographic data envisages that the percentage of youth aged 24 and under, that at present represents 50% of the region's population shall not decrease until 2030. However the population volumes of this sector shall remain stable without evidencing the spectacular growths of the 20th Century. Furthermore, the circumstances for structural poverty shall prevail, with the discriminated access to good quality education (and the consequent lack of basic skills, including behavior and attitude skills) and with ecological discrimination amongst others. On the other hand, the social exclusion of the ethnical minorities (which in some countries is an important part of the young, poverty stricken population) is seemingly not effectively approached, trusting focalization by other factors. Notwithstanding, it is important to mention it as an obstacle for the accessibility to training and formation of a numerically important group in Latin America.

At the basis of this consolidation, two phenomena appear that interact and are upgraded: the severe traditional segmentation in Latin American societies (the largest are of injustice and inequality in the world, IDB 1997) and the implementation of structural changes that increase unemployment and demand increasing competitiveness. Societies are transformed, resulting in a greater segmentation, social instability and unsustainable development.

2) Social Policies - Traditional Training:

Within this context, the problem of exclusion promotes the implementing of supplementary social policies in the models aimed at achieving the integrality necessary for individual and social development or the increased achievement of employability in response to the negative social consequences of the market, with interfering in it.

In both cases, training is hierarchically considered a positive discrimination. According to some external evaluations, Programs are still in the experimental stage to investigate the complexity of the commissioning and consequences of the application of new institutional agreements and social policies.

3) Institutionalization and Articulations:

The development of programs infers a strong institutional presence, within a favorable socioeconomic context and with consistent guidelines aimed at the development of human resources and with clear social policies against poverty and exclusion. This point requires the clarification of the objectives of intervention. If the objective is an increase in economic efficiency, all activities aimed at training, increase employability and development. However, two questions appear: What happens in the long-term? And how are the programs focussed?

Evaluation has enabled the hierarchical arrangement of the necessary integration to formal education and labor training, in the paradigm of permanent education; which implies institutional strengthening with clear and smooth articulations.

New arrangements are proposed that may produce formative changes to match the new labor model and the compulsory policy for the social incorporation of vulnerable youngsters. Evaluations aim repeatedly at the risk of punctuality and the precarious nature of the experience. The restructure and reevaluation of the people and institutional strengthening are recommended as promoters of sustainability.

Colombia: Labor Training Program for Youth

The Labor Training Program for Youth is a component of the Urban Employment Generation Program being executed by the Network for Social Solidarity. It is financed with resources provided by the loan agreement signed between the Republic of Colombia and the IDB, to finance this component, among others.

The executor of the program is the Network for Social Solidarity and the sub-executor is the National Learning Service (SENA), between which an Inter-Administrative Contract was signed to coordinate technical and economic efforts for the development of this component. The operating coordination is handled by the Central Coordinator Unit of the Labor Training Component (CCU) that executes the policies indicated by the Coordination Board of the Urban Employment Generation Program.

Program Objectives and Goals

The overall objective of the component is to equip poor youngsters between 17 and 25 years of age, who are unemployed and have not concluded their secondary education by providing labor level, semi-qualified training in skills for which there is an evidenced demand from the productive sectors.

The pre-established specific objectives for the youth labor training component are to:

- Increase the possibility for labor insertion
- Increase the level of income of the target-population
- Support the opening and improvement process of competitiveness
- Complement the strategy "Formation Chain of SENA"
- Promote Training Proposals

Program Operating Mechanisms

With the purpose of executing the Program, training courses are developed with two components: labor theory and practice or apprenticeship, which is an integral part of the learning process. Each component last approximately three months. The beneficiaries have maintenance support paid monthly during the six months they are linked to the program, equivalent to half the effective minimum wage. Up to October 1996, the Network for Social Solidarity and the SENA hired the Training Executing Entities (TEE), which are training institutions other than SENA, through public tenders. As of that date only the Network signs such contracts.

The TEE wishing to tender must previously register with the Registry of Training Executing Entities (RTEE), the purpose of which is to invite all institutions and public, private or mixed educational centers of a community, several, cooperative and non-profit making nature, national or from countries members of the IDB, that aim to dictate the training courses of the component. The Solidarity Network and the SENA invite the aforementioned institutions recorded in this register to submit their proposals. The Central Coordination Unit carries out the evaluation of the information



submitted by the establishment regarding administrative, technical, financial capacities and experience, according to the terms and conditions and submits the report to the Coordinating Committee.

Through the TEE hired to provide training to the youngsters, contacts are established to relate the beneficiaries to the companies that provide on-the-job practice (EP), in which they may use the knowledge acquired during a period equal to that dedicated to training and as part of the program. It is required that contact be made prior to the presentation of the

proposal and that a verifiable commitment exist towards the admission of students to these companies (EP).

The beneficiaries are selected and accredited by the mayor's office in a greater number that will be finally selected, so that the TEE's may influence final selection. The TEE's are in charge of the final selection of the students and proposal of courses and the EP. Their contracting is carried out by public tender.

This deficiency became manifest in times of economic crisis during application in Argentina and Colombia. The economic retraction lead to the reduction of employment, in the macro structure and the scope of programs: matriculation dropped, given that youngsters had to permanently seek their support and training became a secondary option. The offer of apprenticeships, also, dropped given that businessmen gave priority to saving their company, and are pressured by their workers who fear losing their jobs as a result of the competition of the cheap labor provided by apprentices. The whole of society is in a state of discouragement due to the recession and feels no impulse to make future investments.

A consensus exists on the weakness of the articulations: the horizontal articulations, that enable the reinforcement of actions within the different areas of an institution or between organizations working with the same target-population and the vertical articulations that relate Programs to other wider scoped agencies. It is recommended that the public and private institutions be articulated, internally and between each other, that Programs be articulated with the labor market for the in-depth analysis of the demand; the formation centers with apprenticeship companies to adopt the design of the course, amongst others.

One of the many negative consequences of the lack of articulation is the verification of the existence of a lack of coherence between the training provided by the Programs and the National Employment Policies.

The consolidation and articulation of actions is undoubted: Given the size of the problem it seems reasonable that the execution of the task not be confined to a single institution.

4. Focus and Content of the Curricula:

The diversity of the beneficiary population is evidenced by:

- a) The different expectations and interests that make the relevance of focalization and the courses complex.

- b) The different levels of distortion in socialization with psychosocial shortages that jeopardize integrality, in addition to the obstacles to establish their pertinence according to the demand.

It seems necessary to deeply look at all these points, as an inverse relation has been verified between achievements and marginality: the greater the poverty, the lesser the achievements.

5) Suppliers-Educators-Executors:

External evaluations have enabled an in-depth study of the knowledge of new actors that expand the offer and vary the training modality: public and private, formal or informal institutions, unions, NGOs, local associations, religious institutions and the novelty profit making private entities. All these are undergoing a process of change and technical and administrative modernization, trying to identify weaknesses and propose solutions aimed at favoring institutional strengthening. The verification of the *crisis of suppliers*, related most likely to the lack of institutionally formed educators in sufficient quantity and quality to carry out the execution, is indicated repeatedly. A series of weaknesses are identified behind this crisis:

- a) Scarce institutionalization of managerial handling with confused management and administration, with no indicators, duplicated, which fails to produce experiences or accumulations.
- b) Specific difficulties in the handling of formal bureaucratic procedures, including tenders and the explicit nature of the contracts between the suppliers and companies for execution.
- c) Punctuality of the existence of supplementary training according to the limitations in the handling of financing or Government support.
- d) Deficiencies of inter-institutional articulations and specifically between the educators that enable them to share the use of material and human resources.
- e) Obsolescence of the technical pedagogical programs and the absence of technical training advisors leading the courses “made to size” to become weakened.
- f) Insufficient pedagogical and technical formation, without adequate pedagogical materials.
- g) Absence of monitoring to enable feedback and prevent the experience from becoming routine.
- h) Obstacles for the detection of job niches with the consequent lack of pertinence of the courses according to the demand.
- i) Complexity of the concept “educational compensation” and its adaptation in the content of courses.
- j) Lack of proposals for the management and administration of alternatives to apprenticeships: in times of recession, companies do not give priority to apprenticeships due to their concern for survival issues and the pressure exercised by their workers.



On the other hand, it is desirable that the person or persons responsible for the execution of these “Youth” Programs possess the technical-pedagogical, management and administrative skills together with a local close relationship with the target-population. In the wide and heterogeneous sector of suppliers, emphasis is placed on a group that, with its vast experience in the struggle for training and against poverty, belong to grassroots organizations, unions, IFP, NGOs and who possess deep relationships with the young and poor but evidence a certain weakness in management skills. It is necessary to provide them access to knowledge and skills by the development of an organized process with systemized, clear and assessable stages. A new figure appears: **The trainer of trainers.**

Evaluation:

Large weaknesses and a shortage of automation are contrasted in the monitoring and evaluation process leading to multiplicity, repetition without achieving feedback and the upgrading of the real impact. There is a methodological confusion in the definition of each stage. It is necessary to expand statistical data by qualitative evaluations.

It should be noted that the efforts made for universality and the permanence of primary educational levels have been recent in many countries and, therefore, results of the problems studied during the nineties are not yet available. It is expected that said actions of intervention have unleashed mechanisms for a greater subsequent qualification of the force that pours into the labor market. On the other hand, in many countries, the decrease in activity and increase in school attendance has been evidenced, and therefore the active workers – particularly those aged 20 and under – belong to the poorer sectors in terms of income.

The reality of other countries that are ahead in the transition towards these new forms of employment may be useful to analyze; however what is important to consider, is that all the countries of the region, to a greater or lesser extent, are attending this inexorable process in a very passive manner. It is known that emphasis has been placed on education and its restructuring but what is less known are the changes in forms of employment that should be considered concomitant. Although many countries in the Region have embarked on programs for the extension and improvement of basic education to solve secular problems of illiteracy and poor educational quality, the incorporation of technologies such as computer science or communication networks as training tools seems far – in spite of very successful experiences such as those carried out by Costa Rica or other countries of the region.

Finally, it is important to mention that the important efforts made by the Region in this program aimed at youth and labor insertion are still not as expanded and impacting as they should be on the total unemployed youth shown by Latin America. These efforts have helped to identify the strengths and weaknesses of methodologies, which should be capitalized to extensively attack the important problems for the labor insertion of youth.



III. Final Reflections

The problem related to the unemployment of youth is one of the greatest challenges faced by the countries of Latin America within the context of their social development. As mentioned, an increasing social inequality is evidenced reflected by the concentration of wealth, the consolidation of poverty and the prevalence of high unemployment rates with a precarious labor market. In these countries, the high percentage of youngsters under 24 years of age (currently representing more than 50% of the population) and social division with extreme poverty (39% of the present inhabitants are below the poverty line). On the other hand, it is evidenced that the new jobs are of a low quality, have not been included in the modern employment sector: largely unstable, short-lived, with no social protection, belonging to the informal sector, encompassing 58.7% of the non-agricultural employment in 1998. The type of insertion of youth is limited, in general, to the highly informal sector. They have access to less remunerated jobs with less social protection; greater danger and instability. The traditional education of the Region shows a divided area with differentiated access in the quality of education, according to social stratum. The whole of this problem remains, in addition, immersed in the phenomenon of “the devaluation of educational credentials”: more years of training are required for the same tasks. Youngsters must possess certain basic skills for their labor insertion. Thus, *social segmentation related to the dimensions of education and labor transform inequality into social exclusion*, particularly if the age variable is added to the issues of gender, ethnical minorities and rural environment.

Facing this social and labor picture, the demands for responses to problems is increasing. It is recommended that the educational, formative and training programs be innovated to prevent the replication of poverty as a result of the accelerated and early entrance to the precarious and informal labor market.

Towards the end of the eighties, the implementation of labor training experiences for structurally unemployed or high risk youth with the double feature of supplementary action to improve the employability of excluded youngsters and of tools for the creation of the human capital necessary for national development. These Programs arise within the context of a new formation and training model matching the emerging labor paradigm and evidence the following common characteristics: actions focussed on specific population groups, guidance based on demand, the division between financing and execution as public responsibilities, the new concept of private suppliers appears, in the necessary articulation of the public and private sectors, a consensus is reached that the State, as the body responsible for all citizens, must keep the weight on the general design, financing, monitoring and long distance evaluation, the articulation of the training of professors and pedagogical material, as well as support of local agencies, decentralizing execution and improving accessibility of vulnerable populations. With regard to the participation of civil society, a wide variety of public-private articulations are developed, in an increasingly closer relation of mutual collaboration and know-how. The proposed design requires substantial changes in all the actors involved, with a renewal of the practices of governmental organizations that, through the Ministries of Labor, design employment policies.

It is most likely that institutional strengthening shall prevent duplication and overlapping of actions, the dispersal of human resources and materials, punctuality without the accumulation of experience, the diversion of efforts towards the youth of



other sectors due to a poor focalization of beneficiaries, the absence of a systemized, monitored and assessable performance.

The quality of the intervention seems to depend on integrality, quality, effectiveness and pertinence, *respecting the expectations and needs of youngsters*.

It is recommended that State policies sustainable in time be designed. In view that the State is the compulsory distributor of opportunities, it is imperative to prevent the instability of social interventions that are modified with every change in Government. This, without prejudice to the increasing necessary relationship with the sectors that require qualifications which involves the commitment of the whole of civil society with its younger members.

The establishment of integral and systematic policies for employment, education and training lead to the required institutional reinforcement that compromises the whole of society.

This commitment has an economic slant given that the implementing of supplementary actions would increase efficiency and productivity and ethic facing the unacceptability of exclusion.

Given the rich and long experience accumulated in the region, the priority need to evaluate socially supplementary actions undertaken is valued. Evaluation would help to ascertain whether the implemented models are the most adequate or if it is necessary to seek out other alternatives to reinforce the inclusion of all the members of a democratic society.



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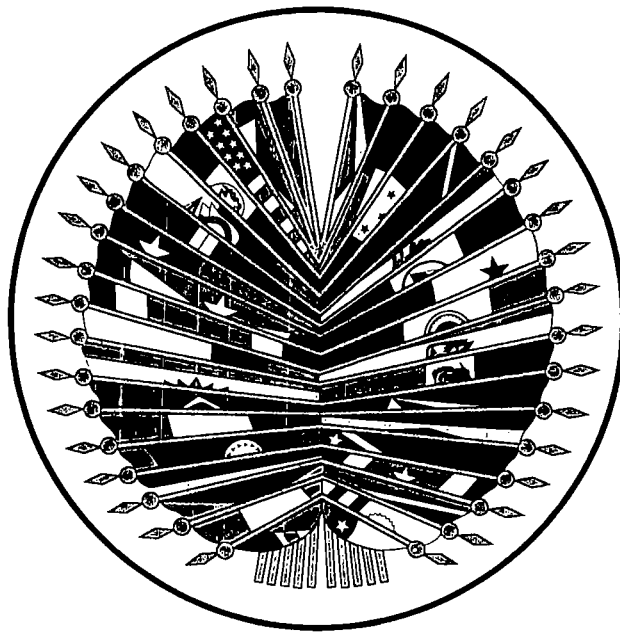
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ORGANIZACION DE LOS ESTADOS AMERICANOS



UNIDAD DE DESARROLLO SOCIAL Y EDUCACION

**PHOTOCOPY
PRESERVATION**



A Rich History

In 1948, 21 nations of the hemisphere signed the OAS Charter, affirming their commitment to common goals and their respect for each nation's sovereignty. They also adopted the American Declaration of the Rights and Duties of Man, the first international statement of its kind.

But the idea of inter-American cooperation dates back much further. In the 1820s, the liberator Simón Bolívar envisioned a region "united in heart." In 1890, nations of the region formed the Commercial Bureau of American Republics, which evolved into the Pan American Union and later into the OAS. Today's Organization of American States is at the forefront in taking on the key challenges that will shape our children's future.

For more information about OAS programs, visit our Web site (www.oas.org) or call the Department of Public Information: (202) 458-3760; Fax: (202) 458-6421. E-mail: pi@oas.org

Organization of American States
17th St. & Constitution Ave. NW
Washington, DC 20006
United States



OAS Member States

Antigua and Barbuda • Argentina • Bahamas • Barbados • Belize • Bolivia • Brazil • Canada • Chile • Colombia • Costa Rica • Cuba* • Dominica • Dominican Republic • Ecuador • El Salvador • Grenada • Guatemala • Guyana • Haiti • Honduras • Jamaica • Mexico • Nicaragua • Panama • Paraguay • Peru • Saint Kitts and Nevis • Saint Lucia • Saint Vincent and the Grenadines • Suriname • Trinidad and Tobago • United States • Uruguay • Venezuela

* By resolution of the Eighth Meeting of Consultation of Ministers of Foreign Affairs (1962) the current government of Cuba is suspended from participation in the OAS.

Permanent Observers

Algeria • Angola • Austria • Belgium • Bosnia and Herzegovina • Bulgaria • Croatia • Cyprus • Czech Republic • Egypt • Equatorial Guinea • European Union • Finland • France • Germany • Ghana • Greece • Holy See • Hungary • India • Israel • Italy • Japan • Kazakhstan • Korea • Latvia • Lebanon • Morocco • Netherlands • Pakistan • Poland • Portugal • Romania • Russian Federation • Saudi Arabia • Spain • Sri Lanka • Sweden • Switzerland • Thailand • Tunisia • Turkey • Ukraine • United Kingdom • Yemen

OAS Secretary General
César Gaviria

Assistant Secretary General
Christopher R. Thomas



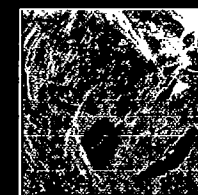
The Hopes



of a



New Century



Organization of American States

The nations of the Americas are working more closely together than ever before—strengthening democracy, advancing human rights, promoting peace and security, expanding trade and tackling complex problems caused by poverty, drugs and corruption. Together we are building a better future for the next generation.

At the outset of a new century and a new millennium, the challenge is how to turn citizens' high expectations into reality. The Organization of American States (OAS) is playing a central role in working toward many of the goals that are shared by the countries of North, Central and South America and the Caribbean. Through the Summit of the Americas process, the hemisphere's heads of state and government have given the OAS important responsibilities and mandates, including:

- ▶ Strengthening freedom of speech and thought as a basic human right;
- ▶ Promoting greater participation by civil society in decision-making at all levels of government.
- ▶ Improving cooperation to address the problem of illegal drugs; and
- ▶ Supporting the process to create a Free Trade Area of the Americas.

The OAS also brings together government leaders from member states to focus on education, justice, security and other issues that touch people's lives in tangible ways.

A Shared Vision

This is a time of unprecedented opportunity in the Americas. In the 1990s, the region left behind the divisions of the Cold War and moved toward greater agreement and closer cooperation. The OAS Charter was reformed to reflect the hemisphere's strengthened commitment to representative democracy. In recent years the OAS has adopted landmark conventions against corruption, illegal arms trafficking and violence against women. Here are some of the Organization's priorities:

Strengthening democracy—The OAS has sent electoral observation missions to monitor more than 45 elections around the hemisphere, helping to ensure transparency and integrity of the voting process. It helps member states strengthen their electoral, municipal and legislative institutions and carry out education programs to promote democratic values and practices.

Building on peace—Special OAS missions have supported the peace process in Nicaragua, Suriname, Haiti and Guatemala. The OAS is also leading the effort to remove land mines in Central America, with the technical support of the Inter-American Defense Board. The program, which has received funding, equipment and personnel support from 19 OAS member or observer countries, has resulted in the destruction of thousands of antipersonnel mines in Costa Rica, Guatemala, Honduras and Nicaragua.

Defending human rights—The Inter-American Commission on Human Rights, based in Washington, D.C., and the Inter-American Court of Human Rights, located in San José, Costa Rica, together provide recourse to people who have suffered human rights violations. The Commission also reports on the status of human rights in member countries and focuses attention on specific issues such as freedom of expression, the rights of indigenous peoples and women's rights.



Fostering free trade—The OAS provides technical support in economic integration efforts, working with the Inter-American Development Bank and the United Nations Economic Commission for Latin America and the Caribbean to complete a Free Trade Area of the Americas agreement by the year 2005. The OAS pays special attention to ensuring that the concerns of smaller economies are taken into account in this process.

Combating drugs—The Inter-American Drug Abuse Control Commission works with member nations to strengthen laws, provide training in prevention programs, promote alternative development, improve law enforcement and stem the illegal trafficking of narcotics and related chemicals and arms. The Commission has also been developing a multilateral evaluation tool to measure the progress that individual countries and the region as a whole are making in meeting anti-drug goals.

Promoting sustainable development—The OAS, supported by substantial outside funding, carries out technical cooperation programs to address the needs of members states in such areas as river basin management, biodiversity conservation, planning for global climate change and natural disaster mitigation. The OAS is also working to improve the exchange of information and citizen participation in decision-making about how to protect the environment and manage natural resources.

An Effective Partnership



Photos courtesy of the Pan American Health Organization

Made up of 35 member countries, the OAS is the region's premier political forum for multilateral dialogue and action. With four official languages—English, Spanish, French and Portuguese—the Organization reflects the rich diversity of peoples and cultures across the Americas.

Each member state has one vote. Major policies and goals are established by the General Assembly, which once a year brings together the hemisphere's foreign ministers. The Permanent Council, which meets regularly at OAS headquarters in Washington, handles ongoing political and administrative issues. Each member country appoints an ambassador to sit on the Permanent Council. Another body, the Inter-American Council for Integral Development, focuses on promoting economic development and combating poverty.

The OAS General Secretariat carries out the programs and policies set by the General Assembly and the councils. Specialized units focus on such areas as trade, sustainable development, education and promotion of democracy. The Office of Summit Follow-Up was created to coordinate tasks assigned to the Organization by the hemisphere's leaders.

At OAS headquarters, the Art Museum of the Americas and the Columbus Memorial Library promote culture and education. Also under the OAS umbrella are several specialized organizations: the Inter-American Children's Institute; the Inter-American Commission of Women; the Pan American Institute of Geography and History; the Inter-American Indian Institute; the Inter-American Institute for Cooperation on Agriculture; and the Pan American Health Organization.



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A non-profit corporation affiliated with the
**General Secretariat of the
Organization of American States**

Young entrepreneurs: the brightest stars in the Americas and the Caribbean

The Young Americas Business Trust promotes entrepreneurial skills development for young people in the thirty-four OAS Member States, building on the extensive experience of the OAS in designing and developing youth enterprise programs over the past twelve years. With an average 57% of the population of the region under age 30, young entrepreneurs are critically important to the future social and economic development of the Hemisphere and offer clear long-term benefits.

The YABT gives priority to:

1. Creating political/regulatory environments conducive to business growth by highlighting the importance of young entrepreneurs as a public policy priority.
 2. Increasing the level of training and follow-up resources available to young entrepreneurs
 3. Using new technologies such as the Internet to distribute "how to" information and curricula through international business and technical cooperation networks.
- **YABT's Strategic Planning** – The YABT emphasizes identifying and expanding successful programs for young entrepreneurs to target resources where they can be most effective. The long-term goal is to create a trust fund sustained from its earnings and contributions. Because the OAS contributes management staff and support, contributions can be directed to programs and development.
 - **Ybiz School Business Labs** – Provide practical business training to young people as part of their school curriculum, based on a successful OAS project in Trinidad and Tobago that has reached 24,000 young people in school.
 - **Ybiz.net** – The *Internetwork for Young Entrepreneurs*: The YABT gives high priority to integrating technology into its programs for young entrepreneurs. The website, www.ybiz.net, received 370,000 hits last year, and will be an on-line Internet radio network, resource center, business lab, and specialized search engine for young entrepreneurs and organizations.
 - **El Mil Milenario / 1,000 for the Millennium** – M1000 will identify and recognize 1,000 of the Hemisphere's brightest young entrepreneurs; stage networking events over the next two years.
 - **Youth and Energy in the Americas (YEA)** – YEA develops internship and training opportunities for young people in the Americas in renewable energy companies. This project is conducted in partnership with the Renewable Energy in the Americas (REIA) of the OAS Unit for Sustainable Development and Environment, the US National Renewable Energy Laboratory in Denver, Colorado, and renewable energy companies.
 - **Business Leaders Summits** – High-level dialogues and Mini-Summits with business leaders to explore new ways to develop the entrepreneurial talents of young people with a special focus on the application of technology, ecommerce, and the Internet.
 - **Business Partnerships** – National and regional partnerships and award programs on a country by country basis with the business community to sponsor specific youth enterprise programs.



Organización de los Estados Americanos
Organização dos Estados Americanos
Organization des États Américains
Organization of American States

Young Americas Business Trust

Purposes

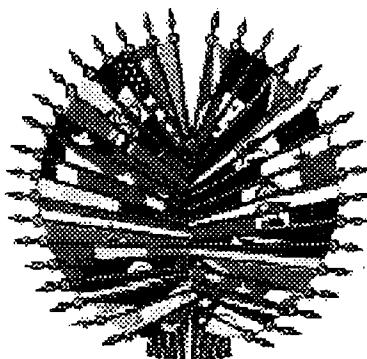
The Young Americas Business Trust promotes social and economic development in the Western Hemisphere and elsewhere through programs, projects, and activities focused on: helping to create and advance efforts to improve the quality of life of youth and young adults, especially those living in or near poverty. In so doing, it will:

- A. *Help create opportunities* for the employment of youth and young adults through entrepreneurship, enterprise creation, formal and non-formal training, application of technology, and the expansion of existing enterprises operated by young adults.
- B. *Foster greater awareness among governments, the private sector, and the public*, of the contribution that youth entrepreneurship can make to economic growth, social equity, job creation, and poverty alleviation,
- C. *Formulate strategic plans* to help encourage and accelerate entrepreneurial development at the community, national, and international, levels; including assisting new and existing organizations to plan and carry out entrepreneurial development and related employment skills training programs for young people;
- D. *Support the development of effective programs* to foster youth entrepreneurship, particularly those carried out by the private sector by serving as a resource for: innovation; exchange of information and expertise; organizational linkages; and collaboration among those individuals, organizations, and entities which are working to strengthen youth entrepreneurship in the western hemisphere and elsewhere.
- E. *Increase entrepreneurship among young people* through support of programs aimed at their: personal development; business and entrepreneurial education; employment and technical skills training; and accessing of technological and financial resources, including primary, secondary, and post-secondary schools, and community-based programs;
- F. *Collaborate with governmental and private sector organizations* and entities to increase technical and financial assistance to support entrepreneurial development and employment skills training initiatives, particularly those aimed at young people living in or near poverty;
- G. *Solicit and provide funds, services, contributions, and in-kind contributions* to all the above-mentioned purposes from public and private entities.

The Young Americas Business Trust

*A Private Sector Initiative of the OAS
To Build the Future of the Caribbean and the Americas through
Business Skills Training and Microenterprise for Young People*

Organization of American States



Fondo para los Jóvenes Empresarios de las Américas

*Una Iniciativa de la OEA Integrando al Sector Privado
en la Construcción del Futuro de las Américas y el Caribe por medio de la
Capacitación Empresarial y la Microempresa para los Jóvenes*

Organización de los Estados Americanos



Young Americas Business Trust

Young entrepreneurs: the brightest stars in the Americas and the Caribbean

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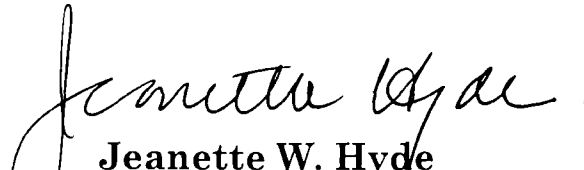
Organization of American States

The talents of young people in the Caribbean and the Americas are the future of our communities, nations, and businesses. Unless these talents are encouraged and developed, however, our region cannot compete in the global marketplace.

The Young Americas Business Trust represents a new private sector initiative in partnership with the Organization of American States to realize that potential.

OAS work with the Member States over the past decade demonstrates that through business skills training and microenterprise, many young people become more productive and contributing citizens. But much more remains to be done and we need the involvement and support of companies doing business in the region.

We ask that you review this Prospectus as a starting point for discussion and consider how your company can join with us in an exciting venture that will benefit the Caribbean and the Americas for many years to come.



Jeanette W. Hyde
Chair of the Board of Directors



Young Americas Business Trust

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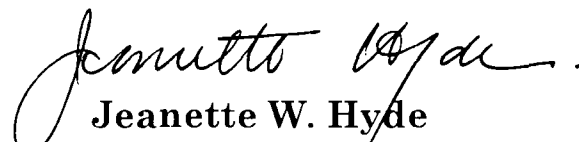
Organization of American States

Las destrezas y habilidades de la gente joven del Caribe y de las Américas son los cimientos del futuro de nuestras comunidades, naciones y empresas. Sin embargo, a menos que estos talentos sean estimulados y desarrollados, nuestra región no podrá competir en el mercado globalizado.

El Fondo para las Jóvenes Empresarios de las Américas representa una nueva iniciativa del sector privado, en sociedad con la OEA a fin de poder realizar ese potencial.

La labor y experiencia de la OEA en los Estados Miembros durante la década pasada, demuestra que cuando se les brinda capacitación en habilidades empresariales y se desarrolla su espíritu emprendedor, mucha gente joven puede hacer realidad sus sueños. Pero aun queda mucho por hacer. Es esencial que las empresas que desarrollan actividades en la región se incorporen y apoyen nuestros esfuerzos en pro de los jóvenes.

En este sentido, le solicitamos que revise este prospecto como un punto de partida para la discusión y considere las diversas formas en que su empresa puede unirse a nosotros en esta importante e innovadora iniciativa, que redundará en beneficios para el Caribe y las Américas en los años venideros.


Jeanette W. Hyde
Jefe de la Junta Directiva

The Organization of American States (OAS) seeks corporate investors for the development of a multi-national project to provide business training and development for young people throughout the Caribbean and the Americas. The OAS invites your consideration and support of this unique market expansion opportunity provided by the Young Americas Business Trust.

One aim of the OAS is to promote economic and social stability in the Americas. The Organization achieves this goal by providing training, technical and advisory services, and educational programs focused on increasing employment, stimulating economic development, and improving the quality of life for people in the thirty-four member countries of the Americas. Since young people under age thirty represent as much as 60% of the population of these nations, efforts to increase their business and employment skills have a significant impact.

Support for these programs has come historically from the OAS and its member nations. In the Young Americas Business Trust, the OAS is offering an opportunity for the private sector to become stronger partners in the future of the Americas. This will benefit participating nations and provide additional opportunities for business growth.

The Young Americas Business Trust sponsors programs designed to train and develop skilled and semi-skilled workers from a nation's employable youth, encourage entrepreneurial initiatives that will create or support employment, and give special emphasis to technology as part of this process.

In recent years the nations of the Caribbean and the Americas have achieved strong economic growth; however, future growth will depend upon the development of a stable, educated, enterprising workforce to enable businesses to realize opportunities in both the short and long-terms.

The Young Americas Business Trust will build on the successful record of the OAS in the field of education and development, including the design of business skills training and microenterprise programs for young people in particular.

... Future growth will depend upon the development of a stable, educated, enterprising workforce...

The Young Americas Business Trust

El Fondo Para los Jóvenes Empresarios de las Américas

La Organización de los Estados Americanos (OEA) está identificando inversionistas del sector corporativo para el desarrollo de un proyecto multinacional diseñado con el fin de brindar capacitación y desarrollo de la capacidad empresarial de la gente joven del Caribe y las Américas. La OEA lo invita a considerar y apoyar esta oportunidad única que brinda el Fondo para los Jóvenes Empresarios de las Américas para la expansión de su mercado.

Una de las finalidades de la OEA consiste en la promoción de la estabilidad económica y social en las Américas. La Organización logra este propósito a través de capacitación, servicios técnicos y de asesoría, programas educativos enfocados en la generación y promoción de nuevas fuentes de empleo, el estímulo del desarrollo económico y la mejora en la calidad de vida de los pueblos en los 34 países miembros de las Américas. Dado que la gente joven, menor de treinta años, representa casi el 60% de la población de estas naciones, los esfuerzos tendientes a aumentar sus habilidades empresariales y su capacidad para obtener empleo tienen un impacto significativo.

Históricamente, el apoyo para estos programas ha provenido de la OEA y sus Estados Miembros. A través del Fondo para los Jóvenes Empresarios de las Américas, la OEA le ofrece una oportunidad al sector privado de convertirse en un socio activo en la construcción del futuro de las Américas. Esto se traducirá en beneficio para las naciones participantes y brindará oportunidades adicionales para el crecimiento empresarial.

El Fondo para los Jóvenes Empresarios de las Américas auspiciará programas diseñados para capacitar y desarrollar trabajadores calificados y semicalificados provenientes del segmento de la población joven y en condiciones de obtener empleo en los diversos países, estimulará iniciativas empresariales orientadas a crear o apoyar el empleo, y pondrá especial énfasis en la tecnología como parte de este proceso.

En años recientes las naciones del Caribe y las Américas han logrado un fuerte crecimiento económico; sin embargo, el crecimiento futuro dependerá del desarrollo de una fuerza laboral estable, educada y emprendedora, que permita a las empresas aprovechar oportunidades para sus actividades en el corto y largo plazo.

El Fondo para los Jóvenes Empresarios de las Américas tomará como base las experiencias exitosas que ha acumulado la OEA en el campo de la educación y el desarrollo, incluyendo el diseño de programas de capacitación en habilidades empresariales y de desarrollo de microempresas, particularmente para la juventud.

***... El crecimiento futuro
dependerá del desarrollo de una
fuerza laboral estable, educada y
emprendedora...***

For current and future marketers and business developers to this region, the economic growth rate has been recognized as leading. Recent sample of growth indicators include:

- The end of the 20th century has seen major economic and technological reforms in the region. Salomon Smith Barney believes that Latin markets will fare better than Asia in 2000.
- The World Bank 2000 Projection shows a long-term growth rate of 3.5% expected from 2000-2008 in Latin America as a result of the region's gains from past reforms and privatization and liberalization of trade.

Telecommunication and technology are central to these growth projections:

- A Pricewaterhouse/Davos survey indicates that 30% of Latin American CEOs believe that by 2005, 20% of their revenues will come from E-Business.
- The International Data Corporation has forecasted that the market for Internet Services in the region will grow 42% annually from \$1.4 billion in 1999 to \$8.1 billion in 2004.

As island and other developing economies rapidly move from their traditional agricultural base, technology and training are essential elements to the future development of all sectors of the economic infrastructure.

Achieving sustained economic growth will depend in large part on developing the potential of the local labor forces, both as employees and employers. Many of the region's countries have a majority of their populations under thirty years of age, representing large labor pools of skilled and unskilled workers.

Unemployment and underemployment remain serious concerns in the region due, not only to the economic impact this can have, but also to the resulting social deterioration that can accompany such distress. Unemployment for persons ages 17 - 30 averages 33% across the region and as high as 60% in some countries.

The Young Americas Business Trust focuses on the development of this labor force to enable the Member States of the OAS and businesses in the region to respond to future opportunities in the Caribbean and the Americas.

New Business Opportunities

Training The Labor Force

Technology and training are essential elements to the future development of all sectors of the economic infrastructure.

Nuevas oportunidades de negocios

Tanto para los actuales como para los futuros comerciantes e inversionistas, la tasa de crecimiento económico de la región es considerada en posición de liderazgo. Las siguientes cifras muestran los siguientes indicadores de crecimiento:

- A finales del siglo XX se ha visto una serie de cambios económicos y tecnológicos en la región. Salomon Smith Barney espera que los mercados Latinos tengan un mayor rendimiento que Asia para el año 2000.
- Las proyecciones del Banco Mundial para el año 2000 esperan un crecimiento a corto plazo de 3.5% entre los años 2000 al 2008 como resultado de reformas de privatización y liberalización.

Las telecomunicaciones y tecnología son centrales para estas proyecciones de crecimiento:

- La Corporación de Datos Internacionales ha manifestado que el mercado de Servicios de Internet tendrá un crecimiento del 42% anual, pasando de \$1.4 billones en 1999 a \$8.1 billones en 2004 a lo largo de la región.
- Una encuesta de la Pricewaterhouse/ Davos indica que 30% de los Gerentes Corporativos esperan que un 20% de sus ganancias Totales para el año 2005 provengan de los E-negocios.

Capacitando al Sector Laboral

Como las islas y otras economías en desarrollo superan rápidamente de sus tradicionales economías agrícolas con el apoyo de la tecnología y capacitación, estos elementos son esenciales para el desarrollo futuro de todos los sectores que conforman la infraestructura económica.

Para alcanzar un crecimiento económico sostenido se dependerá en gran parte del desarrollo potencial de la fuerza laboral local, tanto a nivel de empleados, como de empleadores. Muchos de los países de la región tienen una población compuesta en su gran mayoría por personas menores de 30 años de edad, quienes representan un grupo muy numeroso de trabajadores calificados y semicalificados.

El desempleo y subempleo siguen siendo un serio problema para la región, no solo por su impacto económico, sin también por el deterioro social en la población. El desempleo dentro del segmento comprendido entre las edades de 17 a 30 años, es aproximadamente del 33% a través de la región, alcanzando en algunos países a la cifra del 60%.

El Fondo para los Jóvenes Empresarios de las Américas se concentra en el desarrollo de las fuerzas laborales a fin de preparar a los países miembros de la OEA y a las empresas de la región para responder adecuadamente a las futuras oportunidades que se puedan presentar en el Caribe y las Américas.

Employment creation through enterprise development is now recognized as a primary engine for future economic growth in the region as the formal wage sectors can no longer absorb the flood of new graduates of local school systems each year. In response, another equally important focus of the Young Americas Business Trust is the development of entrepreneurial skills and small business enterprises. These are essential steps to providing employment, growing the economy, and stabilizing the region.

To accomplish these goals, the Young Americas Business Trust creates a framework for governments and the private sector to jointly sponsor efficient, accountable, and successfully-managed business development programs. Building on existing efforts enables it to identify and replicate successful models. The value of this approach lies in its aim not to duplicate but to make successful training and support programs more effective and accessible.

Key strategic steps include:

1. Creating political / regulatory environments conducive to economic growth by highlighting the importance of a well-trained and enterprising labor force as a public policy priority for private sector development.
2. Training young people in business and entrepreneurial skills in programs based on proven strategies of success.
3. Using the Internet to provide informational "how-to" guides, resource links, program promotion, and other innovations. Increasing the use of technology as a trade and marketing tool since countries increasingly must rely on the development of a technological infrastructure to overcome historical and other natural trade barriers,
4. Providing venture capital through privately-supported trusts that attract matching government and international funds
5. Serving as a centralized resource for networking of existing training and support programs, and
6. Developing ongoing systems for post-start-up growth of new enterprises through business mentors.

Local Business Development

The Young Americas Business Trust

Desarrollo de las Empresas Locales

La creación de empleos a través del desarrollo empresarial es ahora reconocida como uno de los medios principales para el futuro crecimiento económico de la región, ya que los sectores laborales actuales no pueden continuar absorbiendo a la masa de jóvenes que cada año egresan de los centros educativos. Como respuesta a este problema, otro aspecto en el cual el Fondo para los Empresarios de las Américas hace énfasis en la capacitación empresarial y creación de pequeñas empresas. Estos son pasos esenciales para la creación de empleos, el crecimiento de la economía y estabilización de la región

El Fondo Para Los Jóvenes Empresarios de las Américas

Para lograr estos objetivos, el Fondo para los Jóvenes Empresarios de las Américas está creando estructuras que permitan al gobierno y al sector privado integrarse y apoyar de manera eficiente, responsable y exitosa los programas de desarrollo empresarial. La creación de estos medios, basándose en programas ya existentes y desarrollados, permite identificar y diseñar modelos que han obtenido resultados exitosos. El valor de este procedimiento no consiste en duplicar esfuerzos, sino en diseñar programas de entrenamiento y apoyo efectivos y accesibles.

1. La creación de medios de regulación que conduzcan al crecimiento empresarial remarcándose la importancia que tiene una fuerza laboral bien capacitada y entrenada, estableciéndose esta como una política prioritaria para los sectores de desarrollo privado.
2. La capacitación de gente joven en negocios y destrezas empresariales a través de programas que tienen como base estrategias que han demostrado ser exitosas.
3. La utilización de las redes de Internet para proporcionar información y orientación como medio de promoción y de contacto con otras fuentes, y usos innovadores en los cuales la tecnología puede actuar como una herramienta de cambio y mercadotecnia, ya que los países constantemente dependen del desarrollo de la infraestructura tecnológica para sobrepasar barreras históricas y naturales.
4. Obteniendo capital de inversión a través de fondos privados que atraigan recursos iguales del gobierno y fundaciones internacionales.
5. Sirviendo como medio centralizado para realizar contactos entre programas ya existentes de capacitación y apoyo, así como para desarrollar sistemas de seguimiento y crecimiento para empresas nuevas a través de empresas mentoras.
6. Desarrollando sistemas ya reconocidos para la creación de nuevos negocios a través de mentores empresariales.

The benefits that flow from this initiative will be shared by both the investing private sector partners and the participating nations of the region. For example, benefits to corporate sponsors include:

1. The opportunity to continue to expand business interests due to a young but maturing labor market,
2. The long-term improvement and stability of the country's or region's economy and world standing, thus improving the relative investment environment
3. The enhancement of business expansion opportunities through technology since trade now depends heavily on electronic access to information
4. A heightened consumer loyalty to the corporate partner's products and services,
5. Favorable public relations through identification as a good corporate citizen
6. A well-trained local labor force for employee recruitment, and
7. Stronger alliances with the OAS, other multi-national companies, and governments.

Benefits of The OAS Young Americas Business Trust

To realize these benefits and achieve these goals, the Young Americas Business Trust requests both technical and financial support from the corporate community doing business in the region.

We hope you will take advantage of this opportunity to participate in the economic growth of the Caribbean and the Americas.

Beneficios del Fondo para Jóvenes Empresarios de las Américas de la OEA

Los beneficios que se obtengan de estas iniciativas serán compartidos entre los inversionistas del sector privado y las naciones participantes de la región. Por ejemplo, entre los beneficios para las compañías patrocinadoras se incluyen:

1. La oportunidad de continuar expandiendo sus negocios gracias a un mercado laboral joven, pero maduro y más capacitado.
2. Mejoras a largo plazo y estabilidad en el país o región, en la economía y la situación mundial, debido a que hay una relativa mejora en el clima de inversiones.
3. El incremento en las posibilidades de expansión de los negocios a través de la tecnología ya que en este momento el intercambio depende en gran parte del acceso electrónico a la información.
4. Un aumento en la lealtad por parte del consumidor hacia las empresas socias y sus productos y/o servicios.
5. Propicia las buenas relaciones públicas al identificar a las empresas como organizaciones interesadas en beneficiar a las comunidades vecinas.
6. Una fuerza laboral bien capacitada para el reclutamiento de los trabajadores.
7. Fuertes lazos de unión con la OEA y otras instituciones y organizaciones multinacionales y gubernamentales.

A fin de obtener estos beneficios y lograr los objetivos definidos el Fondo para los Jóvenes Empresariales Americanos, estamos solicitando el apoyo técnico y financiero de la comunidad empresarial de esta región.

Esperamos que ustedes sepan aprovechar esta oportunidad de poder participar en el crecimiento económico del Caribe y las Américas.

Young Americas Business Trust

Programas del año 2000-01 incluyen:

- ♦ **Juventud y Energía en las Américas: Programa de Capacitación en Energía Renovable (YEA)**, desarrollado en conjunto con la Unidad de Energía Renovable en las Américas (REIA) de la Unidad de Desarrollo Sostenible y Medio Ambiente de la OEA. Este programa involucra a los jóvenes de países Latino Americanos y del Caribe con tecnologías de energía renovable a través de un programa intensivo de capacitación y orientación. El sector privado juega un importante papel en YEA al aceptar, capacitar y pagar costos de los internos.
- ♦ **El YABT lanzará El Mil Milenario- Millennium 1000** – El Mil Milenario busca identificar y reconocer 1,000 jóvenes empresarios menores de 35 años de edad que hayan contribuido sustancialmente al futuro del Hemisferio, con un exitoso récord de generación de empleo en los países miembros de la OEA.
- ♦ **www.ybiz.net "Internetwork"** - El YABT da prioridad a la implementación de la tecnología que promueve el desarrollo empresarial y por esto está creando un centro de recursos de Internet para jóvenes empresarios, negocios y organizaciones promotoras del desarrollo en los países del Hemisferio.
- ♦ **Las Alianzas Estratégicas Empresariales** – es una alianza clave entre compañías y empresarios, nacionales y regionales, que busca diseñar y desarrollar programas empresariales producto gracias a quince años de experiencia de trabajo conjunto entre la OEA y sus países miembros, en el diseño e implementación de programas de joven desarrollo empresarial.

Programs for 2000-01 include:

- ♦ The Young Americas Business Trust (YABT) and the Renewable Energy in the Americas Initiative (REIA) of the Unit for Sustainable Development and Environment – jointly sponsor the **Youth and Energy in the Americas: Renewable Energy Training Program (YEA)**. This program introduces young people from Latin America and the Caribbean to sustainable energy technologies through an intensive training orientation and internship program. Private sector organizations play a central role in a YEA by accepting the young people as interns, training them, and paying their costs.
- ♦ **The YABT M1000** will identify and recognize in 2001 1,000 young entrepreneurs under age 35 who have contributed significantly the Hemisphere's future by their success in creating employment in OAS Member States.
- ♦ The YABT gives high priority to the application of technology to accelerate entrepreneurial development and has created a website, **www.ybiz.net "Internetwork"**, as an on-line resource center for young entrepreneurs and sponsoring organizations throughout the Hemisphere.
- ♦ **The YABT focuses on the development of key Strategic Business Partnerships** between companies in the region and national entrepreneur development organizations.

Para mayor información:

Visite nuestra pagina de Internet <http://www.ybiznet.net>

Para discutir como su compañía puede participar en los programas del YABT:

Favor contactar a Roy Thomasson, teléfono 202/458-3641, fax 202/458-3744, o a la dirección de email rthomasson@oas.org.

For more information:

Visit our web site at <http://www.ybiz.net>

To discuss how your company can participate in the YABT programs:

Contact Roy Thomasson, phone 202/458-3641, fax 202/458-3744, or email rthomasson@oas.org.

UNIT FOR SOCIAL DEVELOPMENT AND EDUCATION

CURRENT AGENDA

FIRST SEMESTER, 2000

The Unit for Social Development and Education is responsible for three main areas of activity: education, employment, and social policy. In each of these three program areas, the Unit performs three major functions: (i) support for the respective political forums; (ii) promotion of horizontal cooperation for the formulation and execution of sector policies; and (iii) interagency coordination at the inter-American level. The Unit's priority activities consist of support for the three sectoral forums on education, employment, and social policy. The mandates from the Summits of the Americas and the decisions of the OAS General Assembly orient the activities of each forum.

Education

In keeping with the mandates of the heads of state and government, the decisions of the OAS General Assembly, and the priorities of the Strategic Plan for Partnership for Development 1997-2001 of the Inter-American Council for Integral Development (CIDI) and of the Inter-American Program of Education 1999-2001, the Unit for Social Development and Education is conducting the following activities during the first semester of 2000.

- Preparation of reports on the level of execution of the mandates on education from the Second Summit of the Americas and on fulfillment of the mandates of the General Assembly and CIDI.
- Participation in the meetings of the Steering Group on education of the Summits of the Americas.
- Follow-up and advisory activities regarding implementation of the Inter-American Education Program, as set forth below:
 - Advisory services to ministries of education, specialized organizations, and civil society institutions to foster the design, implementation, and evaluation of policies and programs in educational development that are consistent with international political commitments, including the Dakar Framework of Action, Education for All 2000-2015 and the Santiago Declaration on Early Childhood Education.
 - Participation, together with the *Junta Nacional de Jardines Infantiles* (JUNJI) (National Board of Kindergartens), in the organization, holding, and evaluation of the World Symposium on Early Childhood Education: Early Childhood Education for the 21st Century, with the participation of 1,300 delegates from 35 countries and 10 international organizations (Santiago, Chile, March 2000).

- Technical advisory services to the Colloquium on Remedial Programs in Basic Education, held in coordination with OEI/OAS/member states and Ibero-American countries, with the participation of 10 countries (March 2000).
- Follow-up and technical advice to the Summit projects, in particular regarding early childhood education, educational management, remedial programs, education and the environment, and training to ensure that teachers and school administrators are equipped with professional credentials.
- Electronic consulting for and updating of the OAS Web page, education chapter, and the World Bank Web page, early childhood education chapter, and linking them with the most relevant world and regional institutions.
- Cooperation with other international agencies and nongovernmental organizations providing technical and financial cooperation, including: the Pan American Health Organization (PAHO), the World Bank, United Nations agencies such as UNICEF and UNESCO, the Bernard van Leer Foundation of Holland, the Organization of Ibero-American States for Education, Science and Culture (OEI), and academic institutions.
- Publication of research results on environmental education within the framework of the OAS/UNESCO agreement.

Social Policy

In keeping with the guidelines of the Summits of the Americas, the Inter-American Program to Combat Poverty and Discrimination, and other mandates from the OAS General Assembly, the social-policy program of the Unit for Social Development and Education provides support for the political forums on social development, promotes horizontal cooperation aimed at formulating social policy, and participates in interagency coordination at the inter-American level regarding policies to overcome poverty. The main activities for the first half of 2000 are set out below.

- Support services to the CIDI Social Development Committee for preparatory activities regarding the Second High-Level Meeting on Social Development.
- Technical secretariat services to the Social Network of Latin America and the Caribbean at the meetings of its Coordinating Committee, held in Washington, D.C., in January, and in Santiago, Chile, in April. Support for the Social Network regarding preparations for its participation in the Second International Conference on Social Funds, sponsored by the World Bank (Washington, D.C., June 5-7, 2000).
- Execution of the Intraregional Internship Program of the Social Network of Latin America and the Caribbean funded by the Inter-American Development Bank. This program seeks to strengthen horizontal cooperation among the Latin American and Caribbean social investment funds.

- Collaboration with the Inter-American Children's Institute (IIN) in preparing for and holding meetings of the Executive Committee of the IIN Directing Council and the Ad Hoc Inter-American Group on Children and Youth (Washington, D.C., January 24 and 28, 2000, respectively). Support for the IIN in holding, jointly with the CIM, the meeting of experts on trafficking in boys, girls, and women in the Americas for purposes of sexual exploitation (Washington, D.C., April 11, 2000).
- Promotion of cooperation among the OAS, civil society, and the private sector in the area of social policy and youth development, through the establishment of the Young Americas Business Trust (YABT). The Trust is a not-for-profit corporation affiliated with the OAS to promote the development of young entrepreneurs in the Americas and the Caribbean. Its work program is closely linked with that of the OAS and the work plan of the Unit for Social Development and Education so as to foster the growth of small and medium-sized businesses and enhance the training of youth entering the labor market.
- The YABT is carrying out the following projects in 2000-2001: *Millennium 1,000* - to identify and recognize 1,000 young entrepreneurs who contribute to the economic growth and social stability of the region by creating job opportunities; *Youth and Energy in the Americas* (YEA), which will offer training and internships in renewable energy technology, in cooperation with the *Renewable Energy in the Americas Initiative*, carried out by the OAS in conjunction with participation companies; consolidation of the Web site www.ybiz.net "Internetwork," and regional expansion of the project on business school laboratories, initiated by the OAS in Trinidad and Tobago.
- All these initiatives are consistent with the mandates from the Second Summit of the Americas and the decisions taken by the governing bodies of the OAS, which have underscored the importance of and need for effective ties with civil society organizations, especially in the area of vocational training, job creation, and poverty eradication.

Employment and Labor Development

In the field of employment and labor, the Second Summit of the Americas requested OAS cooperation to help labor ministries in the exchange of information on methods and strategies for modernizing the state and labor management. To that end, the Unit supports the efforts of member states at the four levels set out below.

- At the ministerial level, the Unit is serving as technical secretariat for the Inter-American Conference of Ministers of Labor. In this regard, it organized and held the Follow-up Meeting to the Eleventh Inter-American Conference of Ministers of Labor (Washington D.C., February 24-25, 2000). The Meeting prepared and distributed a final report containing the agreements and decisions it reached and the technical and information documents prepared for it. In an attempt to further disseminate the meeting's results, a CD containing a complete set of meeting documents was also prepared, with financial support from the IDB. In its capacity as technical secretariat, the Unit provides ongoing assistance to the Chair *pro tempore* and the working groups established by the Conference. It is now involved in raising external funds for projects, lending support to the working groups in the preparation of projects for IDB and ILO funding,

and providing information for the electronic labor activity bulletin recently inaugurated on the Unit's Web page (www.oas.org/udse/labor).

- As for labor information systems, the Unit is providing technical support for implementing and developing the "Labor Market Information System" (SISMEL), pursuant to a specific mandate from the ministers of labor and the resolution of the Follow-up Meeting that gives priority to this matter. Major achievements to date include the following: identification of the set of basic labor indicators to evaluate the impact of economic policies on labor markets, direct cooperation with 13 countries in improving labor statistics, holding of two regional seminars to agree on standardization of nomenclature and labor indicators, and operation of a SISMEL Web page (www.mci.gob.pe/sismel) linking 20 labor ministries in a labor market information network.
- With regard to policies for promoting jobs, the Unit supports the labor ministries in identifying, promoting, and disseminating policies and programs geared to generating productive employment. In that connection, work is nearing completion on a multilateral cooperation program to evaluate and exchange experience on employment and job training policies among the member states. The CD containing the documentation prepared for the three seminars is available and may be requested from the Unit.
- In terms of specific instruments to expand the employment-generating base, the Unit is holding seminars on policies and instruments for small-business development to inform government officials and business executives of the most successful policies and programs in the region. A CD containing a selection of instruments for small-business development is available in the Unit. At present, the Unit is working on new activities concerning development policies, among which is a thematic magazine providing a forum for discussing policies on small-business development in the Americas.

The logo for the Young Americas Business Trust features a dark, textured rectangular background. On the left side, there is a faint, stylized map of the Americas. To the right of the map, the text "Young Americas Business Trust" is written in a white, serif font.

Young Americas Business Trust

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A non-profit corporation affiliated with the

General Secretariat of the

Organization of American States

Proposal for School Business Laboratories

The Young Americas Business Trust (YABT), a new private sector alliance with the Organization of American States (OAS), sponsors programs for the development of young entrepreneurs throughout the Americas and the Caribbean. Goals set by the Presidential Summits of the Americas to increase OAS collaboration with the private sector in the Hemisphere led to the creation of the YABT. Its aim is to combat poverty through enterprise education and self-employment skills training for young people in the thirty-four OAS member countries.

Former US Ambassador to Barbados and the Eastern Caribbean, H. E. Jeanette W. Hyde, chairs the Board of Directors of the Young Americas Business Trust. The non-profit corporation was established on June 1, 1999 in the District of Columbia. YABT / OAS collaboration offers the potential to strengthen important public/private sector partnerships throughout the Americas that benefit both business and the community.

With fifty-seven percent of the population of Latin America and the Caribbean under age thirty, helping young people learn about business is vital to future economic development and social stability of the Hemisphere. In this, experience has taught us that in developing young entrepreneur programs, an integrated approach is more effective than funding isolated projects. Thus, the YABT emphasizes personal development, business and technical skills training, and access to financing and technology as essential elements of in-school educational curricula and training programs for school-leavers. Linking these components into a strategic framework maximizes the benefits that can be derived from complementary programs, helping schools and communities upgrade programs of demonstrated effectiveness, instead of duplicating limited resources.

One goal of the Young Americas Business Trust is to attract additional funding to pilot projects initiated by the OAS so they can be adapted in other countries. Thus, we seek support for a successful educational project promoted by the YABT, the School Business Lab in Trinidad and Tobago. OAS cooperation with the Ministry of Education there helped establish the Business and Economic Education for Entrepreneur Development Program in March 1993.

The School Business Lab concept combines secondary school academic and classroom technical education, including academic business courses, with "real world, hands-on" business experience, much as a science lab does. As a result of the OAS project, from 1995 to 1998:

- **9,822** students / adolescents participated in a Business Lab in their secondary school
- **1,400** took part in post primary classes
- **9,267** students from the primary school program were exposed to economic education, in association with Junior Achievement.
- A total of **338** teachers and principals were trained through the project
- **3,350** students and **105** teachers were trained in entrepreneurship, technical, industrial arts, and vocational classes.
- **190** mentors / "consultants" assisted these classes.

A recent report to the OAS by the Trinidad and Tobago Ministry of Education concluded that basic program objectives were being met in 80% of the schools, but expansion hinges on developing a more standardized model. Additionally, the labs need computers and Internet access to give a stronger technological focus, improved training materials, and emphasis on management practices of the student-managed businesses.

Business labs serve as a primary reference model for the YABT because they generate student interest in business through practical experiences and work in both formal education settings and non-formal skills training for out-of-school youth. Plus, the model has the flexibility for other countries to successfully adapt it into current curricula.

To be able to replicate it in other countries and communities, however, the YABT needs funding to fully develop the concept and share the information throughout the Hemisphere. For this, the YABT seeks a total of \$475,000 in 2000 to:

1. Document the program and methodology with the preparation of high-quality technical assistance materials to replicate the Trinidad & Tobago model in additional countries.
2. Organize regional training of trainers seminars in Trinidad and Tobago with follow-up national seminars in interested countries to assist them with their own localized version.
3. Create a technical cooperation network for the business labs at the YABT's Ybiz.net Internet site to link schools, programs, mentors, and young people in business.
4. Provide additional business training materials and technology resources to upgrade the School Business Lab program in Trinidad and Tobago as a regional training center,
5. Plan at least four pilot sites in other countries (one in each sub-region) as pilots in 2001,
6. Assist the YABT in preparing longer-range strategic plans for school business labs and community resource centers in interested countries in the Americas and the Caribbean.

Donor funds will be budgeted for the categories, as follows: documentation, short-term trainers, program staff, preparation and purchase of training materials, regional and national workshop costs, contracts for up-grading the website, travel for planning and evaluation, and project operating expenses. In 2001, additional resources from a variety of sources would startup the pilot sites in the new countries after the planning and training phase completed in 2000.

The YABT offers the advantage of directing donor funds substantially to program activities because the Organization of American States contributes to YABT overhead through management staff, facilities, and telephone / communications costs. In addition, we have a wide network of national programs and experienced professionals that are experienced in this field. A review of previous OAS projects, along with information on current YABT programs, is available on our website www.ybiz.net.

Business sponsorships of the Young Americas Business Trust can make a difference in improving educational programs that will affect the lives of enterprising young people and their communities for years to come. With persistent poverty the central challenge to future economic growth and social stability in the Hemisphere, entrepreneurial education for youth and adolescents is key to a future that generates opportunities for young people in the region.

***For more information, contact:
Roy L. Thomasson, Chief Executive Officer
Young Americas Business Trust - 202/458-3641***



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Young entrepreneurs: the brightest stars in the Americas and the Caribbean

Report Summary of the School Business Labs Program in Trinidad/Tobago for January 1994-December 1998

Prepared by Mr. Mervyn Extavour Coordinator-manager, Business Laboratory Secretariat, Ministry of
Education, Republic of Trinidad and Tobago

Mission Statement of the Business Laboratories Secretariat

- To foster in our students, principals, and other stakeholders the 'spirit of entrepreneurship' by practical exposure to running successful intensive small-business projects
- To create an environment within the school system for the development of a national entrepreneurial culture and enrichment of the human resource within the education system to be workforce ready
- To provide skills, education and training necessary to facilitate the smooth transition of graduates to the real world of business and enterprise management

Objectives

- Develop an appreciation for the business elements and entrepreneurial skills as a component of educational and academic development
- Understand the role and function of business and economic management for the creation of life skills
- Discover personal potential and assess personal contributions and/or awareness of business potential and entrepreneurial expertise, both as individuals and team players
- Start up initiative for carrying on a business laboratories to cater to the needs of students at their respective levels

Link with Examinations and Assessment

The program requires students to perform research and report skills by presenting projects as part of the experienced/practical component of the final examinations. Case studies have additionally become part of the assessment process and provide students with practical business ideas and activities as a base for future development.

Impact of the Project

Based on a selected sample of a population of 100 schools:

Nationally

- The Business Lab Project was in full operation in at least 80% of the schools
- Based on feedback from principles, teachers and students, students display high interest in its operation
- The functional activities were relevant to the business world
- Skills necessary for entrepreneurship development were being taught and learned
- Student participation has been broad-based, engaging students and staff from all departments
- The school facility being operated and run with the involvement of students, provide a ready market for products and services offered from the rest of the student population.
- Students are given an opportunity to contribute both ideas and operational strategies for the success of the project

- Students believe that the exposure and experiences gained from being involved in the project would provide them with the will and determination and entrepreneurial skills for life after school
- The project also introduces students to the legal aspects of business, thus preparing them to enter the formal sector of the economy as entrepreneurs and small business owners
- Business labs affords students, past and present, an employment opportunity during after-school hours and can be a catalyst for employment of more young persons in the future

Regionally

- Relationships have developed with several Caribbean territories for continuous cooperation and the provision of technical support
- These relationships include the supply of data and technical support for the establishment of similar programs, the conduct of training and meeting the technical needs of such countries as Grenada, St. Vincent, Barbados, St. Lucia, Antigua, the Bahamas, Dominica, Guyana, Curacao, and Belize
- Additionally, numerous countries have expressed interest in the program for their own use

Constraints/Weaknesses

- There remains a persistent need for standardization and formalized procedure for all schools
- The program is presently handicapped by lack of equipment, especially a lack of computers
- A regional conference is needed to facilitate information and idea sharing and diffusion. Such a conference would create the beginnings of a regional network where experiences could be shared and the program improved through common effort.

Usage

Based on an average of three classes per school with class sizes of approximately 35, students in 80 schools, the demand for use of the Business laboratory facilities would serve an annual student population of approximately 8400

Project Types

The business lab project has created a variety of different enterprises in participating primary and secondary schools. These enterprises include:

- Books and stationary stores (13)
- Agri-production processing (8)
- Welding/Wire making/Electrical (2)
- Wood work fabricating (1)
- Bakery/Cafeteria/Tuck Shop (3)
- Child Care/Conferencing (1)
- Electrical shop (2)
- Auto mechanics/Car care (1)
- Masonry (1)

Funding

The School Business Laboratories project was initially funded by the Multinational Project of Education for Work of the OAS, 1994 - 98.

*Ministry of Education, Republic of Trinidad and Tobago
Division of Technical Vocational Education and Training
#12 Richmond Street
Port of Spain*

**'OAS EDUCATION FOR WORK PROJECT'
SCHOOLS BUSINESS LABORATORIES PROJECT**
Report and Update of the Schools Business Laboratories Project
(Business and Entrepreneurship Studies)
for period ending November 30th 1999

BACKGROUND

Further to my report dated June 14, 1999 on the management and progress of the Business Laboratories and Entrepreneurship Projects in the Trinidad and Tobago school system, I have the pleasure to inform further that arising out of a two-day seminar/workshop for Teachers in primary and Secondary Schools held on 23rd and 24th November, 1999, a tremendous amount of interest and willingness continue to be developed among teachers and students.

The objectives of the workshops were:

- (a) To identify and support models adopted by schools in the establishment of Business Laboratories, and to evaluate the impact of the Economic Education programme within the curriculum.
- (b) To evaluate and rationalise the Business Laboratories operation for meeting the needs of the CXC SBA requirements and the challenges of Entrepreneurship Education and Training.
- (c) To collect up-dated information and provide technical support for the design and implementation of an appropriate accounting system for the Business Laboratory Project in schools.

In addition to the above the participants examined the following:

- (a) The specific demands of the Business Laboratory Co-ordinator within the school environment; and
- (b) A step-by-step approach to designing and setting-up an accounting system for both managing the Business Lab and as a teaching/learning tool.

Despite the fact that teachers/schools were in the middle of the end-of-term examinations, thirty-six (36) teachers represented thirty-four (34) schools throughout Trinidad and Tobago. (See list of schools attached). Among the schools attending there were fifteen (15) new schools where teachers intend to start-up Business Laboratories, in addition to the 29 already established, as stated in the previous reports.

OUTPUTS OF THE WORKSHOP

Re: Objective (1)

Two new proposals from teachers were received for a restart at St. Francois Girls College based on past successes and innovative business proposals from Arima Government Secondary and Woodbrook Government Secondary Schools.

Re: Objectives (1) and (2)

Mrs. S. Coker of Naparima Girls High School provided training materials for participants in their quest to establish new business laboratories, in the areas of project and resources management and an accounting system.

All teachers and participants regarded the idea and project as an excellent teaching tool in preparing students for the local and other examinations, while providing opportunities for life-long participation and personal advancement.

Re: Objective (3):

Teachers expressed the need to develop and maintain adequate communication with Principals and other school administrators in the sourcing, handling and disbursement of financial resources and rewards of the Business Laboratories in accordance with guidelines from the Director, Finance and Administration.

Re: Objective (4):

Teachers or Business Laboratory Coordinators expressed a strong desire for a streamlined approach to their involvement and participation in the management of the Business Laboratory. This, it is believed would assist greatly in managing their class schedules and the added work of the Business Lab.

Some of the additional areas of responsibility identified were:

- (a) A permanent liaison/marketer of the project between the administration, and the rest of the school community. (Teachers, students, parents and other staff)
- (b) A liaison/facilitator between community, NGO's and Government Agencies.
- (c) A manager/coordinator/organiser of the many resources and inputs of the business venture (e.g. Organisational structure, Accounting practices, Qualitative Analysis, Day-to-day activities.

Forecasting, planning and scheduling activities and involvement of students/staff and other teachers for continuity and currency.

- (d) To provide and maintain reports and records of the facility for audit and ongoing scrutiny.
- (e) To be assertive, self-motivated and skillful in accounting and management and provide consultancy and overall security of the assets and other resources.
- (f) The teaching load or workload of this teacher therefore should be tailored to meet the demands of this activity.

WORKSHOP EVALUATION:

Generally, there was consensus that the need for these information-sharing sessions on a periodic basis cannot be overemphasised, particularly where Primary School teachers need more exposure to business training. The workshop data and the project as part of the Curriculum were regarded as 'essential'. Participants felt that the potential for attending and establishing an entrepreneurship friendly environment for students and the school community, as 'extremely good.' Teachers believed the project should involve more practitioners in school from the business sector to interact with students and teachers. More public information on the programme and projects could be arranged.

GENERAL: (FUTURE INITIATIVES)

"STRENGTHENING TEACHER TRAINING AND INSTRUCTION FOR THE WORLD OF WORK"

There are tremendous and exceptional benefits to be derived from this activity for all the stakeholders. It is hoped that the proposed Multi-national Training Project for the year 2000, as approved by the Organisation of American States and the Honourable Minister of Education, would assist in enhancing and moving the project further and so meet the demands of the school and communities. This would therefore allow for, and I wish to humbly submit, an increase in the number of persons and other resources to manage this important exercise.

Respectfully submitted.

Mervyn Extavour
Asst. National Coordinator
(TVT IV) Business Studies
'OAS Education for Work Project'
Tel: 627-3991/3985
Fax: 627-3359
E-mail: tvetlib@tstt.net.tt

WORKSHOP AT RCLRC NOVEMBER, 23 & 24, 1999

Schools Business Laboratory Project

NOVEMBER, 23	NOVEMBER, 24
Diego Martin Government Secondary	St. Anthony's College
Woodbrook Government Secondary	Southern Academy of S.D.A
St. Joseph's Convent, St. Joseph	Mayaro Government Post Primary
Chinapoo Government Primary	Carapichaima R.C. School
Lakshmi Girls' Hindu College	Esperanza Post Primary
Harmon School of S.D.A - Tobago	Preysal Government Post Primary
Belmont Boys' Secondary R.C. School	Christ College Vocational Trade Centre
Providence Girls' Catholic School	Naparima Girls' High School
St. Augustine Senior Comprehensive	Fyzabad Composite School
San Juan Secondary Comprehensive	Cedros Composite
St. Anthony's College	
Barrackpore Secondary	
Mucurapo Senior Comprehensive	
Caribbean Union College Secondary	
St. Dominics Convent	
Cowen Hamilton Secondary	
Holy Cross College	
D'Abadie Government Primary	
Roxborough Composite School - Tobago	
Mucurapo Senior Secondary	
Arima Governement Secondary School	
San Fernando Boys Government	

Youth and Energy in the Americas (YEA)

The Youth and Energy in the Americas: Renewable Energy Training Program (YEA) is jointly sponsored by two initiatives of the Organization of American States (OAS)--Young Americas Business Trust (YABT), affiliated with the Unit for Social Development and Education, and the Renewable Energy in the Americas Initiative (REIA) of the Unit for Sustainable Development and Environment--and U.S. Department of Energy's National Renewable Energy Laboratory (NREL). This program:

- Introduces young people from Latin America and the Caribbean to sustainable energy technologies through an intensive training orientation and internship program, through which they gain valuable experience and skills in a rapidly growing field.
- Develops skills among future professionals that will lead them to successful careers while encouraging environmentally sound development of the energy sector throughout the region.

The collaboration between YABT, REIA, and NREL brings together extensive experience with educating youth, encouraging entrepreneurial initiatives, and catalyzing the development of sustainable energy. Private-sector organizations play a central role in YEA by accepting the young people as interns, training them, and paying their costs.

OBJECTIVES

- To expose youth from Latin America and the Caribbean to renewable-energy technologies, thus sparking their interest in a career in a field that is both environmentally and economically sustainable.
- To provide the renewable energy industry with a skilled and experienced workforce throughout the hemisphere, and a unique and insightful perspective on the renewable-energy market in the Americas.

For further information contact:

*Renewable Energy in the Americas, Unit for Sustainable Development and Environment, Organization of American States,
Washington, D.C. Tel: (202) 458-3964, 6261; Fax: (202) 458-3560; e-mail: reia@oas.org*

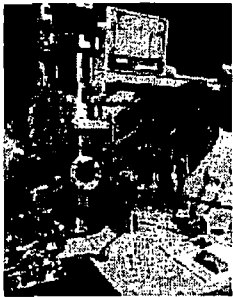
or

*Young Americas Business Trust, Unit for Social Development and Education, Organization of American States,
Washington, D.C. Tel: (202) 458-3641; Fax: (202) 458-3517; e-mail: rtormasson@oas.org*

Youth and Energy in the Americas (YEA)



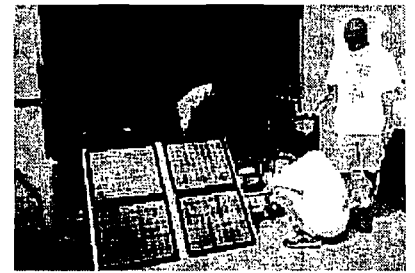
Program Overview



The program consists of a week-long, intensive seminar on renewable energy, hosted by NREL. This is immediately followed by an internship at a company in the renewable-energy industry. YEA represents the first step in a renewable-energy career path for the participants. The week-long orientation seminar launches the program by presenting the participants with the basic concepts of renewable-energy technologies.

Internship

Immediately after the seminar, the students travel to their internship site, where they will work for anywhere from 10 to 52 weeks, receiving hands-on training and work experience. They may be assigned to any aspect of the business, ranging from engineering and design to project finance. The internship is merely a preliminary step in the relationship between the participant and the company. Upon the students' return to their native country, they may be contracted to carry out specific tasks for their host company designed to apply some of the newly acquired knowledge. In many instances they will be inspired to pursue advanced education in this field.



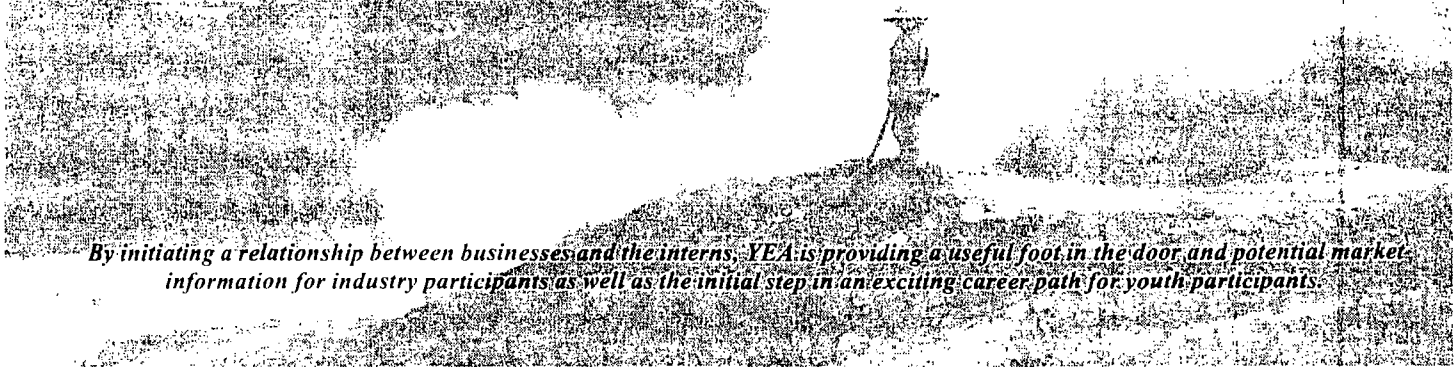
Participants



Youth participants must be between the ages of 20 and 35, be citizens of an OAS member nation, and have a good command of English. They must have completed at least 2 years of post secondary studies. Their area of study does not matter, as the renewable energy companies will want a wide variety of backgrounds, ranging from business training to engineering.

Industry participants are renewable energy companies that offer internships. Industry participants can expect many benefits from this program, including the development of business relationships in key markets, a low-cost opportunity to build a skilled workforce, and a means of catalyzing interest in and enthusiasm for the use of renewables throughout the Americas. Industry participants will be expected to provide a stipend covering the costs of housing and miscellaneous expenses for the interns, in addition to the program fee to YEA.

YEA is responsible for the planning and management of the training program. YEA will handle all details and logistics related to travel, the orientation seminar, and intern recruitment, selection, and placement. REIA, a key partner in the YEA program, will serve as a valuable technical contact for industry participants before, during, and after the internships. All collaborators in the YEA Program are committed to promoting young entrepreneurship and sustainable energy development throughout the Americas.



By initiating a relationship between businesses and the interns, YEA is providing a useful foot in the door and potential market information for industry participants as well as the initial step in an exciting career path for youth participants.



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A private sector partnership with the
Organization of American States

Young entrepreneurs: the brightest stars in the Americas and the Caribbean

Youth and Energy in the Americas: Renewable Energy Training Program (YEA)

The YEA Initiative is being undertaken by the Young Americas Business Trust (YABT), affiliated with the Organization of American States Unit for Social Development and Education, and the Renewable Energy in the Americas Initiative (REIA) of the Unit for Sustainable Development and Environment—in response to the rapidly increasing external debt, high levels of poverty, and critical environmental problems faced by the member states. This initiative is intended to introduce young people from Latin America and the Caribbean to sustainable energy technologies through an intensive orientation seminar and internship program, through which they will gain valuable experience in a rapidly growing field, develop skills that will lead them to successful careers, and encourage environmentally sound development of the energy sector throughout the region.

The YEA Program promotes sustainable development through capacity building in the area of renewable energy technologies. By training youth, YEA ensures that future generations are committed to the concept of sustainable development and are experienced in practical skills related to renewable energy technologies. By its very nature, the orientation seminar and the internship program promote transnational collaboration and technology exchange. Specifically, the YEA Program addresses issues related to social and sustainable development.

Social Development

Young people in the Americas embody the region's present as well as its future because they constitute a majority of the population in countries throughout the Hemisphere. Almost ten percent of all the young people in the world, 100 million young persons age 15 to 24, live in Latin America and the Caribbean.

Because economic growth in the Americas since the 1980's has fallen behind population growth, employment has not kept pace with overall economic recovery. As a result, poverty has broadened and deepened, and income distribution in Latin America and the Caribbean has become more unequal. Though young people in the Americas represent the region's social and economic potential, conditions of poverty profoundly affect their chances of survival, as well as that of the newly-established democracies in which they live. Combating poverty begins with entrepreneurial skills on an individual level and is basic to economic growth at the macro level.

The countries of the Americas, including the Caribbean, have developed many innovative methodologies aimed at increasing employment opportunities for young people through a coordinated strategy of youth entrepreneur education, training, and credit. The YEA Program builds on that experience, thus working in a cost-effective manner, to provide the youth of the hemisphere with important job skills and training experiences in renewable energy.

Sustainable Development

Energy consumption, whether in the form of electricity, transportation fuels, or mechanical power is growing at a rapid rate throughout the hemisphere. In large part, this reflects the economic development of the region, with energy fueling much of the growth. It also results from population growth and expanded rural electrification. Much of the electricity generated in the hemisphere is derived from hydropower. Yet, untapped hydro reserves are limited and the costs of generation with fossil fuels have declined. Therefore, as these energy sources are consumed in larger amounts, they cause significant negative impacts for the hemisphere and the world. For example, the emissions affect urban smog, regional acid rain, and global climate change. Existing or new large hydroelectric projects can also have negative consequences including flooding of large tracks of land, causing displacement of communities, a loss of biodiversity, susceptibility to drought, and major siltage.

It is of the utmost importance that energy generation and consumption occur in a manner that minimizes the impact on the environment, while benefiting the economy and quality of life in the region. Renewable energy offers alternatives to the dependencies on massive hydroelectric plants and imported fossil fuels. This translates into great economic benefit to nations in the region, freeing up resources and allowing them to make investments in other necessary programs (e.g. education, health, environment, and infrastructure). Renewable energy, such as wind, solar, biomass, geothermal, and small-scale hydroelectric projects, offer competitive alternatives, that are both economically beneficial and environmentally friendly. Renewables are especially useful in addressing the critical issue of providing electricity for the unserved rural population (note: 20-90% of the rural populations in Latin America and the Caribbean, depending on country, are without access to the electrical grid). Sound energy policies and technologies benefit the provider, the consumer, as well as the environment. The YEA Program offers the youth of the hemisphere training and skills in this field, which serves to promote the industry and develop a proficient workforce.

The YEA Program specifically addresses the issues mentioned above through an intensive capacity building program for young people from the Americas. It represents the first step in a renewable-energy career path for the participants. The program consists of a week-long, intensive seminar on renewable energy, immediately followed by an internship at a company in the renewable-energy industry.

Orientation Seminar

The week-long orientation seminar, hosted by the National Renewable Energy Laboratory (NREL) at their premier center for renewable energy and energy efficient technologies in Colorado, launches the program by presenting the participants with the basic concepts of the electricity sector and renewable-energy technologies. It then addresses the fundamentals of electricity projects, such as cost-benefit analysis and resource availability.

Internship

Immediately after the seminar, the students travel to their internship site, where they will work for anywhere from 10 to 52 weeks, receiving hands-on training and work experience. They may be employed in any aspect of the business, ranging from engineering and design to project finance. The internship is merely a preliminary step in the relationship between the participant and the company. Upon the students' return to their native country, they may be contracted to carry out specific tasks for their host company designed to apply some of the newly acquired knowledge. In many instances they will be inspired to pursue advanced education in this field.

The program sponsor, the Young Americas Business Trust (YABT), is uniquely qualified to undertake this project. The YABT sponsors programs designed to train and develop skilled and semi-skilled workers among the youth of its member countries, encourages entrepreneurial initiatives that will create or support employment, and gives special emphasis to technology as part of this process. In recent years the nations of the Caribbean and the Americas have realized strong economic growth; however, future growth will depend upon the development of a stable, educated, enterprising workforce for businesses that are changing more rapidly than ever.

REIA works to promote the use of renewable energy and energy efficiency technologies as means of addressing the growing energy requirements of the region. This includes both large-scale grid-connected power generation, and small-scale rural energy applications. The collaboration between YABT and REIA brings together extensive experience with educating youth, encouraging entrepreneurial initiatives, and catalyzing sustainable energy development. The placement of the YEA Program within the OAS provides the industry participants with the infrastructure of a prestigious hemispheric organization with offices throughout the Americas.

Additional information can be obtained by contacting:

- ***Sasha Beth Gottlieb, Specialist in the Unit for Sustainable Development and Environment at the Organization of American States, tel: 202/458-3964; fax: 202/458-3168, 3560; email: sgottlieb@oas.org or***
- ***Roy Thomasson, Chief Executive of the Young Americas Business Trust at 202/458-3641 or email: rthomasson@oas.org.***

Student Application YEA Program

Complete the application online at <http://www.ybiz.net>, or fax (202) 458-3744, or e-mail reia@oas.org

PERSONAL DATA

Last Name			Date of birth		
First Name			Place of birth		
Present address			Country of permanent residence		
City	State	Country	Sex M ☐ F ☐	Marital status	
Zip code		Telephone			
Fax		E-Mail			
If this address is temporary, indicate date of change and send the new one when available					

PERSON TO BE NOTIFIED IN CASE OF EMERGENCY

(Name, address, telephone, and relationship)

--

PREVIOUS FELLOWSHIPS OR SPECIAL RECOGNITIONS HELD

Institution	Purpose	Place	From	Until

SECONDARY EDUCATION (including commercial, technical, and vocational schools.)

Institution	City	Country	From	Until	Degree Received

POSTSECONDARY EDUCATION

Institution	City	Country	From	Until	Degree Received

SPECIALIZED COURSES

<i>Institution</i>	<i>City</i>	<i>Country</i>	<i>From</i>	<i>Until</i>	<i>Degree Received</i>

PUBLICATIONS (If any)

A) Title of thesis or dissertation; B) Published or unpublished works in your field.

PROFESSIONAL OR TECHNICAL POSITIONS HELD

<i>Present position</i>	<i>Employer</i>	<i>City & country</i>	<i>From</i>	<i>Until</i>

Brief description of your present duties

Full-time position Yes ☐ No ☐

<i>Previous position</i>	<i>Employer</i>	<i>City & country</i>	<i>From</i>	<i>Until</i>

Brief description of your previous duties

Full-time position Yes ☐ No ☐

REFERENCES

	Employer Reference	Professional Reference	Personal Reference
First Name			
Last Name			
Name of Business/School			
Title			
Phone Number			
Fax			
Email			
Country			

LANGUAGE PROFICIENCY

	ORAL		WRITTEN	
	Good	Medium	Good	Medium
ENGLISH				
SPANISH				

What are your reasons for wanting to participate in the YEA Program

How will you use the knowledge and experience to be obtained from your participation in present or future positions, professional activities, etc.

Indicate what skills or experience you could contribute to the YEA Program

Please mention any other information that would be useful in evaluating your application

Indicate what interest you might have in Renewable Energy Technologies

Indicate the length and dates of time you would be available

Indicate the date you could begin the Program

To best of my knowledge, the information provided herein is true and complete. I agree that any misrepresentation of the information will automatically disqualify me from the Program.

SIGNATURE

Print name

Signature

Place and date



Young entrepreneurs: the brightest stars in the Americas and the Caribbean

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El Mil Milenario - The Millennium 1,000

This year, the Young Americas Business Trust (YABT), a new private sector partnership affiliated with the Organization of American States (OAS), will initiate El Mil Milenario, the Millennium 1,000.

What is El Mil Milenario - the Millennium 1,000? A yearlong effort to identify young entrepreneurs under age 35 who have made significant contributions to their country by creating employment. At the end of 2000 the 1,000 highest ranked individuals will be recognized in a series of special events and promotions in 2001.

What is the M1,000 plan? The plan is simple, straightforward and streamlined:

- ✓ **Now** Identifying business leaders who can help in this process and continue soliciting M1000 nominees.
- ✓ **September 30, 2000** Nomination process completed
- ✓ **October – November, 2000** Verify information submitted.
- ✓ **December, 2000** Announce highest ranked M1,000.
- ✓ **April 2001** Recognize one highest ranking from each OAS Member State in a special ceremony in conjunction with the Third Summit of the Americas in Quebec City, Canada.

How to apply or nominate someone? Though El Mil Milenario will not be formally launched until the OAS General Assembly in Canada in June 2000, we are now beginning to accept applications at the www.ybiz.net website. The application / nomination form can be completed in ten minutes on-line at the www.ybiz.net website for immediate submission. Nominations can so be faxed to the YABT or sent by mail.

What's the selection process? The criteria and nomination form are designed to enable the YABT to rank the young entrepreneurs in a straightforward manner, giving transparency and credibility to the selection process. An allocation formula determines the number of nominees to be selected in each country, based on the size of its population.

There are three criteria to determine eligibility:

1. **Demonstrated entrepreneurial leadership** (exercising effective management control over, and having a substantial ownership interest in a company with 5 or more employees as of January 1, 2000);
2. **Age** (age 35 as of January 1, 2000); and
3. **Record of success in job creation** (jobs created per year in business.)

Ranking: nominations will be entered into a database, ranked, and sorted into three categories

1. Nominees eligible for verification and further consideration
2. Nominees eligible but not ranked high enough within the country's allocation
3. Nominees not eligible, based on one or more of the three criteria.

Allocation by country

The following table shows the allocation of nominees by country. The calculations are based on population size and special considerations were taken in small countries, which were assigned a minimum quota of 5 nominees.

COUNTRY	1996 pop (thousands)	M 1,000 allocation	COUNTRY	1996 pop (thousands)	M 1,000 allocation	COUNTRY	1996 pop (thousands)	M 1,000 allocation
Antigua and Barbuda*	65.73	5	Dominican Republic	7,963.58	10	Paraguay	4,955.00	10
Argentina	35,220.00	45	Ecuador	11,698.00	15	Peru	24,287.50	35
Bahamas, The	284.00	5	El Salvador	5,809.73	10	St. Kitts and Nevis*	37.83	5
Barbados *	264.30	5	Grenada*	99.00	5	St. Lucia*	159.00	5
Belize	222.40	5	Guatemala	10,928.00	15	St. Vincent & Grenadines*	157.86	5
Bolivia	7,588.00	10	Guyana	838.50	5	Suriname*	412.00	5
Brazil	161,364.88	200	Haiti	7,336.00	10	Trinidad and Tobago	1,297.00	5
Canada	29,964.00	40	Honduras	6,101.11	10	United States	265,284.00	300
Chile	14,418.80	20	Jamaica	2,546.62	5	Uruguay	3,203.00	5
Colombia	37,450.51	50	México	93,182.00	100	Venezuela	22,311.00	30
Costa Rica	3,442.03	5	Nicaragua	4,503.12	10			
Dominica*	73.64	5	Panama	2,674.00	5	SUBTOTAL	766,142.14	1,000

*A minimum number has been set for small Caribbean Member States.

How you and your organization can help?

We are now beginning to build the network of business leaders and development organizations to help identify these young businesspersons. In this, we ask your assistance in what will be a tremendous opportunity to network with the most dynamic young entrepreneurs in the Hemisphere.

This network in each country will help with the YABT M1,000 in two ways:

1. Promote the Millennium 1,000 locally and in-country to gain exposure for the initiative in the media and business organizations to solicit nominations.
2. After nominations are received by the YABT and ranked, to help verify the information on the nomination / application form.

What are the benefits of participating in the YABT M1,000 Project? Network members will be recognized throughout the M1,000 program as the backbone of the effort. This will provide several opportunities to interact with some of the most dynamic young entrepreneurs in the Americas and the Caribbean. Individuals and companies assisting the YABT will be recognized in materials produced for the launch at the OAS General Assembly, in national and regional publicity during the promotion and nomination process, and will be included with the final listings: online, the M1000 CD ROM, and in printed documents.

For additional information, contact Roy Thomasson at rthomasson@oas.org.

Young Americas Business Trust

Young entrepreneurs: the brightest stars in the Americas and the Caribbean

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Estimados Colegas,

El Fondo para los Jóvenes Empresarios de las Américas (Young Americas Business Trust – YABT) es una nueva asociación entre la Organización de Estados Americanos (OEA) y el sector privado que promueve el desarrollo empresarial de los jóvenes en las Américas y el Caribe. Nuestro objetivo es combatir la pobreza al brindar programas y oportunidades de educación y empleo para la juventud en los 34 países miembros de la OEA. Con más de la mitad de la población de América Latina y el Caribe bajo los 30 años de edad, el ayudar a que los jóvenes se conviertan en exitosos empresarios es vital para el futuro desarrollo económico y social del hemisferio.

El YABT promueve el joven desarrollo empresarial en las Américas y el Caribe mediante novedosos programas de capacitación, cooperación internacional y tecnología. Las alianzas entre el YABT y las corporaciones del sector privado buscan brindar los recursos técnicos y financieros adicionales para los programas nacionales y regionales de capacitación empresarial. Puede encontrar información adicional en www.ybiz.net

Durante los dos próximos años, el Fondo para Jóvenes Empresarios de las Américas llevará a cabo los siguientes proyectos, para los cuales nos gustaría explorar el apoyo potencial que pueda brindarnos su organización:

- **El Mil Milenario – Millenium 1,000:** Identifica y reconoce 1,000 jóvenes empresarios en el hemisferio que hayan contribuido sustancialmente a la generación de empleo. ***Por favor ayúdenos a identificar éstos empresarios; para nominar posibles candidatos visite nuestra página web www.ybiz.net/m1000/***
- **Juventud y Energía en las Américas – Programa de Capacitación en Energía Renovable** (Youth and Energy in the Americas – Renewable Energy Training Program – YEA): Introduce a los jóvenes de América Latina y el Caribe a las nuevas tecnologías de energía renovable mediante un programa intensivo de orientación y una pasantía. ***Para contratar o recomendar posibles jóvenes candidatos a una pasantía visite nuestra página web www.ybiz.net/yea/***
- **Programas Estratégicos/ Alianzas de Negocios:** Uno de los principales propósitos del YABT es colaborar con las organizaciones gubernamentales y privadas para aumentar el apoyo a los programas de desarrollo empresarial para la gente joven. ***Por favor envíe un fax señalando las áreas específicas en que pueda colaborar a Roy Thomasson al (202) 458-3744.***
- **Ybiz.net “Internetwork”:** Centro electrónico de recursos para personas en busca de organizaciones que trabajan con micro, pequeñas y medianas empresas. ***Para mayor información por favor visite nuestra página web www.ybiz.net***

Actualmente estamos actualizando nuestro directorio de recursos que estará disponible en ybiz.net. ***Para adicionar o renovar los datos de su organización, por favor complete la Primera Parte del formulario anexo.*** También nos interesa su apoyo en cuanto al desarrollo de novedosas aplicaciones de la tecnología del Internet para las organizaciones y para pequeños negocios. ***Por favor llene la Segunda Parte del formulario anexo,*** para ayudar en el diseño de Redes de Internet y de radio-proyectos en Internet para organizaciones y pequeños negocios. ***Los formularios también pueden ser completados directamente de nuestra página web (www.ybiz.net/DirectoryofResources/default.htm) o enviados por correo o por fax.***

Esperamos oír de usted muy pronto y estamos a la expectativa de concretar su participación en nuestros programas.

Muchas Gracias.



Roy L. Thomasson
Chief Executive Officer

Young Americas Business Trust

Young entrepreneurs: the brightest stars in the Americas and the Caribbean

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Dear Colleague,

The Young Americas Business Trust (YABT) is a new private sector partnership with the Organization of American States (OAS) for the development of young entrepreneurs throughout the Americas and Caribbean. Our goal is to combat poverty by expanding opportunities and programs for education, employment and self-employment for young people in the 34 OAS member countries. With more than half of the population in Latin America and the Caribbean under the age of thirty, helping young people to become successful entrepreneurs is vital to the future social and economic development of the Hemisphere.

The YABT promotes young entrepreneur development in the Americas and the Caribbean through innovative programs of training, international cooperation, and technology. The YABT's partnerships with corporations in the private sector aim to provide additional technical and financial resources for national and regional programs for youth skills training and entrepreneurship. Additional information can be found at www.ybiz.net/.

Over the next two years, the Young Americas Business Trust will be undertaking the following major projects and we would like to explore potential collaboration with your organization.

- **El Mil Milenario – Millenium 1,000:** Identifies and recognizes 1,000 young entrepreneurs in the Hemisphere who have contributed substantially to the creation of jobs. *Please help us identify these entrepreneurs; to nominate, please visit www.ybiz.net/m1000/.*
- **Youth and Energy in the Americas – Renewable Energy Training Program (YEA):** Introduces youth from Latin America and the Caribbean to sustainable energy technologies through an intensive training orientation and internship program. *To host or to recommend a young person for an internship, please visit www.ybiz.net/yea/.*
- **Strategic Program/Business Partnerships:** A major purpose of the YABT is to collaborate with governmental and private sector organizations to increase support for entrepreneurial development for young people. *Please fax a letter of interest outlining specific areas of potential collaboration to Roy Thomasson at (202) 458-3744.*
- **Ybiz.net "Internetwork":** Online resource center for organizations working with micro, small, and medium-sized enterprises. *For more information, please visit ybiz.net/.*

Currently we are updating our Directory of Resources to be posted on Ybiz.net. *To add or renew your organization's listing, please complete the enclosed registry form, Part I.* We also ask your advice in developing uses of Internet technology for organizations and smaller businesses. Please answer the five questions in Part II of the enclosed form to assist in designing the Internet network and Internet radio projects for organizations and smaller businesses. The forms can be submitted by fax or mail, or be completed on our website (at www.ybiz.net/DirectoryofResources/default.htm).

We look forward to hearing from you soon and hope that you are interested in participating in our programs. Thank you.


Roy Thomasson
Chief Executive Officer

Ybiz.net

Young Americas Business Trust

Internet Directory of Resources for
Small, Medium and Micro Enterprises
in the Americas

Part I: Registration for Internet Directory

The following information will be included in the organization's website listing:

Name of Organization:			
Street Address:			
Mailing Address:			
City / State / Zip Code			
Country			
Phone:		Fax:	
Email:		Internet Address:	
Contact Person:		Title:	
Name of Program:			
Countries Served:			
Brief Program Goals and Objectives: (30 words maximum)			
1.			
2.			
3.			
Brief Program Description: (30 words maximum)			
Type of Organization			
International non-governmental organization		Regional organization	
Business organization, association, or chamber of commerce		For-profit financial institution	
Local non-governmental organization		Government program	
Private business (for profit)		Grant-making foundation	
Parastatal entity / statutory body		Educational institution	
Other, please specify:			

Please mark below the services that organization provides to entrepreneurs, micro, small, or medium sized businesses.

Key: **Entrepreneurs** = new businesses, **Micro** = self-employed or 1-2 employees (including owner), **Small** = 3 – 10 employees, **Medium-sized** = 10 – 25 employees.

Please mark X in all that apply:	Entrep	Micro	Small	Med
Personal development / motivational training				
Skills training in business, please specify below:				
Skills training in technical areas, please specify below:				
Marketing services to businesses				
Loans or access to financing				
Other please specify below:				

Please also complete Part II on the ybiz.net Internet project

Part II: Internet Technology / Internet Radio Project Survey

The following information will be useful in designing the an on-line Internet network to benefit young entrepreneurs and micro, medium and small business organizations:

1. What Internet and email access does your organization have?

Mark x under Internet Email Please specify any problems:

No access			
Limited access			
Good access			
Full / unlimited access			

2. What information, materials, or equipment would be useful? Please mark and specify below:

Development of organization's website		
On-line training materials and curricula for entrepreneurs		
Manuals and program management information for staff		
Pro-forma business plans for various businesses		
Tools for screening clients for assistance		
Information on donors or funding sources		
Case studies of other programs		
Additional computer equipment / programs		
Other, please specify:		

3. a. Would you be interested in an Internet or email discussion group with organizations like yours and experts in the field?
b. Do you currently participate in such a group?
c. If yes, please provide the email of the moderator:
d. Would you like to be included on our email list for information?

Yes		No	
Yes		No	
Yes		No	

4. a. Would you be interested in participating in a Internet radio network that distributed programming content via the Internet
b. Do you currently listen to Internet radio for any purpose?
c. Would your organization be willing to record radio programs with training content or about young people in business?
d. If you use Internet radio software, please specify which one:

Yes		No	
Yes		No	
Yes		No	

5. What Internet radio programming would be interesting or useful? Please mark and specify:

Business training or technical courses via radio		
News of business ideas		
News of technology applications		
Radio profiles / interviews of successful businesses		
Potential international trade opportunities		
Marketing / advertising opportunities for entrepreneurs		
Other, please specify:		

If your organization is interested in collaborate on an "Internetworking group" to develop the Internet websites and radio project, fax a letter of interest on your organization's letterhead to:

Roy Thomasson, Chief Executive
Young Americas Business Trust
Fax 202/458-3744

Thank you! We look forward to your participation in this exciting project!

Parte I: Registro para el Directorio Electrónico

La siguiente información será incluida en los listados de organizaciones de nuestra página Web:

Nombre de la Organización:			
Dirección 1:			
Dirección 2:			
Ciudad / Estado/Código Postal:			
País:			
Teléfono:		Fax:	
Email:		Página Electrónica:	
Persona a Contactar:		Cargo:	
Nombre del Programa:			
Países Beneficiados:			
Objetivos y Metas del Programa: (máximo 30 palabras)			
1.			
2.			
3.			
Descripción del Programa: (máximo 30 palabras)			
Tipo de Organización			
Internacional no-gubernamental		Organización Regional	
Organización de negocios, Asociación, o Cámara de Comercio		Institución Financiera lucrativa	
Organización Local no-gubernamental		Programa del Gobierno	
Negocio Privado (lucrativo)		Fundación que otorga concesiones/préstamos	
Entidad Paraestatal / Cuerpo Estatutario		Institución Educativa	
Otro, por favor especifique:			

Por favor seleccione abajo los servicios que la organización brinda a los empresarios, y/o a las micro, pequeñas, o medianas empresas.

Clave: **Empresarios** = nuevas empresas, **Micro** = auto-empleados o 1-2 empleados (incluyendo el propietario), **Pequeña** = 3 – 10 empleados, **Medianas** = 10 – 25 empleados.

Por favor marque una X donde se aplique:	Empr	Micro	Pequ	Med
Desarrollo personal / Capacitación de motivación				
Capacitación en negocios, favor especifique abajo:				
Capacitación en áreas técnicas, favor especifique abajo:				
Servicios de mercadeo a negocios				
Préstamos o acceso a la financiación				
Otro, por favor especifique abajo:				

Por favor complete
la Parte II
del
Proyecto
Electrónico
ybiz.net

Parte II: Tecnología Electrónica / Encuesta para Proyecto de Radio en Internet

La siguiente información será utilizada en el diseño de una red electrónica en Internet para beneficiar jóvenes empresarios y micro, medianas y pequeñas empresas:

1. Qué acceso tiene su organización al Internet y al email?

Marque una x abajo Internet Email Favor especifique cualquier problema:

No tiene acceso			
Acceso Limitado			
Buen Acceso			
Acceso total/ Ilimitado			

2. Qué información, materiales, o equipo sería beneficioso? Favor marque y especifique abajo:

Desarrollo de la página Web de la Organización		
Materiales de Capacitación para empresarios via Internet		
Manuales e Información para empleados en el manejo de programas		
Planes de negocios Pro-forma para varias empresas		
Herramientas para seleccionar clientes		
Información de donantes o fuentes de financiación		
Casos que ilustren las experiencias de otros programas		
Equipos / programas adicionales de computación		
Otro: favor especifique:		

3. a. Estaría interesado en una discusión en grupo vía Internet o email con organizaciones como la suya y expertos en el área?

Sí		No	
Sí		No	

b. Participa usted actualmente en un grupo similar?

c. Si es así, favor escriba el email del moderador de su grupo:

d. Le gustaría recibir información vía email?

Sí		No	
----	--	----	--

4. a. Estaría interesado en participar en una red radial vía Internet que distribuya el contenido de programas por esta vía?

Sí		No	
Sí		No	

b. Escucha usted la radio por Internet actualmente ?

c. Estaría su organización dispuesta a grabar programas radiales de capacitación o acerca de jóvenes empresarios?

Sí		No	
----	--	----	--

d. Si utiliza software de radio por Internet, favor especifique cuál:

5. Que programa radial de Internet estaría interesado en utilizar? Favor marque y especifique:

Capacitación de negocio o cursos técnicos via radio		
Noticias de ideas empresariales		
Noticias de aplicaciones tecnológicas		
Perfiles radiales / entrevistas a negocios exitosos		
Oportunidades Potenciales de comercio internacional		
Mercadeo / publicidad para empresarios		
Otro: favor especifique:		

Si su organización está interesada en colaborar en una "Red Electrónica" para desarrollar las páginas webs y el proyecto radial, envíe un fax con el logotipo de su organización a:

Roy Thomasson, Chief Executive
Young Americas Business Trust
Fax 202/458-3744

Gracias! Esperamos contar con su participación en este emocionante proyecto!

Young Americas Business Trust

Young entrepreneurs: the brightest stars in the Americas and the Caribbean

Ybiz.net The Internetwork for Young Entrepreneurs

Summary

Ybiz.net aims to become the premier international Internet resource center for youth entrepreneurship programming and an "Internetwork" for young entrepreneurs. Use of Internet technology will improve service delivery to young entrepreneurs to accelerate their development, and serve as a reference center on resources, curricula, and technical information, providing entrepreneur organizations with cost-effective information sharing and tools for collaboration and training.

The expanded Ybiz.net will operate on four levels:

1. **Expand and promote of Ybiz.net** as the central website for information on young entrepreneur programming, including the development of the Ybiz Internet radio network.
2. **Catalog resources and links** to support more effective young entrepreneur programming, offering training materials and links to programs
3. **Create specialized Internet communities** organized by program type (credit, school-based, etc.) and location (Andes, Caribbean, etc.) to encourage interchange and collaboration among the organizations and donors, supported by regular on-line conferences and guest "speakers"
4. **Develop prototype ecommerce trading networks** for young entrepreneurs.

Background

With youth almost 60% of the population of Latin America and the Caribbean under age 30 and unemployment reaching highs of 80% in Latin America, lack of hope and opportunity for youth contributes to social unrest and constitutes a major barrier to equitable and sustainable growth. Numerous local initiatives target this problem, but distance and informational barriers isolate their efforts. They lack access to information and technology that could improve services, ~~expand~~ training and other offerings, support market linkages for young entrepreneurs, develop their own management skills, and reach out to donors and corporations.

The Internet offers new opportunities to bridge this gap, but its potential is only beginning to be realized. A growing number of sites target young entrepreneurs, but do not aim at the low-income population served by young entrepreneur programs, nor are they suited to their needs. Moreover, these sites generally do not focus on assisting young entrepreneur organizations through access to curricular material or exchange of lessons learned. The Internet can now deliver information at a fraction of earlier costs, but isolated, poorly funded organizations need help to find what they need and put it to work.

Young entrepreneur programs also need more effective ways to share experiences with each other. Internet communities can bring them together with each other and with donors and technical experts, exchanging techniques, lessons learned, and ideas for joint activities. Through the Internet community structure, virtual conferences, expert workshops, mentoring, and donor contacts become feasible, regardless of size or location.

Financial support is needed to enable YABT to expand its existing website (www.ybiz.net) and develop it into a "town center" (Ybiz.net) for a new Internet community linking young entrepreneur programs throughout the Americas and the world. The resulting Internet community will have four components:

The Ybiz.net site will be expanded into a central resource center for young entrepreneur programs, offering information on the programs themselves at the national and regional levels and serving as a resource to implementers, donors, and corporate partners. YABT staff and its partners will develop a more extensive catalogue of resources, training materials, and links to support more effective young entrepreneur programming, both "on-site" and via links to their "site of residence."

A network of specialized net communities will link participating young entrepreneur programs, experts, interested corporations, and donors, made up of interlocking "neighborhoods" defined by program type (training, credit, etc.) and location (Andes, Caribbean), each with approximately 30 members (an optimal size for collaboration without overload). Donor and corporate links will build connections for funding and other support. Regular on-line conferences and guest "speakers" will foster participation and maintain interest. A neighborhood manager will be charged with keeping discussion on track.

On a pilot basis, the site will also include resource materials for young entrepreneurs themselves, offering training materials and links to programs in their area, information such as pro forma business plans, and mentoring, as well as the development of ecommerce-based trading and training networks.

Objectives

Many sites offer information on a specific organization or promote a particular set of materials. One-time dialogues are increasingly common on the Internet. As far as we are aware, though, there is no ongoing forum to serve an international young entrepreneur audience that offers either readily available, comprehensive information on programming or a forum for communication, much less both.

The ybiz project will increase information exchange and collaboration among organizations in this area, and strengthen programs, facilitating sharing of effective materials and leading to higher performance standards, promoting entrepreneurship among young people, providing new training opportunities, and upgrading capabilities of organizations operating in this field. It will serve as a model for other Internet community-based programs.

In 1998, YABT developed a printed directory of 150 young entrepreneur programs in the Hemisphere and is currently surveying them to further define their needs and a compilation of 140 youth employment and enterprise related Internet sites. These networks will serve as the basis for further development of this community. The YABT web site, www.ybiz.net, received 370,000 hits last year, providing a strong foundation for growth.

Resources

YABT facilitates private sector participation in OAS young entrepreneur programs, relying on donor contributions, with OAS administrative support. Corporate and multilateral partnerships under development will contribute significantly to this effort. The ybiz site is also expected to generate donations, advertising revenue from sponsor promotional opportunities, and commissions from the sale of materials.

For more information, contact:

Roy Thomasson, Chief Executive, Young Americas Business Trust
202/458-3641.

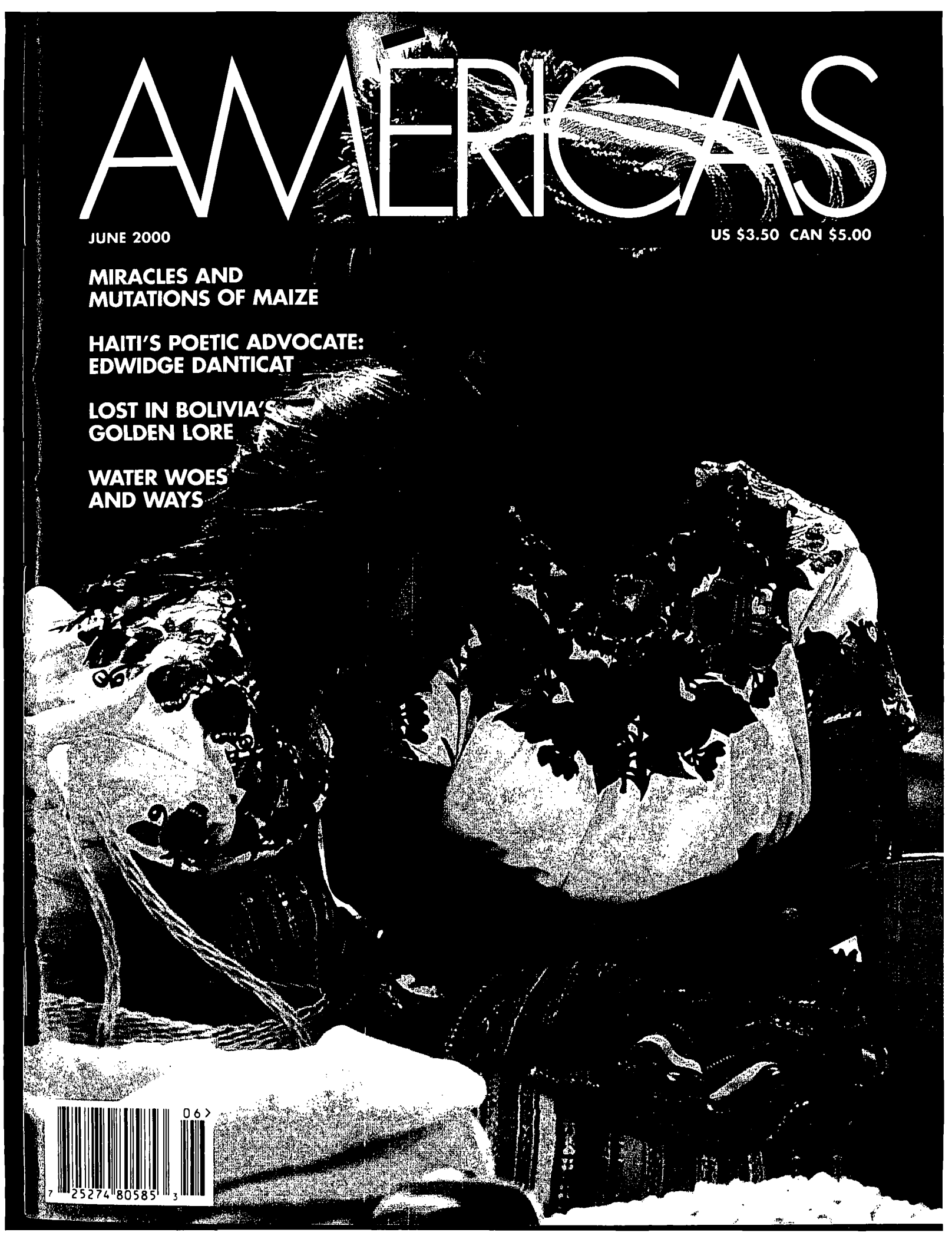
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LISTA DE PARTICIPANTES AL FORO DE ADOLESCENTES AL 26 DE JUNIO DE 2 000

PAIS	NOMBRES	APellidos	EDAD / AGE	HABITACIONES
ARGENTINA	PABLO AUGUSTO	GRU		514*
ARGENTINA	DIEGO AUGUSTIN	RICHMOND		514*
ARGENTINA	SANTIAGO NICOLAS	VILLADA	18	514*
BELICE	NOELI CARINE	PINELO	18	570
BELICE	XENIA MARIE	VELASQUEZ		573
BOLIVIA	DANIEL	MONTANO RADA	17	568
BOLIVIA	FARIDA	VALDEZ TORRES	16	568
BRASIL	ALEXANDRA	DA CRUZ GOUVEA	16	568
BRASIL	ALLISON	DE SOUZA BALDUINO	17	561
CHILE	SEBASTIAN	OZIMISA	17	514
CHILE	SOLANGE	SOTO	18	573
COLOMBIA	JULIAN ANDRES	ADARVE RIOS	18	550
COLOMBIA	DIANA MARCELA	CONTRERAS	17	579
COSTA RICA	TERESA	MORALES SOTO	17	576
COSTA RICA	JULIO ALEJANDRO	ROJAS CESPEDES	16	559
CUBA	CLAUDIA	FELIPE TORRES	18	571
CUBA	LUIS CARLOS	FORNANI HERNANDEZ		557
DOMINICA	EDMOND	AUDAIN	19	588
DOMINICA	LEIAN	WALTER		597
E.E.U.U.	JOEL	MCINTOSH	15	564
E.E.U.U.	PAOLA	NOEL BALDINO	19	577
ECUADOR	RENATO	ABAD MONTERO		558
ECUADOR	MARIA GABRIELA	CHEVEZ ARAUJO	15	567
EL SALVADOR	CARMEN ELENA	LAGUAN CORTEZ	17	569
EL SALVADOR	JOSE LUIS	MINERO GUERRERO	16	550
GRENADA	KENROY	BAPTISTE	17	582
GRENADA	ADANNA	MOORE	17	574
GUATEMALA	RUDDY ALBERTO	OROZCO		562
GUATEMALA	EVELYN PRISCILA	HERNANDEZ FLORES		577
HONDURAS	JUNIOR DANIEL	GARAY	16	554
HONDURAS	EDELSA KRISTELY	LOPEZ ESPINOZA		568
MEXICO	LORENA	HERNANDEZ	15	571
NICARAGUA	MARIA JOSE	DIAZ		567
NICARAGUA	JIMMY ANTONNY	FARINAS	16	560
PANAMA	MILEYDIS	MARTINEZ	18	578
PANAMA	JORGE	STUART GIBBONS		563
PARAGUAY	TAMARA	BIEDERMANN VILLAGRA	17	572
PARAGUAY	SEBASTIAN	VILLAREJO	17	559
PERU	EDITH FABIOLA	ALARCON MELGAR	16	570
PERU	LILIA CRISTINA	CALDERON AGUILAR	14	589
PERU	JESUS EDGAR	COA BEGAZO		563
PERU	JAVIER	JIMENO GOICOECHEA	16	557
REPUBLICA DOMINICANA	RUTH KARINA	RODRIGUEZ CAMPOS		568
REPUBLICA DOMINICANA	JULIO ANTONIO	TOLENTINO CASTILLO		564
SAINT KITTS NEVIS	DERIONNE	EDMEADE	17	560
SAINT KITTS NEVIS	VIVIENNE	WILLIAMS	15	597
SAN VICENTE DE GRENADA	MEISHA	BYNOE	16	578
SANTA LUCIA	SHONELLE	GUILLARD		572
SANTA LUCIA	RAFAEL	LOIS		568
URUGUAY	BRAULIO	GALIMBERTI	14	597
URUGUAY	SERGIO	PINEIRO	13	554
URUGUAY	MIGUEL	SANJURJO	15	565
VENEZUELA	FRANCISCO JAVIER	CASTRO MILLAN	16	556
VENEZUELA	BIRKELLIA DEL CARMEN	DEL CARMEN ALVAREZ	18	570

TELEFONOS DIRECTOS DE LA SECRETARIA TECNICA EN EL PUEBLO 316 5505 - 316-5507

TELEFAX

366 1482

TELEFONO DEL PUEBLO 3560020 366-0042

Carro
Faut

**Tenth Conference of Spouses of Heads of State and
Government of the Americas
(Technical Preparatory Meeting)**

PROFILE I

Social Entrepreneur Program

Regional

**Inter-American Development Bank (IDB)
Inter-American Institute for Cooperation on Agriculture (IICA)**

PROFILE I¹

Social Entrepreneur Program

Regional

April 21, 2000

Program Title:	Credit Program for Women in Rural Areas
Work Team:	For the IDB: Mauricio R. Bertrand, SDS/WID and María Victoria Saenz de Lleras, SDS/MIC For the IICA: Guillermo Grajales, IICA/Washington, D.C. and Clara Solís, IICA/Panama
Borrowers:	IDB member countries For the countries that qualify, IDB resources are provided by the Special Operations Fund. Resources provided by other donors will be used to finance the projects in other LAC countries.
Tentative Dates:	Management Review Committee November 2000 Board of Executive Directors January 2001

I. Frame of Reference

A. Background

A study carried out by the IDB/IICA found that there are 190 million people living in rural areas in the Americas. Of those, 95 million are female, 43 million of whom are over the age of 10². This group makes a key contribution to food security in rural households. Their productive activities are mainly centered on farming in the geographical area where they live, where they mainly produce grains, raise small animals, and cultivate other vegetable produce. Most of what they produce is for immediate household consumption, with the surplus sold at local markets.

Despite their strategic importance to the rural economy, women have less access than men to productive resources. Land, credit, capital, extension services, and training are beyond their reach, which helps to deepen inequality and impose added limits on their status as producers, income levels, and possibilities for social advancement.

The more important aspects that demonstrate the inadequacy of the conventional credit system on offer include: (i) the set of formal requirements relating to guaranties

¹ Based on the final reports of Consultation ATN/EA.6675-RG

² Other data figures put forward by the IICA/ASDI refer to 150 million rural residents, half of whom are female (See "*Marco Conceptual y Programático Sobre: Mujeres, Equidad de Género y Desarrollo Rural Sostenible*," 1999, p.13, which borrows data from CELADE 1991, *Boletín Demográfico*, Año 24, No. 4, Santiago, Chile, and FLACSO 1995, *Mujeres Latinoamericanas en Cifras. Tomo Comparativo*, Santiago, Chile.

(particularly collateral), excludes the majority of rural residents, and women in particular; (ii) the complicated and bureaucratic processes involved in credit applications (paperwork and procedures difficult to understand for people whose lives revolve around crop cycles); (iii) the lengthy periods needed to process credit applications; and (iv) the generally high transaction charges for borrowers.

In addition, financial institutions that provide agricultural loans do not regard financing the economic activities of poor people as profitable because, (i) the amounts of the loans applied for are too small; (ii) it is difficult to obtain information on such clients; (iii) they tend to live in remote areas that are difficult for credit officers to reach; (iv) the unit management cost of each loan is too high; and, in particular, (iv) there is a conspicuous shortage of material guarantees, especially where women are concerned. The latter are also beset by additional handicaps, such as lack of mobility, high illiteracy, and dependence on men.

Studies show that rural women feel much more at ease with unconventional credit systems. Indeed a look at different non formal credit initiatives in rural areas -such as communal banks, revolving funds, or solidarity groups- reveals that women make up a high percentage of participants and play prominent proactive roles.

Microfinance institutions offer their clients a wide variety of products and services, although they mainly concentrate on financial intermediation. Nevertheless, the low-income population clearly also needs social intermediation or a "*human capital development process to support sustainable financial intermediation*,"³ as well as microenterprise development services, (technical assistance services for production, marketing, bookkeeping, etc.), and even social services for adequately satisfying people's needs with respect to health, education or literacy. Again, NGOs are the principal suppliers of these services, followed by cooperatives in the area of social services.

Due to the high inherent risk in rural areas (disperse population, isolation, lack of infrastructure, agricultural activities that reach fruition in the medium and long terms, etc.) and the specific economic conditions found in the rural population (lack of assets, demand for loans mainly centered on consumer needs and investment), the microfinance institutions that operate in this sector have great difficulty achieving financial sustainability. In fact, it is found that the sustainability of these institutions has more to do with geographical scope (rural/urban) than with depth of poverty (how poor the people are). There is still a very low number of microfinance institutions that can consider themselves to be sustainable, and very few work with women with least resources in rural areas.

B. Strategy of the IDB, IICA and the Governments

The Bank has been supporting the microenterprise sector for more than 20 years. The IDB microenterprise development strategy consists of broadening economic opportunities through the sustainable and dynamic growth of microenterprises. One of the specific objectives of this strategy promotes improved access to financial and

³ Bennett, 1977. Such services are offered above all by microfinance institutions that employ solidarity group mechanisms. These institutions are mainly NGOs, among which we find those affiliated to ACCION International or Communal Banks (NGOs affiliated to FINCA).

business services for microentrepreneurs in disadvantaged and low-income sectors (including with women and indigenous peoples). In addition the strategy aimed at fueling agricultural development and food security underscores the need to develop rural financial markets and calls for encouraging greater development of private institutions (consumer credit cooperatives, and rural or communal bank networks).

The program falls within the framework of the IICA strategy to increase awareness about the need to raise incomes and combat poverty in rural areas, with a particular focus on gender equity; to recognize the potential for development that exists both in the rural sector and in the increased importance ascribed to social capital-based development (The New Rurality, 2000).

For their part, the Governments, through the Offices of the First Ladies, and the Agriculture Ministries, through Inter-American Agriculture Board (JIA), have accorded high political priority to improving the political, economic, and social status of rural women in the hemisphere. The above is reflected in the efforts encouraged by the Hemispheric Initiative for Rural Women (PADEMUR), whose activities include promotion of rural credit programs for women.

II. Justification of the Program

A. Relevant Aspects

- The data yielded by studies carried out in the recipient countries of this project in Central America and the Caribbean indicate a universe of 2,107,000⁴ women agricultural producers who are potential clients of this Program. These studies also show that systems of conventional credit provided by both the public and the private sector, have proved inappropriate and insufficient for the satisfying the financial needs and demand of this sector of the population.
- Furthermore, despite the major proliferation of non-conventional credit programs, these continue to display clear institutional shortcomings when it comes to satisfying existing demand, in addition to which their coverage is very limited as a result of their low economic capacity. Women continue to be highly dependent on “traditional” credit systems operated by informal moneylenders for covering both their productive and their consumer needs, and have assume responsibility for the high interest rates that they charge.
- The technical assistance services and training provided to women in rural areas are insufficient. This considerably reduces their possibilities for raising their incomes and ensuring that that their productive efforts are both economically and socially profitable.
- The shortage of financial and business services available to women in rural areas of the Central America and the Caribbean, coupled with the difficulties that the financial institutions that support them have to contend with, justify the need to increase and improve the scope of microfinance in a largely female rural environment.

⁴ Number of women in the rural labor force in the eight recipient countries of this Program, according to ECLAC data for 1997.

B. Geographic Scope of the Program

This is a hemisphere-wide program, whose initial phase will include, in compliance with the recommendations made by the Central American Agriculture Council in February 1999, Costa Rica, the Dominican Republic, El Salvador, Guatemala, Haiti, Honduras, Nicaragua and Panama, which were struck by recent national disasters.

III. The Project

A. General Objective

To contribute to the equitable and sustainable development of rural society by strengthening and increasing female participation in economic and productive activities, through provision of financial services that are in line with their social, cultural, and economic reality and that include credit, training, technical assistance and institutional strengthening.

B. Specific Objectives

The specific objectives are, (i) to contribute, by channeling financial and business development services, to strengthening participation of rural women in profitable and sustainable productive agricultural activities with the aim of enabling them to become economically self-sufficient and to ensure the well-being of their families; (ii) to build up the institutional capacities of civil society organizations that specialize in providing training, technical assistance and credit services in rural areas; (iii) to encourage the exercise of a responsible business culture among women in rural areas and to enable them to have better access to credit programs and other available financial resources in rural areas; and (iv) to encourage responsible use of natural resources in order to avoid their depletion and to contribute to environmental sustainability.

C. Direct Beneficiaries

The Program was set up with the aim of providing support to the most disadvantaged women in rural areas, in particular those with the fewest resources. In carrying out its activities on behalf of the target group, the program must multiply its social impact by promoting access to opportunities for the most vulnerable groups in rural areas. The Program must target its activities at women's groups that are viable from the point of view of the business goals that it seeks to promote, with a particular focus on young women, due to their ready assimilation of new technologies.

D. Description

Program components and services

The studies carried out have revealed the shortcomings of formal systems as regards offering financial and business services suited to the needs of women in rural areas. On one hand, it was found that there is an absence of flexible financial products in keeping with the characteristics of the target group; on the other, it could be seen that the training and technical assistance policies implemented by public institutions exclude

and are out of step with the objective needs of women producers. Although unconventional systems appear to provide a more flexible alternative that is better-suited to the capacities of low-income groups, those systems have limited capacities themselves, tend to focus primarily on granting loans, and neglect to provide other business services.

With a view to tackling the shortcomings of the situation overall, this Program has developed and incorporate four -separate and interconnecting- components that will enable it to provide diversified and integrated services to its client-beneficiaries and the entities that support them. The flexible and independent nature of each of these components will also make it possible to implement them individually and separately basis, in the event that the particular conditions -such as shortage of economic possibilities in a given country or other circumstances of an operational nature- were to make their joint application unviable.

1. Credit Component

Credit is the linchpin of this Program. Under this project, the conception of this resource is that of a financial instrument whose sole aim is to support the productive activities of women in rural areas. The multinational dimension of the Program requires creation of institutional mechanisms that make it possible to reconcile the different national realities of the countries that take part in it. The Program will not distribute credit indiscriminately; instead intermediaries will be in charge of funneling it to those women who really are in a position to use it productively.

Providing such a service requires first designing the financial product and shaping its fundamental characteristics, in order to offer a product tailored to the needs of the target group and able effectively to accomplish its intended goals.

2. Technical Assistance Component

The Program will have access to technical assistance resources, including human resources (technical experts), as well as others of a scientific and empirical nature, in accordance with the findings of research on the needs of rural women.

The technical assistance services that the Program offers will be designed (i) to enable transfer of technology suited to the specific needs of the target group's productive activities; (ii) to include technical solutions designed to enable clients to boost and diversify the output of their enterprises; (iii) to help clients to improve marketing of their products; and (iv) to encourage women producers to protect their health and the environment.

During the start-up phase of their clients' enterprise projects the Program will provide technical assistance to help its clients to identify "market niches," organize enterprise initiatives, and launch small businesses.

3. Training Component

The fundamental aim of this component is to help women producers in rural areas to acquire skills and abilities that enable them to enhance their productive potential and that are of benefit to the growth of their enterprise initiatives.

Through this component the Program seeks to reach a broad sector of the rural population that has not had access to business services. To that end, it will offer access to resources designed to help more women to receive enterprise training by providing instruction to clients` in the areas where they live.

These services will be supplied by intermediaries and will aim to build up human capital, strengthen the business capacity of women, and develop skills and abilities in aspects of management and administration, in order to contribute to the success of their business activities.

4. Institutional Strengthening Component

The Program includes an institutional support component aimed at developing the institutional capacities of entities that support Program clients and at training up promoters and credit officers to manage loans at the local level.

This institutional strengthening component, which is closely connected with the sustainability of the institutions themselves, is particularly needed in the following areas: investment in human capital; implementation of suitable accounting and credit management systems; monitoring and assessment methodology; and administrative capacity.

F. Implementation Scheme

The Program will act as a mechanism for management and allocation of financial resources that originate from different -domestic and international, public and private-sources and whose intended use is to provide, through intermediaries, financial and business services designed to develop the productive activities of rural women, in order to encourage their participation in enterprise initiatives. The idea is for those resources to be managed under the scheme developed by the Social Entrepreneur Program implemented by the Inter-American Development Bank's Microenterprise Unit, which employs efficient eligibility criteria, management processes, and organization schemes.

In managing the program, the Bank will include an ad hoc consultation and participation scheme at two levels, involving the main actors engaged in the program: at a general level through a Steering Committee tasked with evaluating the program and making recommendations for obtaining external resources and support from authorities in the region; and at the country level through a Steering Committee that facilitates formulation of a master plan for implementation of the country component; establishes strategic alliances and encourages channeling of additional initiatives and resources to the target group, particularly in the areas of training and technical assistance; and provides support for evaluation.

Credit, like the other services that the Program furnishes, will be managed through specialized financial intermediaries, which will be required to comply scrupulously with the eligibility criteria and other specific standards to be established in the Program

Operating Regulations. These intermediaries may be NGOs, foundations, companies, or civil associations that provide financial services in rural areas. Trade union organizations, cooperatives and associations of small-scale producers interested in providing financial services to women in rural areas may also be included as intermediaries of the Program.

Entities that provide training services must be specialized and undergo a prior qualification process in keeping with eligibility criteria to be defined by the Program in its Operating Regulations. The content, training materials, methodologies and frequency of these services will be defined in accordance with specific assessments that the Program will carry out in each area of operations, in keeping with the real-life situation and willingness of borrowers. The Program, through its implementing agencies, will pay special attention to the participation of clients, particularly in the definition of training priorities, modalities, venues and delivery times. The program will examine the possibility of delivering training under a voucher system.

In supplying technical assistance services, the Program will rely on services contracted from specialized intermediaries and on the experience of the Inter-American Institute for Cooperation on Agriculture (IICA)

IV. Special Aspects

One of the most crucial aspects of this operation is the willingness of the countries to allocate resources to the Program from the Special Operations Fund. Currently, only Bolivia, Guyana, Haiti, Honduras, and Nicaragua have access to these resources. Accordingly, the project team will negotiate the letter of priority for allocation of these resources with the respective governments (Haiti, Honduras, and Nicaragua). The resources for the other countries in the program (Costa Rica, the Dominican Republic, El Salvador, Guatemala, and Panama) will come from and/or be negotiated by the Bank and the IICA directly from donor countries. In all cases negotiations will be undertaken to ensure availability of counterpart resources.

Particular emphasis must be given to channeling resources that enable the Program also to provide assistance to women in rural areas who are not currently entrepreneurs, but whom the Program could provide assistance for setting up a new agricultural enterprise.

Although the Social Entrepreneur Program has suitable mechanisms and procedures for processing loan applications under the proposed program, it must be recognized that a number of adjustments are required in order to adapt them to the activities of this program. The reasons for this stem from the regional nature of the program, use of different financing sources, lack of suitable mechanisms for identifying the program target group, and the fact that microfinance entities lack institutional capacity to work with poor women's groups in rural areas. Some of these shortcomings will be remedied through institutional strengthening activities, while others will be tackled by the project team in coordination with the IICA.

It is also recognized that implementation of the program will require additional human resources at each of the Bank offices involved in the program. This is crucial given the depth of involvement in the process of identification, selection, approval, and implementation of individual operations in each country. It will be necessary for the project team to seek the resources for covering needs in this area.

FOLLOW-UP TO THE NINTH CONFERENCE OF SPOUSES OF HEADS OF STATE AND GOVERNMENT OF THE AMERICAS (1999)

USA ACCOMPLISHMENTS

1. REGISTRATION OF CHILDREN ACROSS THE AMERICAS

Working to Ensure a Fair, Accurate and Complete Census for all Americans. The Clinton-Gore Administration is working to ensure that Census 2000 is as accurate as possible using the best, most up-to-date scientific methods as recommended by the National Academy of Sciences. According to the Census Bureau, the 1990 Census missed 8.4 million people and double-counted 4.4 million others. Approximately 4.4 percent of African Americans, 2.3 percent of Asian Pacific American, and 5 percent of Hispanic across America were not counted. Additionally, 12.2 percent of Native Americans living on a reservation were not counted in the 1990 census.

While missing or miscounting so many people is a problem, the fact that certain groups—such as children, the poor, people of color, city dwellers and people who live in rural rental homes—were missed more often than others made the undercount even more inaccurate. A fair and accurate Census is a fundamental part of a representative democracy and is the basis for providing equality under the law. The President and Vice President are determined to have a fair and full count in 2000, and in February 2000 the President announced new steps to encourage all Americans to participate in Census 2000.

The President launched a *Census in Schools Challenge*, to ensure that children are counted and educate both students and parents; reiterated that Census information is strictly confidential; and directed federal agencies to step up activities in support of the Census.

2. EARLY CHILDHOOD CARE FOR SURVIVAL, GROWTH AND DEVELOPMENT IN LATIN AMERICA AND THE CARIBBEAN

USAID supports an Initiative with the Pan American Health Organization that works in 8 of the poorest countries in the region. This Initiative supports the introduction of new childhood vaccines Hib and Hepatitis B. The Initiative also works to eradicate measles in the hemisphere. This same USAID supported Initiative accomplished the eradication of polio in the hemisphere (the first hemisphere to do so) in 1991. USAID throughout the region, funds child survival projects with Ministries of Health and through Private Voluntary Organizations such as World Vision, World Relief, CARE, Save the Children and Catholic Relief Services. These programs focus on growth monitoring, preventing dehydration from diarrheal diseases, improving vaccination rates, preventing, detecting and treating infectious diseases, improving nutritional status and strengthening health systems. The USAID Honduras Mission also supports a new and promising programming strategy called *AIN*. This community strategy consists of growth monitoring of children coupled with nutritional counseling and basic management of childhood

illnesses. Baseline data collected thus far indicate that children who fail to thrive during one session at the next monthly session have reversed that trend. This strategy developed by USAID-funded partners, will be implemented by USAID Dominican Republic, and incorporated into loan programs by the World Bank in Bolivia and Nicaragua. On May 21, 1999 Congress passed supplemental legislation for Hurricane reconstruction for countries affected by Hurricanes George and Mitch. These funds have been managed by USAID and awarded to other United States Agencies such as HHS/CDC and USAID Missions to build back better so that future destruction can be minimized should further natural disasters strike. In Nicaragua, Honduras, Dominican Republic and El Salvador these funds have been used to restore and improve water and sanitation and maternal child health services in affected regions of the countries. Through a US 15 million inter- agency agreement to CDC and PAHO a program is being implemented to improve surveillance and laboratory capacity to track and detect infectious disease and to create a cadre of field -trained epidemiologists to track future outbreaks of infectious diseases.

3. INTEGRATED MANAGEMENT OF CHILDHOOD ILLNESSES

USAID has supported a regional IMCI Initiative with the Pan American Health Organization in Latin America and the Caribbean that works to teach providers simple algorithms to improve the detection and treatment of common childhood disease such as measles, pneumonia, and dehydration caused by diarrhea that are among the top causes of death in children under five years old in the region. In addition to training health care providers, the Initiative also supports the strengthening of health systems through the development of tools that provide costing information and data to improve the distribution and use of pharmaceutical drugs. Seven of eight target countries in the region have adopted the IMCI strategy. (Bolivia, Ecuador, El Salvador, Haiti, Honduras, Nicaragua, and Peru.) To date under this Initiative, over 8,000 providers have been trained. Through this Initiative a community component was developed to ensure that sick children are referred in a timely way for health services and to help mothers and caretakers prevent disease or disease severity. This component encourages the mobilization of community human and financial resources to solve problems with local solutions.

4. PREVENTION OF DOMESTIC VIOLENCE THROUGH CHILDREN'S EDUCATION

Prevention and Intervention of Domestic Violence: Violence Against Women Act (VAWA). In 1994 Congress passed and the President signed landmark legislation to fight violence against women. This legislation – the *Violence Against Women Act (VAWA)* – has been implemented by the Department of Justice and the Department of Health and Human Services. The Act established new criminal provisions and key grant programs that improve the criminal justice system's response to domestic violence, sexual assault and stalking, and direct critical services to victims. These provisions enable law enforcement agencies and communities to promote the safety of countless women and hold offenders accountable. Since the passage of the act, over \$1.5 billion in VAWA grant funds have supported this work. Programs include victims' services; shelters; hotline assistance; coordinated strategies among law enforcement, prosecution, victims' services and the courts; and centralized sexual assault and domestic violence units in police and prosecutors' offices. Congress considers the reauthorization of VAWA this year. More than

420,000 calls have been received by the nationwide, 24-hour *domestic violence hotline* President Clinton established. [Domestic Violence Hotline, 1/00]

Helping Child Victims of and Witnesses to Violence: Children Exposed to Violence

Initiative (CEVI). Recognizing the connection between domestic violence, child abuse, and youth violence, the Department of Justice created the Children Exposed to Violence Initiative (CEVI) in December 1998. CEVI is designed to coordinate and expand upon the department's policies and programs relating to children exposed to violence in order to improve the justice system's approach and communities' responses to child crime victims and witnesses. CEVI focuses public attention on the abuse and violence that affects the lives of too many children, and challenges federal, state, and local law enforcement – in partnership with families, communities, social service agencies, child protective services, mental and physical health care providers, schools, courts, the private sector, and federal, state, and local government leaders -- to improve prevention, intervention, and accountability efforts addressing children exposed to violence. CEVI includes \$10 million in Safe Start grants, training materials and programs, support for and expansion of current programs, support for legislative reform, and public awareness-building. Through this and previous Administration efforts, child abuse has declined for five years in a row, down approximately 11 percent from a record 1,018,692 in 1993. [HHS Press Release, 4/10/99]

Early Childhood Education and Safe Places for Kids in and out of School: Head Start and 21st Century Community Learning Centers. Focusing on preventing domestic violence in the long-term, the United States continues to support its early education program, *Head Start*. This program will reach a total of 880,000 children in FY 2000 and will serve one million children and their families by the year 2002. Now reaching more kids than at any time since its creation in 1965 and in FY00 will serve be funded at \$5.3 billion, 90 percent above the 1993 level [Head Start Fact Sheet; Administration of Children and Families, HHS; 1/99].

The Administration also created *Early Head Start*, bringing Head Start's successful comprehensive services to families with children ages zero to three, and set high quality standards for both programs.

In addition to supporting early education, the Administration doubled funding for after-school programs, investing \$453 million to provide 675,000 students with a safe place to be in the non-school hours. The *21st Century Community Learning Centers* program keeps public schools open longer and provides safe and educational after-school opportunities for school-age children in rural and urban communities each year.

5. IMPROVEMENT IN MATERNAL AND CHILD HEALTH SERVICES, DESAPER

President Clinton has worked tirelessly to ensure greater access to health services for all Americans and to improve overall health in the United States. A significant factor affecting child health, child poverty has declined from 22.7 percent to 18.9 percent -- the biggest five-year drop in early 30 years. Additionally, there has been a 15.2 percent decrease in the infant mortality rate – to the lowest level in history -- from 8.5 in 1992 to 7.2 in 1997. [America's Children: Key National Indicators of Well-Being, NIH, 7/8/99]

Increasing the Number of Americans with Health Care: Medicaid reforms and CHIP. The President has successfully fought to increase low-income families' access to health care. Under the Clinton-Gore Administration, states have *expanded Medicaid coverage* to working families who cannot afford health insurance, allowing Medicaid to be a freestanding health insurance program for low-income families. States now provide Medicaid coverage to more than 130,000 working, two-parent families who meet state income eligibility requirements, eliminating disincentives to marriage and work.

With bipartisan support from the Congress, the President created the *Children's Health Insurance Program (CHIP)* in 1997, allocating \$24 billion dollars over the next five years to extend health care coverage to 5 million uninsured children through state-designed programs. As many as 5 million more children will receive health insurance under President Clinton's *State Children's Health Insurance Program (SCHIP)*. Already 2 million uninsured children have enrolled in SCHIP, doubling the program's enrollment in less than a year.

In October 1999, President Clinton announced new outreach initiatives to enroll millions of uninsured, eligible children in CHIP. [White House Fact Sheet, 1/11/00]. In March 1999, the Administration released guidance encouraging states to reach out to children and families who leave welfare but are still eligible for Medicaid or CHIP. The guidance also clarifies state responsibilities to provide Medicaid applications upon request, process them without delay, and maintain Medicaid eligibility for families leaving welfare.

Improving Access to Nutritional Assistance for American Families: WIC and Food Stamps.

The *Women, Infants and Children's (WIC)* program has given more than 7 million young families wise health advice and nutritional food. Under President Clinton, WIC has expanded by 1.7 million – from 5.7 million in 1993 to 7.4 million women, infants and children in 1999. Funding has risen from \$2.9 billion to \$3.9 billion. Children enrolled in WIC programs are immunized earlier, perform better in school, and spend less time in the doctor's office.

In order to ensure that low-income families get the nutritional assistance they need through the *Food Stamp* program, the Clinton Administration has taken a number of steps. In January 1999, the United States Department of Agriculture (USDA) sent states a notice outlining the law's requirements, including that states should ensure that applicants are fully aware of their right to file an application for Food Stamps when applying for cash assistance and should not automatically terminate Food Stamp benefits as people move to work.

In July 1999, the President took executive actions to help ensure working families who need Food Stamps have access. These actions included: a public education campaign with informational materials and an enhanced toll-free information line, guidance making it easier for working families to own a car and still receive food stamps, and regulations making it easier for states to serve working families. The FY 2001 budget includes \$10 million for USDA to enhance nutrition security for low-income Americans through a multi-faceted education and outreach campaign. The new *Families Win* initiative also includes \$5 million to improve access to these critical work supports for low-income working families through the one-stop career centers.

In December 1999, the President unveiled \$200 million a year in new incentives for states that succeed in moving people from welfare to work, enrolling children and families in Medicaid, Children's Health Insurance Program and Food Stamps, and encouraging family formation.

Increasing Childhood Immunization Rates. Childhood immunization coverage rates in 1998 were the highest ever recorded. Over 90 percent of America's toddlers received the most critical doses of each of the routinely recommended vaccines in 1996, 1997, and again in 1998 -- surpassing the President's childhood vaccination goal. Because childhood vaccination levels in the United States are at an all-time high, disease and death from diphtheria, pertussis, tetanus, measles, mumps, rubella and Hib are at or near record lows. There was only one reported case of diphtheria, 100 reported cases of measles, and no reported cases of wild poliovirus for 1998. [HHS Fact Sheet, 9/23/99; HHS Fact Sheet 12/31/99]

6. PREVENTION OF HIV/AIDS IN WOMEN AND CHILDREN

A Focus on National Leadership, Funding, and Research. President Clinton has created a *White House Office of National AIDS Policy* to bring greater direction and visibility to the war on AIDS. The Administration also created the *Presidential Advisory Council on HIV and AIDS* to provide expert outside advice on the ways in which the Federal government should respond to the HIV/AIDS epidemic.

During the Clinton Administration, funding for AIDS research has increased by over 89 percent to over \$2 billion at the Department of Health and Human Services (HHS), while funding for HIV prevention has increased 47 percent. Overall funding for major HIV/AIDS programs has been increased by 121 percent (within HHS).

In one of his first acts in office, President Clinton signed the *National Institutes of Health Revitalization Act of 1993*, placing full responsibility for planning, budgeting, and evaluation of the AIDS research program at National Institute of Health in the Office of AIDS Research. The President requested and received the first federal plan for biomedical research on AIDS. On June 9, 1999, President Clinton dedicated the new *Dale and Betty Bumpers Vaccine Research Center* at the National Institutes of Health and announced that the primary work of this new Center will be HIV vaccine research. Funding for AIDS drug assistance has increased from \$52 million per year to \$528 million per year during the Clinton/Gore Administration. Since 1993, the Food and Drug Administration has approved dozens of new AIDS drugs for AIDS-related conditions and new diagnostic tests.

Although much work remains to find a cure, progress has been made. In 1996, for the first time in the history of the AIDS epidemic, the number of Americans diagnosed with AIDS declined. And between 1996 and 1997, HIV/AIDS mortality declined 42 percent, falling from the leading cause of death among 25-44 year olds in 1995 to the fifth leading cause of death in that age group. There has been a decline in the number of AIDS cases overall and a sharp decline in new AIDS cases in infants and children.

Addressing HIV/AIDS in Minority Communities. Racial and ethnic communities make up the fastest growing portion of HIV/AIDS cases (more than 50 percent of all new HIV cases). In FY 2000, the President builds on the progress started last year with a \$251 million investment in a comprehensive initiative that will improve prevention efforts in high-risk communities and expand access to cutting edge HIV therapies and other treatment needed for HIV/AIDS in minority communities. The President's FY 2001 budget includes \$274 million to continue this effort.

Addressing AIDS Globally. In July 1999, the Administration announced a new global AIDS initiative entitled *LIFE (Leadership and Investment in Fighting and Epidemic)*. The cornerstone of the initiative is a \$100 million increase in US support for global AIDS efforts, with a particular focus on sub-Saharan Africa. The United States has invested over \$1 billion in international AIDS relief since the start of the epidemic and funds 5% of UNAIDS. NIH represents the largest single public investment in AIDS research in the world. More than \$62 million of NIH's international AIDS research in FY1999 is being conducted overseas in partnership with the global scientific community. USAID Missions support HIV/AIDS prevention projects in Guyana, Peru, Brazil, Dominican Republic, Mexico, Honduras, Jamaica, Bolivia and Haiti. Two regional programs *PASCA* and *PASMO* work to improve knowledge and prevention practices and policies in Central America. USAID's Latin American and Caribbean Bureau support a program to share lessons-learned and best practices in HIV/AIDS programming throughout the region.

Tenth Conference of Wives of Heads of State and Government of the Americas

Progress Report



Pan American Health Organization



Measles Eradication

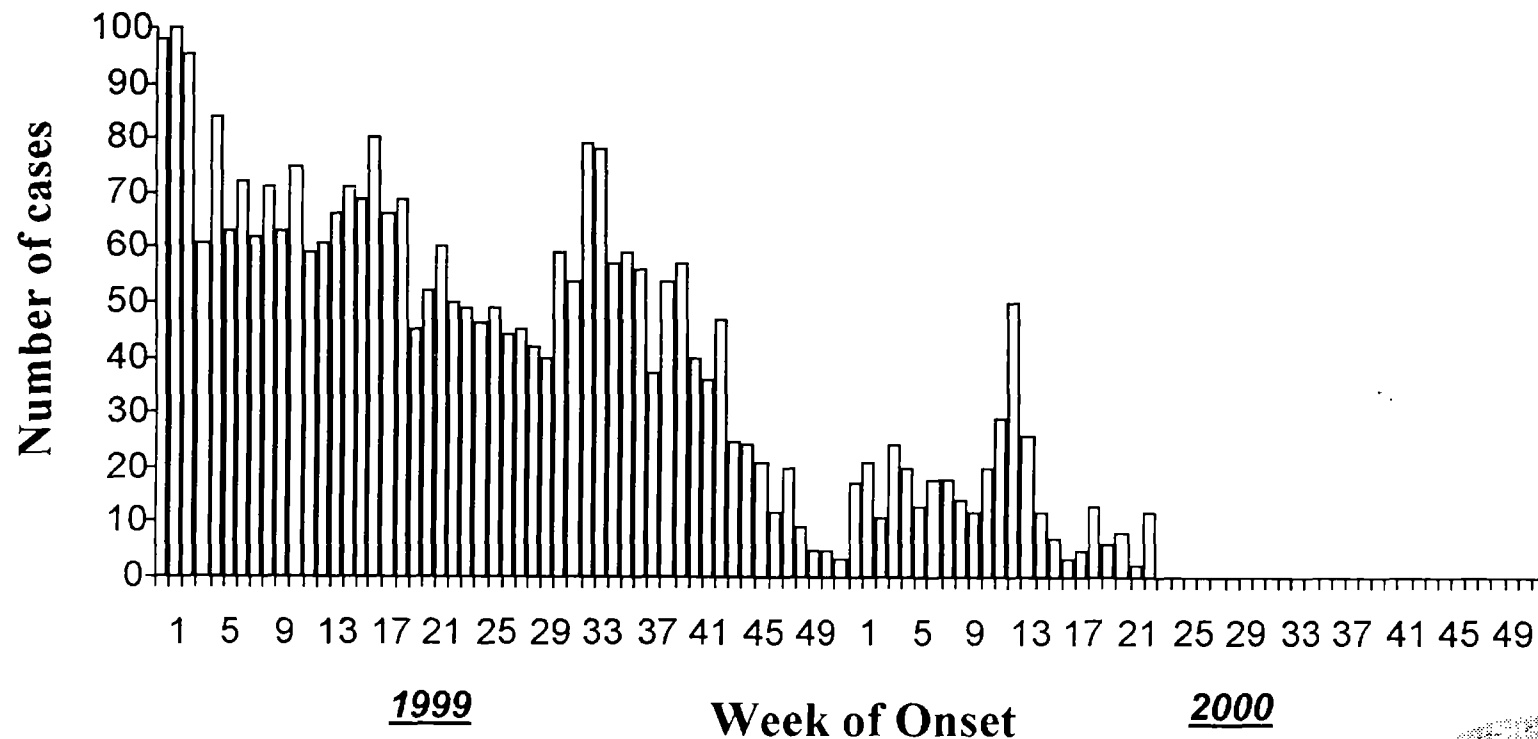
The Americas was the First Region to Eradicate:

- **Smallpox 1971**
- **Polio 1991**
- **Significant Progress in Measles Eradication from the Western Hemisphere is set for Year 2000.**



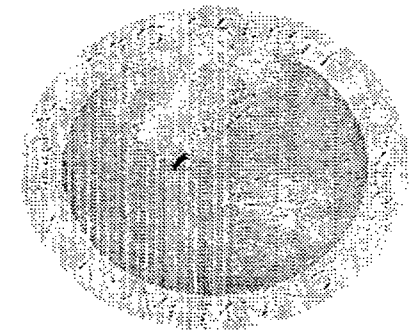
Confirmed measles cases by week of onset

Region of the Americas, 1999-2000*



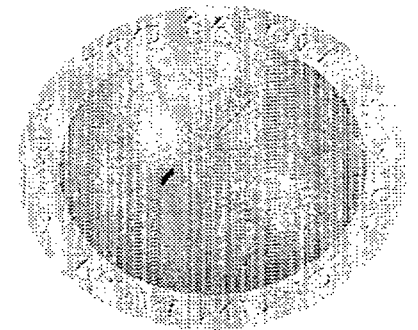
Source: Country Reports

* Data as of 10 June 2000 - 432 confirmed measles cases



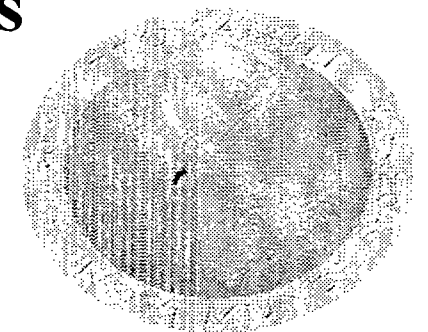
Countries with confirmed measles cases Region of the Americas, 1999

- **Argentina (313 cases)**
- **Bolivia (1,441 cases)**
- **Brazil (808 cases)**
- **Canada (29 cases)**
- **Chile (31 cases)**
- **Colombia (37 cases)**
- **Costa Rica (23 cases)**
- **Dominican Rep. (274 cases)**
- **Peru (12 cases)**
- **USA (100 cases)**
- **Uruguay (34 cases)**



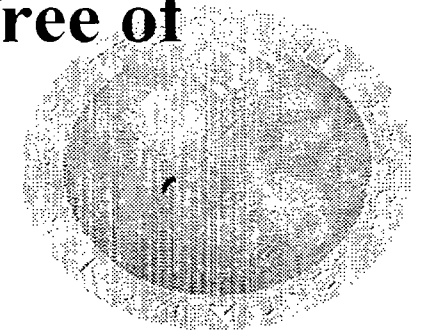
Obstacles

- **Insufficient dissemination and promotion of the measles eradication goal**
- **Lack of full implementation of PAHO's recommended vaccination strategy for measles eradication in all countries**
- **Children under 1 year of age are still lacking vaccination**
- **Municipalities with less than 95% measles vaccination coverage**



Suggested Actions For First Ladies

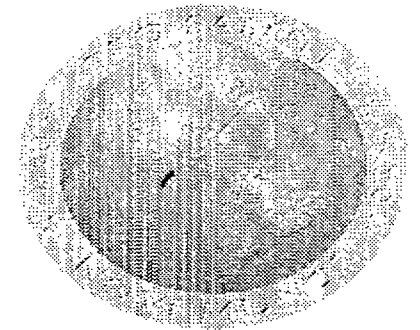
- **Coordinate with the First Ladies of every state or province the availability of resources to support the goal of measles eradication at the local level**
- **Support the effective implementation of Public Service Announcements that promote measles vaccination and notification at all levels**
- **Urge Ministries of Health to strengthen measles surveillance to ensure that countries are free of measles transmission**



Integrated Management of Childhood Illnesses

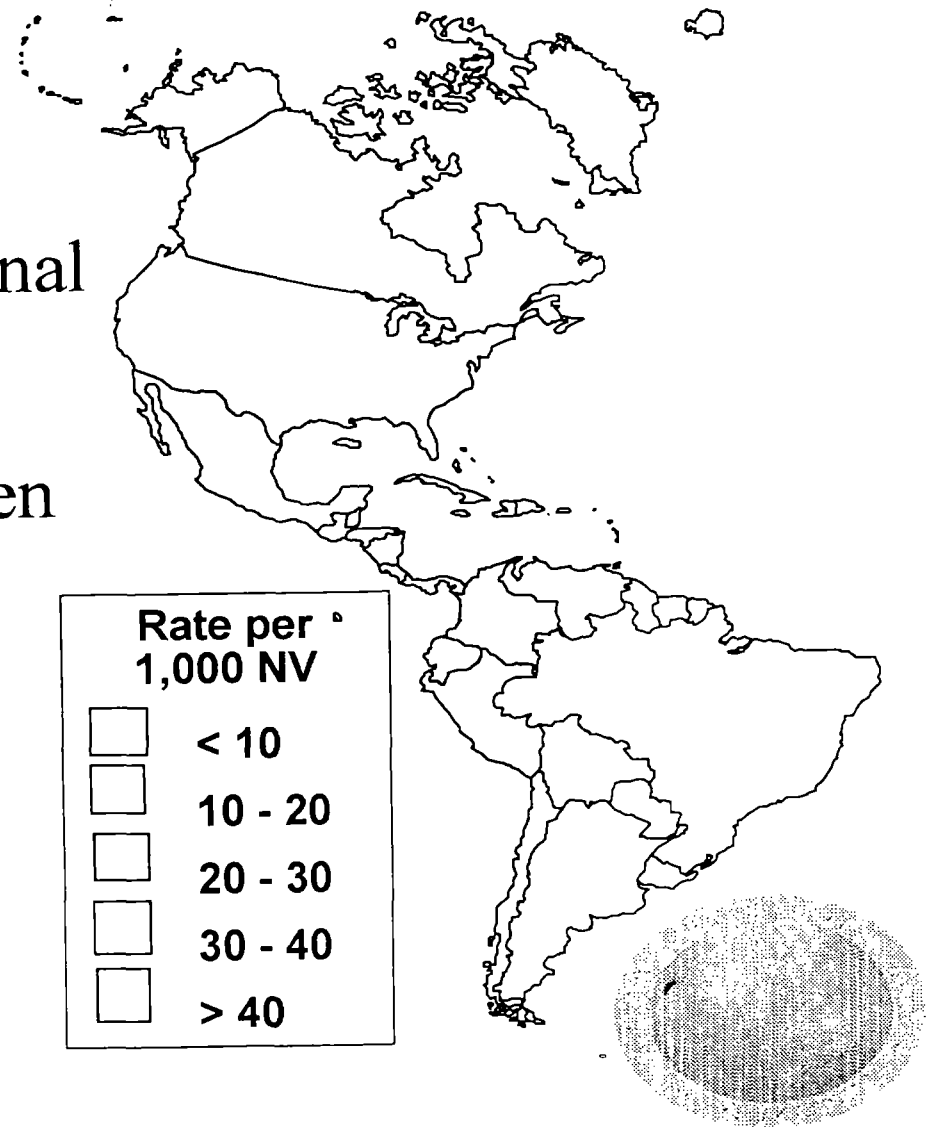
Objectives

- **Reduce childhood mortality**
- **Decrease the frequency and gravity of childhood illnesses**
- **Improve the quality of child healthcare and home care**



Infant Mortality Rate, 1995-2000

- More than 500,000 children die annually.
- 1/3 of these deaths are due to infectious diseases and nutritional disorders.
- There are big variations between countries:
- In some countries, infectious diseases cause up to 70% of deaths in children under age 5, in others only 5% or less.



Progress in 1999

Launching of Goal 2002: to Reduce Deaths by 100,000

- Regional: December 1999
- National: Bolivia, Brazil, Ecuador, El Salvador, Honduras, Paraguay, & Dominican Republic

Training of Health Personnel:

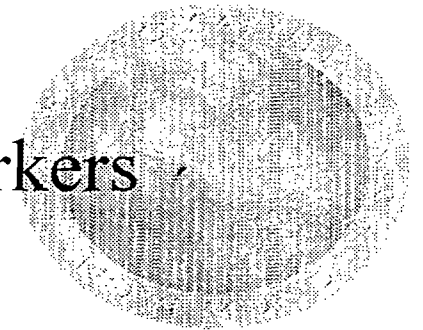
- More than 12,000 Persons Trained

Organization of Health Services:

- Results of the IMCI Strategy: Better Quality of Care, Better Use of Resources, Better Prevention, Promotion of Child Health

Community Component:

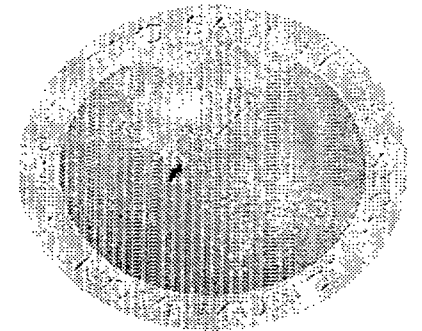
- Course for Community Health Care Workers
- Discussions with Mothers (Parents)



Obstacles

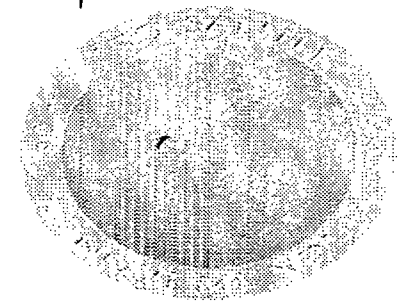
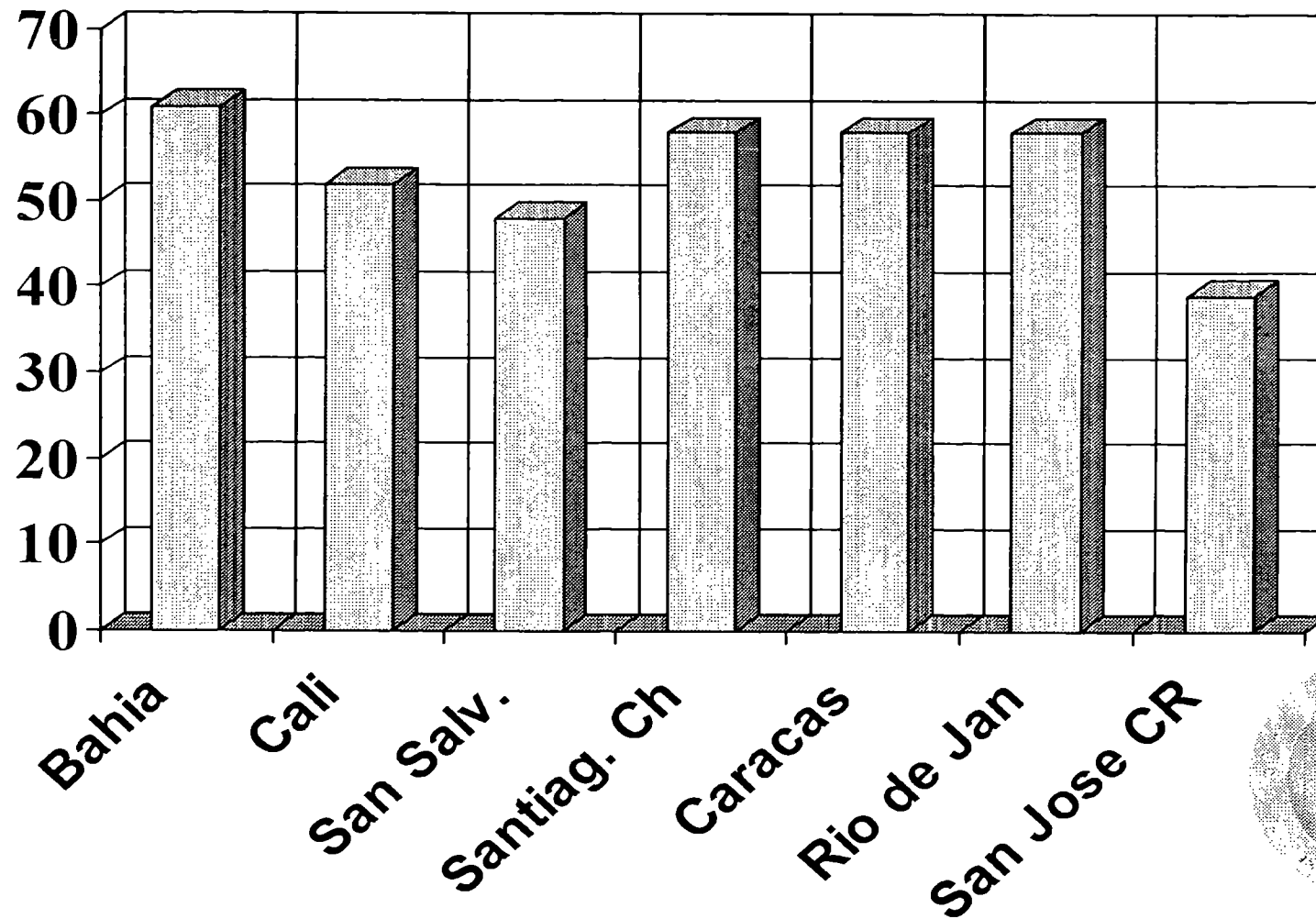
Budgetary Support and Resource Mobilization to:

- **Translate declarations into plans and activities for the implementation of the IMCI Strategy**
- **Acceleration of the community component and the transfer of knowledge and skills to the public in order to improve child health**



Intra- Family Violence

% Of Women Who Have Suffered Any
Act of Violence in 1997



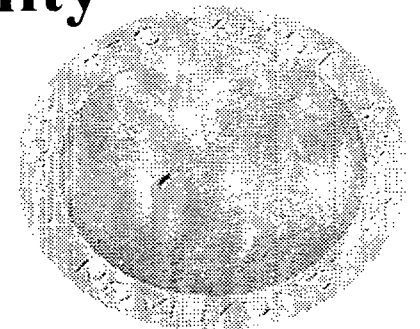
Since 1995:

2 Subregional projects in 10 countries:

**Belize, Guatemala, El Salvador, Honduras,
Nicaragua, Costa Rica, Panama, Ecuador,
Bolivia and Peru.**

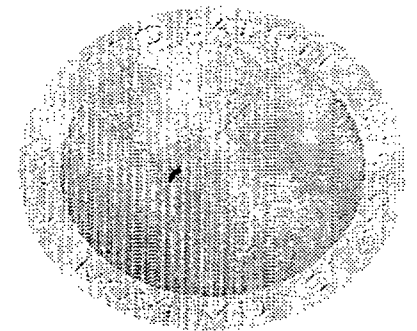
Results

- **National plans against IFV**
- **Networks and capacity at the community level (Support Groups)**
- **Inter-Sectoral collaboration**



Results (con't.)

- **Advocacy, legislation and sectoral policies**
- **Training modules, protocols and norms, and police and judicial system registry systems for the community and health personnel**
- **Media campaigns**
- **Integration into health sector reform processes**



1999 Events

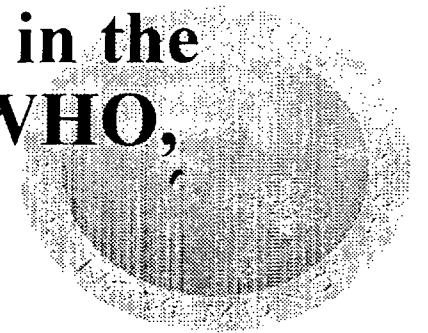
- **Symposium on Masculinity from a Gender Perspective, in Panama, May 1999**
- **Regional Meeting on Epidemiological Surveillance of Intrafamily Meeting on Sexual Violence, in El Salvador, in August 1999**
- **Regional workshop on How to Formulate Gender Indicators, Panama, October 1999**
- **The Inter-Parliamentarian Health Conference held in La Habana, May 1999**
- **Symposium on the Prevention of Violence against Women (Lima, 2000)**



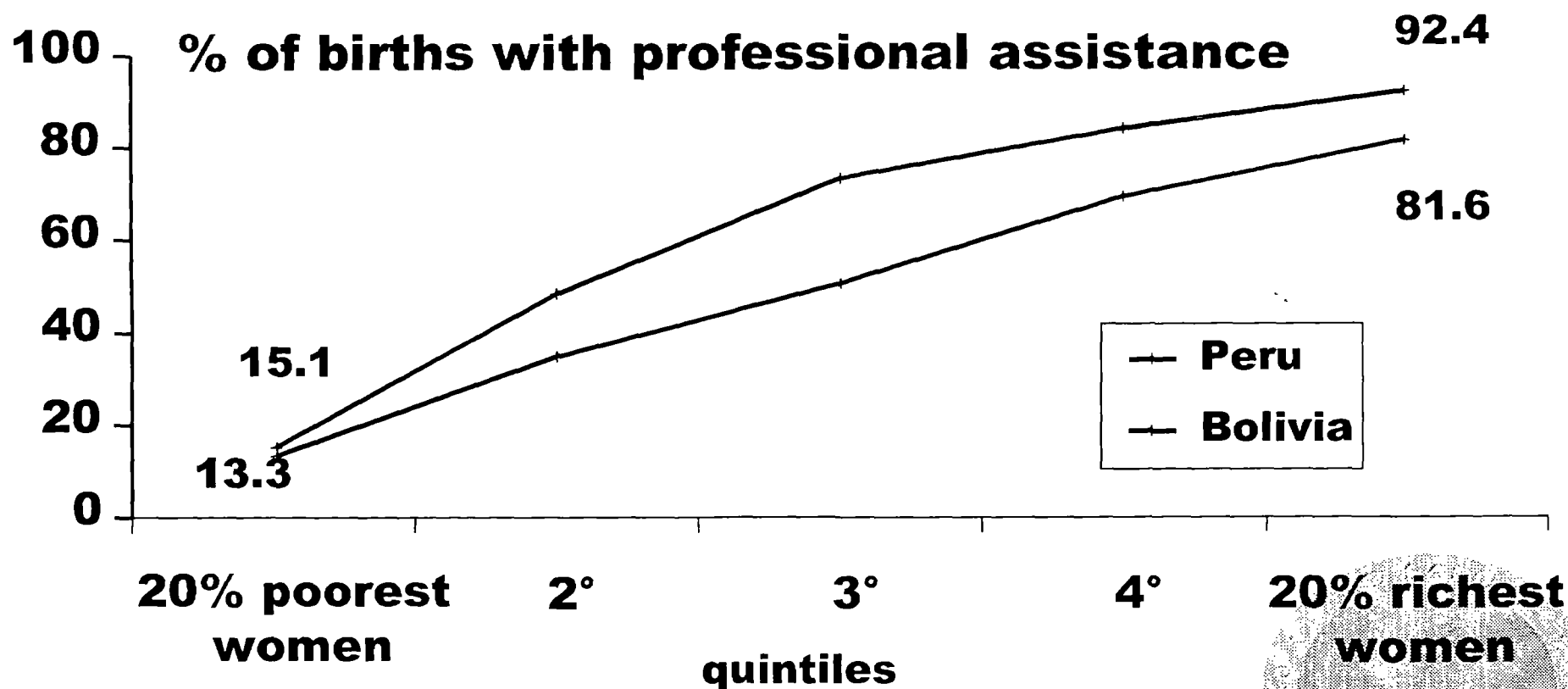
Maternal Mortality Reduction

Current Situation

- **Approximately 25,000 women in Latin America and the Caribbean die per year due to pregnancy-related complications**
- **The probability of death during labor in Latin America and the Caribbean is 1 in 130 during a woman's reproductive years vs. 1 in 3,500 in the United States and 1 in 7,000 in Canada (WHO, 1999)**



Inequity: Delivery Assistance



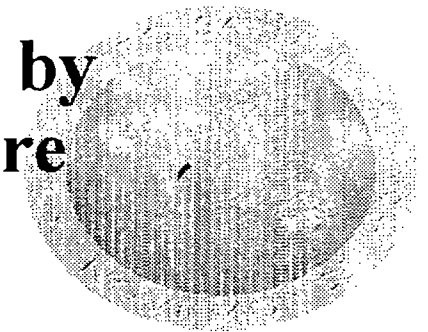
Key Objectives

- **Recognition that all pregnancies carry risks**
- **Guarantee that all deliveries are attended by qualified personnel**
- **Improvement in access to adequate care in maternal health services**
- **Avoidance of unwanted pregnancies and unsafe abortions**



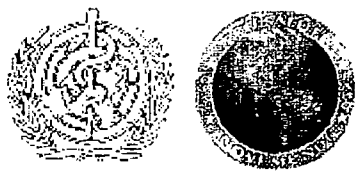
Achievements

- **Support to the development of public policies of maternal mortality reduction. Mobilization of financial and technical resources**
- **Formation of multisectorial alliances at the country and regional levels**
- **Development of quality integral care models**
- **Development of plans and programs**
- **Implementation of epidemiological surveillance systems**
- **Improvement of coverage of delivery care by professional personnel, and of prenatal care**



Health and Development of Adolescents and Youth in LAC

PAHO/WHO Meeting of the First Ladies



October 2000



Why do We not Invest?

Lack of data

Myth that adolescents are healthy

Ambivalence and controversy

Long-term investments

Myth that we do not have enough evidence-based knowledge

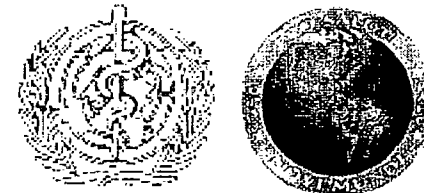
Other priorities



Why Invest in Youth and Adolescents?



- Human rights issue
- Demographic issue--gift?
- Improve the benefit of past expenditures in child survival
- Health-education interaction
- Poverty issue
- Impact morbidity and mortality of adults and the next generation
- Costs



Situation of Youth and Adolescents (ECLAC)

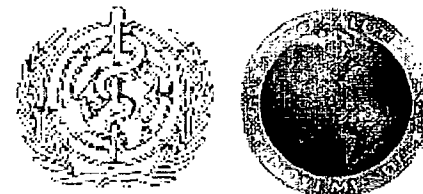


Economic crisis

Consolidation of democratic systems

Improved levels of education

Rapid changes in cultural institutions and values
due to globalization



Health situation on adolescents

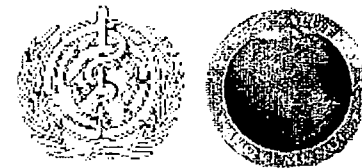


Higher number of adolescents are in health risking behavior

Initiation is earlier

Risk behavior are interrelated

All socioeconomic levels are affected



Family situation on adolescents



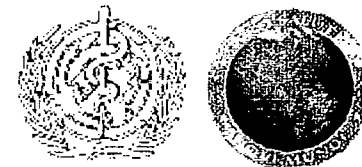
1/5 households are women

21% COR, 25%ELS, 25% T&T

1/5 household have an adolescents

Family matters as a protective factor

Impact of divorce



GENERAL HEALTH



1/3 cases of measles

1/5 caribbean youth perceive poor health

27% women, 22% boys exercise

DMFP 12 years old 0.63 Belize, 4.4 DOR, 5.5
Grenada

Headache, development issue, sleeping
disorders

2/3 feel their weight is OK, 1/6 are dieting,



GOAL MEASLES ERRADICATION 2000 IN THE AMERICAS



COMPULSORY ADOLESCENT HEALTH VISITS ENTER
SECONDARY SCHOOL(1 DOSIS)

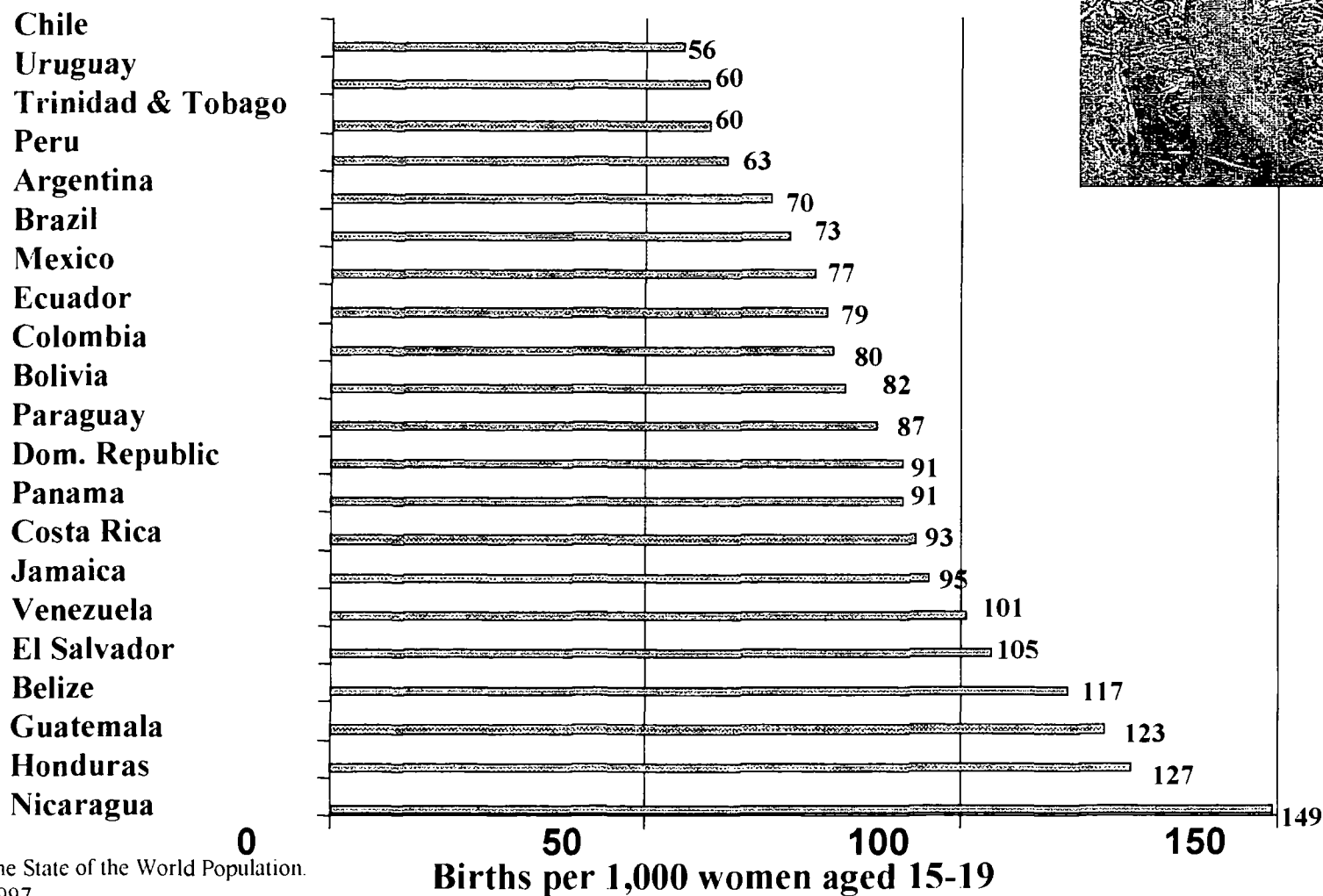
LAW IN THE AMERICAS: VACCINATION REQUIREMENT FOR
CHILDREN ENTERING SCHOOLS

VACCINATION REQUIREMENT FOR SPORTS AND
RECREATION ACTIVITIES

ADOLESCENTS IN THE AMERICAS VACCINATED AND
VACCINATING

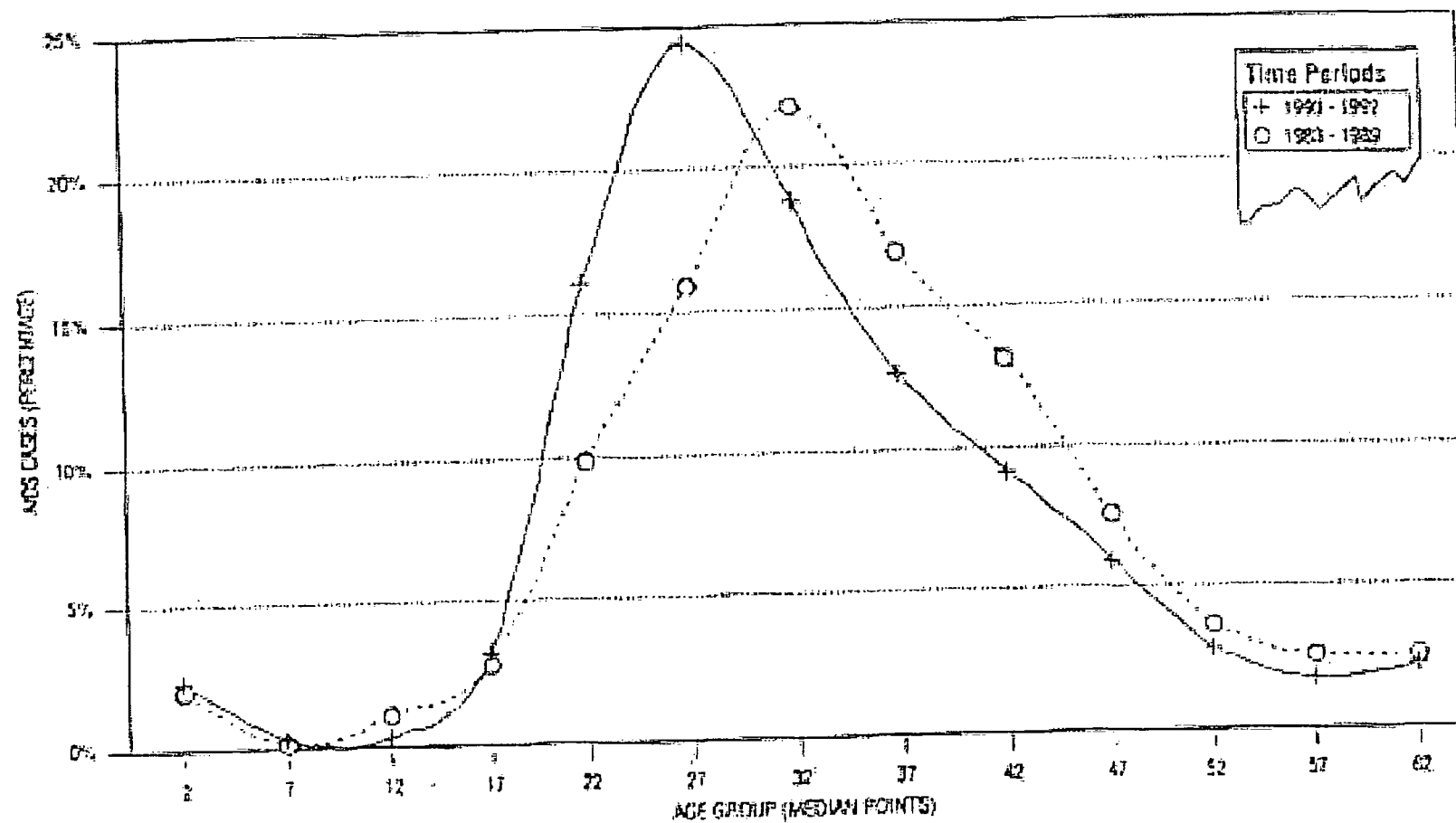


Fertility Rates of 15-19 Year Olds in Selected LAC Countries, 1996



Source: The State of the World Population.
UNFPA, 1997

Distribution of AIDS Cases in the Southern Cone by Age Group, 1983-1989 and 1990-1992



SOURCE: 1992 AIDS, HIV & STD ANNUAL SURVEILLANCE REPORT FOR THE REGION OF THE AMERICAS, PAHO, 1994

YOUTH VIOLENCE

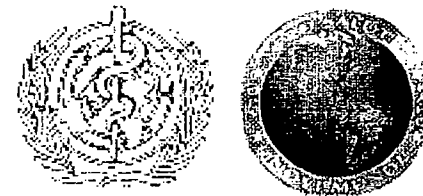


28% HOMICIDES, 22% TRAFFIC ACCIDENTS

1/3 DO NOT FEEL SAFE

20% CARRIED A GUN TO SCHOOL

GANGS



MENTAL HEALTH

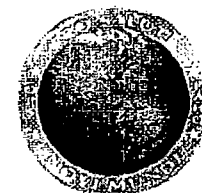


1/6 DEPRESSION

11-30% MENTAL HEALTH PROBLEM

90% TABACO BEFORE 20 YEARS, 40% MALES
AND 21% WOMEN. 40% ALCOHOL 4%
MARIHUANA

18% SUICIDES ARE YOUNG PEOPLE.



Youth and Adolescents Programs



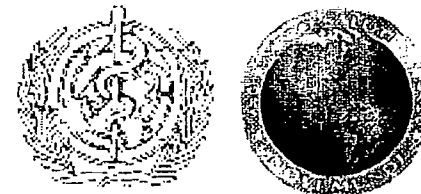
Problem oriented approach

Focus on the individual

Curative and too late interventions

Separate programs are created, but target population is the same

Youth participation scarce



CHALLENGES



IMPROVE ACCESS TO HEALTH CARE

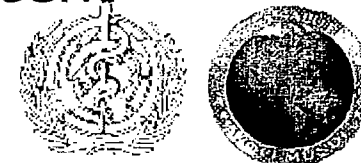
Assure the delivery of high quality services

Provide access to comprehensive health services

Improve financial access to comprehensive health services

Assure the legal rights to health care and confidentiality

Provide adolescent focused and adolescent acceptable health services



CHALLENGES



IMPROVE ENVIRONMENT

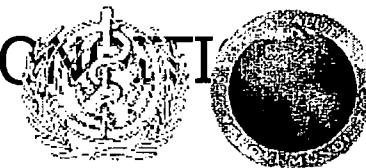
STRENGTHEN , SUPPORT AND PRESERVE FAMILIES

IMPROVE SOCIAL AND ECONOMIC CONDITIONS OF FAMILIES

IMPROVE COMMUNITY ENVIRONMENTS AND RESOURCES

ENCOURAGE UNDERSTANDING AND PRESERVE DISCRIMINATION

REDUCE EXPOSURE TO UNHEALTHY CONDITIONS AND BEHAVIORS



CHALLENGES

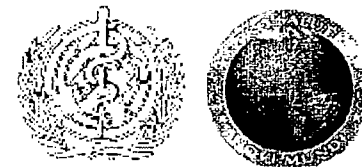


INCREASE ROL OF SCHOOLS

PROMOTE EDUCATIONAL POLICIES THAT
ENCOURAGE SUCCESS

LINK SCHOOLS WITH FAMILIES AND COMMUNITIES
DEVELOP COMPREHENSIVE EDUCATIONAL POLICIES
THAT INCLUDE HEALTH

ESTABLISH SCHOOL BASED PROGRAMS



CHALLENGES

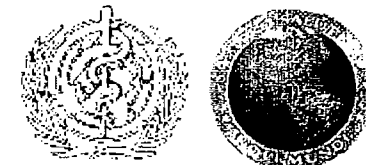


PROMOTE POSITIVE ADOLESCENT HEALTH

CREATE ADOLESCENT POSITIVE SOCIETAL NORMS
AND COMMITMENT TO HEALTH ISSUES

CREATE OPPORTUNITIES TO ADOLESCENT TO
ENGAGE IN HEALTHY BEHAVIORS

PROMOTE ADOLESCENT HEALTH

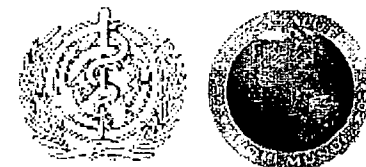


CHALLENGES



IMPROVE TRANSITION TO ADULTHOOD

- ENHANCE LIFE OPTIONS
- CREATE COMMUNITY INVOLMENT AND SERVICE OPPORTUNITIES
- CREATE EMPLOYMENT OPPORTUNITIES
- FACILITATE INDEPENDING LIVING



CHALLENGES



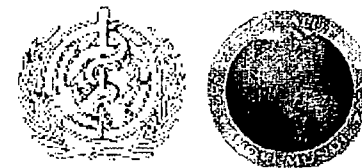
IMPROVE COLLABORATIVE RELATIONSHIPS

IMPPROVE GOVERNMENT LEVEL COLLABORATION

IMPROVE PUBLIC PRIVATE COLLABORATION

IMPROVE COMMUNITY LEVEL COLLABORATION

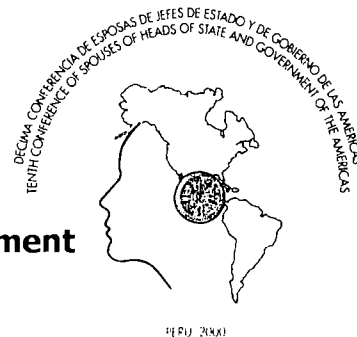
IMPROVE INTER AND INTRA PROFESSIONAL LEVEL
COLLABORATION



DRAFT DECLARATION FOR ADOLESCENTS 2000

Lima, Perú - October 6, 2000

Tenth Conference of Spouses of Heads of State and Government of the Americas



14 P.11 2000

THE UNDERSIGNED, Spouses of Heads of State and Government and First Ladies of the Americas, gathered in Lima, Peru from October 4 to 6, 2000 on the occasion of the Tenth Conference: '**Adolescents of the Americas: Forgers of a New Millennium**', in reaffirmation of our commitment to contribute to the development and well-being of our adolescents and to promote their capacity to participate while acknowledging their actual rights and potential to forge a better future.

WHEREAS

The creation of these Conferences, ten years ago, as a mechanism of coordination of the willingness and ability of the Spouses of Heads of State and Government of the Americas, allowed them to become true agents of development and promoters of change in their countries. Having achieved significant progress in eradicating measles and other preventable diseases, reducing maternal mortality, reevaluating the role of women in different areas, in reducing gender inequalities, in the prevention and elimination of domestic violence, in the promotion of access for girls and boys to quality education systems and the improvement of health services, among others.

The rapid changes that globalization has set in motion throughout the world mean we must adopt new paradigms and accept new challenges for the channelling of alternatives and proposals conducive to the social development of our populations, singling out the adolescents as the main actors in this process and the bearers of creativity, generosity, a critical spirit, energy and hope for this new millennium.

The adolescent population, an age group of approximately 160 million in the region, is not merely at a transitional stage between childhood and adulthood; rather, adolescence has clearly defined characteristics of its own, and despite geographic, cultural and economic differences, our adolescents face common challenges in terms of education and job-related demands, health risks, and socialization in an environment of violence and a lack of opportunities for participating.

A great amount of efforts are being made in regard to policies, programmes and projects for and with adolescents, and these efforts need to be integrated through mechanisms that will make it possible to coordinate the full sharing of experiences by the Governments and different organizations of civil society, including those formed by the adolescents themselves.

We reaffirm our commitment to the international agreements adopted at the Convention on the Rights of the Child (New York, 1989), the International Conference on Population and Development (Cairo, 1994), and the World Summit for Social Development (Copenhagen, 1995), Fourth Conference on Women (Beijing, 1995),

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Beijing +5 (New York, 2000), Regional Program of Action for Youth Development in Latin America (PRADJAL), and the United Nations World Program of Action for Youth until 2000, adopted by the UN General Assembly and whose implementation was agreed in the Declaration of Lisbon on youth policies and programs (1998), all of which recognize the rights, potential and needs of adolescents.

WE RECOGNIZE

The progress made in extending the coverage, quality and access to secondary education for those segments of society that were formerly marginalized due to geographic, socio-economic and cultural factors; we are aware, however, that it is essential that we pay attention to the increase in the school dropout and grade repetition rates, and to the necessity of better education and technical training in accordance with the technological changes and demands made by the ever competitive labour markets.

The insufficient access of adolescents to health services adequate to their needs and preferences, particularly in regard to sexual and reproductive health care, education, guidance and information, as well as the growing occurrence of adolescent pregnancies, HIV/AIDS and drug abuse in this segment of the population

The considerable rise in domestic violence, drugs abuse, street gangs and antisocial acts that refrain and frustrate the development and well-being of our adolescents.

The increasing demand of labour training and the need of many adolescents to find a job.

We therefore agree

(Paragraphs from the results of the Forum of the Adolescents to be included)

TO DECLARE our firm willingness to promote equal rights and opportunities for adolescents as an indicator of real progress for them and for society, as well as the consolidation of democracy and a culture of peace in our countries.

TO REAFIRM our commitment to strengthening, invigorating and evaluating the progress of adolescent development initiatives, in particular in the areas of health, education and job training, healthy life styles and a greater emphasis on the expansion of participation of adolescents at the community and national levels.

TO REITERATE our commitment to join efforts, coordinate actions and share experiences that contribute to increasing the access, the quality and permanence of adolescents in the education system, the training, information and access to technology for adolescents in our societies.

TO STRENGTHEN and optimize the organization of the Pro Tempore Secretariat of the Conference of Spouses of Heads of State and Government of the Americas, so that, with the help of agile mechanisms of consultation and agreement, it will be able to carry out an effective, prompt follow-up of the commitments assumed by the First Ladies at the Conferences.

TO PROMOTE favourable environments, in particular the family and protection networks to support the health, the well-being and the development of the adolescents.

TO SUPPORT the special attention to comprehensive adolescent health care, orientation services, information and care services for sexual and reproductive health, HIV/AIDS and other sexually transmitted infections.

TO PROMOTE awareness campaigns with the participation of the state, civil society and the media for and with the adolescents themselves to create consensus to acknowledge their contributions, address their needs and facilitate their participation in the social development and well-being.

CONGRATULATE and express our gratitude to our hostess, Ms. Keiko Sofia Fujimori Higuchi, to the Government and the People of Peru for their warm welcome and kind attention to us, to the Organizing Committee and its technical team for their hard work in planning and organizing this meeting

WE ACKNOWLEDGE AND THANK, ILO, UNESCO, UNFPA, UNICEF, PAHO, OAS, IICA, CIM and IYO for their invaluable collaboration in the development and organization of the Tenth Conference. We also express our appreciation to the other participating Cooperation Agencies for their contribution and support in the upgrading and execution of effective social policies in our countries. We also express our gratitude to the governmental and non-governmental organizations that presented initiatives and resources for the development of new plans, programs and projects aimed at addressing the neediest segments of the population

WE ACCEPT the kind offer of the First Lady of..... to host the Eleventh Conference of Spouses of Heads of State and Government of the Americas in the year 2001.

Signed in Spanish and English in the City of Lima, Peru, on the 6th day of October of the year two thousand.

Technical Meeting Tenth Conference of Spouses of Heads of State and Government of the Americas



Lima, Peru
June 26-29, 2000

Folders for Delegates

1. **Agenda for the Technical Meeting**
2. **General information on the X Conference**
3. **History and ongoing projects from previous Conferences**
4. **Rules of Procedures**
5. **Draft Follow-up report of countries on projects endorsed at the IX Conference**
6. **Agency Follow-up reports on projects endorsed at previous Conferences**
 - 'Registration of Children Across the America'
 - 'Early Childhood Care for Survival, Growth, and Development', presented by the United Nations Children's Fund (UNICEF).
 - 'Integrated Management of Childhood Illness 'IMCI
 - 'Eradication of Measles'
 - 'Reduction of Maternal Mortality'
 - 'Eradication of Domestic Violence', presented by the Pan American Health Organization (PAHO).
 - Programme 'Gender Equity Development of Rural Women (PADEMUR)' and 'Creation of a Loan Fund for Rural Women (FERURAL)', presented by the Inter-American Institute for Co-operation on Agriculture (IICA);
 - 'Eradication of Child Labor', presented by the International Labour Organization IPEC/ILO
 - Proposal of the CIM on 'Trafficking of Women and Children for Sexual Exploitation', presented by the Inter-American Commission of Women (CIM-OAS)
7. **General introduction to the situation of adolescents in the Americas**
8. **Presentation of diagnosis on the four sub-topics of the Conference**

Diagnosis on the Health of Adolescents in the Americas
"Building Healthy Environments for Adolescents" (PAHO)

Diagnosis on Population Policies for Adolescents (UNFPA)

Diagnosis on Job Education and Training for Adolescents in the Americas "Preparing Adolescents for the Future" (ILO)

Diagnosis on the Social Behavior of Adolescents in the Americas 'Promoting a Culture of Peace Among Adolescents' (UNICEF)

Diagnosis on Job Education and Training for Adolescents in the Americas "Preparing Adolescents for the Future" (UNESCO)

Diagnosis on the Rights and Citizen Participation of Adolescents in the Americas
'Encouraging the Social and Political Participation of Adolescents' (OIJ)

9. Presentation of projects for possible inclusion in the X Conference Agenda

- | | |
|-----------|--|
| Project 1 | 'Proposal for the Formulation of a Hemispheric Program on Youth Leadership', presented by the Inter-American Institute for Co-operation on Agriculture (IICA). |
| Project 2 | 'Youth Development and Violence Prevention in Latin America and the Caribbean', presented by the Pan American Health Organization (PAHO). |
| Project 3 | 'Leadership, Health and Development among Adolescent Girls in Latin America and the Caribbean', presented by the Pan American Health Organization (PAHO). |
| Project 4 | 'Project for Education, Youth and Work: Entrepreneurial Learning', presented by la United Nations Educational, Scientific and Cultural Organization (UNESCO). |
| Project 5 | 'Network of the Americas for Policies and Programs on Adolescence' |
| Project 6 | 'Civic Rights and Participation for Male and Female Adolescents in Latin America', presented by the Iberoamerican Youth Organization (OIJ) |
| Project 7 | "Proposal for School Business Laboratories", presented by Young Americas Business Trust of OAS. |

10. Declaration of Lima

11. Plan of Action

12. Draft X Conference Agenda