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001. briefing paper	re: US-Chilean Relations (2 pages)	09/21/1995	P1/b(1)
002. briefing paper	re: Chile: Political and Social Overview (2 pages)	09/21/1995	P1/b(1)
003. briefing paper	re: Chile: "Hot" Issues (2 pages)	09/21/1995	P1/b(1)

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

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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b(1) National security classified information [(b)(1) of the FOIA]
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b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
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**FIRST LADY HILLARY RODHAM CLINTON
REMARKS AT THE UNIVERSITY OF CHILE
SANTIAGO, CHILE
OCTOBER 13, 1995**

It is a great honor for me to be with you here in Santiago. This is my first trip to South America, and I am delighted to have the chance to spend time in your country, which represents so much hope and promise for democracy and prosperity in our region of the world. When I woke up this morning I looked out my hotel window at a beautiful view of the snow-capped Andes and I understood immediately why every visitor to Chile is so taken with this country's natural beauty.

I also want to thank President and Mrs. Frei for their gracious hospitality - and their continued interest in issues that directly affect the lives of children and families.

For me, it is always a special pleasure to visit a University, and I am particularly delighted to visit the University of Chile. I once heard someone say that "Chile's greatest export is its ideas."

My first thought when I heard that was that almost every young person in the United States, by the time he or she finishes high school, has read a poem by

Pablo Neruda or Gabriela Mistral. In fact, my husband and I just celebrated our 20th wedding anniversary a few days ago, and one gift he gave me was Pablo Neruda's twenty love poems. I brought them with me on this trip.

Although the idea of "exporting ideas" refers to the many great writers, poets, philosophers and teachers from Chile who are known around the world, it also refers to a Chilean approach to political and economic reforms that has become a model for many nations on this continent.

Today, far too many countries around the world waste precious resources on building weapons of mass destruction, staging wars, and doing violence to basic human rights. Too often, natural resources are destroyed, and human ones exploited through socially irresponsible behavior. Too much time is spent in pursuit of power instead of in pursuit of peace and prosperity.

What we see occurring in Chile, however, is the kind of progress that can be achieved when there is a genuine commitment to investing in people -- and that means investing in education and training, health care, and jobs and respecting the rights of every citizen, including women, to participate fully in the political life of their country.

Chile and the United States share a commitment to democracy, social justice and equality of opportunity. We are working together in many endeavors; we have

even been partners here at the University, at the creation of the School of Geology and the Labor and Organization Department and in faculty exchanges that have resulted in joint scientific research.

Improving the quality of teaching and schooling has been a principal focus of investment in both of our countries. That makes sense because education, universally, is a cornerstone of any strong and lasting democracy.

I feel very strongly about this issue, not only because education has played such an important role in my life as well as my husband's, but because around the world we have seen how the acquisition of knowledge and skills can lift whole groups of people out of poverty and dependence and into self-reliance and prosperity.

I learned about this firsthand when my husband was governor of Arkansas, one of the poorest states in the United States. At the time he was first elected in 1978, Arkansas ranked almost at the bottom in national measures of education. For decades, there had been very little public support for the schools. And there were very few resources available with which to initiate reforms.

I became chair of the governor's education task force and I spent days, weeks and months traversing the state, talking to parents, teachers, community and business leaders. An extraordinary thing happened in Arkansas: business leaders

joined together to lobby the state legislature in support of a special tax to raise money for education. It was unheard of to ask for any kind of tax, let alone one for the public schools.

But businesses, whose successes depended so heavily on the availability of an educated and skilled workforce, understood that better schools would mean better workers. And better workers would mean greater prosperity for individual families, communities, and for the state as a whole.

Within a few years of the reform measure being approved, the quality of teachers and schools had improved, as had the standard of living of many people living in our state.

I tell you this long story because it mirrors so much of what you have experienced here in Chile and what I have seen occurring in other parts of the world.

What makes Chile's situation so unusual, so remarkable, and so inspiring is that Chile succeeded in returning to democracy, achieving lasting economic growth, and reducing the number of people living in poverty -- all at the same time. Would this have been possible if your nation had failed to invest in the education of its people?

Chile has kept alive the dream of upward mobility for its people, and that

will continue with your education reforms and your future accession to the North American Free Trade Agreement, which President Clinton is committed to achieving.

Education has played a similar role in our democracy. Would the United States have endured as the longest living democratic nation without an education tradition that began with the earliest colonial settlers and expanded to one-room schoolhouses on the western frontier and a nationwide system of public universities?

Throughout our hemisphere, we will continue to depend on today's students to build the economies of tomorrow and to afford working people the dream of middle-class life.

Increasingly, the nations of our hemisphere are recognizing that education is central to our goals for the 21st century. The future, for all of the opportunities it holds, also promises new and unpredictable challenges for every nation. Barely half of the children in Latin America now finish elementary school, and far too few graduate from secondary school.

Even in places where more children are going to school, the quality of teaching and school materials is not always as good as it ought to be. I think we can all envision the problems we will share as a society if an entire generation --

the next generation -- is not equipped with the skills to earn a living, raise families, and be good citizens.

For that reason, government leaders participating in the Summit of the Americas in Miami last year agreed to create a hemispheric Partnership for Education Reform Alternative. PERA will bring together governments, development organizations, non-governmental organizations, and businesses to help reform education policies. That means improving the quality of teaching and schools throughout the hemisphere, raising educational standards, improving the management of schools and, above all, strengthening the education of women and girls, a key to the economic prosperity of every nation.

I am pleased to announce that the United States will help provide technical and financial support for this five-year project.

This morning I visited the Mece [May-say] school not far from here. It is one wonderful example of how the Chilean reform movement has improved the quality of education for students at all levels. Chile has invested in education -- and the goal of educating children from every corner of society.

You have been willing to experiment with new methods of teaching. Hopefully, your model will be replicated across the Americas so that more schools like the Mece school can begin to tap what is too often the wasted potential of our

young people.

As I said earlier, I care deeply about this issue. You will probably not be surprised to learn that my husband does too. He believes education should be one of our nation's highest priorities. And he is determined to continue his efforts to promote lifelong learning -- by supporting programs that extend from pre-school through college and into later life.

Of course, education alone will not guarantee social and political progress. As was made clear at last year's Miami Summit -- and made clear again at the international women's conference in Beijing -- democracy, prosperity and social progress cannot be sustained in countries where women and girls are not valued as full and equal partners in society.

Some of you, like me, had the privilege of attending the United Nations Fourth World Conference on Women last month. It was an extraordinary coming together that succeeded in focusing world attention on the issues that matter most to the lives of women and children.

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consensus about what is needed to improve the lives of women around the world.

More than 180 nations endorsed a document that reflects a new understanding that

improving the lives of women makes for strong, healthy, and loving families -- and that, in turn, if families are strong, communities and nations will be strong too.

As I said in Beijing, the single most important message echoing forth from that conference is that human rights are women's rights -- and women's rights are human rights.

Now we must take the consensus of Miami and Beijing and move our hemisphere forward by ensuring that women and girls have the opportunity to fulfill their God-given potential in their homes, schools, communities and workplaces.

This is particularly urgent because 70 percent of the world's poor are women; and women are two-thirds of those who cannot read or write. At the same time, women are busy every day doing much of the world's work -- everything from raising children to cooking meals, washing clothes, cleaning houses, planting crops, working on assembly lines, running companies and running countries.

Women need and deserve what I sometimes call the tools of opportunity: access to education, health care, credit and jobs, as well as legal protections and freedom from violence in and out of their homes.

Education is one of the most critical tools, because from it spring so many

other opportunities in life: women who are schooled are better able to take care of their own health and the health of their families; they are able to compete for better-paying jobs; they have more say over the direction of their own lives.

Just yesterday, on my way here, I stopped in Nicaragua, a nation that has started down the path to democracy and a market economy. The transition has been difficult and about half the population continues to live in poverty. The first stop I made was at a tiny bank in a barrio in Managua. It is run by 30 poor women who borrow modest amounts of money to invest in their own businesses.

One woman told me she had started a bakery; another made mosquito netting; a third was a seamstress. Not only had these women organized themselves to improve their own circumstances, they were also improving the circumstances of their families and communities. They were taking control of their lives and their futures. One sign of their new self-esteem and determination was that they have a loan repayment rate of 100 percent.

Small and seemingly insignificant initiatives such as these are changing lives and changing nations. And they are sprouting up all over the globe. In fact, one of the women at the bank in Managua asked me about my trip to India last spring, because she knew I had visited a similar bank there. What she didn't know was that I will also be visiting a bank like hers in Santiago before leaving here

tomorrow.

And just a few hours ago, I had the opportunity to visit La Pintana [Peen-tahna] Community Center with your First Lady. Here again is a wonderful example of how foundations are working to better the lives of children, women, and families.

As you know, Mrs. Frei and I will be in Paraguay shortly to participate in a conference of First Ladies from our hemisphere. Foremost on our minds, and the minds of our fellow participants, will be the very issues that have been so instrumental in your nation's return to democracy, its economic ascent, and the examples of social progress I have witnessed during my brief stay here.

And, Señor Rector, I am sure that while I am at the conference in Paraguay I will think back to my visit to this university. And I will carry with me the ideals of education, free inquiry, and public discourse that are embodied here and throughout Chilean society.

Thank you very much.

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Now we must take the consensus of Miami and Beijing and move our hemisphere forward by ensuring that women and girls have the opportunity to fulfill their God-given potential in their homes, schools, communities and workplaces.

This is particularly urgent because 70 percent of the world's poor are women; and women are two-thirds of those who cannot read or write. At the same time, women are busy every day doing much of the world's work -- everything from raising children to cooking meals, washing clothes, cleaning houses, planting crops, working on assembly lines, running companies and running countries.

Women need and deserve what I sometimes call the tools of opportunity: access to education, health care, credit and jobs, as well as legal protections and freedom from violence in and out of their homes.

Education is one of the most critical tools, because from it spring so many other opportunities in life: women who are schooled are better able to take care of their own health and the health of their families; they are able to compete for better-paying jobs; they have more say over the direction of their own lives.

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Small and seemingly insignificant initiatives such as these are changing lives and changing nations. And they are sprouting up all over the globe. In fact, one of the women at the bank in Managua asked me about my trip to India last spring, because she knew I had visited a similar bank there. What she didn't know was that I will also be visiting a bank like hers in Santiago before leaving here tomorrow.

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draft #2

*La Pintana
Community
Ctr.*

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I am pleased to announce that the United States will help launch this project, *(provide technical and financial support to the project)*
~~over the next five years.~~ *first year.*

This morning I visited the Mece school not far from here. It is a wonderful *product of reform movement focused on equity + quality.*
example of what needs to take place on a much broader scale across the Americas. Chile has invested in schooling at all levels and has been willing to experiment with new methods of teaching. The Mece school, which provides technical training to high school students, reflects the improved quality of education that has come with reform.

As I said earlier, I feel keenly about this issue. You will probably not be surprised to learn that my husband does too. He believes education should be one of our nation's highest priorities. And he is determined to continue his efforts to promote lifelong learning -- by supporting programs that run from pre-school through college and into later life.

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Earlier today, I had the opportunity to visit ^{La Pinben} ~~Prodemu~~ with your First Lady. Here again is a wonderful example of how we can reach out to women -- through public and private institutions -- and help them secure training and skills that enable them to get jobs and earn decent wages; the comprehensive health services they need throughout their lives; and develop networks like those offer them more opportunities to build better lives with scarce resources.

As we were reminded in Beijing, nations cannot flourish unless families flourish; and families cannot flourish unless women flourish.

I would like to thank all of you -- and all of the people of Chile -- for giving me the opportunity to see first-hand the great progress being made in this thriving,

vibrant democracy. As you know, Mrs. Frei and I will be in Paraguay in a few days to participate in a conference of First Ladies from our hemisphere, where we will discuss many of these same issues.

University
democracy >

draft #1

**FIRST LADY HILLARY RODHAM CLINTON
REMARKS AT THE UNIVERSITY OF CHILE
SANTIAGO, CHILE
OCTOBER 13, 1995**

It is a great honor for me to be with you here in Santiago. This is my first trip to South America, and I am delighted to have the chance to spend time in your country, which represents so much hope and promise for democracy and prosperity in our region of the world.

to spend time w/ my gracious hosts, Pres & Mrs. Frei, who together have

I am On first day, I ~~had~~ could see the look out window 6 over hotel and did see

For me, it is always a special pleasure to visit a University, and I am particularly delighted to visit the University of Chile. I once heard someone say that "Chile's greatest export is its ideas." It was a reference not only to this country's many great writers, poets, philosophers and teachers, but to an approach to political and economic reforms that has become a model for many nations on this continent.

I could bet that almost every person

Today, far too many ~~nations~~ ^{*countries*} around the world waste precious resources on building weapons of mass destruction, staging wars, and doing violence to basic human rights. Too often, natural resources are destroyed, and human ones

show value women children

exploited through socially irresponsible behavior. Today, too much time is spent in pursuit of power instead of in pursuit of peace and prosperity.

What we see occurring in Chile, however, is the kind of progress that can be achieved when there is a genuine commitment to investing in people -- and that means investing in education and training, health care, and jobs and respecting the rights of every citizen, including women, to participate fully in the political life of their country.

Chile and the United States share a commitment to democracy, social justice and equality of opportunity. We have worked together for many decades. I am pleased that we also have been partners with you here at the University of ~~Chile~~, at the creation of the School of Geology and the Labor and Organization Department and in faculty exchanges that have resulted in joint scientific research.

Improving the quality of teaching and schooling has been a principal focus of investment in both of our countries. That makes sense because education, universally, is a cornerstone of any strong and lasting democracy.

I feel particularly keenly about this issue, not only because education has played such an important role in my ~~own~~ life as well as my husband's, but because around the world we have seen how the acquisition of knowledge and

skills can lift whole groups of people out of poverty and dependence and into self-reliance and prosperity.

I learned about this firsthand when my husband was governor of Arkansas, one of the poorest states in the United States. At the time he was first elected in 1978, Arkansas ranked almost at the bottom in national measures of education. For decades, there had been very little public support for the schools. And there were very few resources available with which to initiate reforms.

I became chair of ^{the governor's} ~~his~~ education task force and I spent days ~~and~~ weeks and months traversing the state, talking to parents, teachers, community and business leaders. ~~And~~ an extraordinary thing happened in Arkansas: business leaders joined together to lobby the state legislature in support of a special tax to raise money for education. It was unheard of to ask for any kind of tax, let alone one for the public schools.

But businesses, whose successes depended so heavily on the availability of an educated and skilled workforce, understood that better schools would mean better workers. And better workers would mean greater prosperity for individual families, communities, and for the state as a whole.

Within a few years of the reform measure being approved, the quality of teachers and schools had improved, as had the standard of living of many people living in our state.

I tell you this long story because it mirrors so much of what you have experienced here in Chile. ^{and what I have seen in other parts of the world.} Could Chile have succeeded in its ^(rebirth) transition to democracy, or in the achievement of lasting economic growth, or in the alleviation of poverty, without a commitment to education?

What makes Chile's situation so unusual - and remarkable is that you have made

Would the United States have endured as the longest living democracy without an education ^{etc} tradition that began with one-room schoolhouses on the western frontier and extended to a nationwide system of public universities?

Throughout our hemisphere, we will continue to depend on today's students to build the economies of tomorrow and to afford working people the dream of middle-class life.

Increasingly, the nations of our hemisphere are recognizing that education is central to our goals for the 21st century. ^{Insert 1} For that reason, government leaders participating in the Summit of the Americas in Miami last year agreed to create a hemispheric Partnership for Education ^(Revitalization of the Americas) ~~Reform Alternative~~. PERA will create

[a network of public and private institutions working in concert to assure that specific language]

Hemispheric conference
on poverty reduction 4

children throughout Latin America not only receive schooling but are trained to compete in the modern global economy.

I am pleased to announce that the United States will provide some \$3.75 million over the next five years to help fund that hemispheric partnership with education leaders across the Americas to identify the most innovative policies and programs in girls and women's education, educational quality; school finance; decentralization; and school performance evaluation. The PERA forum will identify those programs, work to disseminate them and to help nations replicate them.

Of course, education alone will not guarantee social and political progress. As was made clear at last year's Miami Summit -- and made clear again at the international women's conference in Beijing -- democracy, prosperity and social progress cannot be sustained in countries where women and girls are not valued as full and equal partners in society.

Some of you, like me, had the privilege of attending the United Nations Fourth World Conference on Women last month. It was an extraordinary coming together that succeeded in focusing world attention on the issues that matter most to the lives of women and children.

Add priority issues:

(educ
+ poverty)

w/o educ of women and girls - nations will
not prosper

The majority of those who cannot read are
women -

Woman in Pakistan - 5 boys/5 girls - For my kids
girls could not
So far as I know from the village school

There were some -- even in my country -- who doubted that the conference would result in any call to action or change. But the conference achieved a remarkable consensus about what is needed to improve the lives of women around the world. More than 180 nations endorsed a document that reflects a new understanding that improving the lives of women makes for strong, healthy, and loving families -- and that, in turn, if families are strong, communities and nations will be strong too.

As I said in Beijing, the single most important message echoing forth from that conference is that human rights are women's rights -- and women's rights are human rights.

Now we must take the consensus of Miami and Beijing and move our hemisphere forward by ensuring that women and girls have the opportunity to fulfill their God-given potential in their homes, schools, communities and workplaces.

Just yesterday, on my way here, I stopped in Nicaragua, a nation that has started down the path to democracy and a market economy. The transition has been difficult and about half the population continues to live in poverty. The first stop I made was at a tiny bank in a barrio in Managua. It is run by 30 poor women who borrow modest amounts of money to invest in their own

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NDS

We have the chance as we approach the 21st century to look backward with pride on what we have done to open educational opportunity to all Americans. We have the chance to insure that every child can look forward with hope and in so doing we will strengthen our democracies, build our mutual prosperity and move us closer to just societies.

Democracy -

In a few days Mrs. Nei + I will be
leaving

WATSON - 815

Met at 8 am in
126

draft #1

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Closing

HORACIO ARAVENA ANDAUR MUNICIPAL EDUCATIONAL CENTER
(Informal USIS Translation)

BACKGROUND

The school was opened on April 4, 1966 as the San Miguel Middle School Education Center Nr. 2. In 1982, it was renamed after the well-known Chilean school teacher Horacio Aravena Andaur.

Begun as a middle school, Horacio Aravena merged with a local elementary school in 1984. In 1986, it became a Municipal Educational Center and three years later added high school grades.

In 1990, the Center began implementing high school technical, professional education in areas related to business. Presently, the school provides education in secretarial preparation, accounting, administration, sales and advertising.

Horacio Aravena has a total of 1,221 students, most of whom are at the elementary and middle school levels. The school also has an extensive high school vocational education program.

The school has two innovative projects at the elementary level, in the areas of mathematics and artistic creativity.

At the high school level, the new M.E.C.E (Project for the Improvement of Educational Quality and Equity) is aimed at revitalizing teaching and upgrading learning materials.

M.E.C.E.'s fundamental objective is to improve and make more significant the learning process for its students. In order to achieve this, it is concentrating in the following areas:

TEACHING METHODOLOGY: The focus of this program is to modify teaching pedagogy. By applying an action plan created by the teachers themselves the school is trying gradually to change the methods used so that the classes become more active and interesting. The school is also making better use of the teaching materials it is receiving. The purpose is for students to develop the ability to think and become independent learners.

COMPUTER TECHNOLOGY: The school has a modern computer facility with state-of-the-art equipment for teachers and students. This facility offers education in word processing programs, calculus and data bases. Through Internet, students can also access the information superhighway. Student teachers and teachers have received training in courses developed by Chile's Catholic University.

THE LIBRARY: To strengthen the role played by the library in the learning process, the school has upgraded its collections with

new textbooks, reading materials, maps and audiovisual aids that have made it a center of attraction for students as well as teachers.

INFRASTRUCTURE: Funding has been provided to remodel by 1996 two classrooms that are adjacent to the new library. This will provide students with ample, well-lit, and pleasant work areas.

ELECTIVE COURSE OPTIONS: To develop their abilities and pursue individual interests, students can take elective workshops on Saturdays directed by a number of their teachers. These workshops include instruction in the arts, communications, the environment and sports.



U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT

PRESS RELEASE

WASHINGTON, DC 20523

THE NEW USAID PRESS OFFICE

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Tuesday, October 17, 1995

Contact: Russell Porter or Jay Byrne
(202) 647-4274

Hemispheric Partnership Aimed at Educational Reform Announced by Hillary Clinton

First Lady Hillary Rodham Clinton, in an address at the Fifth Conference of Spouses of Heads of State and Governments of the Americas, today unveiled the Partnership for Education Revitalization in the Americas (PERA) establishing a regional partnership to promote effective education policies in the Western Hemisphere. The conference being held in Asuncion, Paraguay, is a follow-up to the Symposium on Children held during the Summit of the Americas.

The national leaders at the Summit of the Americas last December agreed that solving the region's educational problems requires Latin American and Caribbean governments to place education at the top of their policy agendas. The project launched today will create a network for nongovernmental organizations, the business community, governments, the World Bank, the OAS, and the Inter-American Development Bank (IDB) to work in concert to reform overall education policies and best utilize scarce education resources. The goal is to transform educational systems so that they provide universal access for children to develop the skills required by modern labor markets to foster social mobility, promote equity, and reinforce democratic governments.

USAID will provide \$3.75 million over the next five years to establish this ongoing forum so countries can continue to share the best practical initiatives started in other countries. Some of the priority areas to be first addressed, include:

- o **Improve school quality** -- Attract a better-trained teaching core, provide more textbooks and teaching materials, and educational technology.
- o **Strengthen Girls' and women's education** -- Although girls in most LAC countries have access to education at the primary school level, girls tend to be treated inequitably in the classroom. Textbooks and materials need to be more gender-neutral, and teachers need to develop a classroom atmosphere more supportive of girls.
- o **Decentralize school management** -- Several countries, including Argentina, Mexico, Colombia and Chile, are experimenting with plans to decentralize school management and shift responsibility to the municipal level. Typically these efforts include establishing advisory boards and incorporating key groups like parents and employers in policy decisions.

(MORE)

- o **Establish school performance systems** -- Governments will need to establish information systems to monitor school inputs, output, and the quality of teaching so that students, teachers, administrators, parents, and employers can identify effective reforms.
- o **Set minimum levels of achievement.** Governments need to track educational progress by measuring what students learn in school rather than enrollment or graduation rates. Several LAC countries, including Mexico, Chile and Costa Rica are already experimenting with such examinations at the primary level.

By creating a system in which governments can learn from the successes and failures of others, each country and the region as a whole will achieve a better overall education structure.

PERA will function to pool the resources of each country to help identify, showcase and replicate the educational successes. Other international donors will also assist in providing the tools and necessary resources so other education systems can duplicate those programs.

FIRST LADY HILLARY RODHAM CLINTON
REMARKS TO THE NICARAGUAN INSTITUTE FOR WOMEN
MANAGUA, NICARAGUA
OCTOBER 12, 1995

It is a great honor for me to join you here today in Nicaragua. It is the first time I have been to your country, and just as Vice President Gore was here exactly one year ago to attend the Central American Environmental Summit, I think it is fitting that I begin my trip on Dia de la Raza, a day of celebration commemorating both the voyage of Columbus and the rich indigenous cultures of this hemisphere. Central America is both the bridge that unites the continent and the crossroads of our many ethnic histories and traditions.

I feel especially privileged to have met and talked with President Chamorro, who embodies the spirit and will of the people of Nicaragua and of Central America to find a new future together of peace, understanding, and cooperation.

We are living in a time of momentous change around the world, as dictatorships and tyrannies give way to more open, tolerant societies and new respect for human rights. Nicaragua is a vital force in the march to democracy that has transformed this continent and is transforming the world.

Over the past five years, President Chamorro has helped guide this nation from war to peace, from division to reconciliation, from conflict to tolerance, economic stagnation to recovery. During her tenure, democratic institutions are taking root, instances of human rights abuses by security forces have greatly diminished and political violence has virtually disappeared. You can all be very proud that your progress has been achieved in the face of great economic obstacles.

I know I speak for many in the United States and Nicaragua when I say how much I admire her spirited and compassionate leadership.

I have come here today to convey in the strongest terms the United States' commitment to the people and government of Nicaragua. Many of you have made great sacrifices to launch Nicaragua on the path to democracy, freedom, and prosperity.

Many of you have endured great hardship as your nation has struggled to shift from a closed economy to a flourishing market economy.

You have shown the resilience and determination needed to achieve true economic progress and political freedom. And I assure you that the United States will continue to stand by you as your nation works to improve the lives of its people and of the prosperity of our hemisphere.

As you may know, in a few days I will be in Paraguay for a meeting of First Ladies from our Hemisphere. The first time we were together was almost a year ago in Miami, during the Summit of the Americas.

It was at that Summit that the democratic nations of North, Central and South America and the Caribbean region set forth an agenda to promote prosperity through trade initiatives, investments in people, and more effective government.

The United States' objectives were expressed in the Summit's Declaration of Principles and Action Plan: support for democracy and democratic reform; the implementation of free market reforms; the alleviation of poverty; investment in people and the protection of the environment -- all principles to which our country remains committed today.

It was also at that Summit that President Chamorro successfully urged her colleagues to commit to a goal of strengthening the role of women and girls throughout the hemisphere.

I want to thank President Chamorro for spearheading that effort -- for reminding the political leaders of our region that democracy, prosperity, and social progress cannot be sustained in countries where women and girls are not valued as full and equal partners in society.

As the Miami Summit made clear -- and the recent United Nations Fourth World Conference on Women made clear again -- democracy, economic prosperity and social justice go hand-in-hand.

Today, too many nations waste precious resources on building weapons of mass destruction, staging wars, and doing violence to basic human rights. Too often, natural resources are destroyed, and human ones exploited through socially irresponsible behavior. Today, too much time is spent in pursuit of power instead of in pursuit of peace and prosperity.

No single nation is to blame. Every nation needs to do more for its people -- especially for girls and women. And that means ensuring that women -- along with men -- have access to health care, education, jobs, credit, and are free from violence and allowed to participate fully in the political life of their countries.

Some of you, like me, had the opportunity to attend the women's conference in Beijing last month. It was an extraordinary coming together of women and men from all over the world -- an historic gathering that

succeeded in bringing world attention to the issues that matter most to the lives of women and their families.

In doing so, it gave voice to the voiceless -- women in every country who are the backbone of their families, yet are denied the basic opportunities of comprehensive health care, education and training, jobs, decent wages, and access to credit, or even the chance to enjoy basic legal and human rights.

There were some -- even in my country -- who doubted that anything significant would be accomplished in Beijing. But the conference achieved a remarkable consensus about what is needed to improve the lives of women around the world.

The document that more than 180 nations endorsed reflects a new understanding that improving the lives of women makes for strong, healthy, and loving families -- and that, in turn, if families are strong, communities and nations will be strong too.

As I said in Beijing, the single most important message echoing forth from that conference is that human rights are women's rights -- and women's rights are human rights.

Now, we must take the consensus of Beijing and move forward. The

vision of the women's conference will only be realized if we commit ourselves in our daily lives to addressing the challenges that still confront us here in Nicaragua, in my country, and around the globe.

Governments play a vital role in improving the lives of women, especially women and children. But governments cannot act alone. Strong partnerships with the private sector the NGO community have been essential in the past, and will be even more so in the years ahead. Individual citizens will have to play their roles in families, workplaces, and civil society to support democracy's promise of positive change.

Working together, I believe we can and will move forward to see that women here and throughout the hemisphere are finally assured their rightful place in society.

Here in Nicaragua, strong women like you -- through your many accomplishments in the areas of microenterprise, education and health -- have been instrumental in national reconciliation, democracy and economic growth.

And your government, under the leadership of President Chamorro, has made a strong commitment to the kind of human investments in people endorsed in Miami and in Beijing.

Reducing maternal and child mortality through improved primary health care and prenatal care is a national priority of the Chamorro government, and I am proud that the United States, through our Agency for International Development, is supporting that effort.

Opening the doors of learning to girls and women is a critical step that Nicaragua has taken more quickly and boldly than many other countries. At the same time, keeping children in school remains a problem. For that reason, one of our largest projects here is in working with the Ministry of Education to improve the quality of primary education.

Because so many nations in our hemisphere share a concern about the quality of education available for poor and rural children, it was agreed at the Miami Summit to create a hemispheric Partnership for Education Reform. PERA, as it is called, will create a network of public and private institutions working in concert to assure that children not only receive schooling but are trained to compete in the modern global economy.

Your government has also committed itself to protecting and respecting human rights -- which includes the right of all women to live free from violence in and out of their homes. I was very glad to learn

recently that the Ministry of Public Health has established a special commissariat to address the issue of domestic violence, which affects women not only in this country but in every country around the world.

We are discovering in Nicaragua and many other countries that investing in people, particularly girls and women, yields greater dividends than any other kinds of investment a nation can make.

Earlier today, I visited a community bank here in Managua called "Madres Unidas" [MAH-drays oo-NEED-ahs] The bank is controlled by 30 poor women who borrow modest amounts to invest in their businesses. They also make sure that everyone pays back what is owed. On a small, but very significant scale, these women are taking control of their lives and their destinies. And in so doing, they are not only bringing greater prosperity to themselves, but also to their families and their community.

The program is run by a non-governmental organization that USAID is proud to support. It has proven that women not only are good credit risks but that their small business ventures can grow and contribute to national economic growth. Nearly 100 community banks have been established in 18 months and some 6000 individuals, mostly women, are benefitting.

I have seen this kind of public-private partnership replicated in many

other countries, including my own. It is but one of many innovative, exciting and cost-effective ways being used to help women and girls lift themselves and their families out of poverty and dependency and into self reliance and good jobs.

Nicaragua also is moving forward in another important area, the participation of women in political life. Many women now claim places in the halls of government -- from the top on down. This bodes well not only for women, but for the entire democratic process, which relies on the participation and experience of all citizens.

The United States has been an active partner of Nicaragua because we believe in the democratic mission you have begun. We also believe that, as democracies in the Western Hemisphere, we share many of the same aspirations and concerns for the future.

Our two nations, along with our neighbors, depend on each other in ways large and small. Decisions about the Central American forests can have serious consequences to the north and south. An outbreak of cholera in Peru can threaten Central America just as an outbreak of dengue fever here can threaten the health of tens of millions of people in the United States. Open markets and free trade contribute to the prosperity of all nations. Finally, the success of democracy in each country strengthens

democracy in all countries.

Throughout the 1980s, Central America struggled to overcome the human suffering that accompanies war, injustice, and economic deprivation. Vast sums of money were spent to return stability to this region.

Now peace is here. Now democracy faces its truest test.

And now is no time for those who support the Nicaraguan struggle for democracy and freedom to turn their backs on this country. We must remain steadfast in support of your efforts.

We see that through better health, education, and good jobs, women are building stronger families. We see that through democratic reconciliation and investments in people, Nicaragua is building a stronger national family.

And we see that, as the Nicaraguan family unites and your economy grows, your nation will continue to be a vital partner in building a hemispheric family of democracies.

###

Talking Points

USIS Contribution to Education in Chile

Since the beginning of the re-democratization period in Chile in 1990, some fifty Chilean academics and educational leaders, many of them important actors in the process of educational reforms in Chile, have participated in visitor's programs arranged through USIA. These study tours to the U.S. have contributed to strengthening institutional ties and have provided exceptional opportunities for compiling interesting and valuable information which later has become part of important discussions about the improvement of the quality of secondary education, modernization of the Chilean educational system and legislative initiatives to reform the higher education system in Chile, particularly in the areas of university accreditation and student loans.

The U.S. Speaker Program, the Academic Specialist Program and the many USIS efforts to increase exchanges via official and private channels contributed to the process of re-establishing relationships between Chilean and American academics and initiating new agreements after the long period of isolation that Chilean academic institutions suffered under the military regime. Chilean universities particularly benefitted in the areas of social science and humanities, where the USIS Academic Specialist Program and the Fulbright exchange program for scholars helped them to restore and/or strengthen careers.

The Fulbright Commission in Chile, the first commission in Latin America, is celebrating its 40th year of educational interchange.

More than 1400 Chilean scholars and professionals have participated in academic and cultural programs in the United States since the establishment of the Commission, while 700 Americans have had the opportunity to study and conduct research in Chile.

The final balance of the program is outstanding: the Fulbright program is still the most innovative and intellectually, culturally and socially stimulating program in Chile. The impact it has had on the formation of an educational stratum of professionals, scholars and artists has been decisive in the process of Chile's economic growth and re-democratization. Senator Fulbright often commented that democracy must rely on a thoughtful, responsible and educated citizenry. Chile has been one of the main beneficiaries of his commitment to international educational exchange.

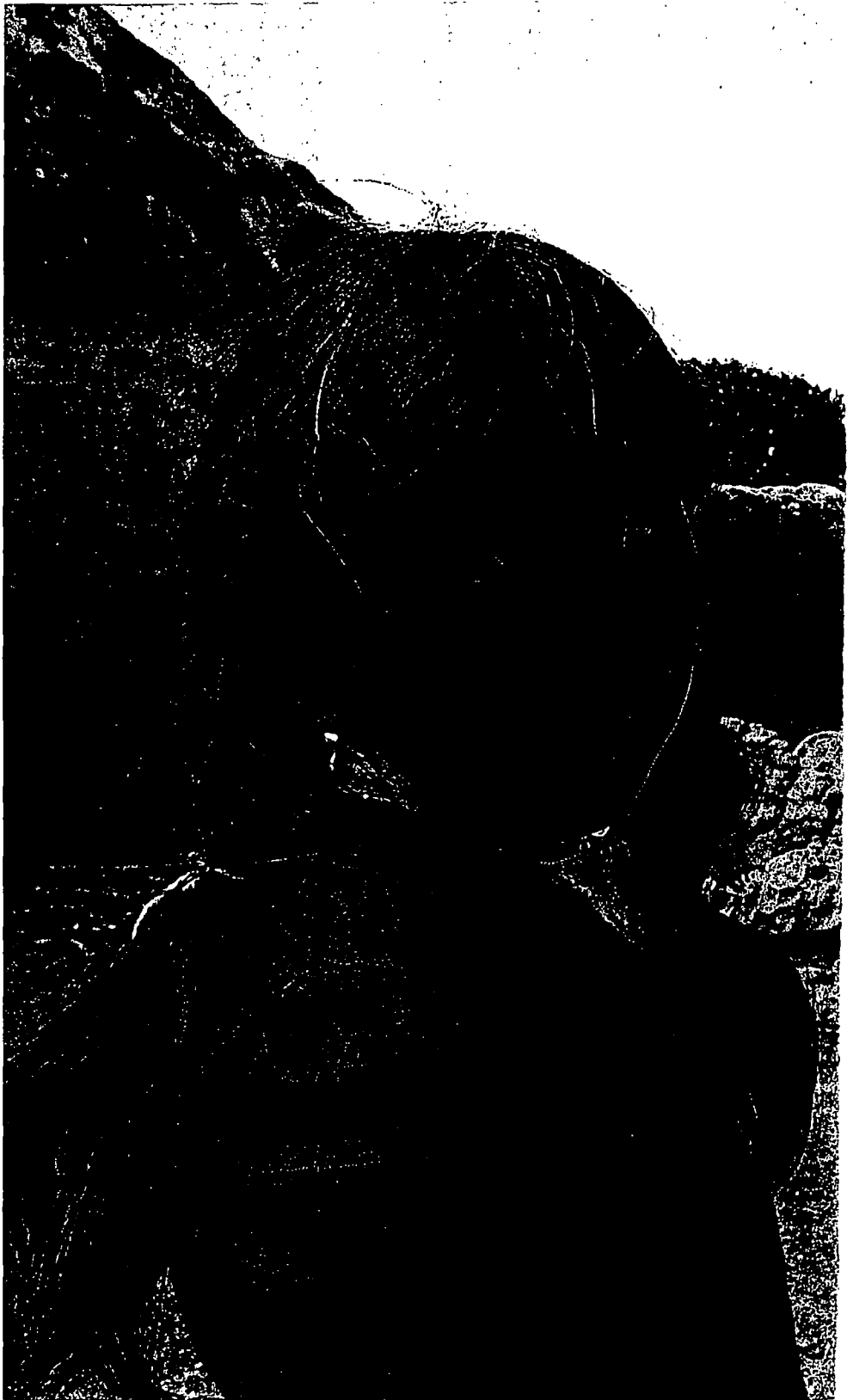
THE QUIET REVOLUTION

Diane B. Bendahmane

On the wall over my desk hang two multicolored maps portraying the advance of a quiet revolution that is altering the human condition without much notice in the popular media. During the past 30 years, programs to reduce infant and child mortality have made inroads in virtually every region of the world. The 1960 map is predominantly yellow and orange, the colors signifying mortality rates of 125 per 1,000 or higher for children under the age of five. In the 1992 map, many countries have graduated to purple, green, or gray—colors indicating much lower mortality rates (74 per 1,000 or fewer). With the exception of a number of countries in sub-Saharan Africa and a few in Asia and the Near East, most of the world has escaped the yellow range, and even regions that would have been considered “developed” in 1960 have progressed. The United States, Canada, and most of Europe, for example, moved up from green (25-49 deaths per 1,000) to gray (fewer than 25 deaths per 1,000).

The maps were published by the U.S. Agency for International Development (USAID) as part of its Eighth Report to Congress on Child Survival, which celebrates through vivid charts, graphs, and photographs the agency's many successes in this area. USAID's Child Survival Program was launched in 1985. Its hallmark was a “package” of health interventions aimed at reducing child mortality: oral rehydration therapy, immunization, improved nutrition, treatment of acute respiratory infections, and promotion of child spacing. According to USAID Administrator J. Brian Atwood, infant mortality has declined about 10 percent since the program was unveiled in countries his agency assists. Certain high-mortality countries were designated for “emphasis,” including Bolivia, the Dominican Republic, Ecuador, El Salvador, Guatemala,

Mitchell Denburg



Child Survival Comes of Age

Investing in the children of the poor is no longer a matter of humanitarian relief; it is key to sustainable development for the next century.



Haiti, Honduras, Nicaragua, and Peru in Latin America and the Caribbean. Infant mortality has decreased in all nine countries (see figure 1).

Throughout the developing world, infants and children who would have died 20 or 30 years ago from readily preventable diseases, such as diarrhea and measles, survive the vulnerable first five years of life because of improved health care. Between 1965 and 1986 in developing countries overall, there was a 5 percent increase in the number of infants surviving the first year of life. Coupled with improvements in survival for children aged one to five, this has pushed up life expectancy in developing countries from 50 years in 1965 to over 60 years in 1986 (World Bank, 1988).

The Cruel Paradox

What is happening to these children who are "surviving" today thanks to the efforts of USAID, the World Health Organization, UNICEF, governments, and the other development organizations that marshaled their forces to wage this campaign? Is it true, as Federico Mayor, director general of the U.N. Educational, Scientific, and Cultural Organization (UNESCO), has said, that the survivors have become victims of a "cruel paradox" which condemns them to a world in which their "prospects for self-betterment are diminishing?"

If we could somehow "map" the status of the beneficiaries of child survival programs, as child mortality has been mapped, it would be apparent that Mayor is correct. Today's

Too many children, like this girl from Pílcuyo, Peru, live in communities coming apart from the pressures of increased poverty, population, and environmental degradation. Reversing the trend means rethinking structural adjustment policies that preclude investments in the human capital of tomorrow.



Modern war increasingly victimizes civilians, including young children. This girl from Croatia is participating in one of the psychosocial trauma exercises developed by UNICEF to educate those working with children caught in the crossfire.

youth are likely to be poor, and poorly educated. Many live in inhospitable urban environments and grow up in dysfunctional families. The young are often targets of violence from civil strife or crime. And, to complete the picture, they must compete for a place in the world with huge cohorts and little in the way of support from the often beleaguered governments of their countries.

Let us flesh out these general statements with facts and figures, starting with the most unassailable. By virtue of the fact that most live in developing countries, victims of the cruel paradox are poor. Per capita income is just \$370 per year or less (in 1991 dollars) for 23 developing countries, including Haiti, the only Western Hemisphere country falling in this group. Close to 2.5 billion people live

in those countries, and a high percentage of them are children or youth (World Bank, 1993). Latin American countries fall mainly in the middle-income group, with per capita gross national products (GNPs) in the \$1,300 to \$2,500 range, but some join Haiti in the very-low category, including Nicaragua, Honduras, and Bolivia (see table 1). These statistics are somewhat deceptive, of course, because incomes are highly skewed in the region. Large pockets of poverty exist even in the more affluent countries, and the numbers of the poor are growing. Children and youth bear the brunt of this poverty. Some experts estimate that by the year 2020 there will be 300 million urban minors in Latin America, 30 percent of them very poor.

In recent years, conditions have been slipping. Poverty has deepened in developing countries unable to grow during a worldwide recession, and unable to stay upright with heavy debt burdens weighing them down. World Bank figures estimate that the percentage of people in extreme poverty in Latin America and the Caribbean has grown from 22.4 percent in 1985 to 25.5 percent in 1990. Other indicators, shown in table 1, depict a region in decline throughout the 1980s. While family incomes have dropped during the worldwide recession, states have been forced by international lending banks to undertake structural readjustment policies that slash public services in health, education, and food. A draconian regimen has been imposed that more-developed countries would not stand for. There is now some interest by big lenders to soften the impact on the poor, but it has been late in coming.

While poverty was once largely a rural phenomenon in developing countries, today it has moved to the city. During the past three decades, millions of children and youth have been swept along with their parents in a massive tidal flow of population from the countryside. In Latin America the pace of urbanization is especially rapid; the region was 71.9 percent urban in 1990 and will be 83.4 percent urban by 2020 (USAID, 1992). The barrios, favelas, pueblos jóvenes, villas misérias, and poblaciones that girdle most large cities are teem-

ing with youth. In these makeshift settlements, overcrowding, polluted drinking water, substandard or nonexistent sanitation, indiscriminate dumping of trash, and other conditions threaten basic health, as the cholera pandemic of recent years sadly demonstrates.

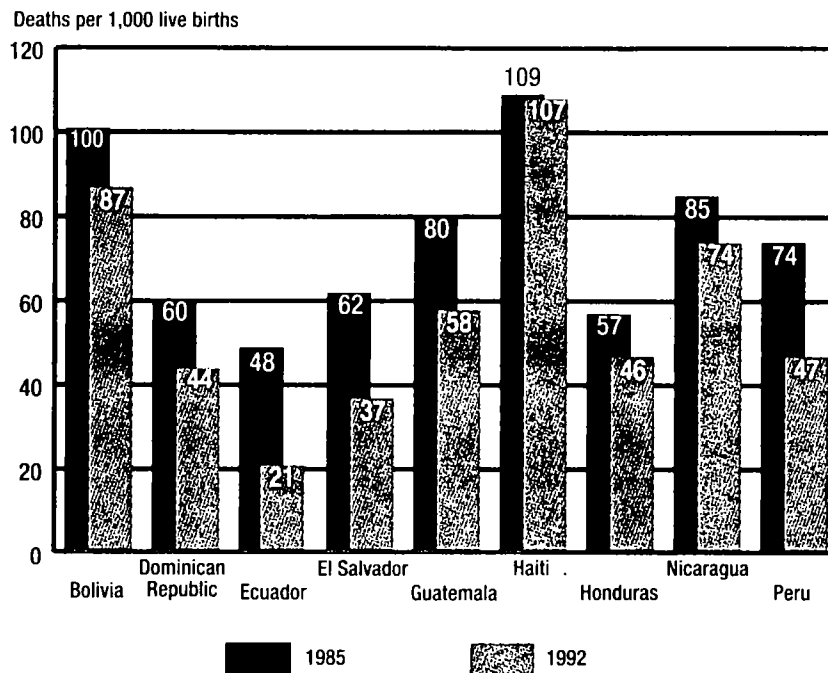
Life in these settings is also inimical to the emotional and spiritual nurturing of the young. Children often do not attend school because they are needed as workers in the informal economy where their parents or guardians patch together a living. The mutual support of village life and extended family begins to break apart, leaving young, poorly educated, unskilled women with sole responsibility for raising a family. In the urban jungle, it is as if the social contract described by sixteenth-century philosopher Thomas Hobbes has come unraveled. The combined stresses of poverty and city life lead some parents to abandon their children to the streets, while some children flee there from abusive parents or from a future that offers no exit from poverty. Estimates of the number of street children worldwide vary, depending on how the term is defined. UNICEF counts 100 million, 40 million of whom live in Latin America—a number equal to the entire population of Spain.

A study by UNICEF and WHO describes succinctly the "hostility" of the urban environment to children of the poor:

Formal education systems are often inadequate, and family and community structures in the urban environment provide little opportunity for informal education, such as through peers, grandparents, and so on. . . . The proportion of unattended or abandoned children is high and there are limited facilities at the community level to provide them with care and protection. Under these conditions, children easily fall prey to the enticements and promises of unscrupulous people. Abuse and exploitation of children in a variety of different ways, down to the extremes of their involvement in prostitution and crime, are becoming common features of the cities.

Many children and youth survive these "ills" only to be caught up in civil strife, much of it spawned by

Figure 1. Infant Mortality Trends in USAID-Assisted Child Survival Emphasis Countries in Latin America and the Caribbean



Source: USAID, Eighth Report to Congress on Child Survival

Table 1: Economic Conditions in Latin America and Expenditures in Education

Country	GNP per capita (\$ 1991)	1980-91 average annual growth	External debt 1991* (\$ millions)	Percent of central government expenditure on education 1980*	Percent of central government expenditure on education 1991*
Haiti	370	-2.4	747	6.6	—
Nicaragua	460	-4.4	10,446	11.6	—
Honduras	580	-0.5	3,177	—	—
Bolivia	650	-2.0	4,075	—	18.7
Guatemala	930	-1.8	2,704	—	19.5
Dominican Republic	940	-0.2	4,492	12.6	10.2
Ecuador	1,000	-0.6	12,469	34.7	18.2
Peru	1,070	2.4	20,709	15.6	21.1
El Salvador	1,080	-0.3	2,172	19.8	14.4
Colombia	1,260	1.2	17,369	19.1	—
Paraguay	1,270	-0.8	2,177	12.9	12.7
Jamaica	1,380	0.0	4,456	—	—
Costa Rica	1,850	0.7	4,043	24.6	19.1
Panama	2,130	-1.8	6,791	13.4	17.1
Chile	2,160	1.6	17,902	14.5	—
Venezuela	2,730	-1.3	34,372	19.9	—
Argentina	2,790	-1.5	63,707	—	9.9
Uruguay	2,840	-0.4	4,189	8.8	7.4
Brazil	2,940	0.5	116,514	0.0	3.1
Mexico	3,030	-0.5	101,737	18.0	13.9
Trinidad & Tobago	3,670	-5.2	2,332	11.6	—

* Some figures are for the most recent year.

Source: World Bank, World Development Report 1993

economic inequalities and population pressure. In the past, the violence of war was not purposefully directed at children, but this taboo seems to be breaking down, as the world watches television footage roll in from the former Yugoslavia, Sudan, El Salvador, Somalia, Rwanda, and other countries. According to UNICEF, 1.5 million children have been killed and 6 million disabled in armed conflict during the past 10 years.

Land mines are often a primary cause. In El Salvador, 300,000 children and adolescents were disabled in 12 years of civil strife. Seventy-five percent of the victims of land-mine accidents in El Salvador have been children. Worldwide, some 100 million land mines remain hidden, threatening people indiscriminately in over 60 countries.

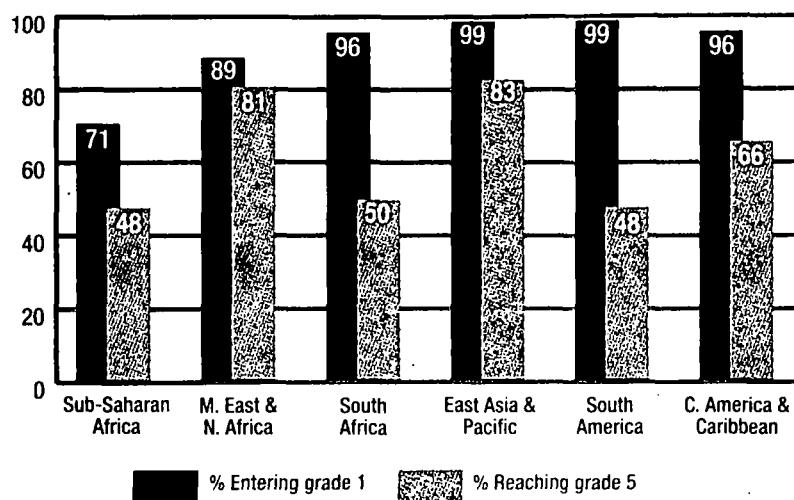
Education can provide an escape-hatch from poverty and the dislocation and violence that sometimes accompany it, particularly in large cities with too many drugs and too few opportunities. But the report card for schooling is poor. Gains in education have not matched gains in child survival. Ninety percent of children in developing countries now start school—a noteworthy achievement—but the percentage who reach grade five is far lower. In South America, 99 percent enter primary school but only 48 percent complete the fourth grade. In Central America and the Caribbean, 96 percent enter; 66 percent make the fifth grade. Throughout the developing world, the big push to enroll students ends with a seeming inability to retain them (see figure 2).

Currently an estimated 100 million children worldwide drop out of school by the fifth grade, and the number will climb to 118 million by the year 2000 (Pezzullo, 1992). Without at least a rudimentary education, what chance will these young survivors have to escape their poverty?

Table 2 shows male and female literacy and primary-school completion rates for 22 Latin American and Caribbean countries. Of the 22, more than one-third graduate 50 percent or less of their primary school populations. Only three have achieved the 1990 U.N. Summit for Children goal of 80 percent graduation. Literacy rates, while higher on average in Latin

Figure 2. Primary Schooling

Percentages of the developing world's children in the appropriate age range starting primary school and reaching grade 5.



Source: UNICEF, *The State of the World's Children 1994*

Table 2: Basic Education in Latin America

Country	Male literacy 1990 or most recent year	Female literacy 1990 or most recent year	% reaching final grade of primary school, 1988 or most recent year
Haiti	59	47	9
Bolivia	85	71	50
Guatemala	63	47	36
Nicaragua	—	—	29
Brazil	83	80	22
Peru	91	79	70
El Salvador	76	70	27
Ecuador	88	84	63
Honduras	75	71	43
Dominican Republic	85	82	33
Paraguay	92	88	57
Mexico	90	85	70
Argentina	95	95	—
Venezuela	87	90	70
Trinidad and Tobago	97	93	89
Uruguay	97	96	93
Colombia	87	86	56
Panama	88	88	79
Chile	93	93	77
Costa Rica	93	93	77
Jamaica	98	99	85
Cuba	95	93	88

Source: UNICEF, *The State of the World's Children 1994*



Although the most important factor in breaking the cycle of poverty is education, many urban and rural poor are denied equal access. Because their school is not state funded and lacks basic supplies, these children from a shantytown just east of Mexico City must carry their own desks and chairs to and from class daily.

America than in other regions, could be improved, especially for females, which as we will see later, is crucial for breaking the cycle of poverty.

One final detail remains in this portrait of the prospects facing child survivors: Most live in countries where the majority of people are young. Al-

though developing countries will experience a larger growth proportionally in older age groups in the coming decades, the absolute number of young people in child-bearing years will remain large and will keep governments under extreme pressure to meet the needs and aspirations of the

Table 3: Population Distribution by Age, 1985-2000

(in thousands)	1985	2000 (Estimated)
Latin America		
Under 5	53,942	60,359
5-14	95,242	114,202
15-24	80,704	100,081
25-44	100,069	152,621
45-64	49,003	75,670
Caribbean		
Under 5	829	781
5-14	1,527	1,622
15-24	1,574	1,495
25-44	1,687	2,774
45-64	858	1,190

Source: PAHO, *Health Conditions in the Americas*

young. Table 3 provides the figures behind the population pyramid for Latin America and the Caribbean. The aging of the population is more evident in the Caribbean than in Latin America, but if the forecasts are accurate, there will be 278.5 million persons under the age of 24 in the region at the turn of the century.

When that moment arrives, if present trends hold, the sharp lines of demarcation between youth in developing and developed countries will have blurred. In the United States, for example, children as a group are worse off economically than they were 25 years ago. Today 20 percent of children live below the poverty line, many in urban ghettos where violence has become a way of life. High-school dropout rates are increasing. Jobs are harder to land. Increasing numbers of children are being born into fatherless households.

The developed world is not immune to the problems of youth, and successful programs, wherever they surface, have lessons of relevance to all.

Negative and Positive Circles

The struggle to enhance child survival must not cease until all regions of the map are colored green or gray. At the same time, the world must face up to the fact that children

whose lives were saved are now in danger of being "lost" through neglect of their human environment. We must concentrate on providing the nurturing, education, and socialization that will make it possible for them to live fully, to realize their potential. What is at stake is the condition of the world we will all live in.

The crossroads at which we stand can be described in terms of two development "circles"—a positive one spiraling upward, or a negative one spiraling downward. As the following sections will show, investments in the human capital of children and youth will help determine if the circle will be "vicious" or "virtuous."

The Vicious Circle: From the outset, the USAID Child Survival Program was motivated by more than human-

itarianism. USAID officials believed this program would help developing countries break free of the vicious circle in which they found themselves. This vicious circle—described by UNICEF in its 1994 report, *The State of the World's Children*, is a chain of reciprocal cause-and-effect links that keep countries from developing and generate political and economic instability. UNICEF calls it the "PPE spiral" because the three most important links in the chain are population, poverty, and environment.

The spiral may be described from the perspective of any of the three links, but this brief and necessarily oversimplified explanation will begin with population. Prolonged and rapid population growth outstrips society's ability to generate employment; it strains the capacity of a

family to provide for itself and the capacity of a country's social services to meet human needs. Ironically, this poverty fuels accelerated population growth. In poor families, where child morbidity is likely to be high, parents do not feel confident that they will be taken care of in their old age unless they have many children. They may also need more hands to gather firewood and water, tend cattle, and earn income in the informal sector to make do in the present. Because education levels are low in poor families, awareness of family-planning methods is also low. For these and other reasons, fertility rates stay high.

The interaction of overpopulation and poverty contributes to environmental degradation. More people mean more sewage and garbage to dispose of properly. More mouths to



Access to basic health care helps reverse the downward spiral of the vicious circle. The Movimiento Guatemalteco de Reconstrucción Rural in Río Dulce, Guatemala, provides a wide range of medical services in the Kekchí Indian community. Improved health services lower infant mortality and fertility rates, as parents realize that their children will live to care for them in their old age.

feed lead to overfishing, overgrazing, and overuse of pesticides and fertilizers—all of which can threaten the resource base for future production. People whose very survival is at risk today do not have the luxury of planning how to conserve tomorrow's environment. And there is little margin for error since the poorest of the poor likely occupy land that is the most environmentally fragile.

The consequences are predictable. People get less for their effort, and their health and well-being suffer because their soil is depleted, their aquifers and rivers are polluted, their forests have disappeared. This situation is particularly alarming in Latin America and the Caribbean. According to UNICEF (1994), in the "environmental disaster areas" of the Andes, Haiti, the Dominican Republic, and the central highlands of Central America, over 50 percent of agricultural land is "significantly eroded." In Latin America, 35 million or 74 percent of the poorest rural people live where agricultural potential is low and "threatened by environmental deterioration." In sub-Saharan Africa and Asia, the percentages are much lower: 51 and 57 percent, respectively.

Thus, the vicious circle closes: poverty → population → environmental degradation → poverty → and so on, spiraling downward.

In many countries, the PPE spiral has led to political and social instability, which makes it even more difficult to break any link in the causal chain. For example, instability can spur military budgets, draining resources from primary health care, education, family planning, or environmental protection.

Child survival programs have weakened the poverty → population link in the PPE spiral by saving infants' and children's lives. As mortality rates have gone down, fertility rates have followed, after a slight lag, apparently for couples to adjust to the idea that they do not have to bring five children into the world to count on two or three growing up. Figure 3 shows the "matching" rate of decreases in infant mortality and total fertility.

Weakening the population → poverty link has a beneficial effect on the whole downward spiral. As USAID's

Seventh Report to Congress (1992) on child survival expressed it:

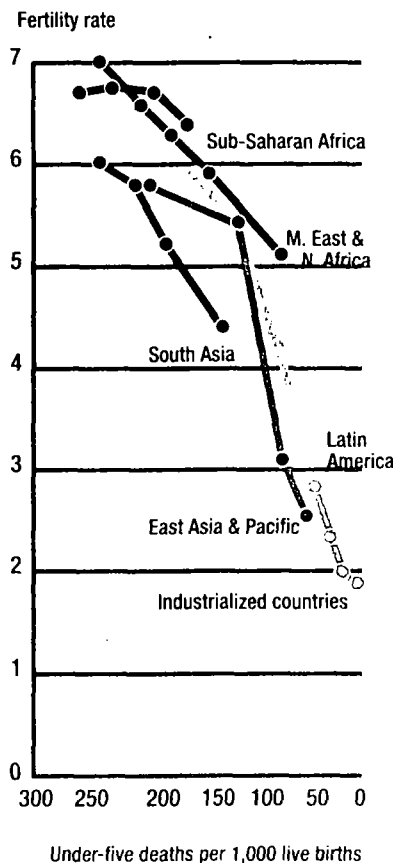
If development is fundamentally about improving the lives of people, there can be no better investment than in the health and well-being of today's generation of children. If they enter school healthy, they have a better opportunity to learn. Moreover, as children survive and thrive, parents have fewer children; they themselves begin to have more time and energy for productive activities and are better able to invest in their children's education. Better-educated individuals earn more and can contribute more to society.

In making its case for more investment in interventions that break into the PPE spiral, UNICEF points out that, based on the experience of 108 countries, infant mortality rates must

fall to somewhere around 100 or less per 1,000 before fertility begins its corresponding downward trend. Because many countries are now poised at this threshold, child survival activities must not slacken. They benefit not just today's children but future generations as well.

Education, like health, has a powerful positive effect on the vicious circle. UNICEF (1994) argues that better-educated people, like healthier people, "can participate more fully in the process of modernization and development, and are better able to raise their own incomes and contribute to the economic development of their nations." Better-educated people can more readily understand and make the adjustments and basic changes needed in agricultural, industrial, and resource management practices. Better-

Figure 3. Relationship Between Under-five Mortality and Fertility in 108 Countries



Source: UNICEF, *The State of the World's Children 1994*



Polluted water bred the recent cholera pandemic in Latin America. Many, like this girl in Lima, Peru, must walk miles and wait hours for clean water.

educated women are more likely to control their fertility and to postpone their first pregnancy.

The salutary effects of education are especially pronounced among females. USAID's Congressional presentation for fiscal year 1994 stated, "Typically, investments in basic education for girls yield returns of over 20 percent, a higher rate of return than most other investments in developing countries." Jessica Mathews, senior fellow at the Council on Foreign Relations, in a recent *Washington Post* op-ed article about the September 1994 U.N. Conference on Population and Development in Cairo, points out that of all the social and economic factors "studied for their connection to lowered fertility... education of women has proved the most consistent," showing up with even a year or two of primary school. Colleagues in the water and sanitation field report that when mothers know how to read, water and sanitation improvements have a much larger effect on reducing the infant mortality rate.

Yet UNESCO figures show that many developing countries still invest minimally in the education of females. Only 15 percent of girls are enrolled in secondary school in Africa, compared with 33 percent of boys; in Arab countries the percentage for girls is 41 and for boys 57; for East Asia 39 versus 50; for South Asia 25 versus 44. In Latin America, the record is much better—the percentages are nearly equal. (However, UNESCO reports that nearly half of all youth of secondary school age in the region are not enrolled.)

The U.N. Summit for Children in 1990 set the goal of basic education for all children and completion of primary education by at least 80 percent, a halving of the adult illiteracy rate, and the achievement of equal educational opportunity for males and females. To meet these goals, developing countries and international donors will have to increase their investments in education. According to UNICEF, only about 2 percent of all aid for development is targeted at primary education. Donor funding in this area might be increased, or as Susan Pezzullo suggests (see page 13), money could be spent more judiciously. Articles by Ron Weber on Ser-



A young girl attending the Moulay el-Hassan primary school in Taza, Morocco. According to Birdsall and Sabot, the correlation between girls' education and decreased fertility rates is critical in breaking the "poverty → population → environmental degradation" cycle.

vol (see page 19) and Kevin Healy on CEMSE (see page 32) show how this might be done by nongovernmental organizations (NGOs) that function as "laboratories" in which ideas can be tried out and developed, and then mainstreamed through other public and private agencies.

The Virtuous Circle: UNICEF argues, as we have seen, that the downward PPE spiral can become an "upward spiral" through the synergistic effects of health and nutrition, education, and family planning. Economists Nancy Birdsall and Richard Sabot (1994) also use the circle metaphor in their analysis of how education promotes development. Their "virtuous circle" is close kin to UNICEF's upward spiral.

Birdsall and Sabot looked at the economic performance of all major countries over the 1965–1985 period and noted that eight East Asian countries (Japan, Hong Kong, the Republic of Korea, Singapore, Taiwan, Indonesia, Malaysia, and Thailand) led the list both in terms of growth in gross domestic product (GDP) and equity

of income distribution (as measured by the ratio of income shares between the richest 20 percent and the poorest 20 percent of the population). Brazil was the lone Latin American country to place in the top 20 for GDP. The rest ranked either in the middle or below, and what growth they experienced was accompanied by increasing income inequality (see figure 4).

When countries are compared on the basis of GDP growth and income inequality, Brazil, Colombia, Mexico, Venezuela, Chile, Bolivia, Argentina, and Peru mark among those in which the top fifth of their populations receive 10 times or more income than the lowest fifth. Only Brazil and Colombia had GDP growth rates above 2 percent. None of the Latin American countries achieved high growth and distributed the benefits widely, while seven of the eight high performers in East Asia did.

According to Birdsall's and Sabot's analysis, state policies of "shared growth" pursued by the East Asian "tigers" ignited a virtuous circle of sustainable economic growth and development. These policies, in combi-

nation with aggressive management of labor relations and a push for exports, spelled success. All eight countries strongly supported public education; other shared-growth policies, which included land reform, housing programs, investment in rural infrastructure, and credit and export guarantee programs for small- and medium-sized enterprises, were common but differed in degree from country to country. Birdsall and Sabot note that "by 1987, all of the [high performers] except Thailand (with 95 percent enrollment) had achieved universal primary educa-

tion, and all had secondary enrollment rates that were above international norms given their incomes (again, except Thailand)."

The percent of GDP that the eight high performers allocated to education was not higher than average for developing countries. The difference is that in East Asia less money was spent on university-level education: 15 percent, for instance, versus 24 percent for Latin America. Primary and then secondary schools received the lion's share of support, with the emphasis on reaching all segments of the population. Birdsall and Sabot note:

Korea and Venezuela provide an extreme example of the contrast. In 1985, though public expenditure on education was higher in Venezuela as a percent of GDP (at 4.3 percent) than in Korea (at 3 percent), 43 percent of public education spending went to higher education in Venezuela compared to 10 percent in Korea.

In Latin America the pattern has been to expand higher education prematurely—before universalization is achieved at the lower levels. It is mostly elites who have been able to take advantage of such expansion. If the money had been spent instead on primary education, many now not receiving benefits from the educational system would begin to have a greater share in their countries' growth through increased opportunities.

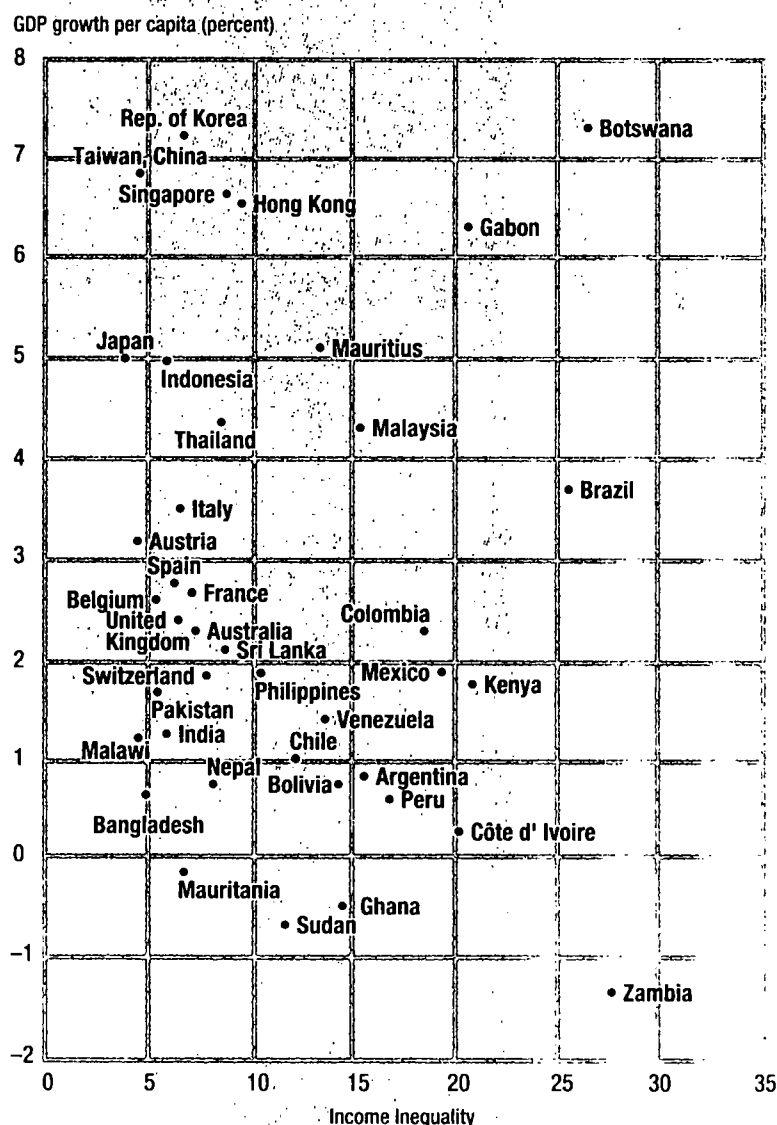
Other characteristics of the school system that have contributed to the success of the shared-growth policy in East Asia are as follows:

- Higher education has focused on training in fields to make countries more competitive internationally, such as engineering, science, and public administration;
- Quality of primary and secondary education has risen, as measured by primary-completion rates and test scores;
- And education of girls has been emphasized—paying off some years later in reduced fertility, accompanied by large benefits in children's health and nutrition.

The virtuous circle follows this approximate path: Investments in education lead to lower fertility, better health, and increases in GDP and income equality; thus, there are fewer children to educate and more money to invest in them, resulting in an even wider distribution throughout the population of the benefits of economic development. Birdsall and Sabot call it the process of "human capital accumulation."

What are the lessons for Latin America? Making social investments to break the cruel paradox of child survival can make sound economic sense. Stressing primary and secondary education for all broadens the base of growth and leads, like UNICEF's upward spiral, to long-run political stability.

Figure 4. Income Inequality and Growth of GDP, 1965–1989



Note: Income Inequality is measured by the ratio of the income shares of the richest 20 percent and the poorest 20 percent of the population.

Source: World Bank, *The East Asian Miracle: Economic Growth and Public Policy* (1993), cited by Birdsall and Sabot

Child Survival Comes of Age

This issue of *Grassroots Development* examines how innovative youth programs started by groups throughout the hemisphere are working to lay the foundation for a better tomorrow by freeing the potential of the young people who are that tomorrow. Such efforts may seem little more than noble gestures given the magnitude of the problem, but the dynamic of the PPE spiral and the virtuous circle suggest otherwise. The child survival campaign has taught us that humanitarian actions can have a long-term impact if the political will exists to follow them through.

As Carol Michaels O'Laughlin of the International Youth Foundation (IYF) suggests (see Forum, page 43), governments, donors, NGOs, and the private sector will have to pool energies to make it happen. The programs developed by Servol in the Eastern Caribbean and CEMSE in Bolivia show how that can happen. Both efforts originate in multicultural societies and are being scaled up nationally and internationally. They work not because they represent uniform blueprints for success but because their methodologies involve local communities in the education of their children. Servol has also shown that new financing mechanisms are possible. It has used matching grants from the Bernard Van Leer Foundation and the IYF and "covenants of agreement" with local businesses to create an endowment fund for its youth programs. By brokering a partnership with the state, which pays teachers' salaries, and local communities, which maintain school facilities, Servol is bringing into being national networks of preschools and adolescent skills-training centers.

In the early 1980s, the haunting photographic images of wasted, dying children preyed on the world's conscience and brought about the child survival revolution. As the child survival movement comes of age, I hope the world will find the resolve to build on what we already know works. The choice is ours. Investments in human capital can set the virtuous circle spinning and help prevent the PPE downward spiral from being the dominant mode of



Sean Sprague

Children in Nairobi play during a school recess. Improvements in child survival during the last three decades show action for a better future is possible. Investments today in education and health care will decide if the future of tomorrow's children will be full or hollow.

"underdevelopment" in the twenty-first century. ❖

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EMBASSY OF THE
UNITED STATES OF AMERICA

Santiago, CHILE
FAX 56-2-330-3710
Phone 56-2-330-3395

FAX

TO: Ambassador John Maisto
c/o Lynn Swofford

FROM: *Charles Shapiro*
~~PHILLIP GHICOLA~~

Please pass to Lissa Muscative, the First Lady's speech
writer.

505-2-669-074
FAX: 690-4969

DATE: October 12, 1995

Please pass to Lissa Muscative who is in the 1st Lady's Party.

20 pages (including cover sheet)

Lynn - Thanks for everything!

Charles

DRAFT FIRST LADY SPEECH

EMBASSY HAS CAREFULLY REVIEWED THE MOST RECENT DRAFT SPEECH FOR THE FIRST LADY'S UNIVERSITY OF CHILE APPEARANCE. AS WITH PREVIOUS DRAFTS, WE STILL FIND THE SPEECH TOO HEAVILY LOADED WITH POLITICAL MESSAGES THAT WOULD CAUSE IT TO BE CONTROVERSIAL AND TO LOSE ITS FOCUS ON EDUCATION AND WOMEN ISSUES. WE HAVE MADE A NUMBER OF CHANGES/CORRECTIONS TO THE DRAFT FOR YOUR CONSIDERATION.

THESE CHANGES MAKE THE SPEECH ACCEPTABLE, BUT BORING. IT WILL BE REPORTED IN THE PRESS FOR ONE DAY AND THEN DISAPPEAR. THE SPEECH AS NOW WRITTEN SIMPLY REPEATS THE SUMMIT OF THE AMERICAS ACTION ITEM ON EDUCATION.

THE SPEECH IS TOO POLITICAL

-- THE INTRODUCTORY PART OF THE SPEECH IS TOO POLITICAL, AND TOO LONG. ITS EMPHASIS ON CHILEAN DOMESTIC POLITICS AND HUMAN RIGHTS, WE BELIEVE, IS INAPPROPRIATE TO CHILE'S PRESENT POLITICAL CLIMATE OF RECONCILIATION.

-- FOR INSTANCE, THE REFERENCES TO THE MILITARY DICTATORSHIP AND HUMAN RIGHTS ABUSES PLACES THE FIRST LADY IN THE MIDDLE OF A CONTROVERSY WHICH WOULD TAKE THE FOCUS AWAY FROM HER MESSAGE ON THE ROLE OF WOMEN, CHILDREN, EDUCATION AND SOCIAL ISSUES.

-- IN ADDITION, WE BELIEVE THAT BOTH THE GOC AND MRS. FREI WOULD BE VERY UNCOMFORTABLE WITH SUCH A POWERFUL MESSAGE ON CHILEAN DOMESTIC POLITICS, ESPECIALLY WHEN PRESIDENT FREI IS PRESENTLY TRYING TO GET THROUGH CONGRESS A COMPLICATED AND CONTROVERSIAL BILL ON CIVIL/MILITARY ISSUES AS WELL AS AN AMNESTY BILL.

-- MRS. CLINTON SHOULD DEFINITELY MENTION CHILE'S TRANSITION TO DEMOCRACY, BUT SHE SHOULD NOT MAKE IT THE FOCUS OF THE FIRST PART OF HER SPEECH.

THE SPEECH IS TOO FOCUSED ON CHILE

-- EMBASSY UNDERSTOOD FROM THE PRE-ADVANCE THAT MRS. CLINTON'S SPEECH WOULD BE AIMED AT ALL OF LATIN AMERICA.

-- IT CONTAINS MORE DETAIL ON US-FUNDED PROGRAMS THAN APPROPRIATE, ESPECIALLY FOR A SPEECH BY THE FIRST LADY.

-- WE WOULD SUGGEST A SPEECH ON EDUCATION REFORMS IN THE U.S. AND LATIN AMERICA AND HOW WE CAN BENEFIT FROM ONE ANOTHER'S EXPERIENCES THROUGH THE SUMMIT INITIATIVE ON EDUCATION.

-- OUR LIMITATION IS THAT WE CANNOT WRITE THAT SPEECH. YOU WILL HAVE A BETTER IDEA OF THE THEMES THAT HRC WILL WANT TO STRESS.

CHILE SPECIFIC ISSUES

TO THE EXTENT THAT THE SPEECH IS CHILE SPECIFIC, WE PROPOSE THAT IT ADDRESS THE FOLLOWING POINTS:

-- HIGHLIGHT, IN GENERAL TERMS, THE CLOSE BILATERAL RELATIONSHIP WE ENJOY.

-- REAFFIRM OUR SHARED COMMITMENT TO DEMOCRACY, SOCIAL JUSTICE, AND EQUALITY OF OPPORTUNITY.

-- REAFFIRM OUR COMMITMENT TO HEMISPHERIC INTEGRATION AND CHILE'S FUTURE ACCESSION TO NAFTA.

IN THE CONTEXT OF SOCIAL DEVELOPMENT, EDUCATION, AND WOMEN'S ISSUES, THE FIRST LADY SHOULD:

-- PRAISE THE EFFORTS TO MRS. FREI, AS EXEMPLIFIED BY THE VARIOUS SOCIAL DEVELOPMENT FOUNDATIONS SHE HEADS -- INTEGRA, PRODEMU, AND THE FAMILY FOUNDATION -- WHICH MRS. CLINTON WILL HAVE VISITED THAT MORNING.

-- THE FIRST LADY SHOULD SHARE WITH HER AUDIENCE WHAT THE U.S. IS DOING ON THESE ISSUES AND RESTATE PRESIDENT CLINTON'S COMMITMENT TO WOMEN'S AND CHILDREN'S RIGHTS, POVERTY ALLEVIATION, EARLY EDUCATION, ETC.

-- AN EQUALLY IMPORTANT THEME, AND ONE THAT WILL FIND RESONANCE BEYOND CHILE, SHOULD BE THE IMPORTANCE THE ADMINISTRATION ATTACHES TO THE ROLE OF SOCIAL DEVELOPMENT IN DEMOCRATIC SOCIETIES.

-- CHILE-SPECIFIC ISSUES THE SPEECH SHOULD STRESS INCLUDES THE WORK OF MRS. FREI ON IMPORTANT PROJECTS/FOUNDATIONS LIKE INTEGRA (EARLY CHILDHOOD EDUCATION AND NUTRITION FOR CHILDREN FROM THE NEEDIEST FAMILIES), PRODEMU (VOCATIONAL EDUCATION FOR ADULT WOMEN, SUPPORT GROUPS AND COUNSELING FOR DEALING WITH DOMESTIC VIOLENCE AND OTHER CONCRETE PROBLEMS FACING IMPOVERISHED WOMEN), AND "FUNDACION PARA LA FAMILIA" (WORKS WITH THE FAMILY UNIT AS A WHOLE). THE THEME OF THESE REFERENCES SHOULD BE THE NEED TO SUPPORT WOMEN AS AN IMPORTANT SOURCE OF STABILITY FOR VERY POOR FAMILIES, AND THEREFORE FOR DEVELOPMENT.

-- IF THE SPEECH DEALS WITH EDUCATION ^{FOR} ~~FROM~~ THE 21ST CENTURY, HRC MIGHT WISH TO MENTION THAT SHE WAS IMPRESSED BY THE COMPUTER LAB AT THE SCHOOL SHE VISITED AND BY THE SIGHT OF CHILEAN HIGH SCHOOL STUDENTS TALKING VIA INTERNET WITH STUDENTS AROUND THE WORLD.

-- IF THE SPEECH KEEPS SOME REFERENCE TO THE "PERA" INITIATIVE, PLEASE NOTE THAT "PERA" (PEAR IN SPANISH) SOUNDS VERY TRIVIAL, WE SUGGEST THAT MRS. CLINTON USE THE FULL NAME OF THE PROGRAM - "PARTNERSHIP FOR EDUCATION REVITALIZATION IN THE AMERICAS." BUT YOU SHOULD ALSO BE AWARE THAT CHILEANS ARE NOT GOING TO BE VERY IMPRESSED THAT THE US WILL CONTRIBUTE \$3.75 MILLION ~~"PERA"~~ OVER FIVE YEARS TO A PROGRAM FOR ALL OF LATIN AMERICA.

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Page 2 Job 807

Oct.11 Wed 14:22 1995

DRAFT J

Address by First Lady Hillary Rodham Clinton
at the University of Chile
Santiago, Chile
October 12, 1995

It is a great pleasure to be here in Chile today and to join you at this great university.

The University of Chile is one of Latin America's premier institutions of higher learning, forged in the last century by Chileans with the participation of some of the world's leading scholars, like its founders, Andres Bello from Venezuela, educator Ignacio Domeyko from Poland, physician Laurence Sazie from France, naturalist Rudolph Philippi from Germany, and jurist Eugenio Maria de Hostos from Puerto Rico.

From the beginning, your university has been a center of international thought, bringing students and faculty into intellectual contact and debate with the world outside. This university can rightfully boast that all but two of this country's democratically elected Presidents are alumni. [You suffered along with others the years of intervention] ~~but you have recovered the right to free inquiry, that is the essence of education and liberty, the essence of democracy.~~

which this University typifies,

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Chile and the United States have a close and firm relationship built on common ideals and shared commitment to democracy, social justice and equality of opportunity. We have worked together for many decades. ^{Factor have been,} I am pleased that we also have been partners with you here at the University of Chile, at the creation of the School of Geology and the Labor and Organization Department, ^{the United States to study} sending faculty to ~~Cornell's MA and PhD program in~~ Labor studies, and benefitting from joint scientific research.

10527P
Like the great poet Ruben Dario, who came here a century ago from his native Nicaragua to learn and to write, I also have come here from Nicaragua.

When

the intense bond community created a sign of relief.
Chile already has passed perhaps the most crucial hurdle in the restoration of democratic institutions -- the transfer of the mantle of the presidency from one democratically elected President, don Patricio Aylwin, to a second, President Eduardo Frei. *beginning to form an effective institution*
When *transferring the mantle of power*
Chile's transition was smooth and successful
Nicaragua is poised to overcome that ~~stagnant~~ hurdle next year with the election of a successor to President Violeta Barrios de Chamorro.

During one of his long periods of exile, your Nobel laureate Pablo Neruda wrote a famous poem, "When":

"Oh, Chile, long petal
of sea and wine and snow,
oh when oh when and when

Insert

Chile is a model for democracy and prosperity. During the five years that have passed since the return of democracy you have ^{shown} ~~demonstrated~~ the world that a national consensus can be built around ~~the~~ a model that includes democratic governance, market-led growth, and the elimination of poverty —

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Will I be home again? ...

"Oh when, patria, at election time
will I go from house to house
leading timid freedom by the hand
to shout in the middle of the street?"

For Chile, the question of "when" was answered in with the
unceasing march of the people to restore the rule of law, to
achieve respect for human rights, and to guarantee open, free and ^{a democratic system of} ~~guaranteed~~
fair elections. It was answered in the countless struggles for
human rights over so many long years. It was answered in the
triumph of the "No" campaign in the plebiscite and in the victory
of the Concertacion and President Aylwin.

Further *Edwards*
It was answered by President Frei placing over his head the
Presidential sash his father once wore, so powerfully symbolizing
the linkage to Chile's democratic heritage.

It was answered by everyone of you here, and the answer is
NOW-AND FOREVER.

[Signature]
During these past five years, the people of Chile have done
far more than restore democratic institutions. You have
maintained a strong, political coalition, fostered a vigorous
debate with the political opposition, and produced a growing

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national consensus that strong market-led growth without
^{not only}inflation can ^{but - strengthened}be maintained, under democratic governance.

Your economic growth was built in large part on expanding your markets abroad. Chile, like the United States, continues to see its economy grow through rising trade with the rest of the hemisphere and the world at large. The United States already exports more to Chile with your 14 million people ^{Bill}than with its 920 million. The Administration of President Clinton remains fully committed to hemisphere economic integration, and I am personally convinced that Chile will become a partner with us in NAFTA. Together we will help create the largest Free Trade Area in the history of the world by the year 2005.

Your economic statistics deserve to be cited: an average of 7.3% GDP growth since 1991, ^{an average of}more than 6% for a decade; inflation declining ^{2.7%}from ^{3.7%}in 1990 ^{every single year}to ^{8.9}12.4% last year and today to ^{8.6%}7.4%; unemployment ^{below 6%}at a low of 5.3%.

But most significant is the fact that 1.3 million fewer people are living in poverty today than in 1990. In fact, from 1990 to 1994, there was a 30% drop in the portion of the population living in poverty (40.1% to 28.5%).

You have shown the way ~~[across the continent]~~ to those who questioned whether your democracy could maintain steady economic

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and maintaining free-market oriented economy
reform, and also produce a public-private partnership that
focuses on reducing poverty through economic growth
including the poor. *and solidarity with the poorest of*
welfare of the ~~poorest of the~~ Chile's citizens.

When people ask where can we see the recovery of democracy,
I say, "Look to Chile."

When people ask where can we see democracy, and sustainable
economic growth, I say "Look to Chile."

then a free market and open market,
When people ask where can we see democracy, sustainable
growth and poverty reduction, I say, "Look to Chile."

Democracy, sustainable economic growth and investing
in people--those are critical tests for any society, and the
government of Chile, the private sector of Chile, and the people
of Chile are meeting that test.

President Frei has maintained the high priority of your
democratic government on social development. That focus on human
capital investment, investing in people, constitutes the full
expression of the Partnership for Prosperity and Development
announced at the Summit of the Americas in Miami last year.

Your democratic resurgence also has carried with it another
key element of the Summit commitment. It has unleashed an
explosion of civic organizations in every sphere of society.

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Civil society has become a vigorous partner alongside government in environment, public advocacy, health, education and legal assistance.

Groups like Participa, CDU (Corporation for University Promotion), CIDE (Center for Educational Development), and Apropa, are part of the democratic awakening and I am pleased ^{The people of the United States, working through the Agency for International Development, have} that ~~USAID~~ has been able to support those groups in working for change and development.

Spill not
Maketha Larraechea
Your First Lady, ~~Michelle Bachelet~~ also is engaged directly with many of the groups on the front lines of concerns with education and women, like Integra with its focus on early childhood education, PRODEMU working on vocational education for adult women and the Foundation for the Family which recognizes and supports families.

The development of Chile's institutions stems from the resilience, courage and special talent of the Chilean people. We have worked closely with you as a partner as you have laid the foundations for broad-based economic growth here.

Democracy, broad-based economic growth, poverty reduction, and environmental protection were the themes of the Summit of the Americas ^{in Miami last year, when I first met Marti.} They are the basis for our belief that the coming century can be one of prosperity for every nation of the

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Americas. And, each of those pillars of the Summit, to a considerable degree, revolves around one fundamental source of energy and purpose--the education of our peoples.

Chile and the United States have long recognized the critical importance of education in the process of democratic change. We can see that one of the dominant themes of modern democratic governments in this country, as in my own, has been the importance of education and the importance of insuring that women have full access to learning.

Thomas Jefferson, one of our founders, wrote: "I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

Both of our nations have understood that education is the stairway that offers every child the hope of reaching his or her dreams.

to him *Frei*
In 1964, when President Eduardo Frei came to office, he said, "I am here to give education to all the children of Chile, and to open to them all the opportunities, without another limit than

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their own capacity, in the certainty that a people that overcomes ignorance inevitably defeats misery and servitude."

His campaign identified 186,000 out-of-school youngsters and turned storerooms and offices into classrooms.

To appreciate the educational advances of Chile and your fulfillment of the rhetoric of equality of education opportunity, one can look at a single fact: In 1970, nearly 16 per cent of the women employed in Chile were in technical or professional positions when the comparable figure for the United States was 14 per cent.

That same Chilean commitment to education continues today and has yielded impressive rates of progress. Chile has achieved 95% literacy, almost 100 per cent elementary school coverage, 76% secondary school coverage and a major commitment to decentralization.

Chile is one of the leaders in the education reform revolution taking place in the hemisphere. And it is that revolution and the challenge of education that I would like to discuss with you today.

That challenge extends beyond Chile to every country in the hemisphere including my own.

Question: How does decentralization, in
and of itself, lead to progress in
education?

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At the Summit of the Americas, the plan of action stated, "Universal literacy and access to education at all levels, without distinction by race, national origin or gender, are an indispensable basic for sustainable social and cultural development, economic growth and democratic stability.

Fundamentally, education must fulfill its multiple roles: as a source of democratic citizenship and civic participation, as a creator of human capital and international competitiveness, and as an equalizing mechanism of social opportunity.

Those objectives are as relevant for the United States as they are for any country in the hemisphere. ^{It is} ~~It is~~ why President Clinton viewed investing in people as the core of his social agenda when he was elected. It is why we expanded Head Start programs to pre-school children and sought to make direct loans available to college students.

We depend on today's students to build our economies tomorrow, to unravel the mysteries of untold scientific endeavors and to learn more about human needs and human institutions and how to make them work effectively.

The consensus Summit goal was to attain by the year 2010, a primary completion rate of 100% and a secondary enrollment rate

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of at least 75% and to prepare programs to eradicate illiteracy, prevent truancy and improve human resources training.

To meet those goals, education reform in the Americas demands that we address together the challenges of access, equity, and quality. They must be addressed together because they are closely and intricately bound together.

Most of the region of the Americas offers access at the initial school level to children 6 to 11 years of age. The average is nearly 86%, not as good as Chile, but still far higher than other developing regions of the world.

But, barely half of children finishing elementary school have access to further education. In more than a half dozen countries, that rate hovers around 30%.

The level of access for women in countries with high indigenous populations continues to be unacceptably low, particularly for high school.

The issue of quality of education is clear when we look at what happens to children once they get to school. It is estimated

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that 20% of children enter school late, 42% repeat the first grade, and barely 50% ever graduate from elementary school. Estimates are that \$4 billion is spent each year on teaching primary school repeaters.

Statistics for indigenous populations in several countries show average completion rates of less than four years of school for boys and even less for girls. Part of the reason is the lack of adequate facilities; part of the reason is the lack of adequate teaching techniques; and part of the reason is the lack of political will.

How can nations build vigorous economies when half of the potential work force never achieves a primary school education. Some of the countries in the hemisphere with per capita income even higher than in Chile still have three out of every four entering children failing to complete elementary school.

The Summit plan of action defined a fundamental strategy for responding to these challenges:

First, it called for adequate funding for decentralization of elementary and secondary education to expand access of opportunity and the quality of what is taught in the schools

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through broad participation and engagement of parents, educators, and community and government leaders.

Here in Chile the government's decision last year to increase ^{national} ~~public~~ expenditure on education from 4.5% of GDP to 7% of GDP by 1999 sends a strong message to the entire region regarding the importance of education to Chile's plans for economic growth and social advance. ~~The~~ Private sector ^{participation} ~~is~~ in this spending emphasises the message ~~that~~ that education is important to the nation as a whole.

Second, the Summit called for improved human resource training and technical, vocational, professional and teacher training as part of pursuit of an educated work force equal to the demands of international competition. It specifically charged business and the international financial institutions with making worker education more relevant to the marketplace.

Again in Chile, we can see in the program/I just visited at ^{one} ~~the~~ ^{your} schools, evidence of what can be done. Competency-based teaching innovations managed by a the Chilean NGO, CIDE, and supported by USAID have helped students from lower income backgrounds obtain the jobs skills needed for upward mobility. In the process, a public-private sector partnership in education has begun.

There is not going to be
Vocational school using competency
based education. Pre-admission tests
like it.

Mrs. Feli and

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Third, the Summit directed a focus on the education of indigenous children and particularly girls and women as is essential in several countries in the Americas. Nations cannot afford to open the doors of learning to only half of their people.

Finally, universities must continue to be centers of learning and intellectual expansion even as they provide the critical level of preparation for our Nation's business, professional and political leaders.

However, there must be a careful examination to insure that government subsidies for those who can easily pay for the highest levels of education do not absorb the resources necessary to assure access for the poor to the most basic levels of education. Surely as we enter the 21st century, we can do better.

In assuring access, equity and quality there are unique and exciting experiments in learning taking place in the Americas.

Here in Chile, the 900 Schools Program is one of those, targeting primary schools in poverty areas and concentrating on five fundamental areas of action: improving infrastructure; focusing on the child's world and awakening teacher awareness to

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the cultural backgrounds of students; distributing textbooks; creating a desire to read; and involving the community.

A democratic perspective was woven throughout the program by calling on students, teachers, directors, supervisors, families and community to reward personal initiative, participation and responsibility and to break the vicious circle of poor achievement in school.

In other countries, including my own and Canada, there are innovations in learning that we can share with each other.

One of the initiatives of the Summit was the commitment to create a hemispheric Partnership for Education Revitalization in the Americas. ^(PREA in Spanish) ~~(PREA in English, PREA in Spanish)~~.

Its purpose is to help countries adopt and implement effective education reform policies. ^{PREA} ~~PREA~~ will spread across the hemisphere the best examples of how countries meet the challenges of access, equity and quality in basic education for all children.

^{PREA} ~~PREA~~ will be a consultative forum for governments, NGOs, and international organizations. It will identify and showcase the best programs and then disseminate and help countries replicate those innovative programs, adapting them to each individual national reality.

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*Where is
Gabriela Mistral?*

I am pleased to announce that the United States will provide some \$1.75 million over the next five years to help fund that hemispheric partnership with education leaders across the Americas to identify the most innovative policies and programs in girls and women's education, educational quality; school finance; decentralization; and school performance evaluation. The ^{PREA} ~~PREA~~ forum will identify those programs, work to disseminate them and to help nations replicate them.

An American poet, Robert Frost, once wrote of someone's death,

"And nothing to look backward to with
pride,

"And nothing to look forward to with hope."

We have the chance as we approach the 21st century to look backward with pride on what we have done to open educational opportunity to all Americans. We have the chance to insure that every child can look forward with hope and in so doing we will strengthen our democracies, build our mutual prosperity and move us closer to just societies.

Withdrawal/Redaction Marker

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. briefing paper	re: US-Chilean Relations (2 pages)	09/21/1995	P1/b(1)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Christine Macy
OA/Box Number: 17205

FOLDER TITLE:

Chile 1995/HRC [1]

2013-0936-S

rc1320

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. briefing paper	re: Chile: Political and Social Overview (2 pages)	09/21/1995	P1/b(1)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Christine Macy
OA/Box Number: 17205

FOLDER TITLE:

Chile 1995/HRC [1]

2013-0936-S
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- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
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- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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Chile: Economic Overview

Chile has a strong economy with excellent prospects for continued rapid growth. The prestigious Davos Economic Forum recently rated Chile the fifth most competitive emerging economy. Since 1985, annual GDP growth has averaged 6.1 percent, the highest in the region, reaching a record 10.3 percent in 1992. First quarter GDP growth this year was 6.6 percent above the first quarter of 1994, in line with predictions of 6 percent growth for 1995 overall. Unemployment is 5.3 percent, inflation 7.4 percent (the lowest since 1982).

Chile represents in many respects a model of economic reform: consistent, prudent fiscal and monetary policies have been in place for years now, successfully reducing inflationary pressures. The government posted its eighth consecutive budget surplus in 1994, equal to about 1.7 percent of GDP. Chile's favorable economic outlook is further enhanced by high domestic savings and current strong investment rates. Foreign investment is mostly (60 percent) long-term direct investment. Reflecting the strength of Chile's export performance and foreign investment inflows, the value of the Chilean peso has risen and the government recently shifted the band in which the peso floats. Chile's financial picture is bright: a current account surplus, strong foreign currency reserves, vibrant domestic financial markets providing attractive alternatives to external financing and prudent management of short-term capital flows.

Chile has a generally open trade and investment regime (with a uniform tariff of 11 percent), although barriers do exist. In the last eight years, US exports to Chile have almost tripled. The United States is Chile's largest supplier of imported goods: its share of Chile's total imports rose from 20.5 percent in 1992 to 23.5 percent in 1993. Corn, fertilizer, computer parts and accessories, communications transmitters and construction vehicles topped the list of US exports to Chile. In each of over 400 different goods categories, US export revenues exceeded USD one million.

One of the original GATT signatories, Chile played an active role in concluding the GATT Uruguay Round Agreements and has ratified and begun to implement the Agreements. Chile was the first developing country to bind its tariff regime in the GATT as part of the 1979 Tokyo Round of multilateral trade negotiations. In 1994, Chile became a member of the Asia Pacific Economic Cooperation (APEC) forum. Chile is also participating as an observer in several OECD meetings.

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SEARABSC 3098 Economic Overview 09/21/95

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USOAS: MFeierstein
INR/IAA: MAdler
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Chile: Status of Women

Women make up 50.9 percent of Chile's population. While Chile's constitution does not allow discrimination based on gender consideration, lack of women's participation is widely evident in education, employment and social-political participation. In 1989, the Aylwin administration created SERNAM, a cabinet-level agency responsible for policy development and program implementation on women's issues. The Frei administration has developed a plan for women's equality. Nonetheless, Chile remains in many ways a very traditional society. Neither birth control nor abortion is a major topic of public debate, the former because it is widely accepted, the latter because it remains essentially taboo (and illegal).

The government of Chile, through SERNAM, and using the plan for woman's equity, is developing new programs to respond to these challenges.

USAID/Chile has finished a program with Finam, a local women's world banking affiliate, to provide microenterprise loans to poor women. Finam now has the capacity to design and carry out credit activities which address specific income generation needs for low income women and to mobilize local and external resources.

Key Issues

-- Economic participation: While women from all economic levels have entered the work force in the last 20 years, their income levels, benefits and positions lag behind those of male counterparts. Some studies show that women earn 81.7 percent less than men. Job recruitment is often specifically done according to sex. As a group, women's education levels also lag those of men, although upper-class women have long been represented in the prestige universities.

-- Political participation: Within Chile's Congress, women hold seven of 120 lower house seats and two of 38 elected seats in the upper house. However, three ministries are led by women: Justice, National Properties and SERNAM. Women's leadership tends to focus on the NGO community.

-- Familial participation: The family is under increasing pressure. Family violence has become a topic of discussion; more households are being led by women; there are reportedly 400,000 teen pregnancies per year and 150,000 abortions. Working mothers are entitled to a three month paid maternity leave.

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SEARABSC 3236 09/28/95

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Chile: Status of Education

Chilean education statistics are among the best in Latin America: elementary school coverage is almost 100 percent, secondary school coverage is 76 percent, and tertiary coverage is 20 percent. Chile enjoys a 94.6 percent literacy rate. Pre-school education is at 18 percent coverage. All these figures represent tremendous improvements from 1965 levels. Nonetheless, the government has declared educational reform one of its two highest priorities. In 1985 Chile decentralized its unitary school management system, contracting those responsibilities to municipalities and professional associations.

USAID/Chile has just completed financing a multi-year pilot program using competency-based-education (CBE) and public-private partnership concepts to orient and redesign vocational technical curricula towards marketplace needs. Ohio State University, Ferris State University and California State at Chico trained 45 teachers selected from six high schools throughout Chile. The program, now in its third year of implementation, has received very high grades from students, faculty, the private sector and Ministry of Education. In 1998, the first graduating class will enter the market.

In the primary and secondary area the government has pledged USD 244 million of its own money for USD 205 million in loans from the World Bank to improve access, quality, computer use and infrastructure. There is a school feeding program in the poorest 900 schools.

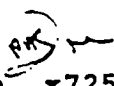
Key Issues

-- Pre-school education: Only 2 of 10 poor children enter a preschool system.

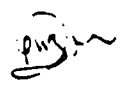
-- Elementary education: While access is almost universal, the system has quality and efficiency problems. 52,000 students are still outside the system, only seven of ten children complete elementary education, the failure rate is 12.2 percent and three of four poor students do not understand what they read. In the 20-25 age cohort 17 percent have not completed elementary education.

-- Secondary education: Technical vocational education does not provide workplace required competencies. There are access, efficiency and quality issues -- it takes 5.4 years to graduate a student from a 4 year program. Dropout rates were 7.2 percent; while 1 of 5 students drops out. The poorest sector of the economy has lower results.

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Chile: Population and Family Planning

Chile enjoys a 1.6 percent annual population growth rate, a child mortality rate between 11 and 12 per 1,000 and a fertility rate of 2.5 percent. The percentage of married women using contraceptives is high. The rate of STD/AIDS/HIV is low. At current growth rates, Chile's population is projected to double by 2036. Chile did not present any policy plan at the UN Population Conference in Cairo. Chile's stand is basically: yes to family planning, no to abortion. The Ministry of Health is in the process of reformulating and revising approaches to family planning issues and programs based on the Cairo conference.

USAID and other donors have successfully worked with the Ministry of Health since the 1960s. Indeed, the above statistics reflect the results of good donor/government cooperation and program implementation. Aprofa, Chile's association for family protection, is the only NGO in family planning. It is associated with the International Planned Parenthood Federation. Aprofa works with the Chilean Red Cross.

USAID/Chile has been providing contraceptives (condoms, oral contraceptives and IUDs) to the Ministry of Health and NGO community. As USAID phases out of Chile, a sustainable program will be put into place at the Ministry.

Key Issues

-- Quality and efficiency: Chile must improve the quality and efficiency of its services.

-- Poverty coverage: Chile must continue to expand and modify its programs responding to the needs of the urban and rural poor.

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Chile: Children and Poverty Alleviation Issues

Chilean statistics on children are among the best in Latin America. Overall, 86.2 percent of Chilean children are classified as normal, however, these figures represent 91.6 percent of children in the highest income level and 83.8 percent in the lowest. Access to basic education is almost 100 percent.

Chile is committed to broad-based sustainable inclusive development. Poverty reduction in Chile is not only a key social and economic issue, but also a key political issue. Since 1989, Chile's democratically elected governments have increased the rate and level of public resource allocation to social sector programs, while reliance on donor loans has dwindled. At the World Summit on Social Development in Copenhagen, Chile took a leadership role on "growth with equity issues".

In 1990, as a result of the World Summit on Children, Chile designed a national children's plan, pledging itself by the year 2000 to increase basic education coverage from 91 to 98 percent, decrease infant mortality from 16 to 11.5 per 1,000, decrease maternal mortality from 3.8 to 2.5 per 10,000, improve the protection framework for child victims of abuse, develop a protection framework for children and juveniles with criminal problems and decrease the use of drugs, alcohol and cigarettes.

USAID/Chile, through its justice reform program, is providing support to the Ministry of Justice to draft new and improved children protection legislation to reach its World Summit on Children goals.

Key Issues

-- Poverty alleviation: Almost 30 percent of Chile's 12.5 million people are considered to be in poverty. Improved pre-school, health and employment services must be delivered to children in poverty.

-- Special needs: In Chile, studies indicate that five percent of children under 18 suffer from abuse and more than 10,000 children have been totally or partially abandoned. In 1988, the last year of available statistics, 6,171 juveniles were arrested, while 8,704 were in prison. Too many juveniles were in adult prisons. In 1990 almost 14 percent of children were born to juveniles under 20 while 24 percent of male juveniles are considered to have drinking problems. Almost 17 percent of juveniles between 16 and 18 have reportedly used drugs, while 7.9 percent of all juvenile have gotten into problems due to drugs.

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Chile: Health Issues

Chilean health statistics are among the best in Latin America. Chile has a general mortality rate of 5.5 per 1,000, an infant mortality of 13.1 per 1,000, a life expectancy at birth of 72 years for 1990-95 and a population growth rate of 1.55 percent. Chile's basic sanitation indicators are similarly favorable. Potable drinking water is available to 95.2 percent of the urban areas while 73.3 percent of the rural areas are covered; 73 percent of the urban area has sewerage. However, less than two percent of waste-water is treated. AIDS accumulated incidence is 8.2 per 100,000.

USAID/Chile has just finished a multi-year project to expand health services to the poor and improve the quality of health care services. As a result of the project: 104 rural and 27 urban municipalities received additional funds to expand primary health care; 27 24-hour urban health centers, covering 2.5 million Chileans (18 percent of the population), were established; 67 urban health centers, covering four million Chileans (29 percent of the population) put on a third shift; almost 10,000 professionals and technicians were trained in primary health care and 42 health care labs were upgraded.

Key Issues

-- Expanding service access: As Chile's population matures, new programs responding to specific demographic needs for the poor, for women, adolescents, the aging, are being developed. Additionally programs for the developmentally disabled are being designed. Special public health campaigns for winter respiratory infections, cholera and measles control were successfully launched.

-- Empowerment/decentralization of services: Chile is a unitary state in the process of decentralization. Hospitals and health services are being empowered to establish regional priorities, formulate local plans and determine needed resources. Renewed emphasis is being placed on primary health care service through a new financial distribution formula. Finally, the Public Health Institute will be strengthened to oversee public and private clinics and hospitals.

-- Redefining the health care model: The Ministry of Health is working towards balancing coverage and quality and improving resource utilization while expanding primary health care.

-- Strengthening the government's regulatory role: The Ministry of Health will increase its oversight of health care and insurance providers.

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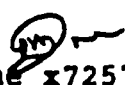
Chile: Human Rights

Five years after the transition to democracy, the principal human rights issues in Chile relate to abuses -- up to 3,000 killings -- that occurred during the former military government. Efforts to do justice in those cases are limited by sometimes conflicting requirements for justice and national reconciliation. The judicial system continues to investigate, with mixed success, a number of pending human rights cases, but human rights monitors have criticized preferential treatment given some human rights abusers.

The Chilean Supreme Court's decision in May 1995 to uphold the convictions and prison sentences of two army officers for their roles in the 1976 Letelier/Moffitt murders significantly curtailed military impunity. The imprisonment of one -- Brig. Espinoza -- prompted protests by active duty military, but Espinoza remains in prison. The other convicted officer, Gen. Contreras, has resorted to legal appeals to prolong his stay under prison guard in a military hospital. President Frei has stated that Contreras will serve his term in prison and repeatedly emphasized the primacy of the constitution and law in Chile.

President Frei in August proposed a "reconciliation" package of constitutional and legal reforms to consolidate Chile's return to democracy and address the military regime's human rights violations. The package includes draft legislation to expedite the handling of pending human rights cases dealing with disappearances, modify the military code to allow the president to dismiss flag rank officers after consulting with the appropriate service chief, abolish appointed senatorial positions, give civilians a majority on the national security council and change the constitutional court. Sectors of the political left and right are opposed to different parts of the package.

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SEARABSC 3105 Human Rights 09/21/95

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Chile: Mrs. Frei's Involvement in Social Welfare Issues

Chile's First Lady, Mrs. Marta Larraechea de Frei, is president of the following four institutions involved in promoting developmental activities on behalf of women and children:

A. Fundacion Tiempos Nuevos (New Times Foundation): This is the only foundation founded by Mrs. Frei. The others were started by her predecessors. Tiempos Nuevos has two projects. "Artesanias De Chile" is a gallery crafts shop that was inaugurated in 1994 to promote and sell handicrafts produced by local artisans. This is one of the President's and Mrs. Frei's favorite programs. The gallery is frequently visited by official state visitors for special presentations. Tiempos Nuevos is also considering creating a children's interactive museum.

B. Integra (National Foundation for Child Development): Integra's objective is to provide education to children in extreme poverty and provide pre-school and basic education to two to six year olds through more than 500 centers nationwide. Integra serves 40,000 children, allowing their mothers to work. It also provides training to parents so they can assist with their children's education.

C. Prodemu (Women and Development): Prodemu's objective is to promote women's participation in the creation of new organizations aimed at dealing with their problems, strengthening existing ones and creating an information network to improve their quality of life. Prodemu implements training programs that stimulate personal development and community participation, and provides women the necessary tools to play leadership roles. Prodemu also provides health care, assists in AIDS prevention campaigns, environmental campaigns, and other civic issues. Prodemu disseminates information on women policies and programs and women's legal rights. It also conducts training programs to teach or increase income-generating skills in handicrafts, plumbing, electricity and mechanics. Prodemu promotes cultural heritage through artistic activities organizing a national poetry and painting contest for women.

D. Fundacion Para La Familia (Foundation for the Family): The foundation improves the quality of life of urban low income families by providing family centers where families meet for cultural and recreational activities.

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Chile: Summit of the Americas Implementation

Chile has been one of the most active partners in the implementation of Summit agreements. Chile's economic growth is driven by exports, and the Government of Chile has actively sought the realization of regional economic integration. Chile maintains a strong interest in environmental issues and in fighting poverty.

Key Issues

- Chile has aggressively sought NAFTA membership. The government of Chile is watching the fate of 'fast-track' legislation with great interest. Should it fail, the Chilean government will continue more actively to pursue closer association with MERCOSUR, the regional economic association of Southern Cone states.
- The OAS Confidence and Security Building conference scheduled for November 1995 is a historic milestone for the region in strengthening regional stability. The Chileans have volunteered to coordinate the hemispheric implementation of the 'mutual confidence' and telecommunications action items.
- Chile has also volunteered to help coordinate the Summit action items associated with the fight against poverty, and, with USAID assistance, will host in January 1996 the hemispheric conference on eradicating poverty and discrimination. The meeting, which involves political and technical experts, will re-affirm the Summit commitment to social investment by the Hemisphere's governments and will promote implementation of Summit initiatives in education, health, women in development and microenterprises/small businesses.
- A special effort is underway to provide preschool education to children in families from the poorest 20 percent of society. In the near term, the GOC plans to cover 100 percent of five year olds and 40 percent of three and four year olds.
- In high school education the goal is to have a 75 percent graduation rate by the year 2000 and to improve the achievement test scores of economically disadvantaged students.
- Chile has a cabinet level ministry for women's issues (SERNAM). SERNAM is the driving force bringing Chilean women to equal status with men. With the exception of abortion, a taboo subject in a country where even divorce is illegal, the GOC delegation to the Beijing Conference supported positions closely paralleling those of the USG.

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Drafted: ARA/SCO: DAJenks 
SEARABSC 3199 Tel. 70746 9/26/95

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EB: SListon
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AID: SEpstein



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Chile: Embassy Santiago and the American Community

The US presence in Santiago is housed in a new chancery building which was inaugurated on July 4, 1994. The 122,700 square foot edifice is situated on a five-acre triangular site in the residential suburb of Las Condes, approximately five miles northeast of downtown Santiago. The building reflects the latest security standards, and its design features embody ultra-modern construction practices. The design architect is from Minnesota; marble and granite used for the facade is from Minnesota and Texas.

The public sees three separate areas of the building: the two-story entrance rotunda connecting the other two building components; the consular hall housing consular operations and the US Information Service activities; and the chancery atrium, a round five-story structure accommodating the other embassy offices.

Embassy Santiago is staffed by 89 American employees representing 15 USG entities. There are some 52 spouses at post, 68 dependent children and one dependent "in-law." Americans are assisted by 170 Chilean direct-hire and contract employees who work at the Embassy. Together, they conduct the full range of USG business. Consular officers issue approximately 6,700 non-immigrant visas per month (an increase of over 30 percent from last year), and provide services to the growing American citizen community in Chile. Other activities include political and economic reporting and representation and the dissemination of US policy to the local press. Promotion of US exports is a priority with the Embassy providing support for more than ten trade fairs and up to 20 trade missions per year. In addition, the Embassy each year facilitates more than 125 individuals looking to do business in Chile by researching and matching them with potential partners, agents and clients, as well as providing information upon request to countless numbers of business people in the United States. Law enforcement and military liaison activities, and direct support to American employees working at the Embassy, are among the other challenges facing Embassy Santiago.

Chile hosts approximately 5,500 non-official American citizens who live in the country, with 4,000 residing in the Santiago area. Seven hundred of these Americans are connected with US and other countries' private sectors conducting business, 350 are missionaries representing several faiths, 100 are students, 1,500 are retirees and 550 are family members associated with the above categories. Finally, out of the total of 5,500 American residents, 800 have dual Chilean and American citizenship.

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Drafted:Embassy Santiago x72575
SEARABSC 3241 09/28/95

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Chile: Lunch with Mrs. Frei

Context of Event:

Lunch will be held at the presidential "La Moneda" palace in downtown Santiago (approx. 30 minutes from the PRODEMU stop). This is the working seat of the Chilean executive; the Frei's live in their family home east of the city center. The palace became world-famous when it was bombed and badly damaged in the course of the 1973 coup that brought General Pinochet to power. Mrs. Frei has invited high-ranking GOC officials and prominent women from government, business and social and education institutions to attend.

Your Objectives:

- o To underscore the importance of social development and poverty eradication to the long-term prospects for prosperity in Chile, and by extension, in Latin America.
- o To highlight the often under-reported role that women are already playing in Chilean national life, and the need to further expand opportunities for women as a group.

Talking Points:

The First Lady will offer a toast in response to introductory remarks and a toast offered by Mrs. Frei. In keeping with Chilean custom, the exchange of toasts will take place at the start of the meal.

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SEARABSC 3251
Cleared by ARA/BSC:JWSwigert

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Chile: Toast at Mrs. Frei's Luncheon

Mrs. Frei -- Martita -- distinguished guests. It is truly an honor and a pleasure for me to be here with you today. I am tremendously impressed with Chile and its people, and especially by the foundations I visited this morning. Your work on behalf of women and families is so very fundamental in extending the benefits of your remarkable economic and political achievements to all sectors of this country.

It is no coincidence that in the period in which programs such as Integra and the Foundation for the Development and Promotion of Women have begun operating under the leadership of the First Lady, more than 500 centers throughout the country have attended to the needs of over forty thousand children and programs promoting health care, leadership training for women have been launched.

I have met so many outstanding women today -- elected officials, public servants, white and blue collar workers -- directors and mid-level managers --all of whom reflect the positive energy I knew I would find here.

I congratulate all of you for your outstanding achievements and the important contributions you have made in promoting the well-being of families in Chile. I wish you every success in the future.

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Chile: Tea with Prominent Women

Context of Event:

A number of women play significant roles in Chile's national life. Mrs. Clinton will have an opportunity for an informal discussion with a group of them in the traditional setting of "onces," the Chilean version of afternoon tea. Alicia Rodriguez Guerra-Mondragon, the Ambassador's wife, will host this event at the US Ambassador's residence in Las Condes, an upper-class Santiago suburb. Invited guests will include representatives from the Congress and political parties, and the government, as well as from the business and cultural communities.

Your Objectives:

- o To exchange experiences with Chilean women playing active roles in a society still dominated by traditional stereotypes of the role of women.
- o To underscore the importance the Clinton administration attaches to women's issues.

Talking Points:

- o What are your impressions of the Beijing Conference on Women. How do you perceive the role of the United States and Chile at that meeting?
- o Is an event such as this that brings professional women from varied backgrounds together commonplace in Chile? In the United States, such informal groups often develop as professional women build networks and rise in male-dominated professions.
- o How are women treated in the Chilean education system?
- o Are there specific laws that hinder the further empowerment of women?
- o What is the role of women in political life? Are women more active on the local level than the national level?

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SEARABSC 3253
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Chile: Micro-credit Women's Session

Context of Event:

TPH (Pensasol Work Center) is located in Penalolen, a lower class suburb in eastern Santiago. The Center is home to some 50 "micro-businesses" and features fresh produce vendors and a flea market. There will be a large crowd of shoppers and onlookers for the First Lady's visit. The mayor of Penalolen, Carlos Echevarria (a founder of the TPH) will welcome Mrs. Clinton to the market. He, together with Peace Corps Director McAward and Peace Corps volunteer Wanda Colon, will lead a 15-minute discussion with a group of preselected micro-business owners who have received loans from TPH. Mrs. Clinton will then enter the Center for a brief discussion with a second group of micro-business owners who have received loans from USAID-funded programs. USAID Director Nicastro will also participate.

Your Objectives:

- o To highlight the success of efforts of concrete and cost-effective social programs designed to raise living standards.
- o To demonstrate the real-life consequences of the close ties between the United States and Chile.

Talking Points:

- o How many loans have you received? How have these loans helped you to improve your business?
- o Have you taken business classes in conjunction with the loans? If so, have the classes helped your business?
- o Are you satisfied with the education your children are receiving? Do any of your children go to college?
- o Do you have health insurance? What access do you have to primary medical care?

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Cleared by ARA/BSC:JWSwigert 

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Chile: Embassy Meet and Greet

Context of Event:

The US Mission in Santiago is housed in a brand new (one-year old) custom-built facility in the new emerging business district east of downtown. It is five minutes from the Ambassador's residence. Ambassador and Mrs. Guerra will met the First Lady at the interior gate and escort her to the podium. After introductory remarks by Ambassador Guerra, Mrs. Clinton will speak briefly to the assembled group of US employees, their dependents, and Chilean staff.

Your Objectives:

- o To greet American and Chilean employees and their families and recognize their efforts to promote US interests and strengthen ties between the United States and Chile.

Talking Points:

- o I am grateful to all of you for the hard work that has gone into arranging my first-ever visit to Chile.
- o I want to let you know that the work you are doing -- not only on my visit, but day-in and day-out -- here in Chile, is important and very much appreciated by the President.
- o The United States and Chile have a strong and mutually beneficial relationship based on our shared cultural, political and economic values.
- o We share a strong work ethic, as well as a deep concern for the education, health and welfare of our children, and an abiding respect for the rights of all members of the community, including women.
- o I know you will continue to represent these values as you carry out our nation's foreign policy here in Chile.

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Chile: Departure Statement

During my short stay in your lovely country, I have been able to experience at first hand the warmth and generosity of the Chilean people for which I am deeply grateful. I also have appreciated Mrs. Frei's gracious hospitality as well as her friendship.

I have been impressed by what I have seen here, especially the efforts of both government and private sector organizations to alleviate poverty, promote women's rights and provide for the welfare of children and the disadvantaged.

I leave more persuaded than ever that the relationship between our countries is a strong and mutually beneficial one. Together, our governments will continue to work together to promote peace and prosperity in this region.

I have greatly enjoyed my visit and I look forward to returning.

Thank you very much.

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Drafted:Embassy Santiago x72575
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